

A teacher. A friend. An intellectual awakening. A class, a text, a line or formula that launched a lifelong love of Shakespeare, of physics, of the written word. A nod, a note of encouragement. Private time given freely by an advisor, time for talking, for exploring. An atmosphere charged by the excitement of learning.

All of these comprise the legacy of Horace Mann School for alumni/ae whose memories stretch decades back, as well as for those just through its doors. These are also the foundations upon which Horace Mann's pursuit of excellence has long been built, and upon which a Horace Mann education is based today. They are the foundations for the future of a School committed to ensuring the excellence of the educational adventure for generations to come.

In the following pages we present the reflections of alumni/ae who trace the roots of their academic and professional accomplishments, the origins of deep friendships, and of their continuing love of learning to their days at Horace Mann. These cherished experiences speak to the fulfillment of the goals Horace Mann had during their time here, as well as to the School's mission today. We invite you to share these memories and then read on to the story of the developments that have taken place in the most recent years of Horace Mann's nearly 120-year history—the story of the expansion of a campus designed to embrace and support this mission in order to serve current and future generations of students. Then learn about how these developments were planned and executed, and about your role in ensuring that they fulfill their intent.

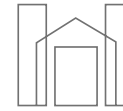
The start of the 2002-2003 school year brought Horace Mann's Upper Division students into a new complex of buildings. Tillinghast Hall, first opened in 1914, stood

proudly to welcome students as it had for 88 years. Students stepped inside tentatively, and then eagerly strode through the bright wide hallways of the brand new interior. Tillinghast Hall was a focus of the second phase of construction that began at Horace Mann a year before, and culminates in a new Upper Division library, theater and administration building. In the Lower Division, renovations modernized and expanded the library, created a first-grade suite, and gave the art and technology departments spaces in which to nurture creative and academic growth. These projects complete construction begun in 1998 that gave the School Fisher Hall, the new arts and dining center, Rose Hall, the home of the Middle Division, and a refurbished Pforzheimer Hall science center. Together, these projects address the demands of a growing student body, with increasingly diverse interests, the needs of the expanded faculty required to serve these students, and the technological imperatives of a contemporary education.

*Dr. Eileen Mullady, Head of School and Bob Katz '65, Chair, Board of Trustees*



In many ways, Tillinghast Hall is also a symbol of this vision—of building future excellence upon the foundation of a luminous tradition. Its solid outside speaks of the generations of students who learned here, as well as the teachers who guided them. Inside, the rooms embrace the modern age. Technological renovations allow coming eras of students to stretch their learning to the farthest frontiers, while spaces for students to gather, here and throughout all of the new buildings, reflect the Horace Mann idea that the vibrancy of student life is a value built into the pursuit of academic excellence.



FOUNDATIONS FOR EXCELLENCE  
A CAMPAIGN FOR HORACE MANN

In the words of Dr. Robert S. Ledley '43, inventor of the full-body CT scan, "My friends at Horace Mann encouraged one another. We had great times. I learned almost as much being with them as I did from the teachers. And the teachers were extraordinary."

The optimum environment for learning. State-of-the-art facilities. Libraries stocked with tens of thousands of books, and equipped for numerous opportunities for Internet research. A theater designed with respect for the audience as well as the performer. Spaces for gathering, for lingering, for forming friendships to last forever. These are some of the features of Horace Mann's physical future. The design is informed by the legacy of the past. As Dr. Ledley said, "Background, confidence, knowledge—everything, everything, I got at Horace Mann."

That legacy, this future—these are the foundations for excellence of which you are a part.

To the Members of the Horace Mann Community,

On November 6, 2002 Horace Mann embarked on the public phase of *Foundations for Excellence, A Campaign for Horace Mann*. Our goal is to raise at least \$25 million over the next three years to strengthen the financial assets of our School while maintaining and, indeed, continuing to build our Annual Fund. To date, we have received commitments of approximately \$12.5 million, putting us halfway to our goal.

Our hope for this brochure is that it will give you a renewed understanding of, and appreciation for, the role that Horace Mann has always played, and continues to play, in shaping the lives of its students. The voices of our alumni/ae—those from decades back, as well as recent graduates—speak for their experiences and the impact Horace Mann had on their lives. While these HM graduates represent different backgrounds, ages, genders and careers, we think you will find the similarities among the differences fascinating. As you read on, you will also learn about the steps we have taken to ensure that such experiences, and even greater ones, are the inheritance of current and future eras of students.

Horace Mann has provided foundations for excellence since its beginning. Our job in this new millennium is to preserve and build upon this glorious tradition for generations still to come.

We hope you will reflect on the value of Horace Mann in your life and the life of your family. We consider our involvement with this School and its community a privilege and hope that one hundred years from now, the Horace Mann community will look back at our generation with pride and thanks.

Sincerely,

Robert J. Katz '65, P '99  
Chair, Board of Trustees

Eileen Mullady P '02, '04  
Head of School

**HORACE MANN SCHOOL**

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# A world of possibilities

*“Coming to Horace Mann from another school was an absolutely liberating experience. I was bombarded with this incredible array of bright, self-aware, capable people. The appetite for learning was fantastic among students and teachers.*

*Gordon*

*Newcombe had the greatest influence on me. His courses in history and political philosophy opened my mind to a wonderful range of ideas. That has been an important*

*foundation for the work I do and the life I live. Ink Clark spread the idea that we should not hesitate to think of the*

**JAMES GOLDSTON '79**  
Deputy Director,  
The Open Society Institute

James Goldston '79 is Deputy Director of the Open Society Institute. Previously, as Legal Director of the European Roma Rights Center, he managed a program of civil rights litigation before the European Court of Human Rights. As an Assistant U.S. Attorney in the U.S. Department of Justice, he specialized in organized crime prosecution. Goldston writes widely on issues of human rights and racial discrimination.

