

Thistle TALK



21ST CENTURY TEACHING TRANSFORMATION

Winchester Thurston School

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School Mission

Winchester Thurston School actively engages each student in a challenging and inspiring learning process that develops the mind, motivates the passion to achieve, and cultivates the character to serve.

Credo

Think also of the comfort and the rights of others.

Core Values

We activate our Mission by creating a learning environment that promotes and instills appreciation for these five Core Values: Critical Thinking, Integrity, Empathy, Community, and Diversity.

Equity and Inclusion Statement

As a means to fulfill our credo, "Think also of the comfort and the rights of others," Winchester Thurston will be an inclusive community and will pursue the social and pedagogical benefits that diversity brings. We will place the highest value on enabling students to understand their own cultural identity and those of others. It is our moral imperative to be courageous and intentional in promoting understanding, addressing bias, identifying and honoring qualities of justice, respecting multiple perspectives and contributions, and valuing the dignity of all.

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The City as Out CampusSM program is an extension of WT's core academic curriculum, providing meaningful, real-world experiences for our students.

FROM THE HEAD OF SCHOOL | Gary J. Niels

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"Think Also of the Comfort and the Rights of Others!"

This statement from our founder, Miss Mitchell, was not a suggestion but an imperative. This year, we have responded to her command in numerous ways.

We've raised a dialogue about moral life in our community and recommitted ourselves to "choosing civility." This work has been expressed in our teaching and programs as we model four qualities: honesty, humility, respect, and empathy.

Respect and empathy grow through understanding. Yet, we cannot assume that understanding "just happens." Rather, it grows from dialogue, and dialogue grows from purposeful interaction.

As human beings, we gravitate toward those who are like-minded. This is certainly true in schools. For example, while there has been deliberate effort by university admission officers and residence life directors to diversify U.S. college campuses, students still self-segregate into homogeneous groups. One publication called this segregation the "Balkanization" of college campuses.

A diverse community does not necessarily result in understanding, respect, and empathy. It takes effort to promote interaction that cultivates understanding, which in turn perpetuates empathy.

This year, a group of committed trustees, parents, and faculty has composed a statement declaring our intention to promote understanding. With the unanimous approval of our Board of Trustees WT has adopted the following intention:

"As a means to fulfill our credo 'Think also of the comfort and the rights of others,' Winchester Thurston will be an inclusive community and will pursue the social and pedagogical benefits that diversity brings. We will place the highest value on enabling students to understand their own cultural identity and those of others. It is our moral imperative to be courageous and intentional in promoting understanding, addressing bias, identifying and honoring qualities of justice,

respecting multiple perspectives and contributions, and valuing the dignity of all."

Much has been said about divisions within our country, especially recently through the presidential primaries. Our racial, political, social, economic, and religious divisions are profound and understandable. We are a nation of immigrants—some chose to come to America and, of course, some were forced. We are from all parts of the world—different languages, different cultures, different religions, different abilities, different genders, and often vastly different access to economic opportunity. Our differences are exacerbated by mass media and social media; they are exploited, and there are underpinnings of frustration that can easily trigger anger. Political leaders are viewed as weak if they seek to reconcile differences. As our country has grown in numbers and diversity, we have not grown our capacity for civil dialogue.

Hope lies in our ability to seek understanding (note, I did not say agreement) through dialogue. We cannot change the current conditions of our society, but among other things our mission is

"... our mission is to graduate students who have learned to seek understanding by seeking dialogue."

to graduate students who have learned to seek understanding by seeking dialogue.

We are allocating resources to bring the new Diversity Statement above to life. Beginning next year, WT will employ a Director of Equity and Inclusion. I am delighted to announce that after a national search Diane Nichols has been appointed to lead our school-wide commitment to dialogue and understanding.

Ms. Nichols joins us from Worcester Academy in Worcester, MA, where she served as Director of Equity, Inclusion and Leadership. She served in the same role for 17 years at Hathaway Brown School in Cleveland, one of the premiere all-girls schools in the nation. Ms. Nichols is a Licensed Professional Counselor. She has participated in numerous school diversity workshops and conferences, and was a contributing author to the publication *Diversity Work in Independent Schools, the Practice and the Practitioner*.

Pat Bassett, retired President of the National Association of Independent Schools, has said that independent schools are counter-cultural. Today it is counter-cultural to graduate students who are open to dialogue and understanding, and who are respectful of others—whether like-minded or not. As I've suggested, this is not easy work. Yet, this is our moral mandate: "Think Also of the Comfort and the Rights of Others!"



Kindergarteners explore concepts of flight with City as Our Campus partner Children's Museum of Pittsburgh. This year-long program builds essential skills of innovation, critical thinking, communication, and collaboration.

21ST CENTURY TEACHING TRANSFORMATION

“Thirty years ago, a high school history teacher had to be an excellent lecturer, and that was usually enough to be considered an excellent teacher,” declares Amanda Greenwald, Winchester Thurston’s Dean of Faculty and Director of Middle School. “At WT, that’s just one of a teacher’s tools. Our teachers need to have multiple tools, and be adept at many different practices.”

While that’s long been the case at WT—to which Greenwald, a 20-year WT veteran and former history teacher herself, can attest—it’s more critical today than ever before, as student-driven learning takes greater and deeper hold throughout the school. As each of the WT Smart articles in this issue of *ThistleTalk* shows, student-driven learning is flourishing at WT—and transforming the way teachers teach.

“Students deciding what they’re focusing on, how they’re

going to do it, setting and managing a timeline, seeing that project or interest through to an end goal—this contributes to a changing role in student-teacher relationships,” explains Adam Nye, Director of City as Our CampusSM. “No longer are teachers the sole holders of content. Now it’s more of a partnership, where teachers serve as guides or facilitators.”

That doesn’t mean a teacher’s role is reduced, or even simplified. On the contrary, it’s more critical—and more complex. Besides imparting foundational knowledge, teachers must now also help students understand, research, interpret, and connect all of the information they accumulate. This is information which students may have gleaned through an online math or language arts program, a trip to an art museum, or through interactive animations allowing students to experiment with materials not commonly found in the classroom.

It could also come through partnering with experts in a given field, like the new model for research science and computer science innovations classes that connects students with community experts as a regular part of the process.

“In David Nassar’s class, computer science innovations, every student has a mentor who is a specialist in that field,” says Nye, who orchestrated the partnerships. “For example, one student is developing low-cost sensors with multiple functions

meta-cognition, communication, collaboration, learning from feedback, to name a few. In addition to these cognitive skills, there are important attitudes such as perseverance, resilience, risk-taking, flexibility, and ambiguity of tolerance. How do you teach for them? By providing students with ‘messy,’ real-world problems instead of simple problems that have a single, known, right answer.”

Giving students the freedom to demonstrate their knowl-



WT’s Middle School students explore fundamental questions of leadership while working to understand their role in the community. Here students meet with City as Our Campus partner Bike Pittsburgh to learn about how the organization is advocating for a safer and more sustainable infrastructure.

that can be attached onto cars. This way, one would not have to buy an autonomous vehicle to enjoy those capabilities. That student is paired with a professor from the Robotics Institute at Carnegie Mellon University who provides information that David alone could never provide. During check-ins throughout the year, the student receives a wealth of information relevant to his topic, and David, who is part of that meeting, can take the information, elaborate on it, and utilize it throughout the production process.”

“The science of how people learn shows that the richer, more multi-faceted the instructional environment, and the more engaged and active the learner, the better the learning,” asserts Anne Fay, Director of e-Learning.

At WT, that multi-faceted richness comes from off-campus exploration, technology resources that multiply and magnify educational opportunities within school walls, and classroom environments re-designed to optimize learning.

“The skills that are important today and will be tomorrow are the ones that have always been important,” declares Fay. “Critical thinking, problem solving, self-monitoring or

edge and skills in different ways makes an educator’s role even more challenging, Fay notes. “Teachers need to find valid and fair ways to evaluate the skills and knowledge that students have mastered across a range of projects that students might create.” That could mean taking foundational knowledge

learned in a classroom and applying it outside of the classroom; developing process and learning content in a project-based, inquiry-driven course like research science; or creating a traditional essay, a blog, a YouTube video, or a website. But in each instance, assessing a student’s grasp of foundational knowledge, and measuring competency in 21st century skills now requires much more than a simple A, B, and C system of grading.

“Assessment is a craft within itself,” acknowledges Greenwald. “Often

faculty design summative and formative assessments to determine what students are learning and where they need support.” Whereas summative assessments involve right and wrong answers that translate into grades, formative assessments involve feedback. For example, a teacher may preview a student’s essay draft on Google docs and give preliminary

“How do you teach for [important attitudes]? By providing students with ‘messy,’ real-world problems instead of simple problems that have a single, known, right answer.”

feedback based on a rubric, or list of underlying skills, against which the final product will be graded, thus allowing students to improve their writing before getting a grade that counts. Or, after a lesson, Middle School students fill out “exit tickets” to register understanding of the day’s topic. This tells the teacher if material needs to be re-taught in a different way. Formative assessments also help to assess “softer” skills—like effort and

lect partner schools to share in the development and testing of the tools and to help in the development of scoring, and we were asked to submit an application.”

Last summer, Fay, Graig Marx (Science Department Chair), David Nassar (Computer Science Department Chair), and Christine Benner Dixon (English Department Chair), met in Palo Alto with faculty from Castilleja and the other partner

schools to discuss their vision of the skills and activities each believed important for students to develop. “Each school selected a subset to focus on for the next year,” explains Fay. “At WT we are focusing on problem-solving, collaboration, and empathy. Different departments are working to develop, implement, and revise assessment tools across a range of student assignments. So rather than just getting a B on a presentation and thinking, ‘I did pretty well,’ students will have clearer feedback on particular skills they need to focus on in the future.”

