

Spring 2004

DWIGHT TODAY

An Alumni Magazine for the Dwight, Franklin and Anglo -American School Community

What is an International Education?

The International Baccalaureate
Program at the Dwight School



In This Issue

Spirit Week Kick-Off Day

International Film Festival at Dwight

Faculty Profile of Assistant Headmaster
Anthony Foster

Alumni Spotlight on Jesse Hollander '90

Volume 1
Number 2

Mark Your Calendars!

The Dwight, Franklin, Anglo-American Alumni Association (DFAA)
invites you to the following upcoming events:

The Dwight School Foundation's International Gala and Auction

Tuesday, April 27, at the Consulate General of the Russian Federation

Join us for a wonderful evening of fine foods, lively entertainment, and the opportunity to bid on numerous one-of-a-kind auction items! Proceeds help provide scholarships for Dwight students and professional development grants for Dwight faculty.

Class Reunion Day

Saturday, May 22, at The Dwight School

Come reconnect with classmates and help celebrate Chancellor Stephen H. Spahn's 35 years in education! All classes are welcome to attend, but specific focus will be on classes celebrating landmark reunion years.

Tentative Schedule

Then and Now - Tour of Present Campus	1:00pm - 1:45pm
Welcome and Achievement Awards	2:00pm - 2:45pm
Alumni and Current Parent Speakers including Sergey Lavrov, the Russian Ambassador to the United Nations	2:45pm - 4:00pm
Cocktail Receptions	4:00pm - 6:00pm
Class Dinners (to be organized by each class separately)	

Landmark Reunion Classes:

Dwight '99	Anglo '89	Franklin '79
Dwight '94	Anglo '84	Franklin '74
Dwight '89		Franklin '69
Dwight '84		Franklin '64
Dwight '79		Franklin '59
Dwight '74		Franklin '54
Dwight '69		
Dwight '64		
Dwight '59		
Dwight '54		

For more information contact Alumni Officer, Judy Jackson, at 212.724.2146 ext. 232
or your Class Representative listed on page 43.



Every child has “a spark of genius”

Dwight's endowment has grown steadily over the years to its current level of approximately \$4 million. This money has been used to provide research grants and professional development for our talented faculty. While the endowment has served our community well, this is still small compared to the endowments of our peer institutions, some of which are as high as \$60 million. We need your support. When you contribute to The Dwight School Foundation's Annual Campaign, you are helping us to continue achieving our mission of finding and developing every child's “spark of genius.”

Your participation is vital.

For more information, please contact:

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The Dwight School Foundation

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Illustration by Ray Bartkus (Kris '04)
See more of his work on page 20 and at <http://www.raybartkus.com>



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To the Editor

DWIGHT TODAY

Dwight Today is a publication serving the entire Dwight community which includes current students and their families as well as alumni and friends of the Dwight, Franklin, and Anglo-American Schools. Its purpose is to inform you of exciting news from our school today as well as from members of our community. Our goal is to keep you connected to the spirit of Dwight.

We welcome your feedback and suggestions. Please address all correspondence to the Editor, *Dwight Today*, The Dwight School, 291 Central Park West, New York, NY 10024, or you can email us at: rknodell@dwight.edu.

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Dear *Dwight Today*,

Congratulations on a job well done. I just received the first issue of *Dwight Today* and it is great. It was especially nice to hear from the kids in college through your alumni updates and senior memories. I hope all is well there. By the looks of the size of the new faculty additions there are few faces remaining from my era. Please say a fond hello to those friends still there, especially Sandy Darzy, Caroline Walsh, John McElaney, Sam Samuels, Dr. Robinson and Mr. Spahn. Connie and I welcomed our daughter Farrell Friday Hoffman to the world July 12th. She is a wonderful, happy, and healthy baby who brings to us immense joy. Take care and keep up the great work.

Warm regards,

Todd Hoffman, Ex-Faculty

Dear *Dwight Today*,

I just received *Dwight Today* and loved it! It sure is a far cry from the *Franklinite* mimeographed pages we were given. I so enjoyed reading *Dwight Today* that my mind just took off. And at my age, that's a dangerous thing. I started thinking back to my days at Franklin School. So many joys and now, a few tears for friends departed. Most lunch hours at Franklin I spent with my buddy, Bob, in Doc Stevens lab with our much-respected instructor, Mr. Max Kern, (said to be the nephew of composer Jerome Kern).

I recall his offering that of all the memories when you get older (we were 17 years old at the time), memories of the years in high school will remain the sweetest. After four good years of college, two years of Korean service, four years of a happy single life, and now forty-five years of super married life with two children and eight beautiful grandchildren, I have come to the conclusion that old Max was 100% right. Not to sound corny, but "those were the days, my friend." I don't guess that any of you current guys can relate to our Headmaster, Mr. Peter Berenberg's class opening of "Take seats," or Mr. Clifford Hall's "Gentlemen."

The greatest prize of all was when Doc Stevens kept us after school ("detained") and would only release you if you could identify the classical song he would whistle. As I tell my son and daughter now, grab these days and appreciate them because, oh so fast, they pass and all you will have is a memory – a beautiful memory. Mr. Hall, please forgive any errors in spelling or punctuation..... you taught me better..... your English pupil of '49 geo.

George Beck

Franklin School, Class of 1949

Dear *Dwight Today*,

My parents recently forwarded to me what I believe is the inaugural edition (Fall 2003) of *Dwight Today*, and I would like to congratulate you and your staff on a job well done. It's a first-rate publication, especially for the first time off the printing press.

Frederic Korey Charles

Anglo-American School, Class of 1983

INSPIRING

Future Leaders

The International Baccalaureate (IB) Program, K-12, has focused our attention on becoming directly involved in the key activities of the world. We deal with real problems and relate ourselves to life as it is. A new world, born from the chrysalis of mass communication, globalization of markets, intermixing of cultures and people and the rapid spread of democratic ideals, has presented us with a new playing field. At Dwight, we are addressing the questions of how to inspire future social entrepreneurs, how to train the next generation of leaders, and how to live abroad as a contributing member of a host country while maintaining the virtues of our American heritage.

Social entrepreneurs hold the key to our future -

Our students will have many careers in their lifetimes and among them must be a passion to improve the lot of others. Real change and social innovation require the energy of young minds. Martin Luther King, Jr., said, "True compassion is more than flinging a coin to a beggar...an edifice which produces beggars needs restructuring." Recently, Dr. Catherine Hamlin and Matthieu Ricard spoke at Dwight and moved us with their respective stories about helping to save the lives of 24,000 Ethiopian women and providing education and health-care to thousands of Himalayan children.

We believe in the words of Thomas Edison, "If we all did the things we are capable of doing, we would literally astound ourselves." I believe the twenty-first century will be remembered not for its political conflicts or technological advances, but as an age when human society took action for the welfare of the entire human race as a practical necessity. It is with this in mind that students at every grade level will read about the great social entrepreneurs who have changed and continue to change our world.

Leadership by Design -

A social entrepreneur requires leadership skills. Some students have already had training by Leaders Today. We are now adding further training for Dwight faculty and parents by introducing a program designed and taught by Dr. Karen Dawson, a world authority in leadership training. The twenty-hour program has five units of mastery. First, "Whatever the starting point, people can learn leadership skills, practice them and get better at them." Second, "Leaders lead best when they forget about themselves and focus on the group, its needs and its goals." Third, planning is a practical skill, and we must remember, "Most people don't plan to fail, they fail to plan." Masters of change must be "adept at reorienting their own and others' activities in untried directions to bring about higher levels of achievement." Fourth, it



Dwight School Chancellor Stephen H. Spahn with Don Rodrigo, the former president of Costa Rica, visiting his property at Villablanca near the Los Angeles Cloud Forest Reserve.

is essential to learn how to deal with conflict. Fifth, public speaking and interviewing is a necessary skill for a leader - "Leadership is heading into the wind with such knowledge of one's self and such energy as to move others to follow." The IB has placed significant emphasis on community service, as well as the role that passionate individuals have had in the course of history. Once leadership skills are acquired, they should be used for a positive purpose.

Costa Rican Partnership -

Inspiration, leadership and the opportunity to take action are important parts of Dwight life. We have accepted the IB's challenge to partner with a school in a developing country. We are partnering with the SOS Hermann Gmeiner Colegio in Costa Rica. The Colegio enrolls the most talented orphans from 14 Latin American nations. The goals are for each of our students to implement a socially meaningful project; to acquire further leadership skills; to undertake real scientific experiments that have implications for the long-term regeneration of forests; and to acquire a working knowledge of the Spanish language and Costa Rican culture. The Costa Rican project will require us to raise the funds to build a research center in the Cloud Forest, hire a full-time field biologist and integrate this opportunity into the school experience of every Dwight student. What is special about this program is that it allows us to inculcate leadership and social entrepreneurial skills. I know this will work because

three years ago when our IB Environmental Studies class went to the Monteverde Rain Forest in Costa Rica, the students took an interest in the San Luis Valley's one-room school house which was about to close. They raised the funds and saved the school. For their effort, Dwight received the Hagoort Award, given to an outstanding school in North America which had undertaken a successful humanitarian initiative. The current program in Costa Rica will take place during spring and summer breaks. We will see many unique student innovations over the next five years. As La Fontaine expressed, "Man is so made that whenever anything fires his soul ... impossibilities vanish."

At the soul of The Dwight School is the idea that "things which matter most must never be at the mercy of things which matter least." The soul of the school is magnified by the heroic acts undertaken by students, teachers, parents and alumni. The soul of the school is exemplified by ordinary people doing extraordinary things that advance the well-being of humankind. We accept the challenge to continue to break down arbitrary categories and allow a unifying light to illuminate our lives. By inspiring students through the accomplishments of the great social entrepreneurs, by training students to become change-makers, and by providing real opportunities for action, we can proudly say we are educating citizens of the world. ■

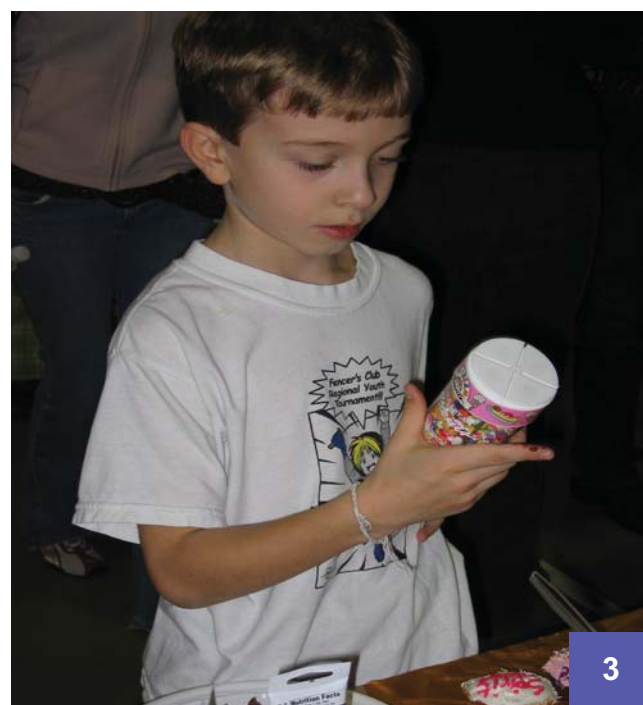
Spirit Week

Over 300 alumni, parents, students, and faculty members attended The Dwight School's Spirit Week Kick-Off Day on Saturday, January 10th. Highlights of the all-day event included the carnival, basketball tournaments and shootouts, Timothy House crafts, fencing exhibitions, tile-making in the Art Room, "Theater Sports," a "jam" session from the Jazz Ensemble, and a barbeque in Hill Hall, courtesy of **Hisae Vilca (Rachel Lindenberg '02)**. For the first time, the event was held on the Dwight campus, which definitely added to the School Spirit flowing through the buildings all day! We thank all the parents, students, alumni and faculty members who volunteered their time to make this such a wonderful event!



Pictured:

1. Bentley House tug-of-war
2. Kirk Spahn '95, Chancellor Stephen H. Spahn and Blake Spahn '89 prepare for the alumni basketball game
3. James Turner '13
4. Maryze Berkhout '04 gets into the spirit with face-painting
5. Jeremiah Magier '11 prepares for a tug-of-war battle
6. Dwight parents learn some basic fencing skills from Eric Rosenberg of The New York Fencers Club
7. Enrique Cepeda '92 and Vedad Osmanovic'00 catch up on old times with Chancellor Stephen H. Spahn
8. Tim Hurkmans '13 and Chancellor Stephen H. Spahn





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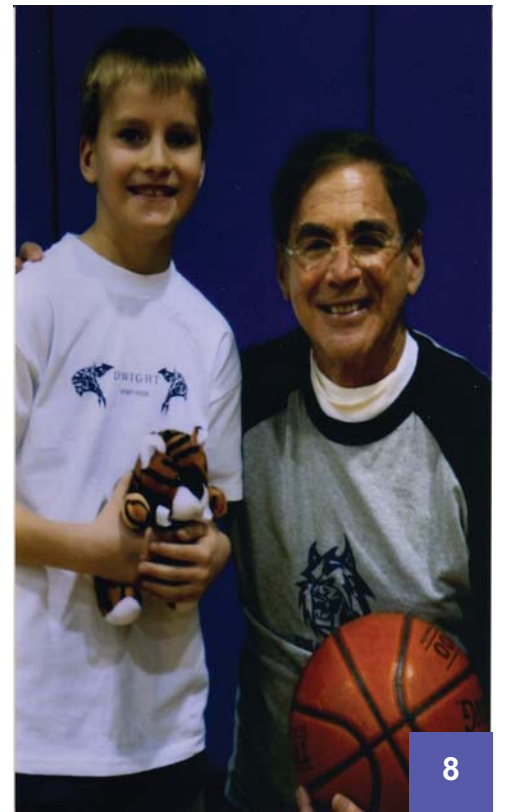
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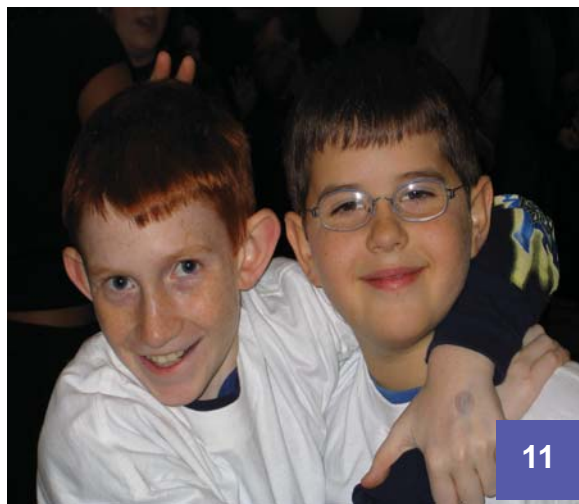
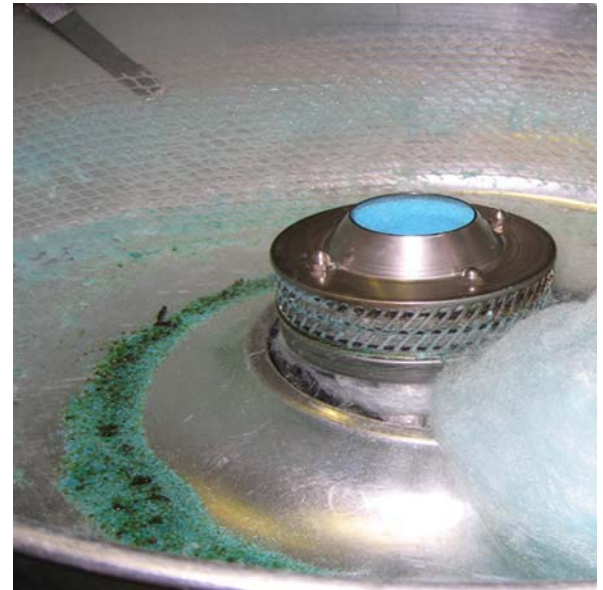
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Pictured:

- 9. Dwight's youngest cheerleader, **Bari Davis** (sister of **Matthew Davis '16**)
- 10. Chancellor **Stephen H. Spahn** prepares **Melina Barry '16** for the Timothy House shoot-out
- 11. **Jeremiah '11** and **Aaron Magier '12**
- 12. **Lidia Henderson '12**, **Rachael Miller '12** and **Ada Scholtyssek '12**
- 13. Faculty advisor, **Ellen Shofner**, along with **Maggie Sukenick '06** and **Talya Shlang '06**, helped raise money for the yearbook with a barbeque
- 14. Tenth grade Dean **Evan Flamenbaum** with **Valentina Calastri '05** and **Jessica Salzer '05**
- 15. **Grace Villa '14** and **Camilla Longe-Dente '14** with the Dwight Clown, **Aaron Lawson '05**
- 16. **Andrew Sweren '15**
- 17. **Robert Tilton '05** and **Jonathan Shlang '05**
- 18. **Nat Elghanayan '06** shows some Dwight Spirit!



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Inside Dwight Today



Dwight Students Enjoy Extraordinary Assemblies!

The Dwight School was honored when Dr. Catherine Hamlin spoke to the Upper School in October about her missionary work in Addis Ababa, Ethiopia. Dr. Hamlin, who heads the Fistula, has treated over 24,000 women afflicted with fistulas, an obstetric condition virtually unknown in the Western world. But, as Dwight students learned as they listened in awe, women treated in Dr. Hamlin's hospital can hope for a brighter future free of their affliction. Because Dr. Hamlin, a Nobel Peace Prize Nominee and a captivating speaker, has been likened to Mother Teresa, it was great honor to have her speak at a Dwight School assembly. For more information about Dr. Hamlin's hospital, please go to www.fistulahospital.org.

Although Veterans Day increasingly slips by unobserved on many school calendars, Dwight students spent a morning in November with guest speaker, Lt. Colonel (Ret) Gerard H. Luisi, a native New Yorker and Fordham graduate. "Jerry" explained how the ROTC worked on his campus and how his commission led to service as an Army Infantry Officer for twenty-two years including tours of Vietnam where he earned six awards for valor. What many students see only in movies---the life of a soldier and the trials of war---became vividly real through the Colonel's stories and a candid question and answer exchange that even touched on the current situation in the Middle East.

Hark the Herald Academic and Athletic Awards Assembly held on December 19th prior to the Dwight Winter Break. Students, faculty and staff celebrated the achievements of days past and the advent of a much-welcomed seasonal break stretching into the New Year. House Deans presented scholastic awards; the Athletic Department presented trophies; the Timothy House presented a cycle of seasons; the Bentley House Chorus charmed one and all and the Dwight Jazz Ensemble brought down the house.

