

The Randolph Sun

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Pre-K through High School
www.randolphschool.org

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Brad Goes to Alaska By Brad King

“Hi, my name is Paul. What’s yours?”
These words were spoken to me on my first day at my new school when I was in seventh grade. There are times when the stars align and the clouds open up and a breath of fresh air enters our lives. I was scared, nervous and felt a little lost. With those words of welcome a friendship that has lasted across 35 years and thousands of miles began. Paul is one of those rare individuals who is a true adventurer. He just does things that the rest of us dream about, wonder about, or are glad that someone does as long as it isn’t us. I have visited him in Seattle, Alaska (12 years



Halibut Cove, Alaska

ago for his wedding) and in Japan. We have camped in the Adirondacks, hitched down the west coast on tour with the Dead, and been in places in New York City where not many natives venture to explore. Each time I visit him, it is a tour into the pulse of the local community. Paul has a knack of finding that out-of-the-way place that just sears itself into your mind and life.

My life had been a little lumpy and I



Cow Moose Crossing the Road

knew that a good break from my routine was in order. That is why, when the parent group offered me a choice of where I wanted to go on my vacation, I didn’t hesitate for a second. I hadn’t seen Paul for several years and I knew that I needed a good healthy dose of Mr. Morley. I contacted him and the best time he had available was exactly between the end of our school year and the start of my summer program weeks. All of the plans fell into place just as easily.

I landed in Anchorage Airport and was met by Paul. We went to his house in Palmer, which is about an hour out of town. It was night when I got there, but it was summer in Alaska and so I experienced the midnight sun. At two in the morning you can easily read outside. To simulate the path of the sun, you trace a big oval

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On Writing at Randolph **By Debbie Stone & Anita Culver**

Upstairs, Downstairs, what are we doing? Communicating with each other, always learning to do it better. How do I tell a story so the others know what I mean? How can I let someone know I want to say something? How could I say this is beautiful? or scary? or complicated? How shall I put together an idea about the way two things are the same? or different? How do I read someone's face? someone's story? a label? a book? How can I listen, really listen? How do I be still, how can I wait? How do I read for a story line, for beautiful language, for characters I can care about? How shall I write a report, a story, a letter, a play, a poem, or some new, experimental form?

Then we get to the Carriage House, no longer part of one of those exotically-named groups of the Main Building, but with the more sober sounding, but no less Randolphian, Middle School or High School groups, and we're doing the same thing! We are listening, really listening, and learning to read with growing discernment; we are working on how to tell people about our ideas and feelings and observations in such a way that we invite a listener to be a partner in our communication, and we are writing. Our writing practice is constant and demanding, of students and writing teachers alike, and even during the first weeks of school we saw changes in ourselves as writers, important changes.

Anita, Debbie and Owen are teaching the Upper School writing classes. We are basing our approach partly on the National Writing Project that Anita participated in two years ago in Seattle, and partly on our very own Randolph philosophy of education. Together, we are creating a unique approach to the teaching of writing. Central to this approach is our respect and trust in each other and our students, and our belief that one's development as a writer benefits from a supportive community of fellow writers in which to flourish.

Each writing session lasts about an hour and a half. Everyone, teachers and students

alike, keeps a writer's journal and writes almost daily, both in and out of class. As we learn about ourselves as writers, everything is important, the sound of the keyboard, the feel of the pen on the paper, the sounds surrounding us, whether we are indoors or outdoors, in a classroom, at the creek or in a city park. We are learning about our writing preferences, inspirations and needs. After writing, it is time to read to each other. We



are sharing work in progress, and responding to each other's writing in a way that we have found to be supportive. We remember to ask what sort of feedback an author is looking for and to concentrate on matters of style and presentation rather than content. Authors are learning to identify and ask for the kind of feedback they want, and use that feedback to get closer to what they mean to say in their next draft.

So what are we writing? Comic and curmudgeonly reviews, a one-hundred-page Western, reflections, poetry, a fantasy in three books, random word play, short stories, personal narrative and more. Some writing is fleeting and completed in one session, some are projects sustained from one year to the next. And what are we learning? that there are as many ways to write as there are writers.

Looking ahead, we plan to continue the process begun last year of inviting other writers to join us and share with us their own adventures with writing. We want to explore every aspect of writing, from the business to the craft to the art. So if you would like to join us, to write with us or tell us about your own work, please let us know.