Ultimately, the Partnership for 21st Century Assessment will create a tool kit of resources that

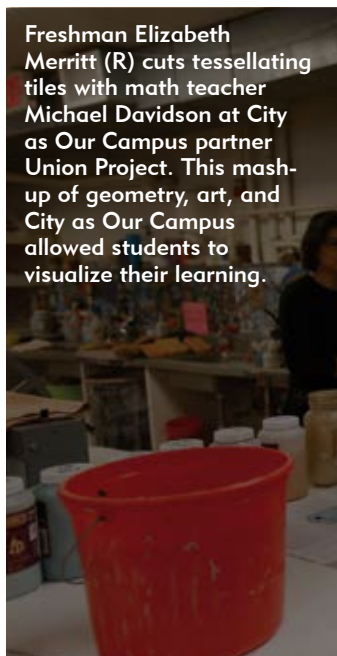
can be utilized by anyone. It is this kind of vision that continues to transform teaching at WT—and to solidify WT’s position as an educational leader and innovator.

“We have a strategic planning goal to revolutionize teaching and learning at WT,” says Nye, “and we are committed not only to sharing that with our faculty, but also with the broader community so that other schools can learn from it.”

empathy—and WT faculty have begun developing rubrics aimed at those, starting in the Middle School with “effort.”

“We went through a multi-stage process to develop categories connected to effort: preparedness and organization, problem-solving, cooperation, communication, and engagement,” says Greenwald. “Within each category are specific skills. Overwhelmingly, the teachers like having something more concrete to measure something that’s not concrete.”

In this realm, as in educational innovation, WT is leading the way on a national scale as one of six independent schools comprising the Partnership for 21st Century Assessment. “We were already on the path to developing tools that would meet our needs,” says Fay, “when the Castilleja School, a highly regarded private school in Palo Alto, California, was awarded an Edward E. Ford Foundation grant to develop, test, and disseminate assessment tools and practices for 21st century skills. As part of the grant, they proposed to se-



Freshman Elizabeth Merritt (R) cuts tessellating tiles with math teacher Michael Davidson at City as Our Campus partner Union Project. This mash-up of geometry, art, and City as Our Campus allowed students to visualize their learning.



In addition to the work at the North Hills Campus to test and understand the quality of water in the pond (see WT Smart article), WT fifth graders joined the Pittsburgh Parks Conservancy in Frick Park to learn about and address the needs of our environment. Pittsburgh Parks Conservancy is one of the more than 90 City as Our Campus partners with which WT has active relationships.

THE CHANGING FACE OF COLLEGE ADMISSIONS:

Q&A with Pamela Pratt-Galik

In a college landscape that is changing rapidly and radically, the competition is tougher, costs are higher, and the college counseling process is more critical than ever. Recently Pamela Pratt-Galik, WT's new Director of College Counseling, sat down with *ThistleTalk* to discuss the current state of college admissions, how the field has changed and why, and what parents and students can do to support WT's college application process.

Q: During the last 20 years, what are some big changes you've seen in the college admissions process?

A: Today's students are asked to think about college much earlier than their parents had to, because their entire high school performance will be evaluated closely by admissions offices. Moreover, how students choose to spend time outside of the classroom has become as important in differentiating them from the number of qualified applicants that highly selective colleges receive in increasing numbers each year.

Q: The number of students applying to US colleges has increased dramatically. How has this affected competition for admission?

A: Many factors contribute to the increase in applications and competition for admission at highly selective colleges. Since the Common Application went online, the per-senior number of submitted applications has steadily increased; this, in turn, makes many colleges seem more selective—for example, more applications for the same number of admitted freshmen, which then promotes a greater frenzy of applications the next year.



Pamela Pratt-Galik

Q: Colleges and universities are now dealing with international student populations in record numbers. How does this impact college admissions?

A: Most international students do not qualify for need-based aid, so they have become increasingly attractive for what they bring to admissions in terms of diversity and academic ability with little or no cost. A positive consequence is that colleges are able to direct financial resources toward building a greater diversity among their domestic students. With a greater number of international students being admitted into U.S. colleges, the competition for domestic students is greater, but has yet to approach other factors in determining selectivity.

Q: Students here achieve at the highest levels. How can they also distinguish themselves as individuals with unique experi-

ences and an authentic voice?

A: WT's multitude of project-based and student-driven learning experiences and classes, programs such as City as Our CampusSM, and a faculty that employs many different teaching styles and strategies, all encourage students to expand the boundaries of the classroom and see how their intellect and passion can actually change their community. Also vital is the rich array of resources at WT, such as the Malone Schools Online Network (MSON) courses that allow our students to access knowledge remotely and to craft a program of study that is uniquely their own. When it is time to present themselves to colleges, they can talk about how WT's academic rigor prepared them to think critically about real-world problems and how they can play a part in solving them.

PRACTICAL ADVICE

WT students head into the college process with an outstanding academic foundation preparing them to excel at highly selective colleges and universities, but there are other important ways in which students—and parents—can build a compelling application, beginning in freshman year.

“Our mission is to help students identify a unique set of colleges at which they will be attractive, well-qualified applicants,” says Pratt-Galik.

9th GRADE

STUDENTS

- ☐ Explore and evaluate academic and extracurricular areas to determine success and interest in both.
- ☐ Excel from the start; most colleges consider freshman grades!

PARENTS

- ☐ Talk with students about classes and activities they enjoy.
- ☐ Encourage exploratory conversations with family friends or colleagues whose career experiences may match their child's interests and talents.
- ☐ Promote summer opportunities, including meaningful community service to deepen interests.

10th GRADE

STUDENTS

- ☐ Reflect on experiences and assess how WT's array of academic and extracurricular options may be utilized to define themselves. What subjects and activities bring the greatest satisfaction? How can they build upon these strengths and passions over the next two years?

PARENTS

- ☐ Continue the conversation from ninth grade, focusing on helping the students clarify what they are good at and really enjoy doing.
- ☐ Support ideas students may have for summer enrichment.
- ☐ Start visiting colleges, particularly those close to home or near vacation spots.
- ☐ Consider PSAT prep work over the summer or at the beginning of junior year, if sophomore PSAT scores indicate National Merit Scholarship potential.

11th GRADE

STUDENTS

- ☐ Select classes thoughtfully.
- ☐ Increase best efforts; every year counts, but junior year grades are most important because they may be the last grades colleges use to evaluate a student's transcript.

PARENTS

- ☐ Continue to support students as they challenge themselves academically and seek opportunities to define their character.
- ☐ Listen throughout the college process and encourage students to take the lead.
- ☐ Enjoy seeing students make decisions about their future; they are on the verge of adulthood and need parents to be their allies.

Junior year is also when one-on-one advising begins, and this continues until the student has committed to a college, reminds Pratt-Galik.

12th GRADE

STUDENTS

- ☐ Summer school: take the college counseling office's essay workshop, and complete a working draft of the Common Application essay.
- ☐ For summer college visits, sign in at the admissions office to create a record of having been on campus. And remember, the vibe is different when undergraduates are gone for the summer.
- ☐ Check whether colleges of interest offer summer interviews; it's a great way for prospective students to show serious interest.
- ☐ For students scoring summer interviews, practice in advance; contact the college counseling office to schedule a mock interview.
- ☐ Courtesy counts; post-college interview, send a handwritten or email thank you note

PARENTS

- ☐ Complete Parent Survey on Naviance account.

STUDENTS HELP SOLVE COMMUNITY ISSUES IN URBAN RESEARCH & DESIGN

Since its 2010 debut, Dr. Michael Naragon's year-long Urban Research and Design course has been shaped by students' interests—he planned it that way—but even he was surprised by the power of students' passion not only to shape, but change, this year's culminating project.

"When I described my vision for our work, Jono Coles asked if it was possible to think differently about how to end the course," Naragon recalls. "He had a vision for something he wanted to accomplish, and he outlined what became the VoiceChannel idea. I was so taken with the concept that I thought the best thing to do was to get out of the way."

Naragon's original third trimester plans called for proposals targeting a common need. His students' longing to do something tangible resulted in group projects with direct community impact. Three tapped into existing issues: food deserts and crime and safety—both focused in Homewood—and recycling disposal in Oakland and Market Square. A fourth, the VoiceChannel, is a unique mash-up of performance art, public relations, and social media—the "new forefront of social justice," according to its Facebook page—that provides students a platform for voicing their opinions to policymakers.

During the first and second trimesters, students examined current and historical local urban redevelopment of public spaces in the city. Next, they studied mixed-use

development for the Lower Hill District's 28-acre site and plans for the Strip District's produce terminal; they met with stakeholders, and developed their own ideas with no limits on budget or feasibility. By the third trimester, students were eager to apply their knowledge, says Adam Nye, City as Our Campus Director. "They wanted to see results."

Nye continues, "Students were given total control. Each group did the research, found people to consult, set up their own meetings, and submitted proposals including a budget, timeline, goals, and roles of group members."

While VoiceChannel originated from personal passion, and operates through custom-built, interactive

software, most projects augmented efforts already underway: re-designing Homewood's streets to reduce crime, partnering with a local grocer to obtain more fresh produce, and identifying optimal recycling bin locations—then designing and 3D-printing bin prototypes featuring QR codes for instant access to recycling information.

Every project, both educators emphasize, perfectly illustrates the beauty and benefits of student-centered, problem-based learning. "This is what I've been preaching to them for two years," declares Naragon. "They are responsible for the culture they create, and they are responsible for their own learning. They up and took my word for it."



Seniors Tamir Frank (L) and Jono Coles (R) demonstrate VoiceChannel during the PA Presents Assemble event.

IMMIGRANT INTERVIEWS DEEPEN CULTURAL UNDERSTANDING

Immigration is one of today's foremost issues. It captures headlines, dominates presidential debates, and is a permanent—and growing—part of American life. Since 1965 alone, nearly 59 million immigrants have moved to the U.S., according to the Pew Research Center. At WT's City Campus, a recently transformed social studies unit is helping fifth graders to develop the ability to view the world through others' eyes and to realize that all people share a common bond.

"It's easy to think of those leaving their home countries as numbers or statistics," explains fifth grade teacher Karen Gaul. "Working with the StoryBox project, an innovative digital platform developed by Saturday Light Brigade Radio Productions, allows students to recognize that immigrants are real people, not just statistics on the evening news."

Long a cornerstone of WT's fifth grade curriculum, the immigration study centers on historical and modern waves of immigration to the United States, the Statue of Liberty, and Ellis Island. Now, added emphasis on cultural competence—"the ability to successfully interact with others who may have customs, beliefs, or attitudes that are different than one's own," says Gaul—is deepening cultural understanding. The most powerful work happens when students meet immigrants to interview them about their lives, and document their stories for the StoryBox project.