Pictured above:

1. Second graders perform a Dutch Christmas carol
2. The Eighth grade recites the poem "If" by Rudyard Kipling
3. The Girls Varsity Volleyball team accepts the trophy for third place in the GISAL Division II tournament



*In the Holiday Spirit: Kali Lambrou and Chris Cunningham (left)
Emily Lyons, Marina Bernstein and Marie Fusci (right)*

Faculty Holiday Luncheon

Then it was on to another kind of assembly, one involving huge platters of pasta and other edibles at Carmine's, the site of the annual Faculty Holiday Luncheon. Gifts to one and all were bestowed from the PTC with the warm wishes from President **Tsipi Ben-Haim (Yori '04)** and Treasurer **Bonnie Auletta (James Turner '13)**.

New Writing Program at Dwight

This year, the English Department, chaired by **Charles Shuttleworth**, introduced a number of initiatives to improve students' writing skills in grades 6-12. The new emphasis has been instituted primarily to improve results on ERB Writing tests and in response to the new writing component of the SAT I which commences next year.

Last spring, the English Department decided that the best way to prepare students was simply to devote more time to writing. To this end, three extra English class periods have been added for all sixth and seventh graders. These periods are devoted exclusively to grammar and vocabulary so that regular English classes may focus on writing. Eighth graders may opt to enroll in a writing course two days per week taught by ninth grade English teacher **Chris Cunningham**. This class focuses on the three main types of writing (expository, descriptive and narrative) and the genres of memoir, essay, poetry and narrative fiction.

All students in grades 6-12 are also practicing in-class essay writing each week to improve their ability to write well in a timed environment. Essays are based on class literature and common standardized test material. While students in grades 6-8 are given a whole class period, high school students are given only 20 minutes (the amount of time given on the current SAT II Writing Test) to complete their essays. In addition, following the lead of the ERB and SAT, teachers are grading the essays in a holistic manner using a six-point scale rather than a specific number grade.

Amnesty International Organizes Clothing Drive

Student members of Amnesty International, run by faculty member **Sarah Weeks**, helped organize a clothing drive benefiting the Henry Street Shelter during the week leading up to the holiday break. The drive was enormously successful raising over 500 items of clothing, including sweaters, shoes, pants, hats and blankets for the organization.

The Tempest

Thirty-two seventh and eighth graders agreed to collaborate in developing an adaptation of William Shakespeare's *The Tempest* under the leadership of drama teacher, **Marisa Brown**. Through the fall, they worked to interpret the text, create and develop characters and improvise scenes. By late November, a script was finalized, scenes were rehearsed, a set was constructed and costumes were readied. Unfortunately, the cast suffered a "tempest" of their own - a large percentage of them (and the rest of the school!) suffered from flu-like symptoms during the performance dates of December 16th and 17th. But, as they say, "the show must go on!"

The talent and dedication of these fine actors enabled them to revive the production in their first two days back at school in January. *The Tempest* was finally performed on January 7th and 8th in the Hal Prince Theater at the Dwight North Campus. Parents, students and faculty enjoyed and appreciated this innovative and exciting production, of which Shakespeare himself would have undoubtedly been proud.

Dwight Theater Forms Friday Night Improv!

The Dwight School Theater Program has instituted a new Friday Night Improv show, "On the Spot!" The brainchild of **Patrick Murney '05**, **Aaron Lawson '05** and faculty advisor **Terrence Christgau**, "On the Spot" is composed of a core group of improvisers as well as a rotating cast.

"On the Spot" offers students the opportunity to perform improv before a live audience of their peers, families and other members of the Dwight community. A portion of proceeds raised from tickets will go to support Save the Children, a non-profit organization which delivers immediate and lasting improvements to children's lives world-wide.

PTC Theme Evenings

Each year, the PTC (Parent Teacher Child Communications) sponsors Theme Evenings, a series of parent gatherings with guest speakers on various topics. In November, approximately 40 parents from all grades came to hear guest speaker **Chris Kelly**, a substance abuse counselor for Freedom from Chemical Dependency (FCD). Mr. Kelly presented parents with practical guidelines for raising drug-free children. In addition, he informed parents about the topics he would be covering during separate student sessions for the ninth and tenth grade classes.

In January, **Moshe Elbaum**, a world-renowned expert on Intelligence Integration and founder of the Elbaum Institute, spoke to approximately 50 parents. Mr. Elbaum educated parents about the uniqueness of Intelligence Integration and demonstrated how increased involvement from parents in this process can increase their children's performance and capabilities. All parents agreed that it was an extremely informative, enlightening and educational evening.



Stanton Cambridge '09



From left to right: Evan Moscou-Lewis '08, Alex Martin '09, Giselle Brasseur '08 and Gil Freston

Honor Council Holds Elections

Congratulations to the following Dwight students for being elected as Representatives to the Honor Council:

Aaron Lawson '05, Sonya Heiles '06, Jacqueline Churgin '07 and Alessandro Calastri '07.

The Honor Council is comprised of a group of students elected by their peers to foster and maintain the atmosphere of mutual respect and trust among students and between students and faculty.

Dwight Students Receive Top National Merit Honors

Kris Bartkus '04 was named a National Merit Semi-Finalist in the General Competition.

Mohamed Abdel-Razig '04 was named a National Merit Semi-Finalist in the National Achievement Competition.

John Charles Hewitt '04 and Abraham Ramat '04 were named National Merit Commended Students.

Faculty Art Show

Students and faculty had the opportunity to see the impressive artistic talents of their teachers and colleagues during the Faculty Art Show this pass fall. The artwork included an untitled work by **Ellen Sayers** (pictured far right), "In the Forest" by **Kathleen Frye** (pictured right), and other pieces from the talented Dwight staff including **Nancy Bell, Katie Egan, Melanie Danton, Ellen Grayson, Kali Lambrou, Kari Loya, Austin Ripley, Sarah Shirley, Ellen Shofner, Robert Silverman, Gerardo Somoza** and **Maria Sferrazza**.



International Food Festival!

Hill Hall was filled with exotic aromas as the Dwight community gathered for the International Food Festival in October. Spearheaded by **Dr. Mary Abdullah**, the festival brought together students and families from countries all over the world including Brazil, Mexico, the United Kingdom, Israel, Korea, India, Italy, Norway, France, Japan, Ireland and Yemen.



Mona Alsaidi '09



Ana Carolina d'Almeida '15

Dwight Front Hallway Receives New Piece of Art



If you've come through the doors of The Dwight School Main Campus recently, you have noticed the new artwork that adorns the front hall. "Coming of Age," a sculptural piece by **Zigi Ben-Haim**, father of **Yori '04**, was recently installed and has received rave reviews. In an effort to comment on the conditions of the contemporary experience, Ben-Haim creates complex mural-like sculptures using hand-painted aluminum tiles that are hung together in grids. Ben-Haim's art is currently in the collections of prominent museums, such as The Guggenheim Museum, the National Gallery of Art, the Brooklyn Museum and the Israel Museum. The Dwight School is honored to add this piece to its current collection.

Timothy & Bentley House Happenings!

Book Character Day

Timothy House students (and faculty!) enjoyed getting into costume for Favorite Book Character Day in October. Students came dressed as a character from their favorite books which included *Harry Potter*, *Tinkerbell* and *Barbie from Swan Lake*. Even Timothy House Dean **Elaine Natalicchi** got in on the action and dressed up as Wilbur from *Charlotte's Web*!



Tigerland

"Tigerland" was back this year and better than ever! On a beautiful day in November, the entire Timothy House was treated to fabulous festivities in Central Park, organized by **Ellen Grayson** and the Head Boys and Girls. Kids participated in a scavenger hunt and piñata games, and even the Dwight Tiger made a surprise visit with **Chancellor Stephen H. Spahn!**

The Bigger the Shoebox, the Better!

The spirit of Holiday giving was as strong in the Timothy and Bentley Houses and Lower Quest last December as the longing for gifts for oneself. Everyone gave time and energy with a smile as they packed delightfully decorated shoeboxes to send to the Whitehall School in Jamaica, WI. Donations were draped with holiday finery and each grade had a job: the kindergarten and first grade collected the boxes, while grade two gathered the wrapping; the third grade sorted the 4,320 crayons, the fourth grade helped sort books and the fifth raised over \$250 for incidentals by selling Turkey-O-Grams and treats at their Coffee Shop. Hats off to **Ellen Grayson** and all her Santa's elves for a great community service project.



Korean Ambassador Won-il Cho accepts the award for Second Place on behalf of student Danny Oh for his film "This is Conflict Resolution"



Srdjan Dobic, filmmaker, shares his thoughts on filmmaking



Chelsea Logan and Yori Ben-Haim, founders of the International Film Festival for IB students, give opening remarks

International Film Festival For IB Students

Chris Worsnop, Film IB Chief Examiner, Canada, welcomes everyone to the festival



Sal Petrosino, School of Visual Arts, gives students some advice on filmmaking



Parent Tsipi Ben-Haim, Ambassador Won-il Cho and Chancellor Stephen H. Spahn share their thoughts on the films that were screened

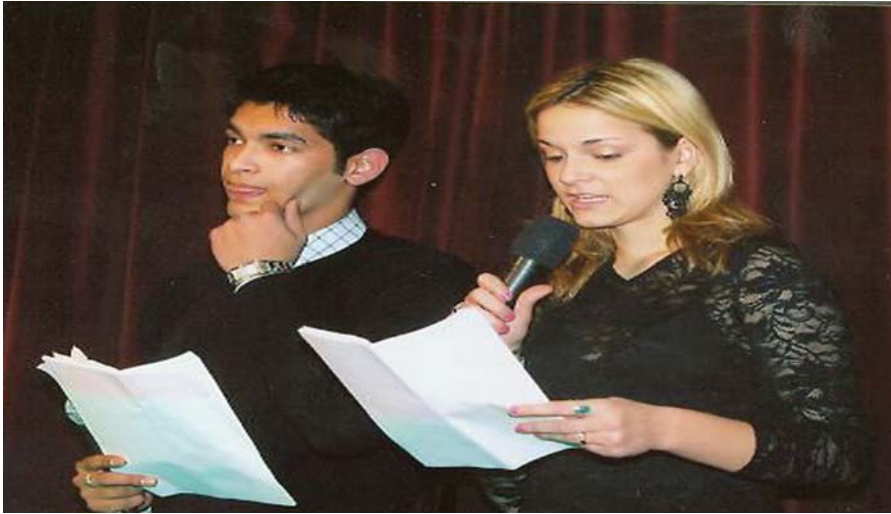


Karl Katz filmmaker and member of the jury, praises the quality and diversity of films

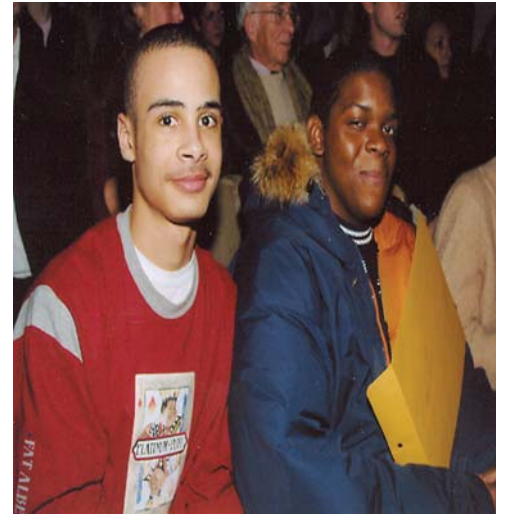


Norwegian Ambassador Johan L. Lovald accepts the award for Grand Prize Best Overall Film on behalf of student Katie Hetland for her film "Mommy is an Angel"

Adiya Supta and Ana Gak, hosts of the film festival, welcome the guests.



Anthony Jones (right) of Brooklyn, NY, sits with the leading actor in his movie "Don't Tell Anyone, Please." Jones won Third Place for his film.



On January 16, The Dwight School hosted the first annual International Film Festival for IB Students from various countries who submitted their short films, all of which dealt with the theme "Conflict Resolution: Let's Talk." Ambassadors from Norway, South Korea and Ecuador were present and received an award on behalf of student filmmakers from their countries. **Yelena Gak**, IB Film Studies teacher, and co-founders **Chelsea Logan Holtzman '04** and **Yori Ben-Haim '04** did a wonderful job organizing the event.

A Note from Chelsea Logan Holtzman and Yori Ben-Haim, Founders of the Festival:

We first thought of holding a film festival after creating our own short documentaries in Africa and India. Our hope was to give students of diverse nationalities the opportunity to express artistically their views of global conflict and resolution through the art of film.

Although it is our last year at The Dwight School, we are happy to be leaving our mark. It is our greatest hope that the medium of film will continue to be represented and appreciated in the IB program. We feel so blessed to have had the opportunity to experience different cultures and to document these experiences through film. Going further, we would like to encourage each and every student in the IB program at Dwight to take advantage of the opportunities that the IB Film course and the festival have to offer. This first Film Festival for IB students was hugely successful, and we look forward to its continuation.

IB Film Festival - Winners

Grand Prize Best Overall

Katie Hetland
St. Olav High School, Stavanger, Norway
for her film "Mommy is an Angel"

2nd Place

Danny Oh
Seoul Foreign School, Seoul, Korea
for his film "This is Conflict Resolution"

3rd Place

Anthony Jones
Paul Robeson High School,
Brooklyn, NY
for his film "Don't Tell Anyone, Please"

Special Recognition

Chrystal Goh and Billy Potts
Hong Kong International High School,
Hong Kong, China
for "Hong Kong Ferry Tale"

Camilo Coba and Juan Solano
Colegio Intisana, Quito, Ecuador
for "Popular Quitumbe"

Lindsay Edwards and Gretchen Muller
Northport High School, Northport, USA
for "Siment Struggle"

Paul Willman and Valerie Spiller
Northport High School, Northport, USA
for "Talk"

Community News

Current Faculty

Head of School Presents at The New York Station Reading Association Conference

Dr. Joyce Robinson, Head of School, recently presented at two annual conferences. At the New York State Reading Association conference, she gave a talk entitled "Stand on Your Head and Teach Reading," about finding teaching strategies that develop both reading skills and creativity, based on her research and writing in *Fostering Creativity in Children, Theory and Practice*. "What Scientific Research Tells Us about Reading Instruction" was her topic at the joint meeting of two organizations, The National Academy of Educational Research and the Association for the Advancement of Educational Research, for which she serves as Executive Vice President.

Head of Upper School Receives Prestigious Teaching Award

Arthur Samuels, Chair of the History Department and Head of the Upper School, was selected as a semi-finalist for the Northeast Region in the National Council on Economic Education and the NASDAQ Educational Foundation National Teaching Awards. This distinguished honor was bestowed based on Mr. Samuels' entry, "The Economics of Totalitarianism." Awards are given to candidates who consistently engage high school students in a creative learning process in order to apply economic content and reasoning skills to multiple aspects of today's economy. Congratulations, Mr. Samuels!

Current Students

Anglo House Student Cast in New York City Ballet Role

Savva Tcherniavski '07 has been taking classical ballet since he was eight years old. He is currently enrolled at the School of American Ballet, the official school of the New York City Ballet (NYCB), and works under the direction of NYCB principal dancers Jock Soto and Peter Boal. Both the SAB and the NYCB carry strong traditions of its founder and balletmaster George Balanchine.



January 22nd marked the 100th Anniversary of Balanchine's birthday, and to celebrate, the company performed a week-long showcase of "Mr.B.'s" works. Savva received an interesting part in the Balanchine's ballet "Harlequinade" and performed in all four of the shows that ran in January. Savva has performed in smaller roles for the NYCB in past years, and in 2000, he was the recipient of the Hope Award in the regional stage of the International Ballet Competition for Students "Youth America Grand Prix."

International Youth Art Exchange

Raphael Bernstein '11 was awarded Honorable Mention for his entry to the World Awareness Children's Museum's 2003 Colorful World Contest in conjunction with the International Youth Art Exchange. This organization sponsors an exhibition program in which students from all over the world participate. Raphael's piece was selected for the exchange with special pieces from schools throughout the world.

Jazz and Blues Bands Perform at Saint Peters

On Sunday, January 11, at Saint Peters Church on Lexington Avenue,

The Dwight School Jazz and Blues Bands gave a smashing performance to a full house. Student musicians included **Maryze Berkhout '04**, **Yori Ben-Haim '04**, **Blake Liguori '04**, **Billy Berkis '05**, **Justin Coles '07**, **James Morley '07**, **Melissa Michaane '07** and **Aidan O'Leary '08**. The concert was organized by **Robert Silverman**, Music Director, as part of the famous Saint Peters Jazz Vespers Series which has hosted such famous musicians as Duke Ellington, John Coltrane and Ornette Coleman.

Learning to Invest

On November 13th, the 11th and 12th grade IB Business classes were given the opportunity to learn more about personal finances at a outside seminar led by UBS Financial Services Inc. Following is a summary written by **Chelsey Logan Cohen '04**:

Students from various schools in the City were given a Power Point presentation on financial planning which was primarily focused on how to save for college. We learned about plans such as the 529 Plan, investment rules such as the Rule of 72, and tips about how to manage investments in the stock market. The presentation was extremely informative because it focused on investing that pertained to teenagers rather than to adults. The lecture concluded with a trivia game with questions about the topics discussed at the seminar. Students answering correctly were rewarded with a book entitled *Rich Dad's Rich Kid Smart Kid*. The Dwight School proved to be the most knowledgeable in investing. We won all but one book! The seminar was a great learning experience and, on behalf of my IB Business classmates, I would like to thank **Mr. Khairule** for giving us the opportunity to attend such an interesting and unique presentation.

Professional Development

Katie Egan, 4th Grade Teacher

The week before Thanksgiving, I was able to attend the National Council of Teachers of English annual convention. It was an extraordinary event with thousands of teachers exchanging ideas about reading and writing in their classrooms. The upper echelon of teachers in this country come together at this conference to listen to the most well-respected minds in education share their philosophies and practices. I had the privilege of learning a variety of writing workshop techniques, critical reading strategies and assessment practices. I was also able to meet with some of the greatest writers of children's literature today, Avi and Gary Paulson, and hear their perspective on writing from an author's point of view. The experience was unforgettable, and the practical implications already add to the daily workings of the fourth grade class. I appreciate Dwight's contribution towards my attendance at this event.