The Randolph School and Common Ground Farm Project

By Janet Perles

Common Ground Farm is a nine-acre CSA (Community Supported Agriculture) Project located at Stony Kill Environmental Center in Wappingers Falls. Common Ground is an operating farm with a social and educational mission producing organic food for over 150 local families. Now in its sixth year, the farm serves as an educational resource and as a model for sustainability and cooperation for its member families and the greater community.

The farm is in the planning stages of relocating to property owned by the Reese family on Marlborough Road. Common Ground Farm will have assistance in this endeavor in the form of land and some farm facilities from Alex Reese as part of his vision for conservation of farmland and farming in New Hamburg. And now, as part of the farm's *new beginnings*, it has embarked on a collaborative partnership with the Randolph School. It is the common goal of the school and farm, to make Farm and Food as integral to the curriculum as Art and Science.



Michael Pollan recently wrote that “the way we eat represents our most profound engagement with the natural world.” Most of us do not have a primary connection to farming; we



did not grow up with it and our parents likely did not either. This lack of direct experience has created a real hole in our understanding and our ability to make connections to how our food is grown and how that affects our environment. Connecting children and adults with a real farm, involving them in the cycle of life—from saving seeds in the fall, to planting in the spring, to harvesting, and preparing and sharing food at the table—recreates the link to this profound engagement.

This is a unique opportunity for the children of the Randolph School. Farming is a science and an art and participating in this process is exciting and empowering. The projects that we are developing will cover a broad range of activities from cooperative and physically demanding work to art and poetry.

Already we have had several groups out on the farm, doing sensory scavenger hunts (smell the celery root, feel the loose soil, taste the cherry tomato), washing the harvest, mapping and measuring the fields, drawing and participating in discussions on biodiversity, the environmental benefit of eating locally grown food and organic farming methods.

We are also celebrating the harvest season with what we hope to be the first annual harvest meal. The harvest meal is in the same spirit

as other school-wide, celebratory meals. Kids will be involved with meal planning, participating in the harvest and the cooking of the meal.

We are excited about the possibilities of creating a farm-based education program at the school. With the move to the Reese property, the farm will literally be in our backyard—just a walk through the woods. It is our hope to create a space for the school at the farm where Randolph would act as stewards—with student vegetable beds, a dedicated greenhouse and eventually a center for classroom work and events. Already, in the short term, we have planned and brainstormed many projects to inspire our children, such as: grain of the month, taste education and taste testing, understanding food routes, seed saving, seed starting and plant-



ing, fireside chats with the farmers, tool making, fleece to fiber, and intensive internships for older students. The possibilities are, as far as we can tell, endless.

We hope that you are as excited as we are about the possibilities for learning and cooperative engagement that this project presents. If you have any questions or would like to help build on this beginning, please contact Lisa Jesup the Director of the Farm at 831-6070 or Diane Boujikian at 297-5600 .

Jerry Pomeroy **By Eric Tomlins & Santha Cooke**

Transcript of an interview with Eric Tomlins and Santha Cooke on the life and teaching of Randolph School Co-founder Jerry Pomeroy

Conducted by Upper School students Daniel Zuckerman and Jacob Bernz

Randolph School, October 2007

Interviewer: This is an interview about Jerry Pomeroy, one of the people who founded Randolph School in 1963. He passed away recently. What was he like?

Santha: He liked to write. In his younger years he was very interested in being a journalist. He ended up being an educator, but he always was interested in writing and there was a lot of writing in the school from day one. Eric and I were editors of the school newspaper, and he always encouraged people to write and he wrote a lot. He wrote letters to the editor and also on political subjects throughout his life; he always was full of opinions.

Eric: At the holiday break and at the end of the year, as a present he would give the class a poem that he had written. They were on all sorts of different topics. There were things about school, there were things about a tree (I remember getting a poem about one), and then I remember getting one that was about the John Birch Society.

Interviewer: Can you talk about some of the things he lived through?

Eric: Something he talked about a lot was being in submarines during World War II. A story that I remember most clearly is how after the war he was going to college and he had a professor, who also had been in the Navy and had studied Morse Code. When they were taking tests, Jerry said, the teacher would tap out the answers to the questions in Morse Code. Jerry had been in the communications department of the submarine, so he would always know the answers to the questions on the test because this guy tapped them out.