"The opportunity to connect personally with an immigrant is unparalleled," asserts Gaul. "It's the personal connection that makes this

experience profound for the fifth graders."

Through a City as Our CampusSM partnership, students begin with a visit to the Children's Museum of Pittsburgh, home to the Saturday Light Brigade radio studios, where they learn techniques for interviewing, audio

"Shawnee Ferydouri (from Iran) taught me to be strong even if there are situations that you don't want to deal with," reflected Georgie Rabner. "She wants everyone to have hope and know that things will get better."

The project culminated with a celebration at the Children's Museum,



Fifth graders (L-R) Rory Wides Payne, Nur Turner, and Jordan Poller-Prince talk with immigrant Nazir Noori.

editing, and radio production. Next, students sit with their story subjects to record interviews. Afterward, guided by Lower School librarian Suzy Flynn, students craft personal reflections about their experience.

"It really struck me when Nazir (Noori) talked about his family," wrote Nur Turner. "It was like his emotions bled through. He talked about how the Taliban threatened him in Afghanistan."

where the StoryBox containing recordings of student reflections and immigrant interviews was unveiled.

"I thought that it was a once-in-a-lifetime opportunity to be able to interview someone who came here from so far away," wrote Rishi Mukherjee, who interviewed an immigrant from Mexico. "I am lucky to learn about and be inspired by Maria's life story."

DYNAMIC PARTNERSHIP IMPROVES WATER QUALITY OF WT NORTH POND

Ever since the first North Hills Campus kindergarteners studied a pair of geese building a nest and preparing for goslings, the pond has enriched learning across disciplines and divisions. Today, this living laboratory is launching deeper lessons than ever before, thanks to a new partnership with Aquatic Edge Consulting.

“The project authentically grew out of a concern and need for action to restore and maintain the pond’s

When Capezzuti began studying the pond 19 years ago, it teemed with turtles, water snakes, fish, filamentous algae, and mayflies. In recent years, students began noting fewer tadpoles and frogs; more rarely still, fish, turtles, or snakes. Some improvements were made—installing a pond pump, adding plants for water filtration and erosion control—but students grew thirsty to learn and do more. Capezzuti, realizing this required more sophisticated and thorough testing, approached City as Our CampusSM Director Adam Nye for support. The result: the partnership between the North Hills Campus and Aquatic Edge Consulting.

“The students were super excited to help plan and implement a pond improvement project,” reports Capezzuti. The first meeting took place in January, when Aquatic Edge experts Tim Wood and Dana Rizzo met with students to discuss factors affecting pond health. Fifth graders then trekked to the icy pond with Wood and Rizzo to drill for water samples and learn proper collection techniques. The samples were labeled and sent to the Penn State Extension lab for testing.

Students interpreted the results to determine additional testing needs for their next session with Aquatic Edge. During that visit, the class learned about non-point source pollution and canoed to the pond’s inflow site for more samples and testing. In a third visit by Aquatic Edge, the specialists led a discussion on the best native plant



Fifth graders Reagan Schriver (C) and Colin Helbling (R) collect pond samples with science teacher Heather Capezzuti (L).



Fifth graders Casey Forst (C) and Ryan Valenty (R) learn about water quality testing from Aquatic Edge Consulting.

habitat,” declares science teacher Heather Capezzuti, whose fifth grade Aquatic Habitats unit explores the essential question: Is the pond a healthy aquatic habitat? The unit begins each fall with a long walk around the pond. “We make a list of observations; talk about what a healthy habitat might look like; learn about watersheds; conduct simple water quality tests; discuss how biotic and abiotic factors in and around our pond interact with each other; look at aquatic food chains and food webs; and search for indicator species whose presence tells us about the water quality.”

species for the fifth graders to plant to improve the pond’s health.

“Our students are getting real world experience by helping to solve real world problems,” asserts Capezzuti, acknowledging that answers won’t always come easily. “I believe it is helpful to see that we don’t always have the answers to everything, that the continual pursuit of knowledge and truth is the essence of science.”



Fifth grader Colin Helbling tests the water at the North Hills Campus pond.

HUMAN RIGHTS THEME RESHAPES EIGHTH GRADE RESEARCH PROJECT

Human Rights was implemented as the new theme of the eighth grade Social Studies curriculum this year, a change that reshapes a capstone inquiry-based research and presentation project—and partners students with local human rights experts who provide guidance and feedback during the process.

“Eighth graders are becoming increasingly aware of inequalities and injustices that exist in the world around them,” notes Social Studies teacher Kira Senedak. “One of the goals of switching the focus of this project—and the curriculum in general—is to help students use and develop their skills of reading, writing, speaking, and thinking like historians to investigate these events. Their natural desire to know the who, what, when, where, why, and how of these events lends authenticity to the work we do in the classroom.”

The project forges strong interdisciplinary links between Social Studies and Language Arts through rigorous research and presentation. In previous years, students selected any topic they wished, exploring everything from the environment to laser surgery. This year, students formed deeper curricular connections by identifying and examining real world human rights issues such as rights violations in Eritrea, school conditions in developing countries, music’s role in the African American experience from slavery to present day, laws limiting educational



Katie Kunkle (R) gains additional insights into tactics used by activists fighting to secure and protect marriage equality in conversation with mentor Sarah Rosso of the Persad Center.

opportunities for women, and child labor on African chocolate farms.

“We’ve studied the Universal Declaration of Human Rights and different views on the role the United Nations and other countries should play in protecting those rights,” explains Senedak. “Then we looked at several specific rights, including the right to life, freedom of expression, social security, and the rights of minorities. We studied historical examples of violations of these rights, what others did or didn’t do to help, and highlighted those who fought for rights. Students then used this knowledge to support their choice of topic.”

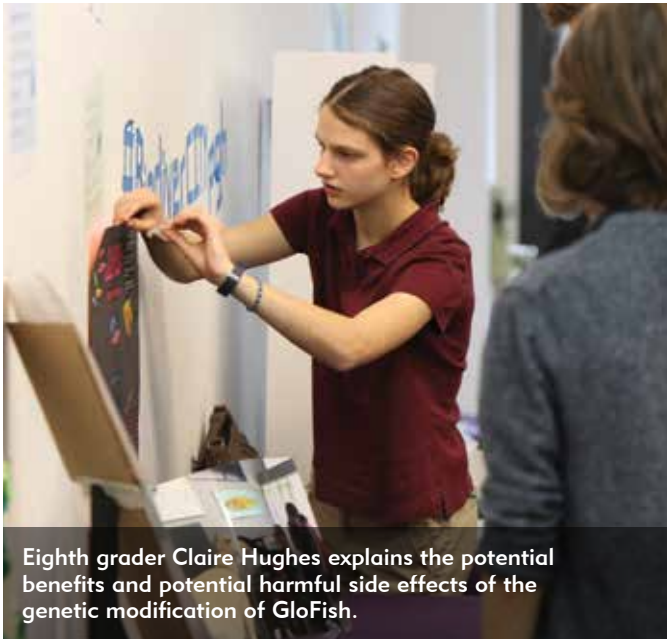
The bones of the project remain the same. In Senedak’s Social Studies and Callie DiSabato’s Language Arts classes, and with support from Director of Library

Services Eric Schatzman, students select a topic and investigate deeply, honing critical research skills along the way. Students then create visual representations of their topic, and give short presentations. But this year, fueled by local human rights experts and community members serving as research mentors, the project’s depth and dimension expanded dramatically.

“During roundtable discussions and consultations, students proposed their topic ideas to their mentors and brainstormed essential questions, potential directions, and possible resources,” says City as Our CampusSM Director Adam Nye. “Connecting with local experts not only enriches our students, it also validates what they are doing. It allows students to connect their work with something bigger than a school project.”

PARENTS ASSOCIATION EXPEDITION: ASSEMBLE

On April 11, 2016, the Parents Association, together with community partner Assemble Pittsburgh, hosted a City as Our CampusSM Expedition just for parents. Parents experienced firsthand how students are learning outside of their classrooms. Seniors Tamir Frank and Jonathan Coles talked about developing design solutions for local communities from their Urban Research and Design course; eighth graders Scott Routledge and Claire Hughes, along with community partner Center for PostNatural History, talked about their research on the human impact of other species; and fifth graders at the North Hills Campus at WT, Brett Leeper and Zach Allen, explained how they are taking responsibility for the health of their campus pond through a partnership with Aquatic Edge Consulting (*see article on page 10*).



Eighth grader Claire Hughes explains the potential benefits and potential harmful side effects of the genetic modification of GloFish.



Heather Capezzuti (L), North Hills science teacher, with fifth grader Zach Allen and his water sampling equipment.



Senior Tamir Frank (L) discusses the next steps in the VoiceChannel project with Brooks Follansbee (C) and Julie Downs (R).



Eighth grader Scott Routledge (R) presents his research on Oxitec's breed of mosquitos which are genetically engineered to eradicate mosquito-borne illness.

"IT'S ABOUT LEADERSHIP."

THROUGH EITC, GLIMCHER GROUP SUPPORTS FUTURE LEADERS

Since 2009, commercial real estate developer Robert Glimcher has changed the lives of 45 future leaders by supporting financial aid at Winchester Thurston through the Pennsylvania Educational Improvement Tax Credit program (EITC).

Through EITC, eligible Pennsylvania businesses earn significant tax credits by donating to WT's financial aid program. "I cannot see how any smart businessperson would give up the chance to give to WT in such a prudent way. For every \$1,000 you give on a 2-year commitment, you receive a tax credit from the state of \$900. If you're in the 50% tax bracket, you receive close to a 50% credit on the remaining \$100. The end result is a cost of \$50.00 to donate \$1,000 to WT. This is a 'no-brainer' to me."

EITC is just one way that Glimcher Group expresses its ethos of community involvement and philanthropy. The company owns, develops, acquires, and manages shopping centers throughout the United States. Giving back is a core value of the business, whether through making its facilities available for charity events that serve and showcase a diverse array of causes, or making direct charitable contributions. Glimcher is often at the center of these activities—for example, he is a regular in the MS150, a two-day, 150-mile bike ride that supports the National Multiple Sclerosis Society. In last year's ride, Glimcher personally raised more than \$200,000.