*possibilities open to us. This has been crucial to me. In some parts of the world, educational systems have not traditionally promoted the notion of independent student thought. By contrast, we were encouraged, at age 15, to think critically*

*and independently, to develop to the full extent of our faculties. We were given the confidence to assume new challenges, and shown the rewards which flow from giving back to the community—local, national, global—in which we live.”*



# Learning to learn

REGINA KULIK '81  
CEO, RPR Marketing  
Communications



Regina Kulik graduated from Horace Mann in 1981. She worked in journalism at CNN, Fox News and *Seventeen* magazine, and in communications and public relations before starting her own firm in 1995. RPR Marketing Communications is a public relations boutique agency with a list of distinguished international clients. Kulik is also founder of CareerPeeks Foundation, a non-profit education organization that enables students and young college graduates to experience different career options.

*Russian, and Mrs. (Franca) D'Amico for Spanish.*

*My clients are global. I use my languages every day. I started my company when I was thirty-two-years old. I take leaps of faith in my work every day, but I know I can do it. At*

*“I came to Horace Mann in ninth grade. It was a turning point in my education. Learning became more than grades. It took on a new dimension. We looked at reading in a broad context. We looked at an author in the context of history. I read*

*that way today. I learned to learn at Horace Mann. I fell in love with words. To this day when I read I'm excited by the words and I think of Tek Lin. Words have become my livelihood. I also got turned on to foreign languages with Mr. (Robert) Evans for French, Mr. (Thomas) Reilly in*

*Horace Mann you were taught to reach for things you supposedly couldn't do. You were expected to go beyond, and you were encouraged to reach. We rose to our teachers' encouragement.”*

# Preparation for life

*“The biggest thing I got from Horace Mann was the preparation for going to the next level—to college, and the next level—on into life. My time at Barnard and Horace Mann was the most academically challenging period of my life.*

*Education at Horace Mann prepared me to do a lot of things at once, and do them well. I remember in English class with Tek Lin, one of the first books we read was the*

*Bible. We read it to question it. That prepared me to think, to question, and to wonder. You had to think on your feet,*

**KIMBERLY BELTON '76**  
Sports-TV producer

Kimberly Belton '76, a Barnard School alumnus, graduated from Horace Mann as a celebrated athlete. He is one of Stanford University's all-time high scorers and was a second-round NBA draft pick. He was a producer with ABC-TV's sports department, and is now an independent contractor in sports-TV, producing programming for ESPN among others.

*and that's what I do in my work today. These are life skills. I also appreciated the collegial atmosphere on campus. People of all walks of life, students and teachers from different backgrounds, came together as a close group. What I do now, as a*

*producer, is all about being part of a team, a group of people coming together for a common goal to present sports television to the viewer. At Horace Mann the atmosphere of the School was one of small groups of people supporting one another.”*





# A respect for words

ROBERT CARO '53  
Pulitzer Prize-winning  
author



*“Sometimes I look at my life as a straight line that goes back to Horace Mann. I started writing there. I was editor of The Record and I was on the literary magazine. The School emphasized creative writing. You got two marks, one for content and one for grammar. You had*

*to concentrate on both. Thanks to Horace Mann I don’t think I’ve ever lost the fundamentals of writing. You can’t lose them because they were taught by great teachers—not one, but a whole group of great teachers who were united in their respect for the written word, who taught*

Robert Caro '53 is the Pulitzer Prize-winning author of *The Power Broker* and the acclaimed three-book biography of President Lyndon Johnson, *The Path to Power*, *Means of Ascent* and *Master of the Senate*. He is working on a fourth volume. Caro twice won the National Book Critics Circle Award and has won the Society of American Historians Francis Parkman Prize. He was editor-in-chief of *The Record* and Horace Mann Distinguished Alumnus in 1977.

*us not to be satisfied until we’d found the best word, the precise word that captured exactly what we meant. I sit in my office writing these books and I still think I’m writing for Mr. (Harold)*

*Clausen. When I read Shakespeare I still hear the voice of Mr. (Alfred) Baruth.*

*When I come to a grammatical problem I hear Mr. (Peter) Guckor. I was taught at Horace Mann that writing matters.”*



# Outstanding pedagogy

*“My brother was about 15 years older than I. When I was five years old I looked at his physics books, and had a question about the pull of the moon on tides. For years I asked my question of every teacher I had.*

*Finally, when I came to Horace Mann, my physics teacher, Mr.*

*(Robert) Payne, told me he didn’t know the answer.*

*But he gave me all the leads to find it. It was absolutely the*

*right thing for a teacher to do. I learned scientific honesty from him. My enthusiasm for Shakespeare comes from*

**ROBERT S. LEDLEY ’43**  
Inventor of the full body CT Scan

Robert S. Ledley, DDS ’43 is Director of the Medical Computing and Biophysics Division at Georgetown University Medical School. The inventor of the full-body CT scan, he is considered to be the first person to do computerized medical imaging. Dr. Ledley is a member of the National Inventors Hall of Fame and was awarded the National Medal of Technology by President Bill Clinton in 1997.