Santha: I know that he grew up in Western New York and his father was a tradesman, and his mother was a teacher. He really didn't like the way his

education went in his school, he didn't like the teaching. He was always a trouble-maker in his school, he was always pushing the teacher's buttons. He thought they were on a power trip or something. He wanted to go to college but there was no money in his family for that, so he went into the Navy instead. He was in the South Pacific during the time when the attack on Pearl Harbor was about to take place. And he saw Japanese ships heading in that direction, his ship criss-crossed with them. So they radioed to let people know this was happening and nonetheless it was part of the surprise attack.

Interviewer: What kind of teacher was he?

Santha: He wanted to start a school that would teach in ways that were better than he had been taught, that would teach people to question and be good question-askers.

Eric: He was great fun. There were several things that were very distinct about him. From a young age he had white hair that he always combed back. And he had a great laugh, a wonderful laugh, and he would love to sort of belly laugh. He was not a big guy, he was thin, but he had a great belly laugh and you just got the sense that he really enjoyed life. So he was a lot of fun in the classroom. It was a little different than any classroom I had been in before. I had him in sixth and seventh grades and he was trying to help us make the transition to a more academic program, at the same time doing it in the way the he believed Randolph should do it. So there was a lot more talking and a lot more writing in his classroom than in my previous classrooms. And there was a lot of hands-on stuff. We would do the newspaper and practice our writing skills, our interviewing skills, and figured out how to work together with people.

He also spent a lot of time talking to us about the things that mattered to him: democracy and political change. In seventh grade, part of the way that he introduced that was talking about the Greek philosophers. So he wasn't just talking about modern stuff, but he would talk about the roots of democracy in Athens, and Socrates.

Santha: Socrates!

Eric: Right! Socrates was very important. He appreciated that Socrates asked questions of people. He challenged what people thought of as the

“right” answers; he thought that people weren't really thinking, they were just accepting what was being doled out to them by their leaders. He wanted us to think. Is this really right? Is this proper? Are we just doing this because we were told to, or are we doing this because it's the right thing to do? I think he believed that a democracy runs well when people do that.

Interviewer: When did he stop teaching here?

Eric: He taught here three or four years.

Santha: He went to New York City and he taught people in Harlem, black and poor students, disadvantaged people. He started a school program for those students and it was again, trying to get them to think, trying to get them to connect, trying to get them to engage with life, and learn and be interested in life. He was challenged by them, but he wasn't intimidated or scared by them. One of the things he wanted to be doing was bringing this kind of education to people who were disadvantaged.

Interviewer: Did he assume any other responsibilities here in school?

Eric: As one of the co-founders, in addition to



Jerry Pomeroy with Tom Klug in the downstairs blockroom, 1966

teaching, he also had responsibility for doing administrative tasks. I believe he was called the “registrar” at that time, and he was responsible for a lot of the enrollment process in the school. They were all responsible for the decision making. When they were at the Unitarian Fellowship on South Randolph Avenue, they were the ones who had to make the decision that we're going to take the big leap of faith and buy the piece of property here, and move the school.

Santha: They were also responsible for setting up the structure of the school which is a different kind of structure than most schools have. In this school there is a cooperative process among the teachers to run the school. And that largely came from his ideas.

Interviewer: What was he like as a person?

Santha: He was a very alive person, and he really cared about things. He had a strong sense that people could create the world to be great and good if they would just engage with it, and he really wanted that to happen, and he was very engaged.

Interviewer: Do you have any favorite stories you'd like to share?

Eric: One of the things I remember most because it was a traumatic thing that happened while Jerry was my teacher was the day that John F. Kennedy was shot. Similar to how you guys do it now, we would have an outdoors time and a lunch time that would go together and then we were supposed to show up back in our classroom. We all showed up and Jerry didn't come in. And, Jerry didn't come in. And the assistant teacher was there, and still he didn't come. I don't know how long it was because when you're a kid, it could have been fifteen minutes, but it seemed to me like an hour. And then finally he came in, and you could see all over his face how visibly shaken he was. There were tears in his eyes; he just said to us, “The president has been shot,” and then he said “I have to go back and find out more.” We were all kind of left there. Shortly he came back and he told us that he had been killed. And I just remember, John Kennedy, I think for a lot of people at that time, there were a lot of hopes and possibilities with him.

I remember afterwards, after we had been let out of the classroom, there was no class the rest of the afternoon, we went outside and it was a gorgeous Fall day, November 22, 1963, but it was a very warm day, and I remember throwing a football back and

forth and just feeling like I was in some unreal, just an unreality had descended on the world.