Charles Shuttleworth, Head of English Department

I attended the October IB MYP Assessment/Curriculum Development Workshop in Montreal. My most significant discovery at the workshop for English was that at other schools, the MYP is very much utilized as a lead-in to the Diploma Program. It will be my goal to see that in grades 6-10 English we are developing the skills that will help students succeed in grades 11-12 when they take English as a Higher Level IB course. Such skills include the ability to comment, both orally and in writing, on the meaning, structure, style and literary techniques utilized by the authors of the novels, stories and poems they read.

Luz Giraldo, Spanish Teacher

I attended the IB MYP Development Workshop in Montreal, Canada, in October and found it very informative. Two days were

dedicated to the Language MYP Assessment Seminar during which the leader distributed much information regarding the complex techniques of grading the different criteria in foreign language: writing, reading comprehension, speaking and oral communication. I was able to bring back information on these techniques to share with the Language Department which we are now implementing in our classes.

Flyfishing in Chile

by **Ken Urban**,
History Teacher

Why would anyone spend 26 hours on four different airplanes to fly 5,000 miles to Patagonia in southern Chile to flyfish for rainbow and brown trout when those same species can be caught in northern Westchester County? Well, no one ever said flyfishing was rational! Yes, the fish in Patagonia are wild and not stocked by the local fish and game department, which means they are bigger, stronger, and more aggressive, but still, Patagonia is at the other end of the earth!



The joy is in the journey and the cultural experience, not only the destination. To be able to fly over the salmon farming pens of Chile, the world's second largest exporter of farmed salmon, is fascinating. The next time you have salmon in a restaurant, ask where it came from. To be able to meet local Chileans and converse in my rudimentary Spanish was both educational and stimulating. To spend eight hours floating down a river and see no evidence of another human being is indescribable. For a New Yorker who lives within a hundred yards of thousands of people, to spend a day with eagles, Andean condors and exotic flora is a magical experience. The scenery alone is worth the trip, and Chilean cuisine, heavy on beef and lamb, is outstanding. A 26-hour journey is not too high a price to pay.

Exotic Winter Vacations

Climbing Aconcagua

by **Kari Loya**, *Development Director*



I traveled to Argentina to attempt the summit of Aconcagua, which, at 22,841 ft. (6,962 meters), is the highest peak outside of Asia. The 14-member international expedition included climbers who had previously climbed Mt. Rainier, Mt. Blanc, Kilimanjaro, and other mountains around the globe. Only four members of

the party reached the summit: an Argentinean, a Slovenian-Italian, an Iranian-Brit, and I. The altitude and cold took its toll on the team members, including one climber who developed pulmonary edema and had to be evacuated. At one point I reflected to a fellow climber, "Summit day is kind of like an Ironman Triathlon, except you haven't slept for the previous seven days, your drinks are frozen solid, and you have to breathe out of a straw - but the views make it worth it!" I prepared for the climb with the help of **Radomir Kovacevich**, Dwight's physical education specialist and a former Olympian who has worked with many world-class athletes at Dwight.

South African Safari

by **Lizzie Churgin '11**



I went to South Africa for two weeks with my family over my winter vacation. I saw lions, elephants, monkeys, impala, mongoose and giraffes. It was so much fun! We went to five different locations in South Africa and took eight different airplanes and stayed at five different lodges. It was a great experience!

My Galapagos Trip

by **Zach Miller '11**



When I went to the Galapagos Islands, I saw many amazing creatures like sea lions, iguanas, red-footed boobies and blue-footed boobies found only in the Galapagos. I also went snorkeling in the Pacific Ocean and saw a huge school of fish there, which was exciting. I tried to get up close to them, but they swam away in different

directions before I got to them. I had a great vacation - definitely go to the Galapagos if you want to have a fun experience!

Former Faculty



Paul Hill is Headmaster at the Bangkok Patana School in Thailand, but comes to New York several times a year. We will arrange a get-together for all Anglo School Alumni on his next visit.

Torrence Burrowes recently visited Dwight on the same day as **Paul Beresford Hill!**

Mr. Burrowes is currently the Headmaster at the Cornerstone School in Jersey City, NJ and served as the Assistant Headmaster at The Anglo-American School from 1978 - 1991. He would love to hear from his former students and is planning on attending Reunion Day on May 22, 2004, at The Dwight School.



Farrell Friday Hoffman

Tom Murphy is the Principal at Saint Francis Academy in Bally, PA. He had a great time at the Dwight Class of 1983's Twenty Year Reunion last October!

Todd Hoffman is teaching at the Trinity Pawling School. He and his wife, Connie, welcomed their daughter, Farrell Friday Hoffman, into the world on July 12, 2003. Todd sends a fond hello to all his friends and former students.



Vivaan Shroff

Vimmi Shroff: Vimmi has taken time off from her job as Director of Admissions to spend time with her son, Vivaan, born on September 19, 2003. He weighed in at 6.6 lbs. and was 19" long.



Phil Fisher

Phil Fisher is currently teaching at Stuyvesant High School as well as serving as the Dean of Students and coaching three varsity teams. Phil has attended almost every recent alumni event and is enjoying reconnecting with his former students.

New Faculty At Dwight

Brig Boonswang

Upper Quest



Mr. Brig Boonswang grew up in Easton, Pennsylvania. He majored in Mathematics/Pre-Med at Columbia College, where he played Varsity Tennis and was a member of the 1994 team that won the Ivy League Title. Throughout his college years, he taught both the Math and Verbal sections of the SAT I for the Princeton Review and The New York School. In addition, Mr. Boonswang volunteered his time with the Double Discovery Center, teaching SAT I to over 250 underprivileged students.

After college, Mr. Boonswang spent numerous years in finance including work with Donaldson, Lufkin & Jenrette, an Investment Banking firm, GSC Partners, a private equity firm, and imediato.com, where he was an angel investor. Following this experience, several meetings with **Chancellor Stephen H. Spahn** brought him back to his former vocation, teaching.

Mr. Boonswang is an avid golfer with a single-digit handicap. He is also a Brazilian jiu-jitsu practitioner and plans to compete in the World Competition next summer in Salvador, Brazil. Mr. Boonswang is the proud father of Julia Alessandra, a comical two-year old and the love of his life.

James Feustel

Mathematics/Design Technology Teacher



James Feustel graduated from Cooper Union in 2000 with a bachelor's degree in Mechanical Engineering and spent two years as an analyst for the consulting firm Accenture where he wrote web-based programs and served as a database administrator for financial asset management companies. After leaving Accenture, he accepted an adjunct faculty position at Temple University teaching courses in Pre-calculus and Quantitative Reasoning. He moved back to New York City to begin work on a master's degree in New York University's Department of Nutrition and Food Studies while teaching Mathematics and Design Technology at The Dwight School.

Kathleen Frye

Art Teacher



Kathleen Frye is the instructor for the Timothy House and 12th Grade IB Art. She has taught students of all ages as an artist-in-residence in the Denver Public Schools as well as The Denver Art Museum, The University of Colorado and Yonkers Public Schools. Kathleen has extensive experience as a professional painter and printmaker and holds an M.F.A from Colorado State University.

Alicia Morris

Kindergarten Teacher



Alicia Morris is from Eugene, Oregon, where she was an IB graduate of Sheldon High School. After graduating, she attended the University of Oregon and received her B.S. in Educational Studies and an M.A. in Educational Leadership. Prior to coming to Dwight, Ms. Morris taught third grade in North Carolina. Outside the classroom, Ms. Morris enjoys skiing, running, golf, tennis and biking.

Maria Austin Ripley

Upper Quest Program



Austin came to Dwight this past fall after two months of backpacking through Africa. A graduate of Columbia University with a B.A. in Latin American Studies, she brings with her a special interest in Argentina, where she studied abroad. A long-time nanny and Spanish tutor, Austin is excited to be teaching after spending two years in public television at Thirteen/WNET. She especially enjoys singing, traveling and learning new languages.

Lisa Schoenfeld

Lower Quest



Mrs. Schoenfeld graduated with a master's degree from New York University in Reading and Learning Disabilities. Previously, she taught fourth grade, tutored students after school, and has spent the past two summers preparing students for the upcoming school year. However, during the summer of 2003, she married Brad after much wedding preparation. She enjoys reading, running, playing tennis, and spending time with her new husband and Boston Terrier puppy.

Perry John Wargo

Science Teacher



Mr. Wargo teaches IB Environmental Systems and Ninth Grade Biology for The Dwight School. He holds an M.A. in Environmental Studies from Montclair State University and a B.A. in Music (voice) from Mansfield State University. In addition to being an Adjunct Professor of Environmental Science and Biology at Monroe College in the Bronx, Mr. Wargo worked as an Urban Park Ranger teaching Environmental Education for the New York City Department of Parks. With his musical background, he also directs the High School Choir at Dwight.

What is an International Education?

An in-depth look at the International Baccalaureate Program at The Dwight School



RB



The world is becoming smaller and increasingly interdependent. Amidst such rapid change, are we preparing our students to succeed in this global environment? Dwight is fortunate to house an international student body with over one third of our students coming from other countries. But while this diversity is incredibly enriching, is this enough? Does it constitute an international education? As Assistant Headmaster **Anthony Foster** highlights in his interview on page 32, a true international education involves much more.

The International Baccalaureate Program, founded in 1968 in Geneva, Switzerland, strives towards meeting this need. Its mission remains "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." The Anglo-American School, which merged with Dwight in 1993, was the 58th school in the world to offer the International Baccalaureate Diploma. Over the last ten years, the program's expansion at Dwight has mirrored the IB's expansion internationally, as our charts on the following page indicate.

Today, Dwight is one of only three schools in the country to offer all three IB programs: the IB Diploma Program for 11th and 12th graders, the Middle Years Program for 6th through 10th graders, and the Primary Years Program for Kindergartners through 5th graders. As you read the pages that follow, we hope you will gain a sense of the scope and breadth of this curriculum as well as some of its unique components. Whether its through meeting a senior who has researched various facets of the life of Kruschev, following a sophomore as she puts together a fashion show modeled after her experience in London, or celebrating Three Kings Day according to Puerto Rican tradition with a group of first graders, we think you will enjoy meeting some of these talented International Baccalaureate students - and future international leaders. For more information on the International Baccalaureate Program in general, please visit the International Baccalaureate Organization's website at www.ibo.org.

International Baccalaureate Diploma at a Glance

Worldwide International Baccalaureate Programs

IBO North America

Diploma: 500
 MYP: 120
 PYP: 32
 Top Diploma Countries:
 United States (406), Canada (89)

IBO Asia-Pacific

Diploma: 116
 MYP: 43
 PYP: 31
 Top Diploma Countries:
 Australia (35), China (16)

IBO Latin America

Diploma: 153
 MYP: 22
 PYP: 18
 Top Diploma Countries:
 Argentina (42), Mexico (23)

IBO Africa/Europe/Middle East

Diploma: 342
 MYP: 64
 PYP: 50
 Top Diploma Countries:
 United Kingdom (48), Spain (32)

Source: IBO Website, www.ibo.org

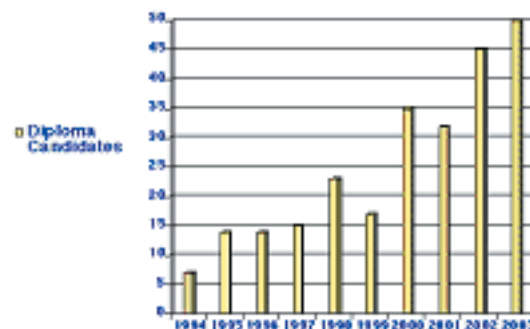
Growth of the IB Diploma at The Dwight School

Growth of the IB Diploma at Dwight

Rapid growth in Diploma candidates continues

The dramatic growth that has taken place in the number of students participating in the IB Diploma Program at The Dwight School since 1994 is shown in the chart on the right:

The total number of IB examinations taken each year has seen an even more dramatic increase: from 79 in 1994 to over 450 in 2003!



Primary Years Program

At the core of the Primary Years Program (PYP) lies the crucial question What do we want students to learn? The answer: We want our young students to learn how to inquire, take risks, communicate, think, and to become well-balanced, open-minded and reflective persons.

How does the PYP do this? By utilizing six thematic units of inquiry throughout the year as a vehicle for learning. By structuring learning material into core units of inquiry with concept-based questions, students are exposed to knowledge in the broadest way possible.

PYP - Transdisciplinary Units of Inquiry:

Who are we?
Where are we in place and time?
How do we express ourselves
How does the world work?
How do we organize ourselves?
Sharing the planet

The PYP also utilizes eight key concepts that provide guidance for teachers throughout the year while simultaneously allowing them to fill in their own content.

PYP - Key Concepts:

Form
Function
Causation
Connection
Change
Perspective
Responsibility
Reflection

The result is a curriculum that encourages and addresses the natural inquiry process of a child.

Following are examples taken from The Dwight School PYP, coordinated by **Elaine Natalicchi**. They illustrate how these themes and concepts are put to practice throughout the year. Each Timothy House grade has provided a sampling of what they have studied and learned in some of their recent Units of Inquiry.

Kindergarten

Inclined Planes Take Us To Higher Places

Jennifer Cole and Alicia Morris

In January, the kindergarten made an inquiry into simple machines and discovered that simple machines make our work easier. By building his own ramp, **Joshua Sweren** learned that "a ramp helps us to go up and down." Of course, the students were somewhat surprised to learn that work does not necessarily mean the opposite of play. Work happens whenever an object moves as a result of a force. Therefore, eating an apple is work. Even going down a slide is work!

We also studied various types of simple machines. The first machine that we focused on is the inclined plane. Inclined planes can be found nearly everywhere, and they help make our work easier. Students eagerly examined the inclined planes that can be found in The Dwight School. They were all very familiar with the ramp at the 88th Street entrance since it is our dismissal location.



Clara Meinertz '16 and Spencer Silbersmith '16 learn about inclined planes

If it were not for the very helpful and abundant steps, we would not be able to reach the classrooms in Timothy House!

Though it is great for students to observe their surroundings to seek examples, it is very important for kindergarten students to experience things first-hand in order to become truly knowledgeable. Using the building blocks in our classroom, the students worked in cooperative pairs to build an inclined plane. It was a great activity that challenged the children to communicate their ideas with one another, reach a compromise, and then collaborate to create something resembling a simple machine. Though some pairs had a more difficult time reaching a compromise, all the kindergartners were able to succeed by erecting an example of an inclined plane.

First Grade



First graders practice recognizing fruits with various senses.

Language

Melanie Danton

In the first grade French class, we had a fruit recognition lesson. First, we learned the name of seven fruits in French. In conjunction with their Unit of Inquiry on the body, we then tried to see if it was possible to recognize the fruits with various senses. We started with the sense of touch, and we found that it was difficult to distinguish between similar fruits, such as oranges and clementines. Next, we used the sense of smell. We found that some fruits had strong smells, but others, such as apricots, had almost no smell. Then we tried using our sight, and we found that when pieces of fruit were cut up, rather than whole, it was sometimes confusing to differentiate the fruits. For example, when the students saw red skin, they guessed that it was an apple, when in fact it was a peach. Last came their favorite moment - using their sense of taste. In addition to trying to recognize the fruit, they also determined whether or not it was a taste that they liked. Again, the students found it difficult to differentiate between the citrus fruits. Interestingly, the most popular taste was the banana, whose smell and touch had been the least popular. Students decided that, as far as food is concerned, their taste is definitely the key sense!

First Grade

Unit on Celebrations

Sabrina Hecker and Jessica Peckham

Guided by the inquiry process of the PYP curriculum, first graders made an inquiry into celebrations around the world during the holiday season. Students raised questions, compared and contrasted different celebrations, looked for commonalities among celebrations during the holiday season and experienced first-hand how people in different countries celebrate important life events and holidays. The children, led by parent **Annette Pizzo (Isabella '16)**, learned the history of Three Kings Day, danced to traditional Puerto Rican music and sampled Puerto Rican cuisine that is eaten during the celebration. This particular unit of inquiry was brought to life by class parents. Some of the celebrations shared with us by first grade families included: Mamme-maki-Setsubun, a Japanese celebration to welcome the spring and wish for longevity and happiness in the coming year; Brazilian Christmas; Hanukkah; and the French holiday Three King's Day.



Gabriel Suazo '15 and Isabella Pizzo '15 celebrate Three Kings Day

Second Grade

Folklore Unit of Inquiry

Nicola Marino and Romelia Hamburger

Our second grade class greatly enjoyed entering the world of folklore and fairy tales in their recent Unit of Inquiry. As part of this unit, the students invented their own folk characters and constructed 3-D masks to wear while performing songs and reading stories for parents and other students as a part of the Timothy House PYP presentation in November.



Second graders model the mask they created as part of their recent unit of inquiry

Third Grade



The third grade class with Ranger Roberts in Central Park

Explorers Catherine Kasimov

To coincide with the Unit of Inquiry on Exploration, the third grade took a field trip to Central Park. We met Ranger Roberts at the Belvedere Castle, where she taught us how to use a compass. Many of us had never used one before and found it a bit challenging. After some practice, we then used the compasses and landmarks to help find our way through Central Park. We were current-day explorers learning about parts of the park we never knew existed!

Fourth Grade

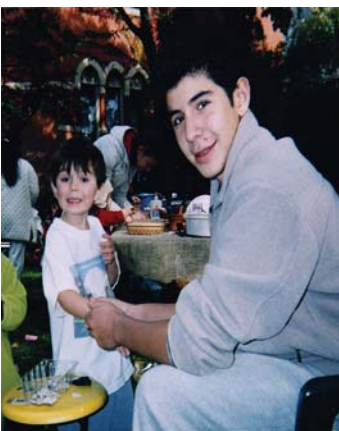
Our Classroom Cares Katherine Egan

As part of our dedication to community service and as an inspiration for our independent reading goals, the fourth grade joined thousands of other classrooms nationwide in a reading challenge. Since the fourth grade read over 100 books before December 31st, Scholastic has donated 100 books to children in need in our honor. The books have been divided among four children's charities: Save the Children, Reach Out and Read, The "I Have A Dream" Foundation, and First Book. The books reach children in hospitals and line the shelves of less fortunate classrooms in our area. Congratulations to the fourth grade for making a difference and reading for action!