*Mr. (William) Blake. I learned French with Mr. (Enno) Franzius, chemistry with Dr. (Harry) Williams. Their pedagogy was outstanding. When I got to college I knew enough physics to go into graduate courses. The teachers at Horace Mann*

*respected the students. They treated us as if we wanted to learn, and considered our questions meaningful. They made me understand that I could be a thinker, and not in the routine ways. I consider myself educated because of Horace Mann.”*



# Teaching with a passion

## PETER CINCOTTI '01

Jazz musician,  
Columbia University  
undergraduate



*“The teachers were incredible. They weren’t ordinary teachers. Mr. (Johannes) Somary was very helpful to me. I took his advanced placement music theory class. I also studied with him privately and began to learn about orchestration and classical composition. He is an incredible*

*musician and a great teacher. He always tied music into life. He made you want to learn. All the teachers were so enthusiastic about their subject. I ended up liking a lot of things I didn’t expect to—math, statistics—because the teachers were so passionate. Studying in the wide variety*

Pianist and singer Peter Cincotti '01 began performing at the age of seven. He came to Horace Mann as an accomplished musician, but continued to pursue music studies at the School. A sophomore at Columbia University, Cincotti is an acclaimed jazz performer, playing at such venues as the famed Oak Room at the Algonquin Hotel. His debut album, recorded for Concord Jazz and produced by the legendary Phil Ramone, will be released in February 2003.

*of classes at Horace Mann changed my musical approach. It opened my mind. As a result, I think differently and play differently. For example, I will play and sing differently after I’ve read*

*something by Plato. The music I play and perform is jazz. There are no boundaries in jazz and you must be able to create. The more knowledgeable you are, the more open-minded you are, and the more you can invent. Hopefully, that will always stay with me.”*



# The teachers cared

*“The academic preparation at Horace Mann was unparalleled. The way we were taught to think, study and prepare made college and medical school a breeze. There were so many things I learned besides  $E=MC^2$ . The rest of my schooling, and my work today, is about knowing how to achieve what’s expected of you. At Horace Mann we learned we could accomplish things that seemed daunting by getting there step-by-step. This isn’t something one knows at high school age—the teachers brought us along through that*

**MICHELLE CARLSON '83**  
Orthopedic surgeon

Dr. Michelle Gerwin Carlson '83 is an orthopedic surgeon at New York's Hospital for Special Surgery. She specializes in hand, upper extremity and microvascular surgery. She is also assistant professor of surgery (orthopedics) at the Weill Medical College of Cornell University. She has won numerous awards, and is a member of the Alpha Omega Alpha Honor Society.

*process. They really cared about how we performed. They cared about you as a person. They cared about your development. I’m a professor myself now, and I realize that giving people encouragement without discouragement, giving constructive*

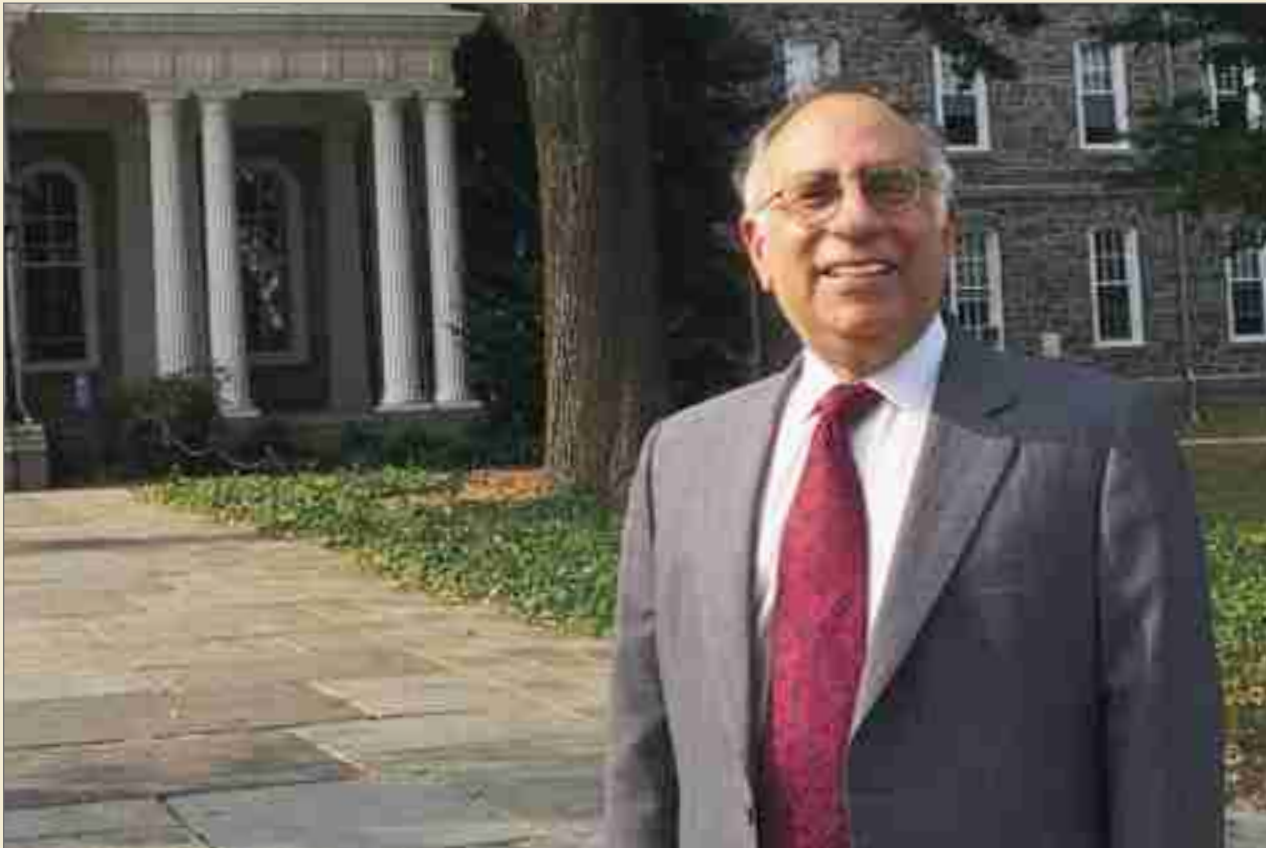
*criticism and pushing people to excel is an art. Whenever I’ve worked out a problem, whether it was a chemistry problem I had in school or a problem with a patient, I’ve wondered how I’d tackle it, and I know, I’ve gotten through before.”*