Interviewer: Kind of like when 9/11 happened.

Eric: Another memory from that classroom was later, I guess it was in the beginning of February, and most of us had sat by our TVs the night before, a Sunday night, and had seen the Beatles. We all came in, and it was the first time any of us had seen the Beatles on television, and there was just this buzz in the classroom that morning, like something really, really special had happened. I remember him being very curious about what it was that we thought was so amazing and cool and great about this thing that we had witnessed.

Santha: Another memory is a long field trip, which was the beginning of the tradition of long field trips in the Randolph School. He had a friend who had a house in New Hampshire, which didn't have any electricity, and didn't have a modern stove or anything. It was just a farm house. We went there and stayed over several nights. It's something you've never seen before, a whole new world opening up, a different possibility. He took us to really experience the place, not just to hear about it or read about in books.

Eric: With Jerry there was always the experience, and then there was also the overarching concepts and ideas that were involved in it too.

Santha: He was a wonderful teacher.

Eric: Yeah, he was a wonderful teacher. Jerry Pomeroy had a huge role to play in the way the school runs today, the way I think about being a teacher. He was an important mentor in my life.

Santha: He always had that sparkle, and outside of his door in the nursing home was this picture of him sitting on the floor with his back up against of shelf of blocks and him reading a book to a child, and in his room were many pictures, some pictures of him with his wife, but also pictures of him teaching. He had a very rich sense of being very involved with many people over his life.

Interviewer: Did you base any of your methods on his teaching?

Santha: Absolutely.

Wish List

Eric: He started the school because of his belief that if people got involved and really participated in life good things would happen from that.

The people who founded the school could have gotten jobs in the public schools somewhere that would have paid better, but that wasn't really what

Our School

Our school is not
A building just
But more, we feel,
A way of life
Where we can stretch
And play and grow –
Together search
For what to know.

Our school is new –
As new as now
and is as old
as man's desire
To know himself
And understand
The secrets of
Sky, sea, and land

Our school is not
A new name just
Nor is it only
Books and numbers –
It is a place
To feel and be –
To tear down fences
And let minds free.

–Jerry Pomeroy, 1963

they were interested in. They were visionaries who believed they saw a possibility for education, a possibility for the lives of children that shone so brilliantly for them that they just had to do this, they had to do something like this. They believed it was for the good of all humankind to do this, to give an opportunity to kids to be respected, to be engaged. And they did. There's always that "If you build it, they will come" idea that there will be enough people who want this, and they will come. We are still operating in that way.

Santha: I think once

Jerry made the decision to become a teacher, then he had to do it in the way that was true to what he understood. [His thinking was] I'm going to be in this classroom with these ten or fifteen kids, and those kids, as a result of what happens here, are going to become thinking people, and they are going to be competent, empowered people. And then the ripple effect from that goes out to other people that they touch, to Eric in his teaching, to me and my teaching and all the work that I've done, and through all of them. It's not like he's going to change the world like the United Nations, big countries getting together; he's going to make a community of competent, empowered people. That's what the purpose was, and that's what has been done and that's what is being

Listed below are several ways parents, grandparents, alumni and friends can support The Randolph School and the children, faculty and co-administrators who participate in the daily life of our learning community.

Please take a look and see if there might be a giving opportunity that fits within your budget. We need your support this year more than ever. You will see some really big ticket items that are part of our "Wish List for the Future." If you are able to help us create an endowment or build an addition on the back of our Victorian home, please call Suzanne @ 297-5600 to discuss these opportunities.

- 1 Copy of *The Christmas Cookie Sprinkle Snitcher*, by Robert Kraus. It is out of print and used copies on the internet are very expensive. Maybe someone will see one at a yard sale...
- 3 Sears Kenmore Canister Vacuums. \$229 each
- Sharp 800-Watt Microwave with Turntable. \$79.99
- 10-Passenger Van. GMC Savannah or Chevrolet Express. Around \$24,000 for a new one.
- 2 Brooms for the Carriage House.
- 2 Vermont Country Store Carpet Sweepers for the Carriage House. \$79.95 each.
- 1 Desk for Katlyn from Staples. Mission small desk \$190, Mobile Storage Unit \$100, Mobile File \$150, Keyboard Tray \$30.
- Sail on the sloop Clearwater \$1,000.
- Cookbook, *Deceptively Delicious: Simple Secrets to Get Your Kids Eating Good Food*, \$14.97
- ASL Songs for Kids, ASL accessible software CD-ROM
- Ken Burns' Videos (Civil War, The War)
- Sound system for the Amphitheater (talk to Allison) \$15,000
- Help with improvements to the school. See Brad for punch list. About \$50,000.
- Create fully equipped art and sciences studios. Total of \$80,000.
- Create an endowment for student scholarships. Total of \$300,000.
- Create an endowment to increase teacher salaries. Total of \$300,000.
- An addition on the back of our Victorian Building. Total of \$650,000.
- An Upper School complex and theater. Total of \$2.5 million.