The fourth grade kept track of over 100 books that they read as part of the Scholastic Book Program

The CAS Component of The International Baccalaureate Creativity • Action • Service



Orestes Leventis '05 volunteers his time to work with children at the Jefferson Market Garden



Rachel Kantor '05 helps by reading to fourth grade Dwight Students

Personal initiative is the hallmark of all IB Programs and indeed is part of the basis of the mission of the International Baccalaureate Organization. One of the prime objectives of the IB Diploma Program is to produce potential *world citizens* - people who exhibit leadership in a way that respects and unites humanity.

Within the framework of Creativity, Action and Service, all IB students are expected to take leadership roles of some kind. While some examples are shown here, they cannot do justice to the vast array of initiatives undertaken by Dwight students in the IB program. Although all members of the Dwight community engage in service activities, this is not a mere "adding up of hours" to meet a requirement. Rather, Dwight seeks to have the students reflect on the experience of the action itself and how it might have affected them as human beings.

International Baccalaureate Middle Years Program: An Overview

The Middle Years Program, coordinated at Dwight by Susheila Mani, is a five-year course designed for students between the ages of 11 and 16. This is a sensitive stage of development for students as they move from puberty to adolescence. The curriculum seeks to help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world.

The Eight Subjects of the MYP

Students study eight subjects over the six-day cycle:

Language A is the student's first language, the language in which he or she has been educated, and is the medium of instruction in the School.

Language B is an additional language the student must learn to become familiar with other cultures and people.

Humanities consists of History and Geography to help students understand how events in the past affect the present and to give them a better understanding of the world in which they live.

Science includes Biology, Physics and Chemistry with an emphasis on developing laboratory and writing skills in addition to mastering the content of these subjects.

Mathematics is taught in an integrated manner and combines Algebra, Geometry, Trigonometry, Statistics and Probability, and Discrete Math.

Physical Education includes both skill development and the study of how exercise improves the efficiency of all physical tasks.

Arts include both the Visual and Performing Arts with courses in Theatre, Music, Film, Dance, Photography and Studio Art.

Technology consists of both Computer science and Creative Design Technology.

The Three Pillars of the MYP

Underpinning this eight-subject curriculum are the three pillars of the MYP:

Holistic Learning implies that issues and problems should be discussed in their widest scope and students must be encouraged to see that the best solutions often evolve from experiences gained in many different situations and from a variety of sources. Efforts are made to establish relationships between the world inside and outside the classroom.

Communication is fundamental to research and understanding. It allows students to think about what they have learned and express their thoughts orally and in writing. Students should develop different styles of writing to achieve excellence in any subject.

Intercultural Awareness is an essential skill in today's diverse and interdependent world. Students should develop appreciation and respect for their own culture as well as other cultures around the globe.

The Five Areas of Interaction

The eight subjects are also taught within the context of Five Areas of Interaction:

Approaches to Learning includes the development of good study skills. It encourages students to reflect on how they learn best, how they communicate their understanding effectively and how they gain knowledge of different kinds.

Community and Service addresses questions of how we live in relation to one another, how we can help others, and how we can contribute to our communities. Service to the community need not be divorced from what is learned in the class but encourages students to use their skills to help others. For example, students might tutor other students in language or math, or develop a vocabulary list for students learning English for the first time.

Environment emphasizes the interdependence of the student with his or her surroundings. It encourages students to develop an appreciation of what resources are available, how they can make the best use of them and how they can conserve them. Students must develop a sense of their responsibilities to the environment.

Homo Faber literally means "man the maker." It is better interpreted as people creating solutions. The key questions in this area are why and how do we create, and what are the consequences of our creative activities?

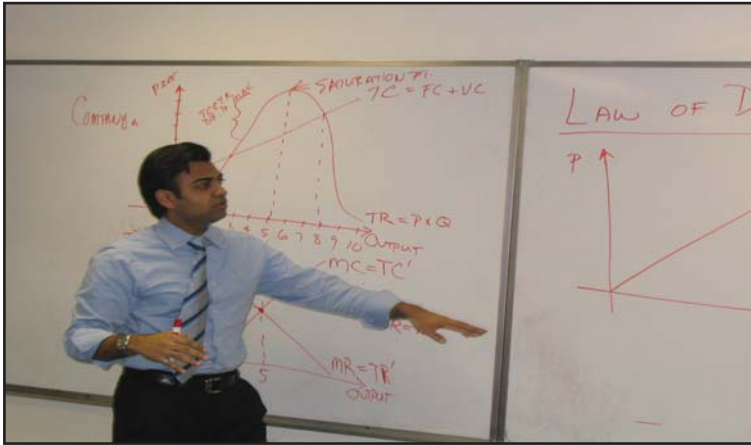
Health and Social Education deals with the issues of the physical, social and emotional changes that students undergo in this critical stage of their lives. They must be conscious of their actions, develop positive reactions to the changes in their bodies and learn how to look after themselves and others.

During this five-year program, students develop the academic and intellectual skills that will help them to deal with the Diploma Program in the last two years of school. One can see that this is a comprehensive program designed to produce thinking, skilled students sensitive to the world in which they live and the people with whom they interact.

IB Prepares Future Business Leaders With a Mini-M.B.A.

One of the electives within the IB curriculum at The Dwight School is Business and Management, a two-year course taught by **Daren Khairule** who is currently pursuing his M.B.A. at Baruch University. The program is designed to give students an understanding of business principles, practices and skills while examining ways in which individuals and groups interact in a dynamic business environment. Topics include standard M.B.A. fare such as marketing, management and finance. Permeated

In the classroom, students learn how to analyze and evaluate Harvard Case Studies on various corporations. They also participate in an online stock market game in which they work in teams to create the most profitable financial portfolio. Toward the end of the year, all students complete a marketing research project that requires them to gather extensive customer information via online questionnaires and make a final PowerPoint presentation. Besides participating in an array of classroom activities, students have the opportunity to hear guest speakers and tour various businesses. Trips in recent years have been to *Architectural Digest*, UBS Financial Services and a Pepsi Cola factory in New Jersey which handles distribution for all of the Northeast.



Daren Khairule teaches his students the Law of Dynamics

throughout the course are the ideals of international cooperation, corporate ethics and social responsibility.

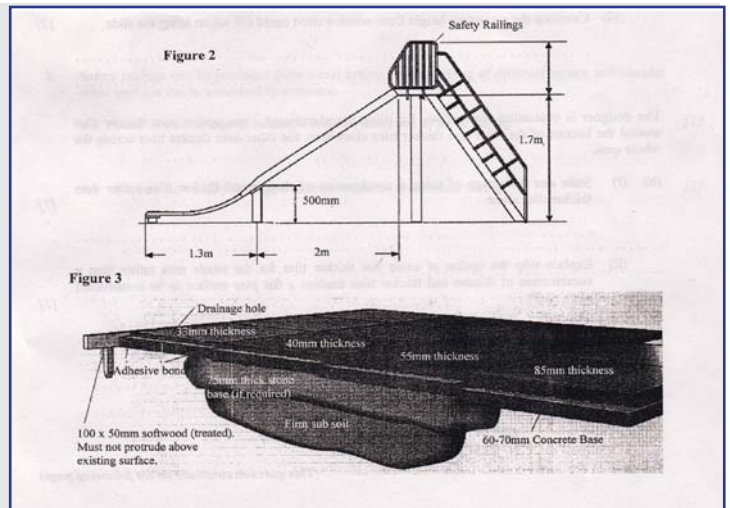
Amanda DiLauro '04 decided to take the course because of her long-term interest in running her own record label. As part of the course, she prepared a paper outlining her ideas for starting a label, which included a standard SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). To her delight, one of the class speakers last year was **Larry Miller (Zachary '11)**, CEO of Or Music. She followed up with him after the class and ended up landing a valuable summer internship with the company. She is already putting all that she has learned from the course and the internship into practice as she promotes high school bands at small venues around the city in her "free time."

IB Design Technology

Dwight is the only IB school in the United States and one of only 35 schools worldwide currently offering IB Design Technology, a course that provides students with the knowledge, skill and design principles to solve problems in a world where technology plays an increasing role in everyday life. The course is taught by **James Feustel** who holds a Bachelor's degree in mechanical engineering and likens the course to some university-level work.

The two-year course begins with a detailed analysis of the design cycle that designers employ to arrive at the solution of a design problem. Students compose design briefs and specifications for various situations. Topics cover the role of the designer in society and ergonomics, highlighting the important relationship between designer and consumer; basic material classification; and manufacturing processes and production systems. One particular project requires students to bring a product to market, beginning with brainstorming and selecting appropriate technologies and materials based upon their target market. Hands-on lab investigations allow students to explore key issues facing designers today, such as the use of clean technology, implementing green design, and concerns about the use of bioengineering and genetic modification on our food supply. The Design Technology IB exam, taken at the end of the second year, tests everything students have learned.

A question on last year's exam, for example, showed specs on playground equipment and asked students to calculate the maximum safe height of fall as well as to recommend the appropriate combination and materials of tiles.



A Design Tech drawing by Andrew Lee '04

Andrew Lee '04, who is interested in studying mechanical or aerospace engineering in college, chose to take the course because of its interdisciplinary approach. "My favorite part of the course was our design project for which I created an energy efficient home," Andrew reflected. He took an inventory of all the appliances in his home and compared their efficiency to models he found at the local COSCO. He then calculated the savings from these changes along with the use of solar panels and even a geothermal heating unit.

The Importance of the IB Language Program at Dwight

Dr. Elaine A. Chambart has been associated with The Dwight School for over 20 years. A top-notch French/American educator, she earned her Ph.D. from the University of Pennsylvania. In addition to her role as Dean of Languages and Special Studies at The Dwight School, Dr. Chambart currently works for the International Baccalaureate Organization as a French language teacher trainer. For this, she travels throughout the US and Canada. Dr. Chambart is responsible for many aspects of the IB Diploma program at The Dwight School, and, as a result of her expertise, as well as her extensive European travels, she is considered by some to be a true Renaissance woman. In 2003, Dr. Chambart received the Excellence in Education Award from The Dwight School's Parent Teacher Communication Association for her outstanding contributions to the classroom and the school. We asked Dr. Chambart to write a description of the language programs at The Dwight School.



Dr. Elaine Chambart and her students familiarize themselves with international customs via the internet

The International Baccalaureate program at The Dwight School is the hub of globalism. In addition to French, Spanish, Italian, Hebrew, German, Latin, and Dutch course offerings, many students elect to study, through special arrangement, other languages such as Chinese, Japanese, and Arabic. There are also students who seek to work independently and read the literature of their native lan-

guage. For such individuals there is a self-taught independent study program based on a formal curriculum published by the International Baccalaureate Organization. Over the past few years, there have been more than 19 different self-taught language programs, from Serbian to Farsi. No matter what language or level students choose to study, they must sit for both a written exam and an oral component at the end of their senior year.

The IB language program at The Dwight School is based on a combination of methodologies. Traditional grammar and reading is coupled with extensive communication in the target language between teacher and student and among the students themselves. Language is linked to culture and world events as a means of expanding a student's knowledge and awareness of other countries. Important global issues such as pollution, human rights, conservation and the role of media (subjects also actively debated in the Theory of Knowledge course)-as derived from newspapers, magazines, television, and the Internet-are analyzed via written and oral exercises in the target language. Studying languages is tantamount to studying other cultures. Dwight students understand this, and they seek to actively familiarize themselves with different customs. As a result of the global diversity of the student body, students learn from each other, and instructors themselves learn from students.

There is no doubt that the IB language program has changed the lives of many students. I remember one student in particular who started out disliking every aspect of French except French toast! However, when he entered the IB class, he found himself exposed to culture, music, cuisine, geography and world news -- not just grammar. After a few months, he was hooked and became a true francophone. After graduating and after receiving a very high score on his IB French exam, this same student decided to continue studying French in college and apply it to international law.

The IB program at The Dwight School affords students the best preparation for life in this multicultural world. We look forward to continuing to connect our students with other countries and cultures.

The Extended Essay - An Exercise In Authentic Research

All students enrolled in the IB Diploma program must complete a 4,000 word Extended Essay that is submitted during the winter of the senior year.

The Extended Essay is based on authentic research and represents the level of insight, knowledge and interest in a subject required by major research papers assigned at college. Over the years, students at The Dwight School have produced Extended Essays on an amazing variety of topics, from gene structure to aesthetics, from sustainable development to the nature of humor. In many cases, students have used their international backgrounds to their advantage; the essay gives students the opportunity to explore in-depth, and from a first-hand perspective, issues of importance to other countries.

The following excerpts provide a sense of the range and depth of the Extended Essays over the years:

"The St. Louis and west Nile encephalitis are caused by the etiologic agent the flavivirus. The flavivirus belongs taxonomically to the Japanese encephalitis serocomplex that is closely related to St. Louis encephalitis and the etiologic agent of West Nile encephalitis.....The incubation period of West Nile encephalitis is usually 5 to 15 days. In mild cases, the common symptoms include fever, headache, body aches, skin rash and swollen lymph glands. In severe cases, stupor, coma, convulsions and even paralysis can result, though rarely death...."

Kari Schaap '00

10th Grade IB Projects

Isabella DiStefano '06 thinks big - and acts even bigger! She recently moved to New York from London and for her 10th grade IB project has spent the past four months preparing a fashion show fundraiser. This event is scheduled to take place on March 5th at the Dylan Hotel in Nyla, Britney Spears' former restaurant. Isabella developed an interest in fashion at an early age when her mother, a former international model and fashion show producer, took her regularly to Fashion Week in London as well as fashion shows at Harrod's. Last year, a 12th grade friend of Isabella's at the American Community School in London produced a fashion show to raise money for AIDS and intended to pass the production responsibilities to her at the end of the year. But when Isabella's family relocated to New York, she lost this opportunity until she discovered the 10th grade IB project at Dwight.

Isabella, who hopes to be an actress or go into public relations when she is older, has lined up several professional models as well as students at Dwight to walk the runway. They will be wearing clothing provided by Betsey Johnson, CG Williams, Charlotte Ronson and many other New York City boutiques and designers. MTV has provided gift bags for guests, and the show will be co-emceed by a local radio celebrity. The event will raise money for St. Jude's Hospital in Memphis, Tennessee. Isabella wanted to do something to help children and found this particular hospital to be exceptionally compassionate towards its patients.

So what has Isabella learned along the way? "Getting in touch and following up with people is so difficult, and it really slows you down," she mused. "And never let people tell you that they will call you back - always call them back!" She is particularly grateful to **Gloria Feierstein**, who has been a great inspiration and a tremendous resource for identifying a worthy cause, and **Terrence Christgau**, who has patiently answered all her questions and helped calm her down amidst the stress of organizing such a grand production. Isabella is already hoping to turn her IB project into an annual event. Keep your eyes out for even bigger things to come!

"The ecological decline of the earth and the parallel economic growth of nations have resulted in a clash between two incompatible groups - the economists and the environmentalists. The only way to bridge this divide seems to be through advocating the idea of sustainable development, recommending that the rules of economic progress be governed by the laws of environmental sustainability. In this essay, I investigate the effects of the Sardar sarovar projects, involving the construction of a large dam in the Indian state of Gujarat, and try to determine the following: Are the Sardar Sarovar projects the key to sustainable development and the maintenance of the interests of the people, or are they the world's biggest planned environmental disaster?"

Kanika Agrawal '96

Theory of Knowledge and the Longing for the Right Answer

Sue Bastian, Executive Director of The Institute for Civic Leadership, began her twenty-five year experience with the IB in Manila, the Philippines, by teaching the Theory of Knowledge under the mentorship of the founder of the IB and its first Director General, Alec Peterson, who never gave up his TOK class even while steering the IB among the rocky shoals of its early years. Alec and Sue both believed: once a teacher, always a teacher.

Theory of Knowledge is the capstone course of the IB diploma program and is required of all candidates. In brief, it is a critical thinking course that asks students to reflect on what it means to be a knower in the Sciences, in the Arts, in Math and Logic, in History, Ethics and the Languages. Specifically it poses questions such as: What counts as a good questions and what counts as a good answer in the various subject areas? How can we justify our actions when there is insufficient evidence? What does intellectual honesty mean and why does it matter? How can a bad man write a good book?

For those who like to know the history of any movement, it is interesting to note that TOK owes its existence to an American-negotiated compromise between the feuding French and British forty years ago (and how many years ago as well with the War of the Roses!) when the IB was conceived. The French who wanted all students to study Philosophy or else they were not really educated were countered by the British who believed that no student should study Philosophy since it Δbaked no bread.≈ Enter the North Americans who suggested that students not learn Philosophy by mastering the Masters, but become thinkers by thinking about what they know and how well they know it prior to the specialization of university life.

"The essay proposes that Solzhenitsyn and Sakharov are representatives of two branches of Russian philosophy, modified with time: Slavophilism and Westernism. Solzhenitsyn is presented to be a person with Slavophilic tendencies, while Sakharov is presented to be an advocate of the Western model of development for Russia. The essay discusses their paths to dissidence and their opposition to the Soviet regime...."

Natalya Kozyreva '98

chosen for publication in the *Concord Review*

A Snapshot of The IB Diploma Program: One Student's Experience

Rachael Knodell sat down with Shalini Saha '04 to discuss her course of study and to illustrate the range and depth of the IB Diploma Program at Dwight:

World Literature Papers (English A1)

The Diploma Program requires you to write two World Literature papers. There are three different options for each paper: you can speak about one work, compare two works, or analyze one work through a passage analysis.

I incorporated some creativity into the first of my World Literature papers. In the book I chose, *Notes from Underground*, the protagonist talks about a letter that he has written, so I wrote out the letter mimicking his style of writing. I chose to do that because there were some parts of the character that were not fully explained, so I used the letter as a means to talk more about the character.

The other paper I did was a comparative analysis of two works - *A Doll's House* by Ibsen and Kafka's *Metamorphosis*. In this paper, I talked about the use of art as a means of expression for the characters. Gret, the sister in *Metamorphosis*, used the piano to express her emotions, just like the main character in *A Doll's House*.

I like English because you not only explore the books but you also learn about the author and explore ideas like existentialism. When we were reading *The Stranger* in English class, we had a lot of drama students in the class, and we were talking about the idea of existentialism in literature versus that in drama. It was very interesting to hear students' different thoughts on this idea.

French face-to-face orals (French B)

We have to present a ten-minute oral exam in French class. Students have a stimulus, such as a picture or an article, and then discuss that for ten minutes. I chose the Musée d'Orsay as my subject and discussed the paintings and pictures displayed within the museum. That was interesting because I don't really know that much about art, so I learned a lot of art history through the assignment. It actually encouraged me to go to the Met and other museums in New York City to find out more about art and what is meant when art historians talk about Realism and the Romantic period and things like that.