Glimcher and his wife, Megan, have been WT parents since 2003, and Rob has served as a trustee

since 2008. He has been Chair of the Development Committee for many years. "Rob is one of our key leaders in philanthropy," says Head of School Gary Niels. "He sets the tone and models for his fellow trustees and the wider community the importance of supporting

worthy causes in multiple ways—with time, with talent, with treasure. And he always does it with positive energy and a fantastic sense of humor. He embodies some of the most important characteristics of leadership."

Philanthropy and leadership are intertwined concepts, and Glimcher sees the EITC program as an important way not only to support students who have financial need, but also to provide them with the benefits of going to school at WT, where they learn not only how to be leaders, but also how to practice leadership, making a difference in



Rob and Megan Glimcher

their communities and in the larger world.

"To me, the concept of leadership encompasses civic responsibility, philanthropy, problem-solving, and initiative," says Glimcher. "Megan and I appreciate Winchester Thurston's experiential approach to learning; we know kids learn best by participating and discovering. We also appreciate the school's intention to develop engaged citizens. It's important to us that students experience the larger world and see themselves as part of it, with a responsibility to more than just themselves."

If your company pays Pennsylvania taxes, please contact Maura Farrell at 412-578-3731 or farrellml@winchesterthurston.org to learn more about EITC.

BEARS PREVAIL WITH HISTORY-MAKING SEASON

The winter season at WT yielded section championships, individual recognition, and lots of heart. “WT Athletics was a bright spot for our student athletes. This winter, the Bears were not hibernating,” said Kevin Miller, Director of Athletics. “We had full rosters, playoff appearances, and an energy that made the season a lot of fun! Our students and coaches have a lot to be proud of.”

VARSITY GIRLS BASKETBALL TEAM GOES TO STATES

After a slow start, the girls basketball team regrouped and led the charge down the second half of the season to a third place section finish and a WPIAL playoff berth.

The Bears bowed out of the WPIAL tournament in the second round against Quigley Catholic, but qualified for the PIAA play-in bracket. After big wins against Rochester and Riverview, the squad qualified for the state tournament against Keystone High School. The Bears found themselves down early only to mount a furious comeback in the second half that fell just short of the win. The team finished the season 14-12.

Sophomore Ayanna Townsend was named to the WPIAL all-section team, and also named a High School Sports Unsung Hero by CoGo’s.



Sophomore Ayanna Townsend

VARSITY BOYS BASKETBALL SETS A NEW RECORD

The Upper School boys basketball team finished the season at 12-8, making the playoffs for the third straight year, finishing third place in the section. This season was a record-setting one for the Bears. Senior Tyler Coleman exceeded 1,000 career points and is now the boys all-time leading scorer at WT with a total of 1,079 points. He was also named an East Class A All-star for the Roundball Classic held at Geneva College on April 15.



Senior Tyler Coleman

FENCING TEAM MAKES FINALS

The fencing teams at WT enjoyed solid seasons as the girls finished with a record of 4-5, and the boys tied for the league lead with a record of 8-1. The boys team qualified for the PIFA playoffs and opened with wins over Bethel Park and Pine Richland, earning a spot in the finals against the Dragons from Allderdice. In a tight match, the Dragons prevailed by a score of 5-4, and the Bears finished second in the PIFA tournament.



Junior EJ Eppinger

SWIMMER MAKES HISTORY

Junior EJ Eppinger joins the ranks of only five other WT athletes to earn a WPIAL individual championship. He qualified for the 200 individual medley (IM) and the 500 freestyle at the WPIAL Championships and State Championship. Eppinger placed fourth in the 200 IM with a lifetime best swim of 1:59:50, and first in the 500 freestyle, making him the first-ever WT swimmer to win the WPIAL Championship.



Commencement 2016

Explore your passions. Learn from your mistakes. Use your voice. Change the world.

These mandates were shared with the 56 members of the Class of 2016 as the WT community joined together for the school's 129th Commencement exercises on June 5. Student speakers E. Xavier Horton, Tamir H. Frank, and Carrie M. Mannino were joined by Board President Jennifer Gonzalez McComb '89 and Head of School Gary J. Niels in addressing the students and their guests.



(L-R) Kristen Klein with commencement speakers E. Xavier Horton, Tamir Frank, Carrie Mannino, Gary J. Niels, and Jennifer Gonzalez McComb

"The class of 2016 isn't just a group of students held within the same place. It is a functioning community... as a part of this class you will always have someone who'll combine their skills with yours to create something spectacular."

—E. XAVIER HORTON,
PRESIDENT, STUDENT COUNCIL



The Loevner family

"We are all human and making a few mistakes along the way is part of that...it is a fact of life that we all must come to accept: mistakes will be made and lessons will be learned. But these lessons that we learn are what connects to shaping our character."

—TAMIR H. FRANK,
SENIOR STUDENT COUNCIL REPRESENTATIVE



Sophie Burkholder



Jia Ou



The Chaudhry family

"Don't forget to come back to your alma mater – it is the reason so many doors are open to you now."

—JENNIFER GONZALEZ MCCOMB '89, PRESIDENT, BOARD OF TRUSTEES



Singing the Alma Mater

"Whatever it is that you are fighting for, Winchester has both provided you with information about how to make a difference, and helped you to discover what your agent of change can be."

—CARRIE M. MANNINO,
SENIOR STUDENT COUNCIL REPRESENTATIVE



Elsa Limbach and daughter
Karolina Karagoyzova



Tyler Coleman with (L-R) his sister,
mom Lisa Holt A'92, and brother

"I hope that in all of your life choices Miss Mitchell's imperative to 'Think also of the comfort and the rights of others' guides your decision-making."

—GARY J. NIELS, HEAD OF SCHOOL



THISTLETALK GOES DIGITAL

Get a full gallery of photos
from graduation at
winchesterthurston.org/digitalthistle



The Ettensohn family

Winchester Thurston School Class of 2016

Benjamin Stuart Akers
Charis Jean Allen
Jake Quint Averch*
Samuel Forest Beale
Eric John Bianco*
Fay Amelia Blelloch
Gabriel Alexander Knowles
Brodsky*
Sophie Jewell Burkholder
Thomas Joseph Cahill
Yirong Cai
John Kenneth Chaillet
Ali Adam Chaudhry*
Tyler Andrew Coleman ✱
Jonathan Matthew Coles

Andre Yazdgerdi Curtis
Keanu Cinque Davis
Jacob Joseph DeRiso
Ilya Igorevich Deynega
Remy Carver Erkel
Leah Joyce Ettensohn
Wesley Samuel Fox
Tamir Hezekiah Frank
Jacob Ellis Gerszten
Naomi Katharine Grossman ✱
Ernest Xavier Horton
Troy Edward Husni*
Karolina Plamenova
Karagoyzova*
Kristen Maria Kozar

Jackson Ethan Landman
William Nathaniel Loevner*
Wanyan Ma
Ethan James Mackowick
Sambrita Mally
Micaelyn Mann
Carrie Michela Mannino
Patrick Stewart Moore
Joan Kivuze Mukogosi
William Andrew Mullins* ✱
Jordan Renee Nash
Jia Ou
Skylar Maria Rella
Isabella Nemer Remor
Tyra Zhane Robinson

Max Gerson Rogow
Ryan Anil Seth
Amanda Morgan Siegel
Nico W. Sleator
Scott Andrew Steiner*
Richard Wellington Taylor, II*
Molly Ming Urbina
Luke Michael Vacek
Anna Vlachos
Jessica Ann Wittig
Min Wu
Jianing Zhang
Jessie Jiaying Zhang
*WT Lifer ✱ Legacy

Excellence Honored

The Emily E. Dorrance award for a student whose conduct, interaction, and leadership best demonstrates the school credo, Think also of the comfort and the rights of others, given by friends of the Dorrance family

Gabriel Alexander Knowles Brodsky

The Mary A. Campbell award for outstanding scholarship, given by Katherine Houston Rush

John Kenneth Chaillet

The Mary A. Graham Mitchell award for character, personality, loyalty, and scholarship

Tamir Hezekiah Frank

The Alice M. Thurston award for integrity, courageous leadership, and service

Joan Kivuze Mukogosi

The Ruth S. Gamsby award for citizenship, kindness, and courteous helpfulness, given by the Daniel F. Mullane family

Leah Joyce Ettensohn

The Nina Wadhwa Student Council award for a student who best exemplifies Gentle in Manner, Strong in Deed, endowed by the Wadhwa family

Carrie Michela Mannino

The Jane L. Scarborough Award for teaching excellence

Sharon McDermott

DAY OF GRATITUDE – APRIL 19, 2016

We set “Think also...” into action during a school-wide Day of Gratitude with gratitude themed morning meetings, classroom activities, service projects, reflective writing, a panel discussion about philanthropy, and lots and lots of thank you notes!

Gratitude at WT means...

- Awareness of the needs larger than our own and taking action to address those needs
- Understanding our connections to each other and to the world around us
- Acknowledging the generous and kind people – past and present – who give of themselves on our behalf

What are you thankful for today? We welcome your thoughts and ideas about gratitude. Join us by engaging with us on social media or by contacting Michelle Wion Chitty at 412-578-3748 or wionm@winchesterthurston.org.

Together, we teach students the value of giving back to the teachers and communities that support them the most.



THISTLETALK GOES DIGITAL

See more photos at
winchesterthurston.org/digitalthistle

STUDENT THANK YOU NOTES

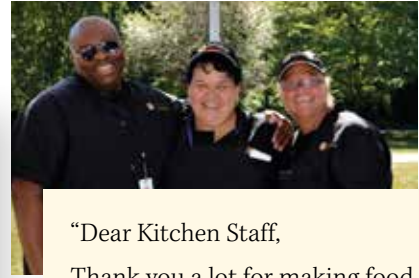
"Dear WT,

Thank you for letting me join the warm community during my junior and senior years. I learned not only academic subjects, but more importantly, how to be a person and be grateful for the things I have."

—Min, *Twelfth Grade*

"Dear all 9th grade teachers, We just want to thank you for everything you have done for us this year. From physics to history we are surrounded by great teachers. You have made our first year truly memorable. You guys are the real MVPs."