For model numbers and other specifics, go to www.randolphschool.org/giving.htm

HODGE PODGE

DVD

Randolph has created a promotional DVD that we are sending out to prospective parents. The film was made by a former parent, Toby Shimin, a professional filmmaker and film editor, with help from Kitama Jackson, our alum and board member, who is also a filmmaker. The DVD features interviews with Diane Boujikian, Eric Tomlins, Brad King, Ronnie Citron-Fink, Alisa Algava, and others. They discuss circle, maple sugaring, pizza math, and Randolph philosophy. Thank you, to everyone who helped us create this wonderful video of Randolph!



We have a new play structure on the upper playground with a rock-climbing wall, tire swing, two slides, a bridge connecting the two towers, and monkey bars. It's been the center of activity during outdoors time!

A Note from our Development Office

As you consider your year-end giving for tax-deduction purposes, please consider Randolph as a top priority for a giving opportunity. Your contributions make an immediate impact on our local, non-profit community of education. We can only do what we do through your support and involvement. Thank you so much.



ALUMNI NEWS

Where are you now? What are you doing? What have you made? What are you thinking? Do you have a favorite memory of Randolph? What's your email address? Send us a note: learn@randolphschool.org

Wendy Cohen

I have a film in the pipeline... I am just finalizing the script and then I can hopefully start shooting. I am in the middle of a year off (from making money, anyway) in order to do this project. I have enough funding to start it, and then we'll see what happens. Anyway, I am very excited to begin, because I have been working on this story for over 3 years. One must have patience!

In other news, I just got back from Florida where I was visiting with my old best friend Kelly Case. She was there visiting her mom, and since that is an easier trip than going to Oregon where she now lives, I figured I'd meet her there. She is doing well. She has 2 kids - Ben, who is 4, and Madelyn, who is 2. Maddy is really cute, and is the spitting image of Kelly.

BTW, Rob Lipton and I were talking and we had an idea for your website... there should be a page where people can list their emails in case anyone wants to get in touch. For instance, I keep wondering what Shanna Gillan and Harlan Roberts are up to. Of course it would have to be secure... you'd have to be able to log on with a password so that spammers couldn't easily get to us. Now that you have upper grades, I am sure you have some computer wiz teenager who could set this up in a flash. Actually, you probably have some 9 year old who could do it. Well, think about it, anyway.

Hi to anyone I might know and also to those I don't!

Ulrike & Eike Dorff

Ulrike Dorff (and Eike) attended Randolph in 1979 & 1980. We (the parents, together with Ulrike) visited Randolph 2003 last time at the project presentation day in May. We attended Eric's birthday celebration and Diane gave a detailed tour through the school.

Ulrike is getting married to James Lachmund in our Stephanus Church in Herrenberg Kuppigen, Germany, on April 21st.

We are touring the US twice this year and might drop in at Randolph 6th or 7th of March 2007 the first time. -- Joerg and Theres Dorff



Amanda Flom

Well she's a 7th grader at Bishop Dunn in Newburgh. Doing very well. She just joined the basketball team this year and is looking forward to joining the drama club as well in the Spring. Amanda has made some friends and is still in touch with Joy Rotter her friend from Randolph.

Last year Amanda made high honors and we are hoping for the same this year. She loves school and enjoys the teachers. She misses Maureen; she said there isn't another Art teacher like her. I miss Brad and his long list. I miss all you guys and hope you are all doing well. —Lynn Flom 10/3/06

Kitama Jackson

I have spent the past 3 and a half years working on a documentary film about my grandpa—"Pete Seeger: Power of Song." The film is being produced and directed by Jim Brown. The other producers are Bill Eigen and Michael Cohl. The executive producers are Norman Lear and my grandma, Toshi Seeger. I was the Associate Producer, Assistant Camera, Soundman and Assistant Editor on this production. It was edited by Sam Pollard and Jason Pollard.