# The power of ideas

ALFRED H. BLOOM III PhD '63

President,  
Swarthmore College



Dr. Alfred H. Bloom '63 is the president of Swarthmore College where he taught from 1974 to 1986. He was also Executive Vice-President of Pitzer College. He has been a leader in national and international education for over 15 years. A scholar of psychology and linguistics, he has written widely and importantly on moral development and on Chinese language and thought. He received Horace Mann's Award for Distinguished Achievement in 2000.

*enthusiasm  
for learning, the  
commitment  
to intellectual  
advance they  
hope to inspire  
in their students;  
teachers who  
hold the highest  
expectations  
for their students;  
teachers who*

*treat their students with the deepest  
respect and who value their students'  
personal and intellectual development as  
central to their own lives. Horace Mann is  
a great educator of students, of educators,  
and of the means to create a more  
responsible, just and humane world."*

*"Horace Mann hooked me on the joy  
that exploring and creating ideas can  
bring, and on the responsibility we have  
for understanding ideas in depth, and for  
analyzing their ethical and social  
implications before advocating or acting*

*on them. At the same time it led me to  
appreciate the power ideas hold for  
transforming individuals and the world.  
And Horace Mann made clear what is  
required for fine high school education  
to achieve these ends: Teachers who  
themselves model the love of ideas, the*



# A passion for music

*“I studied violin and piano starting at age six, and was passionate about music by the time I started Horace Mann in seventh grade. I soon discovered that the School was equally passionate—when I was in eighth grade, the music department actually bought a harpsichord so I could perform Bach’s Brandenburg Concerto No. 5 with the orchestra! I had wonderfully inspiring and eccentric teachers at Horace Mann—Johannes Somary, Henry Bloch, Natalie Dymnicki and Barry Siebelt in the arts, Nathaniel Glidden and Tek Lin in*

*language, Lyall Dean in math. I felt so well prepared in all these subjects that only midway through college did I decide to make music my life. After Yale, I approached Stephen Sondheim’s music director for advice, and four months*

*later he gave me a job on Sunday in the Park with George. I felt totally confident in the pit—after all, I’d already conducted the orchestra and the Glee Club—in Europe! This could only have happened at Horace Mann.”*

**TED SPERLING '79**  
Musical Director and  
Conductor

Ted Sperling '79 is a highly acclaimed conductor and musical director of such Broadway hits as *The Full Monty*, *How to Succeed in Business Without Really Trying*, and *Kiss of the Spider Woman*. He appeared in the musical *Titanic*. Sperling is Associate Artistic Director of the Prince Music Theater in Philadelphia, and is musical director of *A Man of No Importance* at Lincoln Center.



# Contributing to society

SHANA CLOUD '02  
Gates Millennium Scholar  
at Harvard College



*“The teaching at Horace Mann will always influence my thinking. The teachers were extremely encouraging. In eleventh grade I did not apply to take advanced placement English, but Mr. (Thomas) LaFarge insisted I take his AP class.*

*Mr. LaFarge asked us to be confident about our thoughts and opinions. His use of the Socratic method helped me in and out of the classroom. In math, Nancy Seligman not only taught me. She helped change the way I studied. I have always been predisposed to writing, and I have a*

Shana Cloud '02 came to Horace Mann from the Prep for Prep program. On the track team, the assembly committee, in the Japanese Club, the dance company, the jazz choir, and a theater performer, she was also active in the Youth Ministry of her church and in “Prep”’s Student Advocate for Youth program. The winner of numerous awards and a Gates Millennium Scholar at Harvard, Cloud is committed to pursuing a career in law.

*passion for civil rights. Both of these interests came together when I took an American history class with Mr. (Pasquale) DeVito. We explored the Constitution as it related to the*

*Civil War, and to peoples’ lives. As I wrote my paper for that class I knew I wanted to become a Constitutional or civil rights attorney. Contributing to society was also part of Horace Mann. The teachers encouraged us to pursue what we wanted, reach out to others, express our opinions, and never give up.”*



# A strong foundation for life

*“The most significant thing that stands out in my recollection of Horace Mann was my training in English grammar with Mr. Harold Clausen. His was virtually the first class I took upon entering the School. His Old World discipline*

*for meticulous attention to detail in writing, through the art of diagramming sentences, provided a strong basis for my concern for the English language later in life. This was followed by my training in*

*Latin with Mr. (Walter) Metcalf followed by a discipline of sentence structure from*

*Mr. (Dana) Niswender and of course Al Baruth’s English literature class. The emphasis on the classics provided me with a strong foundation for my later life, particularly in the context of my speaking to groups and writing articles on various*

*topics. To this day, I am very careful about missing ‘the object of a preposition’ and making sure I don’t have ‘dangling participles.’ I received that training at Horace Mann and I doubt I could have gotten it any place else.”*

**ALAN PATRICOFF ’52**  
Founder, Apax Partners

In 1969, Alan Patricof ’52 founded Alan Patricof Associates, now known as Apax Partners. This venture capital firm has expanded to eight countries with more than \$11 billion under management. The firm has been involved in many start-up companies including Apple Computers, AOL, Office Depot and *New York* magazine. Patricof sits on several corporate and philanthropic boards and lectures frequently, in particular to student audiences.