—Jon, Jack, and Danny,
Ninth Grade



"Dear Kitchen Staff, Thank you a lot for making food for me to eat. The food is really good!! Keep up the great work. Thanks!"

—Luke, *Sixth Grade*



(L-R) Seniors Fay Belloch and Andrew Mullins, Ian Sullivan '04, Abby Robinson Foster '03, Matt Hannigan of the Sprout Fund, and Kristen Maser Michaels '01.

"Today's panel on philanthropy has broadened my horizon and given me a more complete view of the public service community. You have resurfaced much of my enthusiasm for the creation of new development projects and have encouraged me to participate more fully in all aspects of the community development field. Thank you for your insight."

—Maddie, *Tenth Grade*

DONOR APPRECIATION LUNCHEON



Marstine Scholar and junior Maggie Swartz with Sheldon Marstine.



Anne Molloy, Alumnae/i Parent and member of the Thistle Honor Roll, and WT freshman M. Washington enjoy lunch.



Gary Niels interviews WT students (L - R) seniors Tyler Coleman and Tamir Frank, junior Roshni Nischal, and seniors Remy Erkel and Karen Ou.



Sue McLaughlin, Sheldon Marstine, and Rosanne Isay Harrison '56.



Tom and Linda Herward, Alumnae/i Parents and members of the Thistle Honor Roll.



Fourth grader Christian Zhu entertains on the piano.



We love our Front of House volunteers for Middle and Upper School plays and musicals like INTO THE WOODS.



Chaperone a class trip for a hands-on City as Our CampusSM experience with your student.

The Spirit to Lead:



“We are all members of the WT Parents Association. When we activate that membership by being involved, we foster meaningful relationships with fellow WT parents, teachers, and administrators. These connections have helped create a bountiful community for Ava and our family to thrive and grow together. Parent engagement at WT truly helps provide a better understanding and strong foundation for our children’s academic and social well-being.”

—Nicole Ansani-Jankowski
Parent of Ava Jankowski, Class of 2025
2015-2016 Parents Association President

WT is profoundly grateful to Nicole for her extended service as PA President.

“An active, engaged parent body is crucial to the vitality of WT. The success of our children demands an open and inclusive environment where regular, two-way, respectful communication is of paramount importance. I value my exchanges with parents and providing them the opportunity for input.”

—Gary J. Niels
Head of School

“As parents, we are the greatest role models our children have, whether through providing new experiences, volunteering at Applefest, or encouraging perseverance through a challenging assignment. We are fortunate to have the active, engaged, and selfless commitments of WT teachers to guide our children alongside us. My family values this collaboration and believes in the power of the WT Fund because it directly supports the WT experience.”

—Manny Cahouet-Rotondi
Parent of Alexander and Emily,
Class of 2022
2015-2016 WT Fund Parent Chair
and WT Trustee

The WT Parents Association Mission is to build community, camaraderie, and commitment by offering opportunities for social, educational, and financial enrichment and involvement.



Parent volunteers are royalty at WT!

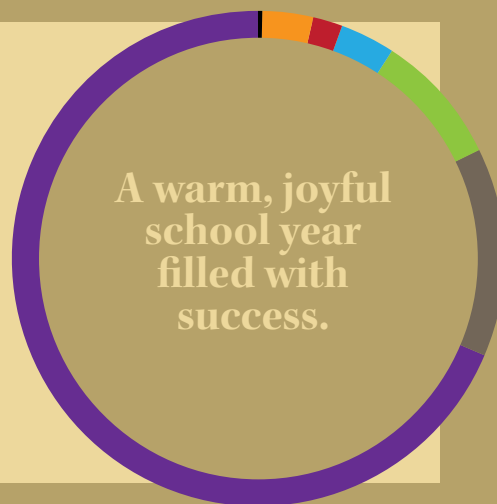


Parents are generous with their time and treasure! Thanks to Manny Cahouet-Rotondi (L) for leading the 2015-2016 WT Fund parent campaign.

WT Parents Association



What do you get when you add
 1 President,
 +10 division coordinators,
 +6 event chairs,
 +10 grade level social hosts,
 +25 WT Fund parent agents,
 then stir in almost
 +40 room parents, and more than
 +200 additional volunteers?



How will you help in 2016-2017?

Join us by contacting Michelle Wion Chitty at 412-578-3748 or wionm@winchesterthurston.org.

Enduring Credo Fuels Two Decades of Leadership: Kathleen Buechel

More than 20 years ago, while searching for an elementary school for their daughter, Kathy Buechel and Fred Egler took note of the graceful calligraphy stenciled on the wall in the Head's office: "Think also of the comfort and the rights of others."

"The idea of looking beyond the self, of 'otherness,' was an ethos that I did not see at other schools; it was important to me that my children grow up understanding that there are many different paradigms and lenses through which the world is experienced and viewed. The 'think also' credo was a true differentiator that convinced me Winchester Thurston was the place for my children," Buechel recalls.

WT would become not just her children's school—her daughter Moira Egler, a lifer, graduated in 2007, and her son Frederick Egler, also a lifer, graduated in 2011—but also an institution she would help lead into the future. During nearly two decades of Board service, completed on June 30, 2016, she took on key leadership roles that have made a lasting mark.

"Kathy is driven to propel things forward, to recast and shape things anew," says WT Board President Jennifer Gonzalez McComb '89. "She is a great synthesizer and connector—cognitively, creatively, and also in her work to bring organizations and people together. Kathy has been a key to WT's upward trajectory over the last 20 years."

In 1998, just before being appointed President of Alcoa Foundation, Buechel joined the WT Board and was elected Vice President. She chaired the educational policy committee as the school began to think about connecting curriculum to the resources of the city, an idea that would eventually come to full flourish as City as Our CampusSM after the arrival of Gary Niels as Head in 2002.

During her first nine-year term, Buechel served on the search committee that hired Niels, and was a key strategist and leader in the Many Voices, One Vision capital campaign, which funded the Upper School building that opened in 2006. Her efforts to reconnect the school to the foundation community resulted in more than \$3 million donated to the campaign, as well as longer term ties that led to more than \$3 million in the next campaign, Celebrate WT. "Kathy helped us understand what we needed to do as an institution to become relevant in the eyes of the foundation community," says Niels. "It wasn't just about raising money; it was about showing how we are an asset to the region."

Buechel returned to the Board in 2007 and helped expand the concept of City as Our Campus to a full institutional bent through creation of an Advisory Board. Comprised of corporate, nonprofit, educational, arts, science and technology, government, and ethics leaders,



the Advisory Board met regularly to help the school think beyond current-day challenges, projects, and strategies. Since 2008, the Advisory Board has explored a variety of topics, from City as Our Campus to STEM education, leadership, and global citizenship.

"These 'luminaries,' as Kathy aptly calls them, have helped us to elevate our thinking," says Niels. "And Kathy was an amazing facilitator of their conversations. I've never seen anyone else synthesize a wide-ranging discussion the way she does. She draws insights from a diverse group, then pulls them together into eloquent conclusions. She brought that talent to Board meetings, and often helped us to crystallize a complex issue and move it forward. She will be missed!"

Much of Buechel's career has centered on philanthropy as a force for change globally, locally, and personally. She serves as Executive Director of the Benter Foundation. As Senior Lecturer at Pitt's Graduate School of Public and International Affairs, she founded Philanthropy Forum. "We've sought to expand the lens through which we see and appreciate what philanthropy is and who practices it," says Buechel of the Forum. "I hope that each dimension of this project encourages more Pittsburghers to see

themselves as part of this larger regional tradition of philanthropy.”

Philanthropy Forum has brought a wide range of thinkers to Pittsburgh from nationally and internationally known organizations, including the Ms. Foundation, Pew Charitable Trusts, Skoll Foundation, and Case Foundation. The Forum’s web site, The Pittsburgh Philanthropy Project (storyline.gspia.pitt.edu), is a treasure trove of stories, historic moments, and profiles about Pittsburgh philanthropy; Buechel is currently editing a companion book.

The organizations counting Buechel among their champions include Independent Sector, the Conference Board, and the Council on Foundations; she has served on the Advisory Board of the Pembroke Center for Teaching and Research on Women at Brown University and the national board of Women in Engineering Programs & Advocates Network. Locally, she has served as president

of Grantmakers of Western Pennsylvania, and on the boards of Carlow University, YWCA of Greater Pittsburgh, Women’s Center and Shelter, Oakland Catholic High School, Diocese of Pittsburgh, City of Pittsburgh Ethics Hearing Board, The World Affairs Council of Pittsburgh, Marian Manor, the Pittsburgh Symphony Orchestra, and Riverlife.

The “think also” credo remains a touchstone for Buechel in her work and her personal philanthropy. She and her husband Fred Egler have made WT a philanthropic priority for more than 20 years. Recently, she joined the Miss Mitchell Society with a bequest to Winchester Thurston. “Future generations of students will benefit as they pass through WT, imbued with an ethic that is not only dear to me, but in its straightforward simplicity a quiet force for change,” says Buechel. “I want to be sure this credo remains vital and strong for future generations, and for the future of Pittsburgh.”



In 2002 Winchester Thurston created the Miss Mitchell Society to thank and recognize the many generous donors whose bequests and planned gifts continue to expand the vision of founder Dr. Mary A. Graham Mitchell.

Including Winchester Thurston in your will or trust, or adding WT as a beneficiary of an insurance policy, IRA, or 401(k), is a smart way to provide future tax savings while making a sizable impact. And, every planned giving donor becomes a member of the Miss Mitchell Society—membership requires no particular gift or bequest amount.

If you have made a provision for WT in your estate plans, we would love to welcome you as a member of the Miss Mitchell Society. For more information, or to let us know of your intentions, please contact Ashley Harper, Director of Advancement, at harpera@winchesterthurston.org or 412-578-3746.