Working on this film has meant a lot to me and it has been a big part of my life since I graduated from Hampshire College four years ago.

Also, my name is in the opening credits! I've never had my name in the opening credits before on anything so that is very exciting to me in case you can't tell.

Sarah Kimmel

We hear that Sarah has graduated from Pratt and is currently working at Dutchess ARC and interning at The Dutchess County Arts Council.

Rachael Robbins

Rachel is living in New Jersey, right outside NYC, and working as an actress. This past year she has appeared in three feature films as well as other projects. She is married to a business man and they are the proud parents of two chihuahuas.

Dylan Jeannotte

We hear from his mother, Connie, that Dylan is a "happy and successful young man, husband, father (Liam 1 ½ years old) and lawyer in New York City."

Brian Riley

Cathy writes to say that Brian is currently at North Carolina State, while Valerie is working hard in high school and looking forward to getting her driver's license. Steve is looking for work after being laid off from IBM/Lenovo. "I hope that it has been a great school year for all of you and at this point everyone is settled into the wonderful Randolph community life."

Angel Dawson

The website looks great! I love the slide show with those "old" pictures.

Mahkyle Dawson Catalano

I stopped by about three years ago and saw Brad and Owen but I haven't been in contact since. My journey after Randolph School has so far been a long, rewarding and interesting one (from the east to the west back to the east), and yet I am still only 22 years old. I have tons more to say and ask, but for the meantime I will wait for a response just to make sure that this email gets heard. Hope to talk to you all soon. Best wishes.

done.

And later...

I just ran across the newsletter and I wanted to clarify a few things. Mahkyle is 6'1. He lives in Newark with his brother. He graduated Magna Cum Laude from Seton Hall University with a degree in Sports Management, after he had attended University of California, Santa Cruz for 2 years. He then went on to work with a few different professional basketball leagues before ultimately finding his niche in real estate. After 3 months with a firm in New York City, he has become the top sales agent of the company grossing over \$50,000 in closed fees per month. He has dreams of starting his own bi-coastal sports agency, as he is currently managing two professional basketball players who play overseas in Portugal. He would love to come to Randolph and visit with his former Randolph family as soon as he gets a chance. Feel free to give him a call at (973)789-5071 or email at mahkylec@markdavidny.com. I hope all is well with everyone. Lots of Love.

Miles Bradley

Miles came to our alumni day on October 8th, and reports that he is now "living his dream." He is a mechanic and fabricator for the the world class



Dyson racing team. Miles is one of the guys who is in the pit stop changing tires at record speeds. He travels all over the world and loves his life. He says, "I could never have done this without Randolph. You guys let me learn to love building and constructing things."

Jody Lipton

The Randolph School was THE place. It was the place that all the kids on Daisy Lane, who didn't go there, *wished* they went to. It was the place we, who did go there, looked forward to going to each day. It was the place where we had more fun than you were supposed to have and the place where we were lucky enough to be. It was at Randolph that I learned that I was brave enough to ride double with my best friend on the swings, that I was given the freedom to know and experience that it is okay to make mistakes, that I discovered what it was like to act in a real play (at least I thought it was a real play), that I participated from start to finish in walking in the woods to find the sumac berries so that we could go back to the kitchen and make sumac jelly (I still have the recipe), that I experienced my love of mathematics and my extreme disinterest in Johnny Tremain, that I was able to see what it was like to "feel" colors with my hands, that my brother, Rob, and I still "know" that 10 = the long orange Cuise-naire Rod, that I was encouraged to write stories that actually meant something to me, and that I knew I could count on Alan ("BubbleHead"), Eileen, Eben, Eric, Diane, Mark

on Alan ("Bubblehead"), Eileen, Eben, Eric, Diane, Mark, and Lee to be both my friends and my teachers. Randolph set a standard for me that I passed on to my children—a standard that I am sure they will pass on to their children someday—just by virtue of having been told the many wonderful things about what it was like to be there.

Rob and Jody Lipton

Both Jody and Rob give us enormous credit and gratitude for having sent them to the Randolph School and both of them consider those years as "the best."