# Thinking critically

WESLEY MITTMAN '99  
Yale University  
undergraduate and editor



*“Horace Mann provided me with the ability to think critically about the world. At every age, whether at seven or seventeen, I was pushed by my teachers to think ‘outside of the box.’ It was an exciting environment filled with smart people who*

*challenged each other every day. Horace Mann instilled in me a love of academia and a desire to learn. I was lucky to be taught by great teachers, such as Elisabeth Sperling and Barry Bienstock, whom I could turn to not only for academic but personal guidance. My passion for history*

Wesley Mittman '99 came to Horace Mann at the age of three. Editor-in-chief of *The Record* in 1999, she is currently a senior at Yale majoring in history. At Yale, she founded a publication entitled YES/know that focuses on urban redevelopment, student entrepreneurship and the activities of the Yale Entrepreneurial Society (YES), the school's largest student-run organization.

*comes from my father and from my Horace Mann teachers. Outside of the classroom, I also learned significant life skills. For instance, once you leave Horace*

*Mann your world becomes bigger and one's ability to work with all kinds of people becomes increasingly important. As editor of The Record, I was fortunate to learn the importance of teamwork early on. As a “survivor” of Horace Mann, I believe that I was pushed intellectually and emotionally to be the best I could be. There was no better preparation for life.”*



# Exploration and creative thinking

*“When I came to Horace Mann I discovered a general excitement about learning in and out of the classroom. It was clear that this was a community that respected exploration and creative thinking. Grades were*

*important, but it didn’t feel like a pressure-cooker situation.*

*It was assumed that everyone was interested in exploring, and that learning and fun were part of the same*

*experience. Rather than telling us the facts in history class the teachers showed us how to do history. We read original*

**MEG JACOBS '86**  
Assistant Professor of  
History at MIT

Dr. Meg Jacobs '86 is Assistant Professor of History at Massachusetts Institute of Technology. Her research focuses on American politics, public policy, and business history, and her book *Pocketbook Politics in Twentieth Century America*, is being published by Princeton University Press. Professor Jacobs was a Newcomen Postdoctoral Fellow in Business History at the Harvard Business School.

*historical documents. That gave us the skills to investigate on our own. What made Horace Mann so great was that teachers drew students in, made them part of the learning process, and taught them how to think analytically. Teachers valued*

*your opinions. Classmates valued your opinions. That gave me the confidence to continue studying and writing about history and to pursue it as a career. The things I appreciated most as a student seem more pronounced now, as I teach.”*



# Literature as a high calling

ANDREW SOLOMON '81

National Book Award-  
winning author



Andrew Solomon '81 won the 2001 National Book Award and was a finalist for the Pulitzer Prize for his bestselling *The Noontay Demon, an Atlas of Depression*, which has now been published in twenty-one languages and sold more than half-a-million copies. He is also author of *The Irony Tower: Soviet Artists at a Time of Glasnost* and a novel, *A Stone Boat*.

*was eccentric  
but brilliant,  
and with the  
magnificent Al  
Baruth, with  
whom I was  
fortunate to study  
in his last years.  
I left the School  
feeling that being*

*a writer was a good and meaningful way  
to live. The Glee Club and the Theater  
Company were the center of my HM  
experience. Anne McKay encouraged  
me in theater and theatricality; Johannes  
Somary taught me not only a deep  
pleasure in music, but also, on those  
wonderful Glee Club trips, a respect for  
other cultures. As I've written about  
the world, I've always remembered those  
first ventures and adventures."*

*"I had a remarkable literary education  
during eleven years at Horace Mann. I am  
perpetually astonished at how many of the  
books that were to be my great influences  
were presented to me at the School; my  
development as a person and as a writer  
was within the embrace of Horace Mann,*

*where I also forged many lasting  
friendships. Already in second grade,  
we were reading T.S. Eliot in creative  
writing class. My interest in the high  
literary tradition was furthered under  
the tutelage of Robert Berman, who*



# Creativity at an early age

*“My success in school and science was definitely due to my start in the elementary grades. My teachers fostered creativity. They encouraged me in every way. In fourth grade Mr. (Rawley) Troop had me teach a class. Mr. (Jim) Gross and Mr. (Terrence) Costin were great teachers. I had the same experience in the Upper Division. There was such a wide range of classes there was almost no limit to what you could study. At Horace Mann you’re engaged in academic pursuits,*

**EZRA RAPOPORT '02**  
Intel Science Talent  
Search finalist,  
Harvard undergraduate

Ezra Rapoport '02 was a 2002 inductee in the National Gallery for America's Young Inventors of the National Inventors Hall of Fame. A 2002 Intel Science Talent Search finalist he came to Horace Mann at age three, and worked in a Rockefeller University research lab from tenth through twelfth grade. Now a freshman at Harvard, he also captained HM's champion fencing team.

*sports, extracurricular activities. You learn to handle multiple interests. The fact that the faculty was of such high quality, that the teachers were so approachable, and that they chose to teach at Horace Mann was a great benefit. My independent*

*study teacher, Dr. (Frances) Pearlmutter, is a scientist. I was able to review my research paper with a professional scientist and gain her feedback. I'm not Dr. Pearlmutter's peer, but it was like having peer review in high school.”*



# Confidence and opportunity

JESSICA SHARZER '90  
Filmmaker



Jessica Sharzer '90 holds an MFA in film from NYU and an MA in Russian literature from UC Berkeley. Her thesis film, *The Wormhole*, won the 2002 Student Academy Award in Narrative as well as the King Family Foundation first prize at NYU. Sharzer is currently adapting Turgenev's *First Love* for Kevin Misher at Universal Studios. She is slated to direct her first feature *Pretty Lies*, an InFilm Production, in early 2003.