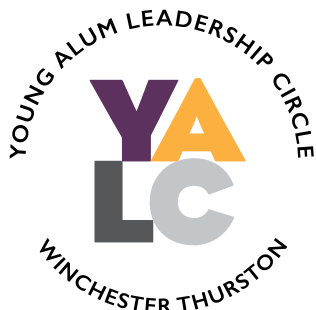
Miss Mitchell Society Members

WT salutes the generosity and support of this very special group of alumnae/i and friends. Following are the current living members of our community who have remembered WT in their estate planning.

| | | | |
|------------------------------------|---------------------------------|--|-------------------------------------|
| Suzanne LeClere Barley '52 | Robert I. Glimcher | Pat Maykuth '69 | Susan Crip Santa-Cruz '60 |
| Loretta Lobes Benec '88 | Rosanne Isay Harrison '56 | Beverlee Simboli McFadden '55 | Jennifer M. Scanlon |
| Barbara Abney Bolger '52 | Eugene S. Kerber | J. Sherman McLaughlin, Honorary Alumnus | Sheen Sehgal '89 |
| Kathleen W. Buechel | Elsa Limbach | Kathleen L. Metinko '91 | Molly Cannon Stevenson '72 |
| Marion Montgomery Colbourne '52 | Louise Baldrige Lytle '51 | Frances P. Minno | Allyson Baird Sveda '84 |
| Judith Rohrer Davis '57 | Carole Oswald Markus '57 | Bee Jee Epstine Morrison '56 | Ruth Weimer Tillar '41 |
| Justine Diebold Englert '59 | Gretchen Larson Maslanka '83 | Henry Posner III | Gaylen Westfall, Honorary Alumna |
| Anna-Stina Ericson '44 | Marga Matheny '64 | Kathy Zillweger Putnam '71 | Carol Spear Williams '57 |

Please visit www.winchesterthurston.org/giving and click “Planned Giving: Miss Mitchell Society” for the complete list.

YOUNG ALUM LEADERSHIP CIRCLE



Earlier this year, the next generation of alumnae/i leaders launched renewed efforts to develop stronger connections with one another and to give back to WT. Building on the Young Alum Leadership Council established in 2009, the Young Alum Leadership Circle (YALC) encourages graduates of the last two decades to stay involved with their fellow alumnae/i, share their expertise, and support the WT Fund. Co-chairs Jason Shavers '00 and Abby Robinson Foster '03 head the Steering Committee that guides YALC initiatives. Find out how you can be an active part of the Leadership Circle by visiting www.winchesterthurston.org/alum.



Actor Jason Shavers '00 (center), fellow thespian James Counihan '15 (L) and Ariel Stein '15 (R) following an Upper School assembly where Jason shared words of wisdom with the graduating Class of 2015.



Speaking at the April 19 Day of Gratitude, Abby Robinson Foster '03 (with microphone) emphasizes to Upper School students that good philanthropy hinges on knowing the needs of a community, and asked students to let alumnae/i know ways that they can provide support. Pictured with Abby, (L-R) YALC Steering Committee member Ian Sullivan '04, Matt Hannigan of The Sprout Fund, and Kristen Maser Michaels '01.

ALUMNAE/I CONNECTIONS



Did you know that you can follow all of the latest updates on WT's Facebook page? Be a WT ambassador—"like" us! Continue posting your updates at facebook.com/wtalums, tag Winchester Thurston Alums when you remember dear old WT, and be a part of alum Facebook groups.



Make the most of your LinkedIn profile. Add WT to your LinkedIn profile and look under My Network to see who else in your profession or town is connected to Winchester Thurston.



Visit www.winchesthurthurston.org/alum to find friends and contacts through the online Alumnae/i Directory, update your alum profile, submit a Class Note, and learn about upcoming events.

HOME FROM COLLEGE LUNCH

WT welcomed back the Classes of 2012, 2013, 2014, and 2015 to enjoy the company of friends and faculty at the annual Home from College Lunch in January. Joined by members of the senior class, recent graduates swapped stories about college life and caught up on what's been happening at WT.



Zachary Hilton '14 and Laurel Thompson '14



Junior Dorian Epps and Tonya Armes '14



Members of the 2015 Senior Gift Committee in front of the new recycling center. The class raised funds to enhance sustainable practices at WT. (L-R) Alexandra Uribe, Natalie Heywood, Justin Hare, and Elizabeth Siefert.



Members of the Class of 2014 (L-R) Alexandra 'Ally' Siegel, Charles Orr, and Kayla Goldstein.



(L-R) Anastasia Jasiewicz '13, performing arts teacher Mrs. Barbara Holmes, and Randon Bopp '13.



THISTLETALK GOES DIGITAL

Get a full gallery of photos from the Home from College Lunch at winchesterthurston.org/digitalthistle

WT ON THE ROAD

Thanks to Ben Brody '95 and his wife, Lauren, and to Elizabeth Samet '86 and her husband, David Winitsky, for hosting alumnae/i receptions. These highly anticipated and engaging On the Road events provided Head of School Gary Niels with the opportunity to personally share highlights of the State of the School. Gathered at Lauren and Ben's Manhattan home, NYC alums from the Class of 1943 to the Class of 2010 discovered that, in addition to their shared appreciation for WT, they are connected as professional colleagues, as neighbors, and even as parents of children who have attended the same New York school. Philadelphia area alums sampled local artisanal food and relived memories of their days at WT with Elizabeth and David in the eclectic Passyunk neighborhood.



(Front row L-R) Director of Alumnae/i Relations Linsey McDaniel A'96, Hannah Strong '09, Phallon DePante '08, Elizabeth Samet '86, Emily "Tabby" Amerman Vagnoni '65, James Vagnoni. (Back row L-R) Kristopher Pepper '08, Marsia Gibel Seydoux '77, Head of School Gary J. Niels, David Winitsky, Alex Wood, Brea Heidelberg '02, Robert Nathenson '01, Associate Head for External Affairs Maura Farrell.



(L-R) Brea Heidelberg '02 and Emily "Tabby" Amerman Vagnoni '65



(L-R) Kristopher Pepper '08, Phallon DePante '08, Hannah Strong '09



(L-R) Hosts Elizabeth Samet '86 and husband David Winitsky

WT ON THE ROAD **PHILLY**

WT ON THE ROAD **NYC**



(Kneeling L-R) Director of Alumnae/i Relations Linsey McDaniel A'96, Alexis Godlewski-Jackman '88, Rachel Schmidhofer '99, Sahar Ghaheri '00, (Standing L-R) Drew Chelosky, Associate Head for External Affairs Maura Farrell, Advancement Assistant Emily Mente, Michael Brody '99, Steele Tyler Filipek '02, Ben Brody '95, Matthew Grannemann '94, Jamila Ponton Bragg '92, Marguerite Tabor Yates '43, Ellen Simonoff Picard '63, Kerry Walk '79, Francene Katz Oppenheimer '81, Mary McKenna '79, Brandilyn Dumas '99, Zachary Hefferen '98, Marthe 'Molly' Krause A'08, Lori Davis Polk '99, Rosaleen Mahorter '10, Gary J. Niels. (Not pictured) Jessica Schwartz Schapiro '06, Lauren Brody.



(L-R) Gary J. Niels and hosts Lauren and Ben Brody '95



(L-R) Kerry Walk '79, Ellen Simonoff Picard '63, Mary McKenna '79

HOST WT ON THE ROAD

Have a little bit of WT and Pittsburgh wherever you are! Host a gathering or share your ideas for an alumnae/i event in your town. Contact Linsey McDaniel A'96, Director of Alumnae/i Relations, at mcdaniell@winchesterthurston.org.

class notes

1941

75th Reunion Oct 7 and 8

When **Patricia 'Pat' Williams Gilchrist** graduated from Pitt, the war in Europe was just over and she went to Berlin to work as a civilian with the U.S. Military Government for Germany. Pat wrote a book entitled *It's Midnight in Berlin: A True Story of an American Girl in War Torn Berlin 1946-1947* that's been published and is available on Amazon.

1946

70th Reunion Oct 7 and 8

1951

65th Reunion Oct 7 and 8

1952

Looking forward to seeing each other at their 60th Mount Holyoke College Reunion, **Barbara Abney Bolger** and **Nita Dressler Argyres** had a wonderful telephone chat recently. They agreed that it will be good to see their WT classmates at their 65th Reunion in 2017!

1954

Dana Spicer McCown writes, "In spite of Bob breaking his hip three months before, we travelled to India in November to relive memories of our earlier visits there. Bob's 'young' protégé who became Deputy Director of the Research Institute where we spent much time, invited us to come stay with them. I took the opportunity to spend time with the weavers whose heritage traditions I documented for my Master's Degree. We also had the opportunity to be tourists."



Dana Spicer McCown '54 and her husband Bob in India

Darin Geise Snyder sends greetings to her classmates and hopes they are doing well. She is still busy with various activities including leading the Bay Village Community Council as co-president. Darin's grandchildren are growing up and one will graduate next June in California.

1955

Frances Blasdell Hubbell is enjoying spending time with WT friends. She writes that she "visited **Linda Brown Beard** not once last year, but twice. Recently, I spent a delightful few days with **Mary Minor Evans** and her husband, Bob. Soon I will be off to Costa Rica to photograph birds. On my way from Hilton Head Island, SC (where I live) to the airport in Ft. Lauderdale, I plan to have lunch with the Evans' at their winter "get-away", and will spend a few days with **Jeannie Murdoch Smith** and her husband, John. What a treasure it is to be able to spend time with my wonderful friends from long ago. I hope to 'keep on my feet' for a while yet, and my door is always open to you and yours."

When **Mary Minor Evans** visited **Frances 'Fran' Blasdell Hubbell** at her home she learned that Fran's photograph will be the highlight of the Camera Club of Hilton Head Island exhibit at the Coastal Discovery Museum.



Mary Minor Evans '55 (L) and Fran Blasdell Hubbell '55 (R) holding Fran's prize-winning photo

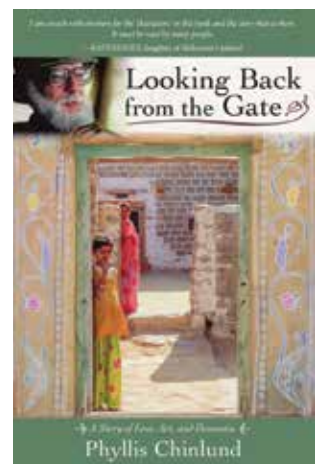
1956

60th Reunion Oct 7 and 8

After an extended illness **Lynne Crookston Stull** writes that she is now "almost back to my old self. I moved into a lovely, large mobile home park in December, not far from my home for the past 28 years in Cape Coral, FL. My son Brendan has completely revamped my home so now it's gorgeous! There are many activities for the residents, a large clubhouse where there is a library, swimming pool, and a large theatre room where they present famous and not-so-famous people à la Las Vegas. With over 600 homes here, there are many folks with whom one can be acquainted and befriend."