Not only did they both receive an excellent foundation in the three R's but, more importantly, they gained something far long-lasting and useful. They learned that adults (teachers, especially) were simply human beings and they fully expected all adults to treat them, and other children, with the utmost respect and dignity. It was a little bit of a culture shock when they entered public school for the first time; however, it didn't take long to adjust and to begin behaving with self-assurance, confidence, and with a feeling of equality and respect for their teachers, when that was truly earned.

We still see these qualities in them and we are not only proud of Jody and Rob, we are grateful to the Randolph School for reinforcing the values we held in our home. —Lynn Lipton, lylipton@vassar.edu

Scott Brown

Scott's mother, Susan Romanyuk, tells us that Scott, who was at Randolph in the mid-seventies, is now a lawyer in Ukraine and has been involved in enacting two new laws. His favorite memory of Randolph is his solar oven that he cooked hot dogs in for a parent picnic.

Martha Levine

Dear Randolph
Folks, Hello to you all! Last May our daughter, Leah, graduated from college. This was a very happy time for our whole family. Below is a picture of Leah, David and me. Keep up the great work, Randolph!
Much love, Martha Levine



Susanna & Emily Reith

We hear from Tim and Jacquie that Susanna and Emily are "on their own" and both are doing great. Emily is a high school chemistry teacher in Boulder and Susanna is a manager at the Hallmark Corporate Center in Kansas City.

Megan Pascarella

This summer I spent 5 weeks working in London, which was an incredible experience. I was also promoted to Vice President, which is pretty cool too. Dave married a wonderful woman in August, and the Pascarellas had much fun at the wedding.

Gary Berkson

Gary graduated from Cornwall Central H.S. as valedictorian in June 2005. He was a Regent Scholar and a National Merit Commended winner. Of the many awards he received, the one we were most proud of was the Ellis Law Stop DWI Essay Scholarship. He was one of ten winners from the Mid-Hudson Valley and Capital District. Gary received a Presidential Scholarship from Brandeis University which covers about half his costs of attending. He is currently a sophomore. He is studying math, economics, and law. He is focused as usual and plays rugby at school. We still talk about his year at Randolph and the experiences he had there.

Will Ashby

I'm sorry to say that I cannot attend Alumni day 2007 because I will be in Washington D.C. working on the Solar Decathlon House 2007 with the MIT and BAC. (Boston Architectural College). Unfortunately both events land on the same date and this opportunity is too much to let down. hopefully I will be able to attend future Randolph School Alumni Days and events.

Aaron Ackerman

Hope all is well with all of our dear friends at Randolph. We are doing just great in our new home and we are all well. Aaron is six years old and starting first grade. He still listens to a CD that was a Christmas gift given to him by all the teachers. He falls asleep to it every night and can still name all of the readers. The one that makes him feel cozy is Diane reading the Lorax. We can never forget all of you, Randolph is just a magical place to be a child.

Much Love To You All,
Victoria, Neil, Aaron and Mima!

Lisa Verb

We are relocating to Wilmington, NC! Marcus has taken a job as Sourcing Leader for GE Nuclear. He has been down there for a little over a month and the kids and I will follow in a little less than a month. Moving was certainly not high on our list of goals, but Wilmington is a great city and the fact that we will live less than 15 minutes from the beach certainly helps soften the blow!

Wilmington is a wonderful vacation destination and we hope to have many visitors in our new home. The beaches are gorgeous and there is plenty to do. Please let us know if you will be down our way! We'd love to see you! Our new address, as of August 13, is: 5016 Nicholas Creek Circle, Wilmington, NC 28409-3299

I don't know the e-mail situation yet, but you can always use my Dartmouth Alumni address as I have it forwarded to my current e-mail address. Elisa.B.Harrington-Verb.90@alum.dartmouth.org.

We have loved living in the Capital Region and we will miss all of you who have touched our lives. Come visit us!



The Randolph School
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ADDRESS SERVICE REQUESTED

Parents of Alumni: If this newsletter is addressed to your son or daughter who no longer maintains a permanent address at home, please notify us of his or her new mailing address. Thank you.

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The Randolph School was founded on the belief that children have a natural desire to learn. This desire is supported and nurtured in an environment where each child's developmental needs and interests are respected. Mutual trust between children and adults fosters an atmosphere in which children are encouraged to discover and explore their world. Work and play are focused on experiential, hands-on learning experiences. We strive to balance the creative potential in the intellectual, social, emotional, artistic, and physical lives of children in the belief that children who love to learn become LIFELONG LEARNERS.