*The head of the theater, Barry Siebelt, was a life teacher to me and helped me see my strengths. That's how I decided to abandon acting in favor of writing and directing. I never*

*“Horace Mann offered a fantastic education. Whether you go into the arts or politics everyone comes out with a strong base of skills. Because I was very prepared for college I excelled, and had the confidence to apply to the best graduate*

*schools. Horace Mann gave me a command of vocabulary and grammar, which continues to help me in my screenwriting. I was very involved in theater at Horace Mann, both on stage and behind the scenes. I also had my first opportunity to direct there.*

*felt being female was a hindrance, and was surprised to learn later how many women do. Entering into a male-dominated field like directing, I'm grateful to Horace Mann for setting the same high standards for boys and girls alike.”*



# Where I learned the most

*“Horace Mann represents the period in my life when I learned the most, absolutely—even more than in college. My education was one of following my curiosity, and the School let me do that. Extracurricular activities were important—the Governing Council, theater, The Record. The Record was the germinating experience of my professional life. I realized there that I could put all the threads of my interests into writing and journalism. At Salon.com, we’re*

**SCOTT ROSENBERG '77**  
Managing editor, Salon.com

Scott Rosenberg '77 was editor-in-chief of the *Horace Mann Record*. He went on to become editorial chairman of the *Harvard Crimson*, and then worked as a theater critic and technology columnist at the *San Francisco Examiner*, where his work won the George Jean Nathan Award. He is one of the founders of Salon.com, where he is now managing editor.

*committed to publishing an incredibly wide range of opinions and ideas, and I think Horace Mann helped me understand and value that kind of open atmosphere. I was there in the '70s, when people were talking about*

*everything. The School wasn't just paying lip service to diverse perspectives—that ideal was alive in front of us, in the form of the incredible cast of intense, eccentric teachers that HM embraced.”*



# A vibrant community

## SABEEL RAHMAN '01

Lowenstein Community  
Service Award winner,  
Harvard undergraduate



*“After I’d been at Horace Mann for only a little while I knew it was a special place. Now that I’m in college I appreciate how strong the curriculum was. But, I learned as much from the people as from the classes. My teachers were role models and*

*mentors. The community was so vibrant. The faculty and administration were willing to hear issues raised by all the School’s diverse groups. They encouraged debate. They trusted our ability to solve problems, whether in math or in our lives. That’s what shapes people—giving them*

Sabeel Rahman '01 was awarded Horace Mann's Allard K. Lowenstein Award for Distinguished Service to the community. A writer for Horace Mann's political issues magazine *The Review* and for *The Record* newspaper, Rahman played coronet in the orchestra and was head of Model UN. A sophomore at Harvard, Rahman plans to pursue a career in international public service.

*the tools to think, and the environment to do so. Whatever I do in life I want it to have a direct impact on the lives of people. Horace Mann comes in because it gave me a place*

*to develop these ideas. The most important thing any teacher or educational institution can do is allow a student to learn new things, meet new people, and help them develop a sense of self. Horace Mann was able to do that.”*



# The Case for Foundations for Excellence

## A look back—Inherit the Future

In the mid-1990s Horace Mann's Board of Trustees and Head of School took a hard look at the state of the School in terms of its quality of programs, facilities, demographics, and affordability. The faculty and programs were unparalleled among top independent schools. However, it became apparent that this fine School



with a history of more than 100 years of excellence in education had to address its ability to maintain that high standard. With the growth of Horace Mann, particularly since the conversion to a co-ed institution in 1974, historic buildings had become overcrowded. With the increasing need for technological resources to deepen

curriculum, these buildings had to be modernized, and the campus expanded.

In a move unprecedented in Horace Mann's history, the School's leadership launched a major capital campaign—*Inherit the Future, the Campaign for Horace Mann's Second Century*—in support of a bold vision to address these needs. In recognition, in part, of the fact that our feeder schools had adopted a format that had students applying to middle schools for sixth grade, we reconsidered Horace Mann's seventh and eighth grade grouping in order to be sure we continued to attract the most qualified students. We moved ahead on the formation of a unified Middle Division incorporating sixth through eighth grades, and on constructing a home for them—Rose Hall. A complete renovation of Pforzheimer Hall updated the laboratories critical to science education. The construction of Fisher Hall—the new arts and dining complex—brought music and art education into spaces to match their prominence in our curriculum.

*Inherit the Future* changed the landscape of Horace Mann. On the face of it, we added beautiful new buildings—Rose Hall and Fisher Hall—and renovated another—Pforzheimer Hall. However, the landscape change has been more than physical: these school buildings represent and enhance program and quality of life. Indeed, that is their only true purpose. The campaign also enabled us to increase financial aid and to recognize teaching excellence with endowed chairs and teaching awards. The depth and breadth of the philanthropic commitment we found in our diverse community made a dream a reality. Not only did we raise \$35 million over three years, at the same time we also strengthened a most critical element of our operating budget—the Annual Fund.

With Rose Hall as a locus, we attract top students from public and private schools in the tri-state area into our Middle Division. Educators from New York City, from across the country, and from eight other countries have visited Horace Mann to study our middle school, a program that has a reputation for being both challenging

and supportive.

Fisher Hall has strengthened the arts program, expanding opportunities for Middle and Upper Division students. Students fill its studios, recital hall, practice rooms, and art gallery throughout the day. The building has also become a student center, drawing the community together for lunch, snacks, conversation, collaborative study, and appreciation of the arts. Fisher Hall is not just a symbol of the importance of the arts in the lives of young people at Horace Mann but a model for other private and public schools in America.