1957

Phyllis Chinlund is enjoying life on the coast of Maine and is proud to announce the publication of her new memoir, *Looking Back from the Gate: A Story of Love, Art, and Dementia* published by Maine Authors Publishing. From the unique perspective of two careers, geriatric social work and documentary film, Phyllis confronts the cognitive decline of her husband, photographer Ray Witlin. Journals, photographs, and conversations bring the reader along on the rollercoaster of their lives and their move from Manhattan to Maine. As Ray explores with his camera, the book's twin messages emerge: the saving grace of creativity and enduring love. Phyllis hopes that anyone interested in caring for people with dementia, creativity and aging, or the accomplishments of WT grads can visit the website www.phyllischinlund.com.



Phyllis Chinlund's '57 new memoir, *Looking Back from the Gate: A Story of Love, Art, and Dementia*

1959

Carolyn 'Lyn' Clark Pegg writes, "This past year, as in previous years, what's most significant in my life, other than family and the next generations, are educational opportunities and advocacy by Witness for Peace in Latin America. This year has been especially significant because a week after I led a delegation to Honduras, Berta Caceres, a renowned and courageous leader of the indigenous Lenca people was assassinated due to her opposition to a hydroelectric dam project. You can learn more about her life and work at www.witnessforpeace.org."

1961

55th Reunion Oct 7 and 8

1965

Margaret 'Marny' Riehl Peabody writes that "Class of 65'ers **Carol Heape, Cynthia 'Cynnie' Pearson Turich,** and my sister Becky and I, are headed for a Thelma and Louise road trip around the Southwest. Starting and ending in Vegas, this seven-day road trip has us visiting sites like Hoover Dam, Sedona, Grand Canyon, Durango CO, Aztec ruins, and many others. At our age we really hope to do something that needs to stay in Vegas!"

In recent years, **Joan Clark Davis** has been doing a lot of travelling. She has now been to all seven continents. Her most memorable trip was to Antarctica with the gorgeous scenery and all the penguins. The Taj Mahal in India, the Pyramids in Egypt, and the Great Wall of China were also fantastic sites. Joan enjoyed celebrating a 50th Reunion

with her classmates last fall and she plays bridge three days a week.



Joan Clark Davis '65 posing by a thistle and plaid bedecked tree at the Carnegie Museum of Art's "Holidays in the Highlands" Scottish themed Christmas tree exhibit

1966

50th Reunion Oct 7 and 8

Kristin Langley is still consulting in the insurance industry as a problem solver. She started a new contract in June and enjoyed travelling in the interim.

Judith 'Judy' Uptegraff Spaeth and her husband Frank sold their optometry practice last year and have retired after 41 years. They will celebrate their 45th wedding anniversary this year. Although they will still maintain a presence in North Carolina where their children and grandchildren live, they have moved to Naples, FL. Judy enjoyed connecting with a few of her WT classmates on Facebook and looks forward to seeing them at their 50th Reunion this year.

1971

45th Reunion Oct 7 and 8

1970

Jane Cauley, Sally Weigler Golden, and Jane Nash Holland were unable to attend the October 2015 fall reunion so they decided to have their own reunion in NYC in December. Although disappointed to miss their 45th at WT, they had a wonderful time visiting. They went to see *Beautiful: the Carole King Musical* and the songs brought back many memories of high school. Of course they also were able to fit in some time for shopping! Jane writes, "We all hope to make the next big reunion, our 50th, and wonder where has the time gone!"



Jane Cauley '70, Sally Weigler Golden '70, and Jane Nash Holland '70

1973

Victoria Dym and director Banks Helfrich co-wrote a film, *The Man with Elephant Hands*. Victoria also plans to assist in directing to learn as much as she can from this talented, award-winning filmmaker.

1974

Heidi Kanterman Freedman recently retired after teaching for 35 years and is busier than ever! Heidi's daughter Hillary and her husband Dan have an adorable two year-old, Madelyn, and another grandchild is due this summer. They live in Connecticut and Heidi visits them as much as she can. Her son, Andrew, a police officer for Saratoga

County in New York, is engaged and will be married to his fiancé, Krystie, this fall. Heidi writes, "What a busy year this is going to be for my husband and me!"

1975

Randy Lyon Mayes had a wonderful and serendipitous lunch with **Anne Scheuermann** last November when Randy made a very brief pass through Pittsburgh. Anne's Thai luncheon location happened to be on Mt. Royal Boulevard in the building Randy's father used to own! It is fair to say that neither woman wanted the conversation to end. Randy took 'Best of Show' at the 2015 North Carolina State Fair in the 'Culinary Preservation' division and continues to hone her homesteading skills.



Randy Lyon Mayes's '75 winning preserves

1976

40th Reunion Oct 7 and 8

1977

Marsia Gibel Seydoux writes, "I can't believe that almost 40 years have passed! After five years living in Rio de Janeiro, I have moved back to Pennsylvania. I am on the other side of the state in West Chester. My three children are grown. I am working now as a real estate agent in my town and am involved in numerous activities like gardening, charity, and the arts. I hope I

will see some of you at our 40th Reunion next year.”

1979

Nancy Follansbee is in the immigration department of Cohen & Grigsby in Pittsburgh. She writes, “I keep up with **Monica Wolk James** who went with me to Vanderbilt and lives in Atlanta with her brilliant family.”

Peggy Jo Vanderbeck

Thomas writes, “Life as a homeschool mom was challenging and rewarding, but I find my days are full even with my daughter, Shellby, away at college. Shellby is completing her sophomore year as a Literature Major at Patrick Henry College in Virginia, and just returned from a college tour of Rome. I continue to teach piano lessons and am slowly growing my studio. I have also been taking art classes and really enjoyed learning oil painting, something I never did as an Industrial Designer. I have been co-teaching a Bible class and have found that both teachers and students alike have been richly blessed. For the past several years I have been challenged with some health issues but have been grateful for recent improvement which has allowed me to resume some activities and interests. My dear husband and I are looking forward to retirement and can’t wait to see what that new season of life will hold for us!”



Peggy Jo Vanderbeck Thomas '79 (R) with her daughter Shellby (L) and husband Dan (C), at Christmas

1981

35th Reunion Oct 7 and 8

Deborah 'Debbie' Leff Dutton and **Lori Adelson Derman** met at Shanghai Airport this past fall. Lori and her husband, Seth, were leaving from their tour around China as Debbie was arriving for a work-related trip.



Debbie Leff Dutton '81 (L) and Lori Adelson Derman '81 (R)

1986

30th Reunion Oct 7 and 8

Last July, **Elizabeth Samet** and her family relocated to Philadelphia, PA where she is the Vice President of Branding and PR, and Creative Director at the Destination Maternity Corporation which is the parent of both Motherhood Maternity and A Pea in the Pod. Elizabeth's boys Zeke, age 15, and Lex, age 12, are adjusting to urban life and attend a music magnet school where she hopes they get the foundation to become rock stars. Her husband David continues to run a theater development company called The Jewish Plays Project, jewishplaysproject.org, where she sits on the advisory board. Elizabeth and David opened their new home to WT alumnae/i for the On the Road Philadelphia event.

1989

Over the holiday season, **Sheen Sehgal** hosted a canape and dessert potluck at her Mount Washington



(L – R) Linsey McDaniel A'96, 'KC' Henninger Sokol '89, Sheen Sehgal '89, Vicki Taylor Stein '89

home. Sheen's friends and classmates included **Kathryn 'KC' Henninger Sokol**, **Vicki Taylor Stein**, and **Linsey McDaniel A'96**, who enjoyed the magnificent view of Pittsburgh from Sheen's living room and wished her bon voyage on her upcoming travels to India.

1991

25th Reunion Oct 7 and 8

Claire Bruyneel writes, “We had a rough year in 2015, and the worst, for us, just happened as two terrorist attacks took place in Brussels on March 22, 2016. Life is becoming quite different as we cannot forget that “something” can happen. We try to “keep calm and go on”, but also have to make sure that the kids are going safely to school, usually by train. We try to go to downtown Brussels to show that terror will not win but we also feel better at home in the suburbs. My husband Thomas still works as a lawyer. He started to play golf, loves it, and was followed on to the greens by our 12 year old daughter Laure. Antoine, age 10, is a field-hockey player. I still work as a judge of investigation and try to get some breaks but I'm in charge of terrorism – quite busy right now. My “break” is still cooking, with love, mostly pastries and pies! I'm not sure I'll be able to cross the

ocean for our 25th Reunion in October; I can't believe it has been such a long time!”

1993

Elisabeth 'Lisa' Bennington has formed her own firm, Bennington Law Firm, LLC, located on Ellsworth Avenue in Shadyside and continues to litigate in the areas of divorce, custody, and support law. Her daughter Emma is enjoying Kindergarten.

1996

20th Reunion Oct 7 and 8

Lauren Ober is the host of The Big Listen, a new weekly show on WAMU 88.5, the NPR station in Washington, D.C. You can check it out at biglisten.org or on Twitter at @hearbiglisten. Lauren also produces Orbital Path, a podcast about space from PRX, and was recently a French American Foundation Immigration Journalism Fellow in Russia. She tweets at @oberandout. Her rescue dog, Raffie, doesn't tweet. But he does help her answer emails at oberandout@gmail.com.

1999

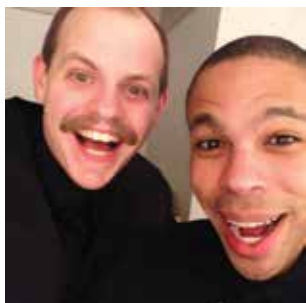
Emily Gropp Carlson's manuscript, *I Have a Teacher*, won the 2016 Center for Book Arts Letterpress Chapbook Competition judged by Mary Ruefle and Sharon Dolin. Mary Ruefle wrote about

Emily's work, "This intense, remarkable, searing sequence takes, in seventeen steps, a journey to that place where the ancient reciprocity between the living and the dead (all but forgotten in a world of end-stopped sentences) is fully realized by a fragile mourner. Along the way, she becomes a poet of steel and pure spirit." Emily's chapbook of poems recounting her travels to Lebanon during the Beirut invasion, *Symphony No. 2*, was published by Argos Books last fall. Emily, her husband Sten, and son Jules, welcomed baby Ravi Iris to the world in March.