History Research Paper

We did a lot of work on the Cold War in History class, so I wrote my research paper on that topic. It was specifically about Khrushchev and how he handled the economy when he was in power. It was interesting because I learned a lot about how the Russians covered up the reality of the economy by saying it was stable when it really wasn't. When I was researching this paper, I discovered how difficult it was to find reliable sources. I had wanted to look up newspaper articles by specific figures, and it was difficult to do so. The majority of articles I read in the Pravda had been influenced by propaganda in Russia, so it was difficult to count them as reliable sources.

Biology and Chemistry

The Group 4 Project
There are four kinds of sciences within the IB Program: Biology, Chemistry, Physics and Environmental. In the Group 4 Project, you work with students from each of these subjects. IB gives you a topic - for us it was a can of soda. We came up with a research question and completed a lab on the topic. It was interesting because we examined all scientific aspects of a can of soda.



Laboratory Work

In general, we do a lot of lab work for the sciences. One fun example was from Chemistry - I had to find out how many calories there were in a single Frito!

Mathematics HL Portfolio

In High Level, you have extended assignments - you have about a week to complete the assignments rather than just a night. All of these completed assignments make up your portfolio.

Extended Essay in History

My extended essay was similar to my research paper in History. I compared how Khrushchev handled Hungary in 1956 versus those rulers in Czechoslovakia and Budapest in 1963. It was interesting because, again, it was difficult to find reliable sources. The authors of the books I read were very opinionated. Because these events occurred only 30-40 years ago, there has not been enough time for historians to gather solid, reliable facts. There are still facts emerging today.

Theory of Knowledge

In Theory of Knowledge you examine ways of knowing and how your perception and emotion and language affect things. For example, in Math, we explore how we learn in one form, but there are so many other ways to learn that we haven't yet explored. You learn to think in a different way. You don't just read something and take it at face value; you actually explore it and critique it. You look for flaws in a system and learn how to fix it.

The Presentation

For the presentation, you can work alone or with another student. My partner and I spoke for 20 minutes on the topic of cloning. This is obviously a very controversial topic, and many people have varying opinions. For the first part of the presentation, we just told the rest of the class what cloning is and the progress made in this field to date. We gave the facts to the students and then let them decide how they stood on the subject. After all the facts were laid out, a debate occurred between people who are against cloning and those who are for it. This format is interesting because it allows you to see both sides of the issue and then decide where you stand. Rather than saying what society wants you to say, you really have to think

Her program of study is:

ENGLISH A1	HL
HISTORY (EUROPE)	HL
FRENCH B	SL
CHEMISTRY	SL
(Completed early in the junior year)	
BIOLOGY	HL
MATHEMATICS	HL
THEORY OF KNOWLEDGE	
EXTENDED ESSAY (In History)	
CREATIVITY, ACTION AND SERVICE	

about what you believe.

Creativity, Action and Service

The IB encourages students to be involved in more than just academics and the CAS component embodies this.

* **Creativity** - I have taken piano for a long time and this is my form of creativity. The piano allows me to express my emotions through another outlet. Academic work is challenging, so it's nice to do other things to keep my mind off academics for a while.

* **Action** - I take dance at our school for the action component of CAS. We just formed a dance team two years ago which is really nice. We get to perform a lot; we performed for Spirit Week and at morning meetings, and we're going to perform at Carnegie Hall later this year.

* **Service** - Community Service is obviously very important. I moved to Roosevelt Island two years ago, and there is a newspaper that gets distributed to the community. I helped deliver it within my building. I also helped at the packing center, and I got to meet a lot of residents, which was nice.

CAS is my favorite component of the IB Program. I like it because it

encourages you to go out into the real world, meet real people, and do projects with your friends. It's a nice feeling. I also like the way the IB approaches academics. They stress that academics are important but they enable you to learn new things in new ways. The IB is not just about learning facts - it's about learning facts and then applying that knowledge to real life so that you find a practical value for it.

Final Examinations

Shalini will take her final IB exams in May 2004. Most exams consist of two or three papers per subject representing about 30 hours of exams in total. Shalini will receive her results on July 6. The exams are graded on a 1-7 scale per subject. A total of 24 points is normally required to obtain the IB Diploma.

We wish Shalini the very best of luck on her final examinations.

Reflections of the IB

Alumni

Reflections from Dwight alumni

Vedad Osmanovic '98

How did your experience with the IB help you in college – and how has it helped you beyond?

My writing and analytical skills improved a lot because of the IB, and it made my transition to college much easier. I wrote so many essays while taking the IB that when I got to college I had no problems adjusting to the workload. I have always been proud of my IB Diploma because it made me feel like a scholar. The confidence that I gained from getting the IB diploma has helped me in all aspects of my life.

Margot Ormes '99

How did your experience with the IB help you in college – and how has it helped you beyond?

The IB was similar to Advanced Placement for me in college. I received a full year of academic credit. It also served as a standard which gave me the flexibility to be able to study in whichever country I wanted.

Ariella M. Bernkopf '01

What did you like best about the IB program?

I like the fact that I can talk about this program around the country and at my college and many people are familiar with it – and want to know more. Plus, I can look for work anywhere in the world after college and my diploma will be recognized.

How did your experience with the IB help you in college – and how has it helped you beyond?

The structure of the IB and the focused nature of each class prepared me well for college. I have comfortably adapted to the difficulty level of the classes and actively participate in class discussions.

Eyal Oron '95

What was your favorite IB course and why?

My favorite course in the IB program was Theory of Knowledge with Mr. Livingston. It was not about learning math methods or physics laws (both of which were taught a great deal), but about developing a higher level of understanding and perception through open, engaging discussions.

Faculty

Reflections from Dwight faculty who are graduates of IB Schools:

Kari Loya

Development Director
Sheldon International High School
Eugene, OR

I still recall the first exam we took during our junior year, in Subsidiary Economics. Several weeks prior to the exam, our teacher received a memo explaining that "The Invigilator" would be present during the entire exam and would in no way tolerate certain behaviors listed on the memo. Images of Darth Vader swept through our heads and petrified us with fear. I'm certain that several students opted out of the exam on the basis of this "Invigilator" figure alone. When Judgement Day finally arrived and we entered the examination room with our heads crammed with supply curves and obscure formulas, we were surprised to be greeted by a bespectacled and somewhat batty octogenarian. This was "The Invigilator." We had not realized that this was simply the British word for "Proctor!"

Alicia Morris

Kindergarten Teacher
Sheldon International High School
Eugene, OR

My favorite memory is of when we grouped two local international high schools together and held a mock United Nations council session for world leaders. Each student represented a different world leader and everyone came in costume. Some wore turbans and others wore military fatigue- one student even came with a plastic machine gun slung across his shoulder! I played the role of Yassir Arafat. We spent the entire afternoon debating current world issues while staying in character and, as you can imagine, many heated exchanges took place. It was such a great experience and a wonderful way to learn about different views on conflicting issues around the world.

My favorite course was Theory of Knowledge. Never had I taken a class that allowed me to question my very existence on many different levels. Higher-order thinking skills are really put to the test as you try to understand the "whys" in the world around you.

Faculty Profile

The Growth of an International Curriculum

An interview with Anthony Foster

Assistant Headmaster and IB Coordinator for The Dwight School

For the past 23 years, **Anthony Foster** has been an esteemed member of the Dwight community. In addition to being Assistant Headmaster and the Head of the Science Department, Mr. Foster holds a post unique to the world of IB education: IB Coordinator. Some of the many tasks for which Mr. Foster is responsible are organizing the school schedule, overseeing all examinations, including the PSAT, AP, and IB, and defining the scope and sequence of the kindergarten through 12th grade curriculum. **Nicole Graev** sat down with Mr. Foster to learn more about his involvement in the IB world, as well as his take on what it is that makes the IB program so exceptional.

How did you come by your internationalism? Have you spent much time overseas?

I was born in Manchester, UK, then spent time in London and Brighton before coming to the United States about twenty years ago. My wife and I both have dual citizenship in United States and Britain. When I was growing up, my father worked for an international corporation, and my family moved around quite a bit. We spent time in a number of different regions, including Africa, France and Britain. I am used to living in different cultures, so an international perspective seems natural to me.

When did your involvement in the field of education begin?

In the late 1970s, after receiving my bachelors degree in Biology at Sussex University in the UK, I pursued a masters degree in education with a specialty in Biology and Physics. Then I began to teach at a high school in England and eventually became Head of the Biology Department. I've been in the field ever since. I love to speak, I love to communicate, and I love my subject – things I recognized early on that make a good teacher.

When and how did you come to Dwight, and what have your roles been here?

In 1980, I moved to New York to teach Biology at Dwight for what I thought would be just a two-year visit. But then I met my wife in New York and decided to stay on at Dwight, where I soon became head of the Science Department. When Dwight was involved in the process of merging with the Anglo-American International School, I joined the Anglo-American faculty for one transitional year, which gave me greater exposure to the IB curriculum. Then, when the schools completely united under Dwight's name, I became the School's IB Coordinator and Assistant Headmaster.

What were your earliest experiences with and impressions of the IB program?



IB Biology students discuss environmental issues with Mr. Anthony Foster

My wife's two daughters both went to the Anglo-American International School before it merged with Dwight, so many of my impressions of the IB came from observing them. When they were immersed in the IB diploma program, they came home from school every day completely engaged by the work they were doing! I was fascinated by the level of sophistication of their written work, and by the remarkable level of attainment their courses demanded. They were enrolled in classes that really encouraged reflective thinking – classes such as the Theory of Knowledge, for instance. They weren't just memorizing facts and figures. The IB curriculum encouraged them to truly reflect on their own thought processes and learning. From the beginning, I've had no doubts about the benefits of the IB.

In your opinion, what are the greatest benefits of an IB education?

Because of its emphasis on internationalism, the IB curriculum encourages students to keep a window open on the rest of the world; it incorporates global perspectives into daily learning. Although New York is cosmopolitan, the news media generally is not. The limited scope of the news demands of us that we deliver an international education. The IB doesn't follow a shopping mall model when it comes to course selection; students cannot opt out of a rigorous academic program by taking easier subjects, and this ensures that they are always challenged. The diploma model asks students to study a very broad range of subjects across both years, which inevitably means that they are routinely asked to study subjects which they may not have much propensity for. In doing so, they greatly enrich their holistic skill set. This makes them, as problem solvers, just about the best you can

get. The fact that students are encouraged to study literature, research, math, laboratory science, and, usually, the arts is highly unusual. This breadth gives students a better set of perspectives with which to become problem solvers, which is a distinct difference between the IB and the AP program. The IB diploma doesn't single out just those students who show the most excellence in an area for college study. Instead, it shows the growth of a student across two years in a multiplicity of different subjects. This is an absolutely different philosophy.

How has the IB education affected Dwight students in particular?

Because students who have been through the IB program are aware of the holistic nature of learning, they are fully prepared for college. Also, because of the program's emphasis on global perspectives, they are used to thinking outside the box and have a solid understanding of a larger number of cultures than other students. They have the background that will allow them to negotiate with other cultures and take a real leadership role in the world. IB students are activists. They are not afraid to take action to accomplish what they believe in. I am so proud that at Dwight such a wide range of students are encouraged to pursue and stay in the IB program.

Beyond all this, I like to think there is a certain degree of altruism in the IB diploma. If you look at its content and rationale, the IB program is about being well-prepared and well-rounded to become a world citizen, and the IBO mission embraces the notion of universal values which bind humanity together.

If you look at its content and rationale, the IB program is about being well-prepared and well-rounded to become a world citizen, and the IBO mission embraces the notion of universal values which bind humanity together.

What positive effects do you think the IB curriculum has on teachers?

There is a certain added responsibility and accountability for teachers because they know they are expected to teach – and, indeed, they want to teach – to the level of formal standards to which the IB program holds schools. I think teachers tend to raise standards in IB classes because they realize they can't teach to a provincial standard; they have to teach to a high international standard of excellence. Bringing the IB curricula to Dwight has made everyone revisit his or her curriculum and reshape it quite drastically in terms of scope and sequence and content. Although it's work at first, I think teachers appreciate having those standards. I have also seen an improvement in diversity and quality of assessments teachers are using as a result of the IB curriculum. In addition to written tests, there are now face-to-face orals, dossiers, research workbooks in the arts, you name it.

What, in your opinion, makes a good teacher?

To me, passion for the subject comes first, even before teacher training. Second, having a personality that wants to share and

communicate. And third on my list is classroom management skill. A teacher has to want to manage and want to work with kids.

In what ways are you involved with the IB program outside of Dwight?

In addition to attending conferences, I have been employed by the IB North America for the past eight years as a trainer for other IB coordinators. I have also been a team leader for site visits to schools that wish to be authorized, which has taken me all over the US as well as to the Carribean. I also currently serve as Chairman of the Board of the Guild of IB schools of the Northeast. In this role, I take part in yearly board meetings, teacher roundtables, conferences, and college seminars that aim to improve college recognition for the IB diploma.

I enjoy being involved with the IB organization, sharing my knowledge and encouraging schools that are adopting the program. I particularly enjoy making sure the standard of schools joining the IB is high, so we can all be proud of what the IB stands for. My work also allows me to meet the students who attend these schools, which is a fantastic experience. Many public schools

bringing in the IB program don't seem to have a real sense of what it entails; they put flags up and have food festivals and think that's an international education. You can have a school represented by 60-70 nationalities, and that doesn't mean those students are getting an international education at all. It is rewarding for me to show them that being international is a bit more than that – that, in fact, a school doesn't have to be an international school to provide an international education.

What, in your opinion, does define an international education?

An international education provides a curriculum with a broad perspective, whether through world literature, history, issues in gender, or the global environment. Central to the IB is the understanding of how differences in cultures and academics impact ways of knowing. This is powerful stuff, and to me, is part of an international education.

The IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

<http://www.ibo.org>

WHO will prepare our LEADERS of tomorrow?



The Institute for Civic Leadership: Inspire Educate Take Action!

The ICL needs your support to achieve its mission of preparing the next generation of civic leaders. If you would like to make a contribution, please complete the form below and send it to The Institute for Civic Leadership, 291 Central Park West, New York, NY 10024. We need your support! For more information about our programs, please visit our website at www.iclny.org.

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Institute For Civic Leadership

Inspire Educate Take Action

ICL Launches Take Action! Summer Program in Costa Rica

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The Institute for Civic Leadership (ICL) will spearhead an exciting new project in the rainforests of Costa Rica to promote service learning, environmental awareness, and cross-cultural exchange. This four-week Take Action! Summer Program (June 26 to July 25) is the result of a recent partnership between the ICL and the Colegio Internacional SOS Hermann Gmeiner (CISOS), an International Baccalaureate school comprised of orphaned students from throughout Latin America who attend the school on scholarships. Like the school-building program in Kenya organized by the ICL's partner Leaders Today, the Costa Rica program provides students with an opportunity to have a direct impact on a community.

The idea for the program originated when **Chancellor Stephen H. Spahn** met Jerry Salvador, the Director of CISOS, at the International Baccalaureate conference in Cancun, Mexico. Fascinated by the history of the school and its interest in building an environmental studies center, Chancellor Spahn sent several teams, including one with a parent, Karen Morley (**James '07** and **Caitlin '08**) and five students, **Nathaniel Elghanyan '06**, **Lily Feinman '07**, **Nicole Glass '07**, **Matt Grogan '08**, and **Gil Freston '08**, to visit the school and get their perspective on the possibility of running an exchange program with CISOS. Over the next 72 hours, the group partnered with their counterparts from CISOS and attended classes, played basketball, visited an orphanage, shopped in local markets, toured a greenhouse, watched movies, observed hummingbirds, hiked through the rainforest, lunched with the former president of Costa Rica, and zip-lined over the rainforest canopy!

Based on positive feedback from the team, the ICL decided to launch its Take Action! summer program where students from the New York City metro region will spend their first two weeks living in the residence halls of CISOS, 20 minutes outside San Jose. The program will begin with an intensive Take Action! workshop and conference to prepare for community service projects where they work daily alongside their CISOS 'buddies'. These projects may include volunteering with children at a local orphanage, conducting an environmental impact study of a local river and working with the elderly.

In addition, students will take classes covering Costa Rican history, geography and culture, as well as a rainforest ecology course to prepare for later fieldwork. Students will share in the community life of the school by spending time with their partners during morning classes, meals and afternoon and evening activities such as soccer and dance. The second part of the program will take place on the edge of the rainforest, where students will apply the knowledge gained in their courses to map the vegetation of the rainforest area. Next, they will plan and implement ways to begin reforesting land once cleared for cattle.

Students will also take excursions to local cultural points of interest such as the National Museum or Serpentarium. Because of the school's centralized location, students will also have the opportunity to travel throughout Costa Rica to visit the volcanoes, rainforests and beaches for which the country is so well known. If you would like to find out more about the ICL's Take Action! Summer Program, please email **Mark Weinsier**, Program Director, at mweinsier@dwright.edu.



On November 4th, the ICL Fellows took part in "America Rocks the Vote." Sponsored by CNN, this event featured a live television debate between the Democratic presidential candidates and was specifically directed towards the interests and concerns of young people. Teens in the live audience, as well as those watching at home with groups of friends in "voting parties," had the opportunity to ask tough questions directly to the candidates (questions were also accepted via phone and e-mail). Young voters then had the opportunity to watch the candidates react, interact and respond to these questions and issues. In addition to the live debate, each candidate prepared a campaign video aimed at young voters. Viewers later voted for their favorite video on-line.

Dare to Dream Conference

“ E m b r a c i n g t h e E a r t h ”

On Martin Luther King, Jr. Day, 65 Dwight students and 180 teens from other New York City public and private schools gathered at the Museum of Natural History to participate in The Institute for Civic Leadership's (ICL) third annual Dare to Dream Conference. These students joined celebrity speakers and dignitaries such as New York City Mayor Michael R. Bloomberg and Ichthyologist Dr. Melanie Stiassny in discussions about sustaining the environment and making a difference in their schools and communities.

This year's conference theme, "Embracing the Earth," was chosen to highlight the ICL's newest Take Action! program, an environmental studies and service learning initiative based in the Costa Rican rainforests. Dwight science teacher, **Perry Wargo**, and Jerry Salvador, Headmaster of the program's host school, Colegio Internacional SOS Herman Gmeiner, presented the program to students and encouraged them take steps locally and globally to join the new venture.