### **Foundations for Excellence— A pressing need**

With the first phase of construction complete, the Board turned its attention to the Upper and Lower Divisions. Tillinghast Hall, built in 1914, could not accommodate today's teaching needs. Classrooms and faculty space were antiquated, dilapidated, overcrowded and in some respects simply non-existent. Outdated electrical wiring and capacity were unable to meet the

demand for technological support critical to enhancing education and programs. Gross Hall could no longer serve a theater arts program aimed at educating the student performer as well as the student audience. Looking once again at the strength of the program versus the state of the facilities, the Board of Trustees made

the decision to move ahead on the renovation of Tillinghast and the construction of a new entrance, administration and library building and of a new theater at the Upper Division. The Lower Division building, acquired from the Barnard School in 1977, needed a complete renovation of its library, technology and arts spaces and





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a redesign of the first-grade classrooms.

The needs were immediate and the Board of Trustees responded. Our belief in the importance of this School and our confidence in our community gave us the courage and the impetus to move forward. As reflected in the words of the alumni/ae quoted in these pages, Horace Mann has been preparing young people for success in



their lives, both professional and personal, throughout its history.

Horace Mann's foundations for excellence are a legacy upon which we must continue to build.

In the summer of 2001, Gross Hall was razed and the renovation of Tillinghast began. On September 5, 2002, Tillinghast Hall welcomed back a new generation of students. State-of-the-art technology was built into the infrastructure. Academic departments were given long-needed office and conference space. Classrooms could now accommodate either seminar or traditional learning and teaching styles, with areas for small group collaboration as well as greater student-teacher interaction.

The library opened in October 2002 with nearly 50 percent more reading and study space, capacity for 50,000 volumes, a multi-media listening and viewing room, and technology to enhance research. The entrance to the School and main lobby, one floor below the library reading room, presents Horace Mann to the world, welcomes the public and provides security

for the campus. All Upper Division administrative and guidance offices are housed here.

The new theater, scheduled to open in December 2002, will increase the number of seats, as well as stage space, and provide a state-of-the-art theatrical infrastructure. With a dance studio, classrooms, scene shop, full orchestra pit, pit elevator and full fly loft, it will be one of the premier school theaters in the country.

The Lower Division reopened in September 2002 with a modern technology center that provides critical resources for students and teachers. The first grade is located in a renovated wing that promotes collaboration among teachers and with students at their crucial first stage of learning. New sunny and spacious art studios located on the third floor inspire young artists, and young readers enjoy the welcoming space of the fully renovated and expanded Lower Division library.

While the two-phase construction plan of 1998-2002 was necessary in order to

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repair, modernize and expand the physical plant of the Lower, Middle and Upper Divisions, the fundamental purpose was, as always, to liberate the people—faculty and students—and to enhance the programs that are the only reasons for the buildings’ or the School’s, existence. At each step along the way, the Board has been prepared to deploy pre-existing capital to support financing of construction through the issuance of debt, because we have been unwilling to delay the needed investment in liberating people and enhancing program for what might have been the decade needed to assemble fresh capital first. We considered the latter approach, while financially conservative, to be educationally imprudent and unfair to the current population on whom so much of the giving would inevitably depend. And so we have proceeded boldly, with confidence in the shared commitment of our constituencies to provide the necessary support.

We fund the operations of the School principally from tuition revenue and Annual Fund giving. Our tuition increases

over the past several years have been substantial, putting us at the top of our peer group. Annual Fund giving has nearly doubled over the past four years, during the same period that we were completing the \$35 million *Inherit the Future* campaign and beginning the “quiet phase” of *Foundations for Excellence*. Sustained year-over-year increases in tuition revenue and Annual Fund giving at these growth rates cannot be assumed, yet meanwhile we have added \$103 million in long-term debt we must service. As a result, Horace Mann stands at a simple but stark crossroads:

- If together we move rapidly through our capital-gift commitments to put the “balance” back in the School’s balance sheet, while supporting reasonable growth in our annual giving, we will realize fully the breathtaking opportunities made possible by our new spaces while taking appropriate and sustainable approaches to tuition growth, financial aid, faculty compensation,

student/teacher ratios and program breadth.

- If we fail to rebuild the balance sheet, however, rather than liberating and enhancing Horace Mann, the new buildings will handcuff and constrain the School, as operating revenues have to be diverted away from people and programs to debt service; decisions on tuition, financial aid, compensation, classroom size and program are distorted; and thus, paradoxically, the construction not only fails to achieve its fundamental purposes, it works against them.

### **The task ahead**

We move forward, confident in the invigorating spirit, energy and generosity of the members of the Horace Mann family who recognize the imperative of continuously preserving and rebuilding our foundations for excellence which, for generations, have prepared students to contribute to their chosen fields, communities and the world.