2000

Since 2007, **Ian Pajer-Rogers** has been privileged to work on a number of social justice campaigns, including the passage of the Affordable Care Act, organizing an effort to move more than half-a-billion dollars out of big banks and into credit unions and community banks, and fighting to stop wage theft.

Jason Shavers and **Connor (Mrozowski) McCanlus '07** shared the stage and stole the show in Pittsburgh CLO's spring production of the humorous hit Broadway Musical *First Night*.



Connor (Mrozowski) McCanlus '07 (L) and Jason Shavers '00 (R) rehearsing for *First Night*

2001

15th Reunion Oct 7 and 8

Kristen Maser Michaels is part of the team of local women who rolled up their sleeves to establish a store contributing to the stability and self-reliance of the Wilkesburg community. Modeled after Free Store 15104 in Braddock, PA, Free Store Wilkesburg distributes donated goods to residents. The Free Store currently operates out of a once-vacant storefront that was previously home to a women's boutique and, several years before that, a piano store. More information is available at www.freestorewilkesburg.org.

2002

Brea Heidelberg visited Dr. Naragon's Politics class at WT to share her experience with nonprofit management and arts policy. Brea became the Director of the Multicultural Studies program at Rider University in June.



Brea Heidelberg '02 (L) and Dr. Naragon

Lauren Radakovich Colosimo married Mr. William Colosimo III on July 3, 2015.



Lauren Radakovich Colosimo '02 and her husband William

2003

Abby Robinson Foster and husband Michael Foster welcomed baby William Foster into their family in June 2015. He joins big sister Beezie at their home in Pittsburgh. Both are looking forward to WT Pre-K!

Felise Dezen was named employee of the month at New York Presbyterian's The Allen Hospital where she works as a Psychiatric Social Worker.

Sam Mindlin married Stephanie Lotshaw last January. A number of WT pals made it to Malibu for the wedding. Sam recently finished graduate work at NYU in music technology, and he and Steph live in Brooklyn.



Newlyweds David Peitzman '07 and Maxine Pauley at their March wedding.

2008

Robert 'Bobby' Allan, a recent graduate of the University of North Carolina School of the Arts, appeared in an episode of the Syfy series premiere of *The Internet Ruined My Life*. Bobby is currently living in Brooklyn, NY and is



(L – R) Ben Boas, Alex Ruck '02, Sam Mindlin, Amy Nixon '73, Susie Finesman '73, Lisa Nixon Bishop '70, and Lisa Monheim Lampl '73 at Sam's wedding. Not pictured: Jayne Mindlin Chase '75, Rachel Schmidhofer '99, and Joe Schmidhofer '02

2006

10th Reunion Oct 7 and 8

2007

John Kanter graduated from the Florida State University College of Medicine with an M.D. degree in May. His residence will be in neurosurgery at the Dartmouth-Hitchcock Medical Center in New Hampshire.

performing with the St. Bart's Players (*Urinetown*, *Spelling Bee* as Vice Principal Panch). Bobby has also worked with the Little Radicals Theatrics (*Addams Family the Musical*) and Porchlight Productions (*Altar Boyz*, as Luke).



Bobby Allan '08

2009

Kevin Nguyen writes, "Joining AmeriCorps as a middle and high school teaching assistant might have been one of the best decisions I've made since graduating from Pitt. I've faced many frustrations and difficulties during my time with AmeriCorps, and there will still be more to come before the end of the school year. However, the amount that I've learned and grown has been worth every minute I've spent in the classroom. This is my way of giving back to the community for all that WT and my teachers did for me. Find your passion, make it happen, and always think also of the comforts and the rights of others."

Morgan Gilbreath was accepted to participate in a three-month fellowship this spring at the Creative Glass Center of America (CGCA) at Wheaton Arts and Cultural Center in Millvale, NJ. This artist's residency will allow Morgan concentrated time creating her artwork alongside other glass artists. For over thirty years, the CGCA has encouraged artists from around the world to develop and refine their work in an environment that promotes experimentation with traditional and innovative glassmaking techniques. More information is available at www.wheatonarts.org.

2011

5th Reunion Oct 7 and 8

Maggie Rogers was married on October 31, 2015 to Lt. Michael Houghton. **Molly Ostrow** was one of her bridesmaids, and **Jennifer Shields** and **Sally Loevner** also made it down to Charlotte, NC for the ceremony and reception.



Maggie Rogers '11 and her husband Michael

2013

Annie Jasiewicz's dream has come true! Annie will be working at the Pittsburgh Zoo and PPG Aquarium this summer.

Natalie Adams spent her fall semester in Washington, D.C. pursuing two internships: one in Senator Bob Casey's office and the other at the Department of Education. In January she returned to the tundra of upstate New York to continue her study of Comparative Literature at Hamilton College.

2014

Ben Kostella plans to declare a major in Political Science. He writes, "I wish all the best to those at dear ol' WT. Keep on keepin' on!"

Cecily Milligan is continuing her undergraduate studies at Allegheny College and recently became a facilitator of the Next Chapter Book Club. Each week she reads with adults with down syndrome.

Charlie Orr took classes at the University of Pittsburgh this semester as he prepares to transfer to State University of New York College of Environmental Science and Forestry (SUNY-ESF) in Syracuse, NY this fall. He thanks **Kayla Goldstein** and **Laurie Thompson** for showing

him the school! Charlie worked with the WT boys tennis team and the WT Salsa Garden while he was in Pittsburgh.

Elena Falgione played Bottom in Seton Hill University's production of *A Midsummer Night's Dream* in November.

Kayla Goldstein is very excited to continue her studies at Syracuse University while pursuing a major in International Relations and Modern Languages (Russian). She is excited to spend her junior year studying in St. Petersburg, Russia. Kayla was recently elected to the Executive Board of her professional fraternity, Alpha Phi Omega, with fellow WT alum **Laurie Thompson**.

2015

Justin Hare is doing very well at Washington University in St. Louis.

Alexandra Uribe writes, "It is hard to believe that almost a year has gone by since embarking on the college experience. The year has been full of challenging and amazing opportunities, each day promising to be more exciting than the last. Some of the highlights include writing for the *Duke Chronicle*, learning Latin dances, and working with Mi Gente, Duke's Student Latin American and Hispanic Organization. In addition, I participated with the Duke Taekwondo Team in the last Eastern Collegiate Taekwondo Conference tournament of the year at Princeton University. We placed first in our division and returned with three gold medals, three bronze medals and a silver medal. In April, I competed with the Duke Taekwondo Team at Nationals in Colorado. When not practicing for Nationals or

attending classes, I continue participating as a member of Duke Environmental Alliance and working as the newly elected Academic Chair of Mi Gente, a position designed to enrich the academic and career experiences of minority students during and after their time at Duke.



Alexandra Uribe '15 at a Taekwondo tournament (middle row, behind trophy holder)

Honorary Alumnae/i

Gaylen Westfall and **Jane L. Scarborough**, Honorary Alumnae, traveled to Virgin Gorda, BVI in March. Gaylen writes, "It was great to be together—Jane is just as amazing as she always was!"



Gaylen Westfall (L) and Jane L. Scarborough (R)



Sally Allan (rear), WT Visual Arts Department Chair, and Gaylen Westfall (front) in the Italian Alps

Here's to the
next big step.



Congratulations, Class of 2016.

WT's Class of 2016 is ready to take the next step to the nation's finest colleges and universities. We are thrilled to share this list of some of the outstanding schools to which these students were admitted.

| | | | | |
|------------------------------------|---------------------------------------|-------------------------------------|--|--------------------------------------|
| Allegheny College | Columbus College of Art and Design | Indiana University Bloomington | Rochester Institute of Technology | University of Maryland |
| American University | Denison University | Jacobs University | Sarah Lawrence College | University of Michigan |
| Bard College | Dickinson College | Lehigh University | Smith College | University of Pennsylvania |
| Boston College | Drew University | New York University | Spelman College | University of Pittsburgh |
| Boston University | Duke University | Northeastern University | Stanford University | University of Southern California |
| Brown University | Franklin & Marshall College | Northwestern University | Swarthmore College | University of Virginia |
| Bryn Mawr College | Hampton University | Oberlin College | The George Washington University | University of Wisconsin, Madison |
| Bucknell University | Harvard University | Pennsylvania State University | The New School | Vanderbilt University |
| Carlow University | Haverford College | Princeton University | Tulane University | Washington University |
| Carnegie Mellon University | Hofstra University | Rensselaer Polytechnic Institute | University of California, San Diego | West Chester University |
| Case Western Reserve University | Howard University | Rhode Island School of Design | University of Chicago | Yale University |
| Colgate University | Illinois Institute of Technology | | | |
| Columbia University | | | | |



IN MEMORIAM

The following members of the WT community will be missed by their classmates, friends, students, and colleagues. We offer sincere condolences to their families.

Vivian Copeland Reed '31
Mary Gordon Kraft A'32
Louise Darling Luria W'35
Barbara Foster Mars '41
Mary Barnhart Trainer '42
Janet Eisenbeis Johnson '43
Joyce Runk Wenston '43
Alice Pitcher Dibble '44

Rita J. Gould '46
**Emily Seaberg Barends-
Morse '47**
Martha Johnston Reed '49
Virginia Lester Burns '54
Sara Otto '60
Phyllis Novick Silverman '76



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SAVE THE DATE Reunion 2016

Join us for alumnae/i weekend on October 7 and 8. Class years ending in '1 and '6 will celebrate special class reunions. To volunteer to get plans underway for your class celebration, contact Linsey McDaniel A'96 at mcdaniell@winchesterthurston.org, post a message in your class Facebook Group, or call 412-578-7511.



Hall of Fame

Find out who will be honored at Winchester Thurston's second Hall of Fame Induction Ceremony, taking place during Reunion.