Other speakers included New York Giant, Brandon Short, and Marc Keilberger, Director of Leaders Today. Each speaker shared stories about his personal achievements and explained how the ICL mantra, "Inspire, Educate, Take Action," helps students become aware of their leadership potential. The ICL also honored ex-Mayor David Dinkins and tennis great Monica Seles with its Leadership Award.

Following the morning's speeches, students split into small groups to discuss what they could do to *Embrace the Earth*, which they presented in the form of "I Will" statements at the conclusion of the Conference. Groups pledged that they would conserve water by taking shorter showers, recycle more carefully, and spread the word in their schools about the scarcity of valuable resources—especially fresh water.

Leaving the Conference, ICL fellows were excited to begin making changes. Dwight student **Andre Gerschel '06** remarked, "When you look at Martin Luther King, Jr. Day and you look at King's legacy, one of the important factors you see is people making a difference. The reason I am here is that kids can make a difference, too."





Pictured:

1. ICL Board Chair, **Kirk Spahn**, and tennis great, Monica Seles, celebrate her ICL Leadership Award
2. Dr. Melanie Stiassny, a Natural History Museum Ichthyologist, warns of water perils
3. The audience takes a break and gets to know one another
4. **Amanda Gang '05** and **Sonja Heiles '06** get into the swing of Leadership Training
5. Mayor Bloomberg signs the Wishing Tree
6. Phoenix entertains once again while Keith "Wild Child" Middleton, of Stomp fame, waits his turn
7. Students sign the Wishing Tree with their "I will..." pledges
8. New York Giant, Dhani Jones, with **Danielle Blue '07** and **Mia Johnson '07** along with student facilitators from The Spence School.

The ICL's Take Action! Summer Program in Costa Rica

June 26 - July 25

Each day you might...

Swing through the jungle...



... or discover a rare insect ...



... or make a new friend.



And each night...



You will sleep like a baby.



If you are interested in learning more about this summer adventure with The Institute for Civic Leadership, please contact Mark Weinsier at 212.724.6360 ext. 315 or mweinsier@dwight.edu.

Office of Alumni Affairs



Dear Alumni,

We have had a busy year of alumni activities and are making major strides in our effort to strengthen our alumni network. Over 300 alumni, faculty, current students and parents filled the school for our Spirit Week Kick-Off Day. The Dorrian's Mini-Reunion brought back fond memories for all who attended, and the First Year Out reception brought current seniors together with our youngest alumni. Thanks to all who participated!

We are moving full-speed ahead in preparation for **Reunion Day on May 22, 2004**. As part of this special event, we will be honoring the current Head of our School, Chancellor Spahn, who is celebrating 35 years in education. We also have an exciting roster of Dwight, Franklin and Anglo alumni who will appear on a panel to share their experiences and successes since graduation (see inside cover for details on the schedule of events for the day).

All alumni are welcome to attend, and those of you celebrating a landmark year since graduation (reunion years: 5,10,15,20,etc.) will soon be hearing from your Class Representative regarding specific functions for your class. In the meantime, please look at the missing alumni listed by year at the end of the Class Notes and let your Representative know if you are still in contact with any of them. If you stay in touch with ex-faculty, we would appreciate your sending that information as well.

So, mark your calendars, take out your yearbooks and start reminiscing. Remember friends! Remember faculty that changed your lives! And remember the good times!

We look forward to welcoming you back to your high school alma mater. Come reconnect and celebrate!

A handwritten signature in black ink, appearing to read "Judy Jackson". The signature is written in a cursive style and is placed on a light-colored rectangular background.

Judy Jackson
Alumni Officer

Alumni Reunion

Mini-Reunion at Dorrian's

On Friday, January 9, alumni, current faculty, and former faculty gathered at Dorrian's for a happy hour (hosted graciously by **Jimmy Dorrian '94**) on the eve of Spirit Day. While some guests reminisced and laughed about old times, others concentrated on developing their strategies for the 3 vs. 3 basketball tournament to be played the following afternoon.



Pictured:

1. Laurie Hefler '94 and Kirk Spahn '95
2. Todd Feltman '91, Evan Gallahou '90, Hank Cadra '61 and Bruce Warshaw '74
3. Heather Wallerson '00, Chris O'Leary '00, Leslie Perez '99 and Alicia Shaffer '99.
4. Cristo Kabioni '97 and Dr. Joyce Robinson
5. Ryan Sasson '96, Dave Brown '97, Mr. Arthur Samuels and John Kaye '99

Alumni Event

First Year Out Reception

The Dwight School held its first ever First Year Out Reception on Friday, January 9, 2004, at The Indian Consulate prior to the Annual Dwight School Semi-Formal Dance. The Class of 2003 was invited to reflect on their experiences since graduation, offer advice to the Class of 2004 and reunite with their teachers.

Special thanks to **Tierney Model '03**, **Flavia Masson '03** and **Amanda Feinberg '03** for helping to organize the event. Thanks to **Pramathesh Rath (Shriti '05)**, Consul General of India, for hosting this special event.



Pictured:

1. Ari Bornstein '03, David Ackers '04, Amir Cohen '04, J.C. Hewitt '04 and Mr. Arthur Samuels
2. Wade German '03, Yori Ben-Haim '04 and Tiffany Yaraghi '04
3. Mrs. Luz Giraldo, Dr. Henry Yeager and Dr. Elaine Chambart
4. Michelle Zahabian '04, Tierney Model '03, Flavia Masson '03 and Ben Schor '03
5. Franck Ouassa '03, Evan Lloyd '03, Jason Tsourtsouras '03 and Vincent Schipper '03

Alumni Spotlight

Jesse Hollander '90 is an integral part of the Academy Award-winning team of masterminds at Pixar Animation Studios, the film company responsible for producing such hits as *Toy Story 2*, *Monsters, Inc.*, and *Finding Nemo*. To date, he has won three Academy Awards for his team's films. However, while he is currently enjoying success in his career endeavors, the path for this talented alumnus of *The Dwight School* was not always clear. **Rachael Knodell** spoke with Jesse about his experience at Dwight, his uncertain years after high school, and how he was inspired to take action and pursue what he enjoys doing most.

What was your overall experience at Dwight?

I would definitely say it was enjoyable, but it was also very challenging - challenging more on a personal level, since I was dealing with getting my act together while I was in school. But I made wonderful friends and had wonderful times. I definitely found Dwight to be a place that was understanding of the ups and downs that I

was going through at that time and that any teenager goes through. The school's willingness to be flexible about certain things was definitely a benefit and enabled me to get through some tough times.

How did you become interested in computer animation, and how did you eventually come to work for Pixar?

I had met the professor at Skidmore who taught computer animation. She and I made a deal that I would work for her, maintaining the computers and the software, in return for free classes. I did that for two semesters, and before the second semester had ended, I found an internship in New York City, which eventually turned into a full-time job. This was the first time in my life that I was ready to jump into the world of hard work, and I was really excited about it. I spent two years learning from those professionals, and by the end of those two years I was promoted to a management position. Meanwhile, movies such as *Toy Story*, *Jurassic Park*, and *Forrest Gump* had come out, and I was blown away by those special effects.

One of the places responsible for that new animation quality was Blue Skies Studios. I knew that was the next place that I had to go. However, the only position that they had available was a junior position, so I made a difficult decision to take a major cut in both pay and rank. It proved to be a great decision for me - I was on the team that won the Academy Award for a short film called *Bunny*. I spent two years there doing some amazing work on films like *Alien* and *Star Trek*. I experienced a huge growth spurt in terms of what I was learning and doing and what my roles were. By the time I left there I was a lead and supervisor on my projects. Around that time I was ready for a change of scenery and decided,

along with my girlfriend who also worked at Blue Skies, to move to California, where I started working at Pixar.

What does a major film project entail?

Creating an animated film is a very long process

- I've been at Pixar for five

years, and four of those years were spent working on

Finding Nemo. For this film, I

was very involved in the pre-pro-

duction. This involves reviewing a script

and deciding how the film will look. Computer animators, like myself, are responsible for figuring out the challenges of each particular film. For *Monsters, Inc.* it was hair: how is the hair going to bounce around and flow? For *Nemo* it was water: how do we make water? Do we need to simulate it? Once we had our list of questions, we had to answer them and then prove our answers on the computer.

Once the basic animation and technology were completed, we moved on to making the animation more detailed. We put more visual complexity into shadows. We talked about how the sand was going to sparkle, how we were going to backlight the coral, and how we were going to create a "gummy" quality in the fish and show how they really "glow" from the inside-out. *Nemo* was a huge undertaking, and the last year really involved a lot of overtime and weekends, but it was well worth it because we were learning and creating so much at the same time.

What current projects are you working on?

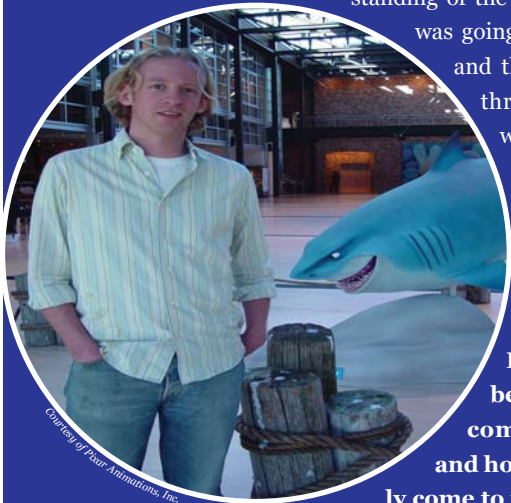
I'm working on a feature film called *Cars*, which is due out sometime in the fall or winter of 2005. I also spent this past summer as Director of Photography on our latest short film, *Boundin'*, which was recently nominated for an Academy Award.

What advice would you give to students not only to prepare them for the "real world," but also to help them find their "niche" in the world?

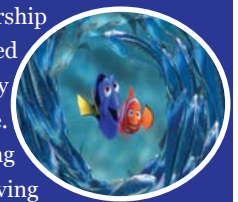
That's a great question, and one that I actually think about a lot. I think I got very lucky in the understanding that Dwight and Skidmore showed me, as well as the support that my parents gave me. I think that the three important things I did for my career were 1) holding out to do what I love doing, 2) working for free at the beginning, and 3) taking a pay cut to go work for Blue Skies. Going to work for Blue Skies provided me with the knowledge that I needed to jump into a leadership position at Pixar. But the best thing that happened to me was finding my work ethic. I hadn't really found this until I was half way through college. After I discovered that, work turned into something I love everyday. And there's nothing better than loving what you do everyday!

Spotlight on Jesse Hollander '90

Academy Award-winning
computer animator



Courtesy of Pixar Animations, Inc.



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Alumni Notes

Send us the latest news about yourself with a photo then look for it to appear in the next issue of *Dwight Today* and on the Dwight School website: www.dwight.edu. Send news to **Judy Jackson**, *Alumni Officer*, 291 Central Park West, New York, NY 10024 or via email to jjackson@dwight.edu.

Anglo

Class Representatives for Landmark Years:

Anglo 1984

Kristi Seymour
Syndtwinkeys@msn.com
(702) 221-9022

Anglo 1989

Vanessa Freeman
vfreeman2@aol.com
(212) 472-8087

Anglo '83

Michael Sheerer: Michael is working as a promotion artist for the musical group Kittyhawk (www.kittyhawknyc.com) and as a research assistant in the Department of Rehabilitation at Mount Sinai Medical Center. He loves doo-wop, rock, jazz, classical and blues music, and he writes poetry in his spare time.

Frederic Corey Charles: Frederic currently works in Washington, D.C., and serves in the U.S. Department of Homeland Security where he is a policy advisor and analyst for the Under Secretary for Management and Chief Financial Officer. Prior to this position, he was at the Department of the Treasury for two years as a financial manager for a major IT program. Prior to that, he spent 12 years on active duty as a United States Air Force officer and was promoted to the rank of Major. Six of those years were spent flying where he saw extensive combat action in Operation Desert Storm and in Bosnia. He would like to hear from fellow alumni in Washington, particularly those who work on Capital Hill or in the executive branch. Contact him at 540-548-0544 or by e-mail at rangerick@flash.net.

Anglo '85

Jonathan Hunt: Jonathan is our first official Class Representative and has been doing an incredible job tracking down lost classmates Congratulations, Jonathan. You are amazing!

Robin Seeley: Robin Seeley (Whitehead) moved to Richmond, MA in 2001, the same year she married her husband, Richard Seeley. They have a one-year old son, Harrison. Robin

is counsel for Morality in Media, Inc., located in New York City.

Jonathan Elderfield: Jonathan has been a documentary photographer and a photojournalist for the past ten years. His work has been published in *National Geographic*, *Newsweek* and *Time*. Currently, he works as a freelance picture editor for the *New York Times*. Jonathan has recently published a documentary called "Living Under South Street" (see page 46 for more details).

Tony Paris: Tony lives in Bedford Hills, New York, and has two sons ages two and eight months.

Lucas LaFonataine: Lucas is a stunt man and lives in Hollywood, California.

Lynn Meir: Lynn is married with children.

Jennifer Meir: Jennifer is working on her dissertation (Doctoral) in Psychology.

Elanah Fishman: Elanah is married with three children.

Stephanie Young: Stephanie is married with three children and lives in Florida.

John Malabre: John is living on Long Island with his girlfriend and his two sons. Occasionally he runs into **Mike Rose** and **Roy Ashton**.

Belinda Phillpot: Belinda lives in London and works at the National Gallery. She is married and has a six-year old daughter and a two-year old son.

Chris Angelis: We are saddened to report that Chris passed away a year ago.

Keith Galuten: Keith attended 9th Grade only at Anglo but would like to be included in the reunion plans.

Dwight

Class Representatives for Landmark Years:

Dwight 1959

Samuel Goldstein
sjgold@optonline.net

(516) 293-0241

Dwight 1964

Hugh Macbeth
gatewiz@hotmail.com

Dwight 1969

David Schiff
schiffd@unitedtalent.com
(310) 454-5720

Dwight 1974

Bruce Warshaw
hoopdmr@aol.com
(212) 505-9051

Dwight 1979

Scott Travers
travers@pocketchangelottery.com
212-535-9136

Dwight 1984

Anita Quitner
anita@qualiton.com
(718) 937-8515

Lynn Steckler

(212) 988-7135

Dwight 1989

Nicole Nelson
nicolattan@hotmail.com
(212) 877-2547

Blake Spahn

bspahn@nyc.rr.com
(212) 724-2200

Dwight 1994

Lisa Shapiro Grossman
lgrossman415@aol.com
(212) 439-1889

Laurie Hefler

laurieny3@aol.com
(212) 213-9644

Dwight 1999

Leslie Perez
perezles@alumni.upenn.edu
(718) 335-1480

Alicia Schaffer

cre8tivemail@yahoo.com

Dwight '59

Samuel Goldstein: After leaving Dwight 45 years ago, Sam received a BS in Economics

from Lafayette College. He then earned his MBA in Taxation at Pace College Graduate School of Business before completing an MSFS at American College in Bryn Mawr, PA. In 1981, after 13 years with Home Life Insurance Company, he established the Pension Department Inc., an actuarial firm that he ran until 2000. He is now retired and dealing with his "Golden Years." He is married to Susan Lippert and has two children. He is an active ham radio operator, collects antique pocket watches and revels in his one grandchild.

Gene Strocco: Gene recently came to visit The Dwight School from California and enjoyed reminiscing with **Hank Cadra '61** about their basketball memories.

Dwight '64

Hugh Macbeth: Hugh was living in Cocoa Beach, Florida, for the last 20 years until this past December. He has now temporarily located to Houston, Texas, but will be moving soon to northern West Virginia.

Dwight '74

Wayne Gonzalez: Wayne is living in Miami, Florida, but stopped by the School last November to visit **Hank Cadra** and browsed through his yearbook. He also participated in the Spirit Week Kick-off Day celebration and had the opportunity to play in the Alumni Basketball Game.

Dwight '78

Marc Kislak: Marc has been living in Dallas, Texas, for the past 15 years with his wife and daughter. He considers himself a "truly fortunate man." After graduating from Dwight, Mark earned his BA in Communications at the University of Denver. He had a successful career in radio and print advertising sales in New York and Dallas and is now an entrepreneur in the live music entertainment business. In a recent note to Mr. Spahn, he reflected on his education at Dwight: "I came away with a top-flight education and skills that helped me realize my true potential. For that, I am forever grateful."

Dwight '79

Peter Lipman: Peter just bought a home in Miami, Oklahoma, and adopted a puppy from the dog pound.

Scott A. Travers: Scott turned his high school hobby of coin collecting into a career as a professional numismatist and book author. (See page 46 for more information on his accomplishments.)

Dwight '82

Marjorie Katz: Marjorie has a BA in Psychology but works in information technology in the Sacramento area of California.

Peter Davidson: Peter has been living in Hong Kong for several years. He works for Microsoft, is married and has two sons.

Dwight '84

Matthew Levy: Matthew founded his own

business, The Logo Shop, (www.thelogoshop.com), which sells promotional products and corporate giveaways. He married in 1993 and has two children, ages five and three. His parents still live in New York City, but he lives in sunny California in a suburb of Los Angeles.

Dwight '85

Bill Lipson: Bill is working as the Alumni Relations Associate at Teacher's College, Columbia University.

Dwight '86

Clark Graebner: Clark is living in Locust Valley, New York, with his wife, Kendall, and his two children, Clark III, age six, and Skyler, age two.

Illysa Neumann-Loreck (Schindler): Illysa and her husband recently moved back to the United States from Hong Kong where they lived for three and a half years. She was an Account Director at an advertising agency until her daughter was born in January 2003. While in Hong Kong, Illysa traveled to Thailand, Indonesia, Australia and New Zealand. Back home now, she is settling into life as a full-time mother in Morristown, New Jersey. Illysa would love to hear from former classmates. Contact her at flying_leaps@hotmail.com.

Dwight '88

Keith Weisglas: Keith still lives in New York and is a furniture importer/exporter.

Robin Ransom: Robin has her own Training and Development, Life Coaching and Event Planning Company in New York. Robin has volunteered to be Class Representative and help coordinate reunions for her class.

Dwight '89

Rodney Capel: Rodney is working as the Political Director for the New York State Democratic Committee.

Nicole Nelson: Nicole graduated from Dartmouth and is currently working at Bondholder Communications Group, the world leader in helping bond issuers, their counsel and other involved parties navigate the twists and turns of successful bondholder initiatives. Nicole recently hired a Dwight School student as an intern.