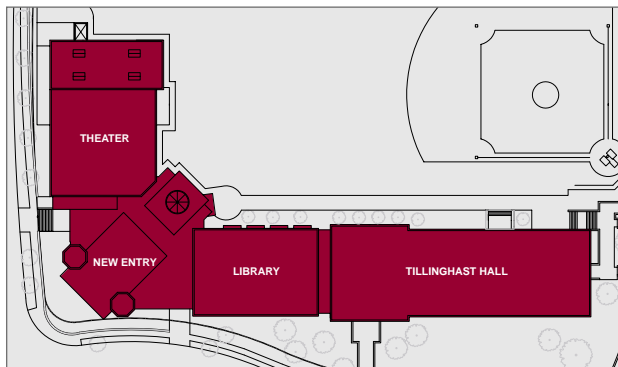
# The Campus

Horace Mann School consists of four campuses. The Nursery Division is housed in a four-story brownstone in Manhattan that is complemented by a rooftop play area. The Lower Division spreads across the campus of the former Barnard School for Boys. Children in grades kindergarten through five learn in a set of historic buildings that are bordered by a playground on the upper level, and an all-weather surface playing field with a climbing wall on the lower level. Rose Hall, completed in 1999, is the home of the Middle Division. Classrooms surround an atrium that serves as a study hall, assembly and gathering space. Rose Hall is contiguous to the Pforzheimer Hall science center, built in the 1960s and renovated in 1999. Both Middle and Upper Division students enjoy the Fisher Hall arts and dining center. Painting, drawing, photography, sculpture, ceramics, computer graphics studios and an art gallery host developing artists, and enhance the rounded education that is the hallmark of Horace Mann. A recital hall and practice rooms for vocal and instrumental music



performances, as well as for instruction, make this a true arts center. The spacious dining hall is more than a lunchroom. It hosts meetings and offers students a place to get together informally, while also serving alumni/ae, parents and visitors at a variety of dinners and functions. Upper Division classes in foreign language, math, English, history and other humanities subjects are taught in Tillinghast Hall. The center of the Horace Mann campus for nearly 90 years, the entire inside of Tillinghast was recently rebuilt to add more classroom and office space, and meet

current and future technological needs. This semi-circle of buildings, which includes Prettyman Gym, surrounds playing fields for baseball and football. Tennis courts and “Four Acres”—a field for soccer and field hockey practice and competition complete the Upper Division campus. Horace Mann School is committed to environmental and challenge/adventure education. The John Dorr Nature Laboratory in Washington, Connecticut provides a site for these activities, while serving as a retreat for character and community development experiences.



Master Plan



Theater

Lobby

Administration

West Facade



Administration

Lobby

Library

Tillinghast Hall

South Facade



Tillinghast Hall

Library

Lobby

Theater

North Facade



# Foundations for Excellence and the Annual Fund

## **A plan for reaching the community**

As we launch *Foundations for Excellence—A Campaign for Horace Mann*, approximately \$12.5 million has been committed toward our goal of at least \$25 million. We now enter the public phase of this most important capital campaign, a phase in which we intend to reach every member of the Horace Mann community around the world. Volunteer organizations are in place and will be strengthened as the campaign progresses. We expect to solicit commitments to the campaign over the next three to four years. These commitments will be payable over three to five years at the discretion of the donor.

During this same time period, solicitation for the Annual Fund must and will continue. The gifts raised each year through this effort are essential to the well-being of the School and must be preserved and, in fact, augmented.

The plan for coordinating these two campaigns rests with our volunteers. A single volunteer organization is responsible for both of these campaigns. This means that you will only hear from one person. The members of our community will first be asked to continue their level of giving to the Annual Fund and then to consider a multi-year commitment to *Foundations for Excellence*.

We trust that your support of the Annual Fund each year will continue as you consider your part in *Foundations for Excellence*.

Thank you for your commitment to Horace Mann School.



## **Foundations for Excellence Steering Committee**

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Pat Boig

*Director of Development*

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# Ways of Giving

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Commitments to *Foundations for Excellence, a Campaign for Horace Mann*, may be paid over a period of three to five years. Because these gifts are typically gifts of capital, the selection of a method of giving is extremely important to the donor. By considering the many different ways to make a gift to Horace Mann, you can select a gift vehicle that best suits your needs and interests. Often by selecting the right gift vehicle, a donor is able to make a more substantial gift and reap significant tax and estate planning benefits.

## Gifts of Cash

While there are many ways to give to Horace Mann School, contributions made by personal check, Visa, MasterCard, or American Express make your gift immediately available to the School. Electronic fund transfers allow your financial institution to transfer funds on a regular basis. A gift of cash entitles a donor to a charitable income tax deduction subject to tax deduction limitations.

## Gifts of Securities

Gifts of appreciated stock may allow a donor to avoid capital gains tax in addition to receiving a charitable income tax deduction for the market value amount of the stock. Gifts of stock enable many Horace Mann donors to contribute far more to the School than would otherwise be possible.

## Matching Gifts

If you or your spouse or partner work for a company with a matching gift program, please complete and return the company's matching gift form with your gift. Doing so can double, and in some cases, triple the value of your gift.

## Bequests

A bequest enables a donor to make a gift to the School that he or she may not have been able to make during his or her lifetime. A bequest is a way of ensuring that Horace Mann is able to continue to provide excellence in education for generations to come. In addition, there may be tax and estate tax benefits when a donor makes such a gift.

## **Gifts of Real Estate, Life Insurance, Retirement Plans, IRAs, and Personal Property and Planned Gifts**

Gifts of primary residences, vacation property, buildings, land, life insurance policies, retirement plans, IRA assets or other personal property may be advantageous to a donor. Tax benefits will vary depending upon the type of gift.

Planned giving opportunities, including gift annuities and charitable remainder trusts, allow a donor to make a gift to the School and guarantee an income for life or the life of a named beneficiary. Charitable lead trusts provide a gift of income to the School for a term of years. Each planned gift offers specific advantages and tax benefits.

For more information, please contact Patricia Garvey, Esq., Associate Director of Development at (718)423-3458 or [patricia\\_garvey@horacemann.org](mailto:patricia_garvey@horacemann.org).





# Campaign Leadership

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Marian Linden, *Head, Middle Division (6-8)*  
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Patricia Yuan Zuroski, *Head, Nursery Division*  
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