Sharon Kapner Goel: Sharon's daughter, Arianna, just turned two in August, and Sharon is expecting her second child in February. Her business, Brainlink International (<http://brainlink.com>) will be celebrating its 10th Anniversary in 2004.

Wendy Greenberg: Wendy works at Cedars Sinai Hospital in Los Angeles as a social worker in the Home Hospice Program. After getting licensed in California, she has been working (slowly but surely) on building up a small private practice. Her two best girlfriends out there are **Tracy Aron Brittan '88** and **Lori Zuker Briller '88**, whom she has known since their

high school years at Dwight.

Dwight '90

Michael Griffin: Michael is currently freelancing in both writing and art. His main area of expertise is sports.

Rachael Hayes: Rachael is working as the Beauty Director at *Cosmopolitan Magazine*.

Jen Taylor: Jen graduated from law school this past May and passed the Washington State Bar exam last summer. She is hoping to practice Disability Law as well as Education Law. For the past seven years, she has made Seattle, Washington, her home but often returns to New York City to visit her family.

Jesse Hollander: Jesse is an Academy Award-winning animator. After leaving Dwight, Jesse studied animation at Skidmore. He won his first Academy Award for the best animated short film *Bunny*. At Pixar Studios, he has worked on major hits including *Toy Story 2* and *Finding Nemo*. He celebrated his last success by sailing in Tahiti and attending Tian's (**Christian DeSeta '91**) wedding in Venice (see Alumni Spotlight on page 42).

Julie Vipler McCoy: Julie is living in Northern California with her husband, Shaun, and their two children, Maggie and Max. They visit New York a couple of times a year.

Dwight '91

Christian DeSeta (Tian): Tian got married on October 4th, 2003, in Venice, Italy. **Jesse Hollander '90** attended the wedding. Tian is a recording artist and is releasing his first album shortly with Sony Records.

Douglas Boxer: Doug is the co-founder of the very successful Hale and Hearty Restaurant chain. He recently opened a new restaurant called Rare Bar and Grill in the Shelburne Hotel in Murray Hill. (See page 46 for more information on his accomplishments.)

Dwight '93

Kabara Vereen: Kabara recently joined the Corcoran Group and is marketing condo, coop, investment and rental property.

Dan Carver: Dan is working as a professional photographer. He makes digital virtual tours for a real estate company in the New York City metro area.

Dwight '94

Lisa Shapiro (Grossman): Lisa is looking forward to getting involved with alumni activities. After Dwight, Lisa went to the University of Miami and graduated in 1998 with a BA in Sociology. She currently works in sales and marketing for National Hospital Specialties in the Blood Products Specialties Division. She married Adam Grossman in September 2002. They reside in New York City and plan on having children soon.

Dwight '97

David Brown: David is coaching basketball at John Jay College, running a basketball clinic and providing individual fitness instruction.

Tessa Benson: Tessa is the style editor of *Los Angeles Magazine*.

Armina Del Toro: In our last issue of *Dwight Today*, we mistakenly referred to Armina as a he!!! Please accept our humble apology.

Blain Namm: Blain graduated from Connecticut College in May 2003 with a BA in Psychology and is hoping to work in commercial real estate.

Aporajita Saha: Aporajita is attending law school at Case Western Reserve University in Cleveland, Ohio.

Dwight '98

Kate Soal: Kate has been living in Cape Town, South Africa, where she graduated from the University of Cape Town with a BA in Fine Arts. At the beginning of this year, she moved to Edinburgh and plans to move back to New York by September.

Dwight '99

Jonathan Kaye: Jonathan recently told us he is attending law school at Harvard and currently filming the next season of *Joe Millionaire*. *Editor's Note: Jonathan's former teachers are glad to see that he continues to have a wild imagination...*

Dwight '00

Christopher O'Leary: Chris is graduating this May from Bowdoin College with a degree in Italian Literature.

Heather Wallerson: Heather is completing her degree at Georgetown and looking at graduate programs. She just completed a short internship at Dwight over her winter break with The Institute for Civic Leadership helping to organize its third annual Dare to Dream Conference at the Museum of Natural History on Martin Luther King, Jr. Day.

Bartosz Dunin: Bartosz will graduate from Tulane University in May and is looking forward to graduate school. He has applied to the University of Texas at Austin, Columbia University and University of California at Berkeley.

Dwight '02

Ruben Hieb: Ruben discovered Brazil this year - Rio, Angra, and the beautiful desert area in Natal. He is attending SUNY Stonybrook in their School of Sciences.

Dwight '03

Rony Rozen: Rony is training as a high-level technology expert for the Israeli Military. Her favorite memory arrived too late for our last issue of *Dwight Today*, so we decided to include it in this issue. "I remember feeling kind of scared about starting a new school in a new country. That feeling faded away right

after my first orientation at Dwight, when three girls who later became my friends, Elle, Christine, and Caroline, invited me to hang out with them and made me feel a part of everything. That's what I remember about Dwight - people who care about each other and always want to help. I remember how Mr. Chase was always there when I needed someone to talk to, and I remember Mr. Shuttleworth's English classes, which he taught with great passion. The passion that he instilled in me for reading and writing will serve me for a long time to come. There are so many memories that have made my Dwight experience as great as it was. The memories I have of Dwight will stay with me the rest of my life."

Ben Schor: Ben will be doing an internship in International Banking in Paris this year.

Flavia Masson and Tierney Model: Flavia and Tierney, roommates at Emerson College this year, are producing a fashion T.V. show in Boston called "Scoop du Jour," described as "a fabulous show that brings a juicy slice of the Big Apple to Beantown with the latest fashion, bargains, gossip, and dating tips..."

Franklin

Class Representatives for Landmark Years:

Franklin 1949

George Beck
geo.beck@adelphia.net

Franklin 1959

Gary Greenberg
greenburg56@optonline.net
(914) 967-8323

Franklin 1964

Paul Onish
pmonish@comcast.net
(732) 613-1224

Franklin 1969

Barry Dordick
barrydor@aol.com
(212) 874-0658

Franklin 1974

Hilary Lev
hsltbb49@aol.com
(212) 772-9187

Franklin '79

Cheryl Stagers
212-749-1565

Franklin '29

William Preis: We recently received a letter from this 1929 Franklin School graduate. William is our oldest known alumni having graduated 75 years ago! He lives in Yellow Springs, Ohio.

Franklin '49

George E. Beck: George is semi-retired, spending the summers in N.J. and the winters in Florida. George stays in touch with classmate **Alan Landesman** who is currently a travel agent in N.J. and is doing well. Classmate **Robert Kosches** is retired, living in Florida. George sees him often. He and George sat together at a double desk at Franklin School.

Franklin '64

Joan Moore: Joan told us she was a late bloomer because she finally graduated from Wellesley College, Class of 2000! Congratulations! She also became a grandmother a year ago. Joan now lives in Delray Beach, Florida, and sells real estate in Palm Beach County, FL.

Joe Weissmann: Joe moved to la-la land (a.k.a. Los Angeles) in 1975 where he has lived with his wife of 27 years and their two sons. Joe played piano in a rock band at Franklin dances. He is still playing piano and is known as Memphis "Piano" Joe.

Franklin '75

Anou Mirkine: Anou married Alan Shapiro in 2001 and bought a home in Santa Fe, New Mexico. She is working toward a PhD in natural health sciences in order to become a health coach. She is currently working as an architectural designer 3D CAD drafts person in Sante Fe.

Franklin '76

Lois Elfman: Lois is the Editorial Director at Ashton International Media, Inc., the publisher of *International Figure Skating*, *Volleyball*, *Women's Basketball*, *Doll Reader*, *Teddy Bear and Friends*, and *Teddy Crafts*.

Franklin '78

Jim Levy: Jim is living in Hollywood, Florida, and owns his own business, JL Promotions, which sells corporate gifts and promotional products.

Franklin '79

Cheryl Stagers
212-749-1565

Franklin '80

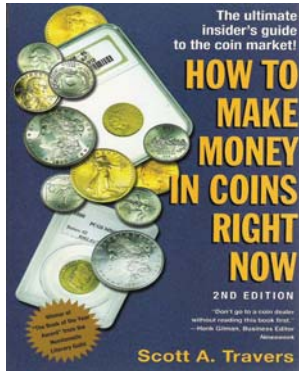
Bruce Leeds: Bruce is a salesman for TGI Office Automation. He still lives in New York City and is a member of the 12th Street Block Association.

Alumni Accolades

How Much Is That Coin Really Worth?

Fortunate are those who make their passion and their work one and the same! **SCOTT TRAVERS '79** turned his high school hobby of coin collecting into his career as a professional numismatist and book author. His publisher, Random House Inc., describes his success best:

"Scott A. Travers ranks as one of the most influential coin dealers in the world. He is the former vice president (1997-1999) of the American Numismatic Association, and his name is familiar to readers everywhere as the author of six bestselling books on coins: *How to Make Money in Coins Right Now*, *The Insider's Guide to U.S. Coin Values*, *The Coin Collector's Survival Manual*, *One-Minute Coin Expert*, *Travers' Rare Coin Investment Strategy*, and *The Investor's Guide to Coin Trading*. All of them have won awards from the prestigious



Numismatic Literary Guild (NLG). In 2002, the NLG awarded him its highest bestowable honor, the lifetime achievement *Clemy*. His investment guide, *Scott Travers' Top 88 Coins Over \$100*, has been called 'the most important list of coin recommendations ever written' by *COINage Magazine*.

He is a contributing editor to *COINage Magazine* and a regular contributor to other numismatic periodicals. His opinions as an expert are often sought by publications such as *Barron's*, *Business Week*, and *The Wall Street Journal*, and he has served as a coin valuation consultant to the *Federal Trade Commission*.

If Scott ever runs out of coins in the U.S., we are glad to know there are many more countries in the world where he can broaden his expertise!

Bon Appetit!

DOUG BOXER '91 is the co-founder of the very successful *Hale and Hearty Soup Restaurant* chain. He recently opened a new restaurant called *Rare Bar and Grill* in the *Shelburne Hotel* in *Murray Hill*:

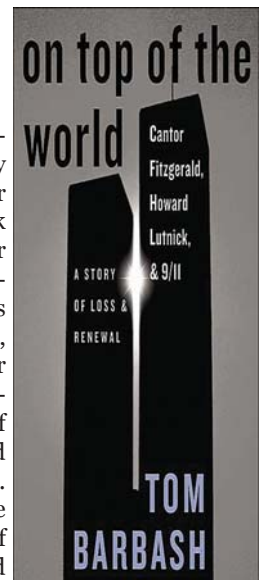


"*Rare Bar & Grill* brings an entirely new concept to casual dining with a high-end approach to one of the most popular foods- the hamburger. Capitalizing on the recent trend toward comfort cuisine and catering to *New Yorkers'* desire for upscale dining, *Rare* puts a unique spin on this all-American favorite by creating the gourmet burger. The menu features burgers made from unexpected ingredients such as shrimp and crab, barbecued pork, salmon and even vegetables. Unusual toppings include grilled portabello mushrooms, caramelized onions, chili ketchup and *Rare's* special sauce."

We hope you have a chance to enjoy a meal there!

Remembering Cantor Fitzgerald and September 11th

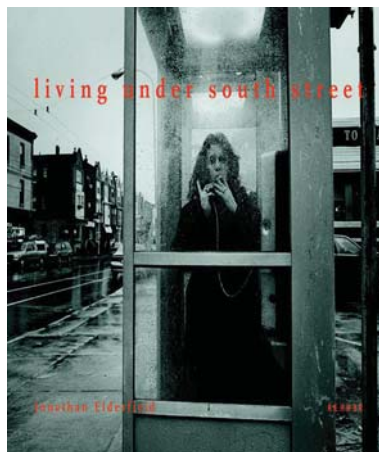
In our last issue of *Dwight Today* we featured the novel *The Last Good Chance* by **TOM BARBASH '79**. Since then, Harper Collins has published in paperback his book *On Top of the World*, the story of Cantor Fitzgerald and September 11. For those unfamiliar with the firm, the back cover reminds them that "on the morning of September 11, 2001, nearly seven hundred of Cantor Fitzgerald's one thousand New York employees were at their desks on the top floors of One World Trade Center when a hijacked passenger plane struck eight floors below. Not one of them lived." The book "tells the story not only of that tragic day, but also of the complicated and emotionally charged events that followed in its wake."



A Thousand Words in South Philly

JONATHAN ELDERFIELD, Anglo '85 is currently a photo editor for the *New York Times*. He recently published a photo book entitled *Living Under South Street* in which he portrays life in South Philadelphia, a dynamic and diverse neighborhood with both poverty and a healthy middle class. Jonathan writes, "In many ways, South Philly is the same working class neighborhood that it has been for a hundred years, where people hang out on their steps and keep an eye out for their neighbors' kids, where the bars spill out onto the streets, and where holidays are celebrated with block parties."

Although on previous projects he had always asked for permission before snapping photos, he realized that in this case a different approach might mor



effectively capture the spirit of the neighborhood. "I began making spontaneous street photographs, where the subject was unaware that a photograph was being taken," Jonathan reflected. "I pre-focused the camera and shot from the hip, without raising the camera to my eye. By doing so, I was able to make pictures without disturbing the scene. I feel that these photographs truly show the drama of the streets of South Philly, and allow the residents to tell their own stories." Anyone interested in learning more about this project and Jonathan's latest work can visit <http://www.jefoto.com>.

Where are they now?

Missing Landmark Year* Alumni

Below are alumni from landmark years with whom we have lost contact. Please communicate with your Class Representative (also listed below) if you know the whereabouts of anyone on this list. You may also contact Judy Jackson, Alumni Officer, at jjackson@dwight.edu or 212-724-2146, ext. 232. We appreciate your help!

Anglo

Class Representatives for Landmark Years

Anglo 1984

Kristi Seymour
Syndtwinkeys@msn.com
(702) 221-9022

Anglo 1989

Vanessa Freeman
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(212) 472-8087

Anglo '84 - 20 year reunion

Lucrezia Baragli
Karen Bhatnagar
Dexter Bowen
Karen Brody
Natacha Castro
Janine Cuffee
Philip deLeonardis
Ian Dolensek
Samy Elashmawy
Sayre Feigenbaum
Barbara Fishel
Brian William Hall
Jung Hye Hyun
Mitsuhiko Inaba
Andrew Kaplan
Scott Leach
Jonathan Levinson
Steffen Lippman
Ashton McFadden
Steven Magnus
Jane Margesson
Warren Meeker
Elizabeth Meltzer
Frederica Morelli
Mouna Mrani-Zentar
Steven Reich
Joseph Rizzo
Kenneth Staggers
Michael Steinberg
Dean Styles
Philip Toub
John Tulenko
Lisa von Derwies

Sylvia Weg
Chika Yamamura

Anglo '89

Robert Amrani
Yessin Ashmawy
Adeline Bamford
Manuela Bisogni
Courtney Collins
Colin Condren
Ewa Davison
Sandy Dillon
Vanessa Freeman
Tamara Fried
Tad Hamilton
Won Hye-Shin
Andrew Kaye
Mark Levin
Cheyanne Mallas
Marcus Marino
Kate Milenkovitch
Jake Ogden
Francesca Pappagallo
Ryan Rogers
Sonja Romani
Max Silbershatz
Carter Smith
Filippo Stajano
Greg Weiss
Dean Wilson

Dwight

Class Representatives for Landmark Years

Dwight 1959

Samuel Goldstein
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Dwight 1964

Hugh Macbeth
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Dwight 1969

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Dwight 1984

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Dwight 1994

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Dwight 1999

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Alicia Schaffer

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Dwight '59

Franco Andrew Baseggio
Joel Belmont
Victor Irving Bokor
Kenneth Blake Carlton

Frank Thomas Carr
Edward Anibal Chavier
Joseph Frank Chizzini
William John Churella
John Patrick Connors
Joseph Michael Dick
Philip Emil DiGioia
Leslie Sadler Dorman
Irving Jack Ehrenhaus
Anthony James Farina
J. Keith Fitzpatrick
Richard Henry Foth
Edward Gewiss
Harold Harvey Greenhouse
Thomas Patrick Griesbach
Glenn Hargrave Gumbinner
Robert Thomas Gunn
Jeffrey Peter Hackett
Paul Harmatuk
William James Harrington
George Pritchett Herr
Herbert Bruce Horowitz
Joseph Francis Jones
Michael Barry Karp
Robert Henry Kaye
Robert Frink Kostal
Allen Lippman
Dwight Winton Miller
Robert Allan Miskimmin
Vincent John Montanti
Hugh Barry O'Donnell
Norman E. Olsen
Richard Michael Poolman
John C. Santelli
Roy August Schneider
Leonard Allen Seifer
Albert William Spence
Carl Joseph Steiner
Victor Joseph Wadel
Carl Anton Wolf

Dwight '64

Robert Jay Alexander
Robert Alan Anson
Walter A. Becker
Marc David Blum
William John Borghoff
Charles Anthony Buscaglia
Joseph John Caputo
Jesus M. Chin

* Landmark Year definition: a class celebrating a five (5), ten (10), fifteen (15), twenty (20), etc. reunion.

John Peter Civetta
Thomas Clifford
Louis D. Colletti
Andrew Louis Coniglio
Francis Paul Coppotelli
Steven E. Cornfield
Robert Paul Daniel
Anthony Davidson
Jeffrey Dilson
Raymond Victor De Gennaro
Denis Draper
Hugh Raymond Downs
Bienvenido Eugenio
Clifford Jay Fagin
Frederick David Grossman
Martin John Gornes
Edward Haskell
Yves Hentic
Jeffrey Hoffman
Harold P. Hogstrom
Thomas Ince
Gerald Jacobi
John A. Jenney
Paul C. Johnson
James Paul Karmas
Russell Kershaw
Arthur Leslie Livermore
Thomas John Lowenhaupt
Robert Allen March
Jeffrey Martin
Joseph William Massar
Ralph Angelo Mataracchieri
George T. Melvin
Andrew Michael Mihaley
Leonard Joseph Nardiello
Stephen F. Piazza
Roger Michael Parris
Frank Profeta
Errol Jonathan Rainess
Michael S. Reed
Gerard Joseph Reidy
Thomas J. Reilly
Alexander Joseph Rosato
Bruce Sankin
Robert Saxon
Stacey Scutchfield
Stuart Ira Siegel
Daniel B. Silver
Daniel J. Stadnyk
Arthur J. Stephenson
Anthony John Sullivan
Jorge S. Tanjeloff
Philip W. Ulmer
Alan Van Nimwegen
Paul Wallahora
Eric Alan Weiss
Richard M. Zaiff

Dwight '69

James Braun
Julia Chasman
Thomas De Sernia
Jacqueline Fields
Madeleine Ennis
Stuart Firstenberg

Ruth Frisch
Ronni Gordon
William Giove
Candace Hale
Cathy Hetson
Marguerite Lawson
Peter LaSalle
Donald Lede
Carlo Longo
Roxanne Lynn
Michael Markman
Alice Newman
Joan Nelson
Jeffrey Orchard
Philip Philips
Caren Saphirstein
William Rothbaum
Ellen Schiff
George Shaw
Allan Schnier
Steven Stone

Dwight '74

Margaret Becker
Eric Weitzner
Nancy Steuer
Jane Beermann
Gregory Winston
Julie Benjamin
Sonia Saleh
Monica Bing
William Risbeck
Kyung Kim
Jaime Bartelstone
Peter Hart
Erica Braude
Kenneth Greene
Caryn Klein
Jane Harris
Andrew Frisch
Ruth Bonomo
Wayne Gonzalez
Laurie Bier
Kenneth Richenstein
Michael Klauber
Linda Muhlberg
Myra Harris
Gregory Franklin
Jaime Surgil
Keith Raywood
Michael Stanton
Scott Markman

Dwight '79

Peter S. Allegretti
Marla Anthony
Lewis Irving Bachrach
Eric Lawrence Bretter
Joseph A. Del Vecchio
Barry Michael Edelstein
Steven Lincoln Finkel
Susan Tomiko Fujiwara
Heide Gersch
Anthony William Greene
Craig Edson Hamilton

Hope Hillyer
Kristen Helen Ingebrigtsen
Richard Peter Kass
Joseph Kaufman
Susan Jacqueline Kleban
Alan Sinclair Kobren
Robert Morris Korf
Serge Frank Kovaleski
Emily Kurtz
Tiffany J. Laiken
Matthew Harris Lederman
Madeleine Melligon
Raymond William Merritt
Ellen Monane
Margery Jo Moorstein
Andrea Morse
Linda Muskat
Anna Leigh Polowetzky
David Eric Popkin
Bradford Roaman
Lori Romash
Jill Melanie Romero
Mark David Rosenthal
Judith Gail Rosov
Sharon Faith Schuster
Heather Skilling
Thomas George Szabo
Jacqueline Carla Warshaw
Christopher Jude Wheat
Dana Wolfe
Philip Nathaniel Zinn

Dwight '84

Pamela Blitz
Corine Cohen
John DelVecchio
Kelli Dworkin
Andrew Finkel
Christopher Greer
Angela Harrison
Nancy Hochman
Jennifer Levine
Sarah LeWine
Stephanie Nilva
Constance Papavasiliou
Eric Poulson
Jeffrey Rothstein
Christina Sassi
Kelly Segal
Stacy Shulman
Leslie Sloan
Scott Smith
David Smyth
Christine Stertzer
Senen Ubina
Han Joo You

Dwight '89

Weston Almond
Allison Blumenthal
Zoe Bruns
David Dushey
Michael Ehrlich
Christian Eigsti
James Felder

Stephanie Fine
Cory Fleishman
Terry Friedberg
Heather Friedman
Wendy Greenberg
Stephanie Gruskin
Brian Hirsch
Anthony Holbrooke
Ariel Hyatt
Antonia Koller
Jamie Koz
Tracy Levy
Lee Personeni
Christian Roberts
Peter Sarner
Allyson Siegel
Bonnie Silberstein
Laura Silverstone
Debra Slutzky
Lila Thirkield
Peter Worth

Dwight '94

Abdul Al-Othman
Damion Badalamenti
Dogan Baruh
Chet Bloom
Jassin Chattaram
Craig Barron
Oren Davidson-Meshumar
Chloe Garcia
Gregory Gould
Alexander Gudgeon
Michael Hofstadter
John Hutton
Christian Juan
Jeanne Kasovitz
Alyson Lillis
Heather Mason
Chrissie Miller
Barbara Ohad
Keren Panigel
Adrian Pochna
Susan Pollock
Jacqueline Pugh
Cindy Senzon
Eric Sanford
Avanish Singh
Teodor Todorov
Shontel Ward

Dwight '99

Philip Bienenfeld
Tamara Eckhardt
German Elkin
Peter Erlich
Darius Feili
Blake Fleisig
Sara Goldberg
Beri Goor
Christopher Granite
Ali Khansari
Jonathan Kurt
Frederick Lau
Nina Motta

Pedro Pedrossian
Michael Polsky
Olga Sakhokia
Tanisha Samuda
Matt Toboroff
Trevor Wilson
Sung Won Youn

Franklin

Class Representatives for Landmark Years

Franklin 1949

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Franklin 1959

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Franklin 1964

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Franklin '49

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Richard Allen Brown
Edward Cohen
Robert Cohen
Peter Martin Commanday
Robert Eisenberg
Stuart Monroe Gustin
Alan Joseph Herman
Martin I. Jarmel
Irwin Kahn
Aaron Kommel
Fred La May
Arthur Henry Lane
Robert David Levy
Robert H. Levy
Fredric Michelman
Alan Lee Moscou
Herbert Malcolm Pearlman
Bernard Stever Robins
David Jonathan Robinson
J. Harvey Rosenthal
Burton Jerome Rudow
Morton J. Schrader
Stuart Matrin Tobach
Peter William Weinberger

Theodore A. Wiener
George Arthur Wilson
Arthur Winn

Franklin '59

Joel Baker
Andrew P. Best
James A. Best
Steven Breslow
Charles Gelfand
Alan P. Jacobs
Errol S. Kent
Robert Klein
Rochard Lobel
Jose Poces
Harvey Salamon
Robert Walsey

Franklin '64

John Alexander
William Apfelbaum
Barnett Bernoff
Wendy Berlin
Bruce Besner
Claudia Bowman
Ellen Freeman
Beth Friedman
Eve Friedman
Paul Hammer
Stanley Harte
Bruce Johnson
William Kaufman
Richard Kleinman
Helen Lefteris
Carol Margulies
Carol Metzler
Susan Miller
Marsha Patricof
Carol Reinish
Sharon Reiser
Joanne Rosenfield
Kathy Rubin
Caren Schapiro
Stephen Seltzer
Jill Skurka
Toni Stone
Carol Weinstock

Franklin '69

Stephanie Leone Abarbanel
Steven Mark Alembik
Debbie Karen Aussenberg
Harold Brandell
Hillary Brizell
Susan Clark
Sandra Chilewich
Jonathan Ira Coren
Gloria A. DeKoven
Lori Diskin
Karen ellen Ehrlich
Marvin Finker
Patricia Gurfein
Cliff Hahn
Judith Harris
Daniel Sam Karpus

James Kebart
Wendy Mabs Lauer
Philip Lenkowsky
Clyde Loo
Betsy Higby Love
Reid Macon
John Barnard Matz
Dana McCurdy
Joel Meyerson
Gail Newman
Roxanne Ostroff
Greta Overgard
Penny Peach-Laurie Pear
Peta Raabe
Vicki Rollins
Peter M. Rothenberg
Bradley Alan Sachs
Melodie Saunders
Glenn Alan Schein
Jo Anne Sedwick
Alexandra-Christiana
Patricia Soggiu
Joshua Benedict Sinai
Vicki Steinberg
Mary Ellen Tallmer
James Evan Thomashower
Linda S. Trau
Gwenn Vogel
Kathy Ann Weinman
Maxeene L. Weiner
Gary Ira Weiss
Jonathan Yavelow

Franklin '74

Lloyd Abrams
Brian Albert
Brad Altman
Pamela Averick
Toni Axler
Melinda J. Blum
Amy Blumberg
Mark Botterman
Barry Brandt
Alica Calev
Peter M. Coan
Laura Devlin
Francisco Diaz Gonzales
David Dienstag
Charles Edelman
Diane Evans
Kim Eveleth
Hilary Frank
Jason Franklin
Neal Freundlich
Linda Gallico
Milton Garcia
George Guttner
Gail Harris
Colin Hill
Mike Hobin
Barry Josephson
Jay Judson
Marc Juris
Berl Kaufman
Barbara Korman

Debby Leventhal
Ernie Londa
Deborah Margulies
Mark Meyer
Jon Miller
Robert Mintz
Bobby Nicoll
Peter Rogers
Ronnie Rogers
Joel Rosenfeld
Hillary Salm
Craig Samson
Wane Schaffel
Nancy Schaffir
Susan Scharf
Kenny Schwartz
Jaceline Schwarz
Larry Sedwick
Charles Schapira
Suzanne Sobel
Vivian Steiner
David Taylor
Russell Thomas
Bruce Verstandig
Franklin '79
Dean Anderson
Danette Sara Barno
David Blair
David Bloom
Peter Bunyan
Carol Ellen Chisolm
Lynette Cook
Jack Dabdoub
Evan Deutsch
David Dorfman
David C. Durham
Bruce David Feniger
Robert Fishel
Glenn Harris
Jordana Jacobs
Peter H. Jennison
Yvette Elaine Latty
Nancy Lee
Leonard Lewis
Pat McFadden
Valerie Lynne Morris
Felicity Mudgett
Sarah Plowman
Farid Pourmorady
David Raitzin
Hillary Ray
Gwen Robinson
Carla Romero
Chris Rowe
Robert Saraga
Raymond C. Schiano
Caryn Schwartz
Susan Leigh Siegel
April Michelle Sitgraves
Cathryne A. Sundel
Alexis Thompson
Michael Winston

Sports Wrap-up

Fall and Winter 2003/2004

Congratulations to all of our Middle and Upper School teams for well-played seasons! Following are the individual results for each team:

Boys Varsity Soccer

S Coach: **Alan Shafir**
Record: 2-10
ACIS All-Stars: **Amir Cohen '04, Matt Zich '04**
O The Boys Varsity Soccer team showed a lot of improvement this year and promises a returning team with a large amount of potential next season. They lost several very close games, including a narrow loss to the team that eventually came in 2nd in the league.

Boys Junior Varsity Soccer

C Coach: **Keith Hellstern**
Record: 2-5
C This year marked the return of the JV Boys Soccer program, and there was a lot of youth on this team. They played hard and they played well - look for an even better season next year!

Middle School Soccer (co-ed)

E Coach: **Brig Boonswang**
Record: 2-4
R The Middle School Soccer team had a fun and challenging season. Look for several of these players on next year's Upper School teams

Girls Varsity Volleyball

V Coach: **Filiz Ozak**
Record: 8-3
O ACIS All-Stars: **Lindsay Shear '05, Rebecca Fribourg '05**
L GISAL All-Stars: **Lindsay Shear '05**
L The Girls Varsity Volleyball team had a great season and finished third in the GISAL Division II Tournament! Congratulations!

Middle School Volleyball

E Coach: **Filiz Ozak and Sarah Campbell**
Record: 4-4
Y This year marked the successful return of a Middle School Volleyball program.
B
A
L
L



CROSS COUNTRY

Coach: **Maria Sferrazza**

ACIS Invitational: **David Rawitz '06** placed first in Boys Overall; **Hannah Robertson '08** placed first in Girls Overall

GISAL League: The Dwight School placed first in the league; **Hannah Robertson '08** placed first Overall; **Jaleene Rodriguez '04** placed second among Dwight runners; and **Kaley Gibson '08** placed third among Dwight runners

B Boys Varsity Basketball

Coach: **Jack McElaney**

Record: 4-15

A The Varsity Boys Basketball had an extremely challenging schedule this season and lost many close games, including a first-round loss in the Independent Division Playoffs. Look for a lot of their young talent again next year!

S Boys Junior Varsity Basketball

Coach: **Maureen Holohan**

Record: 5-11

K The Boys Junior Varsity Team made it to the semifinals in the ACIS Playoffs this year!

E Boys Middle School Basketball

Coach: **Brig Boonswang**

T The Boys Middle School Basketball Team had a competitive season including a loss in the quarterfinals of the AIPSL Middle School League playoffs.

B Girls Varsity Basketball

Coach: **Marie Fusci**

Record: 6-14

A The Girls Varsity Basketball Team had a great season and a very challenging schedule. They barely missed the GISAL playoffs!

L Girls Middle School Basketball

Coach: **Maria Sferrazza**

Record: 13-6

L The Girls Middle School Basketball Team had their best season ever, finishing with a winning record. They finished in second place in the GISAL playoffs and made it to the semifinals of the AIPSL Middle School playoffs!



Dwight Fencers Receive Top Honors at Fall Meets

Congratulations to the following Dwight students for their top results in the New York Regional Youth Circuit held at the Armory Track and Field on November 1st and 2nd:

David Giuseppone '13 placed 2nd in the Youth-10 Men's Foil; **James Turner '13** competed in his first fencing competition (Youth-10 Men's Foil); **Michael Millazzo '11** placed 14th in the Youth-10 Men's Foil; **Brandon Ramos '11** placed 1st in the Youth-10 Men's Epee and 14th in the Youth-12 Men's Epee; **Matthew Danton '09** placed 16th in the Youth-12 Men's Epee; **Bianca Cabrera '08** placed 6th in the Youth-14 Women's Foil; **Nicholas Moinian '08** placed 17th in the Youth-14 Men's Epee.

The following Dwight students and alumni received honors at the Junior World Cup held in Louisville, Kentucky November 7th - 9th, one of only two world cup events held in the United States each year:

Meredith Bratton '06 placed 24th in the Junior Women's Foil; **Rachel Kantor '05** placed 5th in Junior Women's Epee; **Dwight Smith '05** placed 20th in Junior Men's Epee; **Matthew Zich '04** placed 23rd in Junior Men's Sabre; **Benjamin Bratton '03** placed 14th in Junior Men's Epee; **Kamara James '02** won the Gold Medal in Junior Women's Epee.

Dwight Athletics

Spring Season Schedules

Dwight School Varsity Boys Tennis 2004

Friday	4/2/2004	Riverdale	Away	Riverdale	4:00
Monday	4/12/2004	Hackley	Home	USTA -	4:30
Wednesday	4/14/2004	Horace Mann		Horace Mann	4:00
Monday	4/19/2004	S.I.A	Home	USTA -	4:00
Friday	4/23/2004	Trevor Day	Away	USTA -	4:00
Thursday	4/29/2004	Trinity	Home	USTA -	4:30
Saturday	5/1/2004	NIMA Tournament	Away	Blair Acdmly NJ	All Day
Sunday	5/2/2004	NIMA Tournament	Away	Blair Acdmly NJ	All Day
Thursday	5/6/2004	Newark Academy	Home	USTA -	4:00
Wednesday	5/12/2004	Friends Seminary	Home	USTA -	2:30
Monday	5/17/2004	Blair	Away	Blair Acdmly NJ	4:00
Friday	5/21/2004	Collegiate	Home	USTA - ?	4:00

Dwight School Varsity Baseball 2004

Monday	4/5/2004	Staten Island Academy	Away	Staten Island	4:00
Wednesday	4/7/2004	Nazareth	Home	Central Park / Inwood	4:00
Thursday	4/8/2004	Kew Forest	Home	Central Park / Inwood	4:00
Thursday	4/15/2004	Brooklyn Friends	Away	Red Hook	4:00
Monday	4/19/2004	Nazareth	Away	Nazareth	4:00
Thursday	4/22/2004	Lawrence Woodmere	Home	Central Park / Inwood	4:15
Wednesday	4/28/2004	UNIS	Away	Randall's Island	4:00
Thursday	4/29/2004	Brooklyn Friends	Home	Central Park / Inwood	4:00
Monday	5/3/2004	Columbia Prep	Home	Central Park / Inwood	3:30
Wednesday	5/5/2004	Heschel	Away		4:00
Friday	5/7/2004	Kew Forest	Away	Cunningham Park	4:00
Monday	5/10/2004	UNIS	Home	Central Park / Inwood	4:00
Wednesday	5/12/2004	Lawrence Woodmere	Away	Lawrence Woodmere	4:00
		PLAY-OFFS	TBA		

Dwight School Varsity and Middle School Track 2004

Thursday	3/25/2004	St. Ann's	Away	Red Hook	3:30
Tuesday	3/30/2004	PSAA	Away	Astoria Park	3:00
Tuesday	3/30/2004	GISAL - MS	Away	Riverbank Park	4:00
Thursday	4/1/2004	GISAL	Away	Riverbank Park	4:00
Thursday	4/8/2004	GISAL - MS	Away	Riverbank Park	4:00
Tuesday	4/13/2004	GISAL	Away	Riverbank Park	4:00
Thursday	4/15/2004	GISAL	Away	Riverbank Park	4:00
Tuesday	4/20/2004	GISAL	Away	Riverbank Park	4:00
Tuesday	4/20/2004	PSAA	Away	E. 6th Street Track	3:00
Thursday	4/22/2004	St. Ann' s Relays (ACIS)	Away	Red Hook	4:00
Thursday	4/22/2004	GISAL - MS	Away	Riverbank Park	4:00
Tuesday	4/27/2004	GISAL	Away	Riverbank Park	4:00
Thursday	4/29/2004	GISAL	Away	Riverbank Park	4:00
Tuesday	5/4/2004	GISAL	Away	Riverbank Park	4:00
Thursday	5/6/2004	GISAL	Away	Riverbank Park	3:30
Thursday	5/6/2004	PSAA Championship	Away	Astoria Park	2:30
Tuesday	5/11/2004	GISAL Championship	Away	Riverbank Park	3:00
Thursday	5/13/2004	St. Ann's (ACIS)	Away	Red Hook	4:00
Thursday	5/13/2004	GISAL Champ - Raindate	Away	Riverbank Park	3:00
Thursday	5/13/2004	GISAL - MS Champ	Away	Riverbank Park	3:30
Friday	5/14/2004	St. Ann's - MS (ACIS)	Away	Red Hook	4:00
Thursday	5/20/2004	ACIS Championships	Away	Red Hook	4:00
Wednesday	5/26/2004	AIPSL - MS Meet	Away	Riverbank Park	2:30
Thursday	5/27/2004	AIPSL - MS Meet	Away	Riverbank Park	2:30

Schedules are subject to change.

From The Archives



THE DWIGHT SCHOOL
GOLF TEAM 1938



The Dwight School Foundation

291 Central Park West
New York, NY 10024

Phone: 212.724-2146

Fax: 212.724-2539

Web: *www.dwight.edu*

The Dwight School Foundation

291 Central Park West
New York, NY 10024

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Parents of alumni: If your sons or daughters are no longer at home, please notify the Office of Alumni Affairs of their correct address.