

Thistle TALK



WELCOME,
DR. SCOTT D. FECH





Meet Director of Advancement Monica Manes Gay

Monica Manes Gay brings nearly 25 years of experience in fundraising, stewardship, event planning, and marketing to WT. Most recently, as the Development and Marketing Director at Lauri Ann West Community Center, Monica brought a \$9 million capital campaign to a successful conclusion, ensuring the continuation of the Center's mission to provide a safe place for all to learn, play, and grow.

At CASA of Allegheny County, an organization dedicated to recruiting volunteers who advocate for at-risk children, Monica's work fundraising, organizing volunteers, and representing the organization throughout the region gave her a natural connection to WT's credo, *Think also of the comfort and the rights of others*.

Monica is eager to meet WT community members around the world. "With each parent, trustee, alum, and student I meet, I gain a deeper appreciation for the impact that WT can have on so many different aspects of a person's life—and therefore on how they interact with their communities. I am eager to share these stories in ways that advance our Mission."

Let Monica know your story! You can reach her at 412-578-3746 or gaym@winchesterthurston.org.

Thistle TALK MAGAZINE

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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.

Core Values

We activate our Mission by creating a learning environment that promotes and instills appreciation for these five Core Values: Community, Empathy, Equity and Inclusion, Integrity, Intellectual Courage.

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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(L-R) Dr. Fech with Lower School parents Lise-Ann Brownold, Megan Sigal, and Jennifer Bigham at the Lower School City Campus Installation assembly

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Scott D. Fech

The Universality of Kindness

It was in high school that I first learned of the idea of the universality of literature. Jane Austen, Maya Angelou, William Shakespeare, Amy Tan, Sandra Cisneros, Truman Capote, and so many more. These writers delivered powerful messages that were ageless and timeless—messages that are as relevant today as they were when they were first written. Now in our 132nd year at Winchester Thurston School, it is clear to me that the mandates of our founders, Alice Maud Thurston and Mary A. Graham Mitchell, share this same universality. “Think also of the comfort and the rights of others,” and “Gentle in manner, strong in deed” are powerful beacons for our students.

As an institution, we have remained steadfast in the universality of the kindness that our founders’ words require of us. And, as I reflect on WT’s past in order to craft the future, it is impossible to separate our great successes from the core of who we are—that the only thing more powerful than what our students learn is why they learn it and how they work to make the world a better place having spent time here.

In this issue of *ThistleTalk*, you will see a story about two young alumni (they’re still in college!) who have developed

the project they conceived in Research Science—a device designed to mitigate the negative effects of cholera—and taken it to Uganda to do further testing. [See page 28.]

It is real-world applications like this that have made City as Our CampusSM a launching pad for many more great things to come. But what does that look like?

A starting point is sharing our learning with other educators as we did this past summer in our coLearn Conference. [See page 12.] As community-based learning takes off across the country, we are committed to sharing the expertise we’ve gathered during nearly 15 years of making this city our campus.

And, our strong commitment to social justice in our coursework means that cholera isn’t the only fight our students will be taking on. As they encounter injustices in the world around them, they are seeking ways to address those and to restore a sense of equity and justice. In a recent visit I made to our Upper School Urban Research and Design course, students were engaged in discussions about the changing landscape of Pittsburgh and how it impacts the affordability of living here. Our Middle School Diversity Club is developing goals to promote supporting all identities, and our Lower School has created cross-grade-level

“dens” of students who will work on character education and building an even closer community throughout the year.

More broadly, the coming months will see WT engage in the creation of a new strategic plan that will inform our future successes. This plan must provide the structure needed to solidify our presence and positive social impact on Pittsburgh and to expand our nationally recognized City as Our Campus program to encompass the region, the nation, and the globe; it must guide the transformation of our learning spaces so that they are adaptable to the changing needs of our teachers and students not just for 2018 but for 2028, 2038, and beyond; and it must chart the course that will move our commitment to diversity, equity, and inclusion from discussion to action, transforming

our community and our world. With the universal charge of our founders front and center in this planning, we are committed to, and excited about, the important work ahead.

As I reflect on WT’s past in order to craft the future, it is impossible to separate our great successes from the core of who we are—that the only thing more powerful than what our students learn is why they learn it and how they work to make the world a better place having spent time here.

WT offers a warm welcome to these new members of the Board of Trustees.



Phyllis Coontz

Phyllis retired as an Associate Professor from the Graduate School of Public and International Affairs at the University of Pittsburgh. She holds a Ph.D. in Sociology from the University of

Colorado at Boulder where her research focused on deviance, crime, and public policy. She has published numerous articles on gender and crime, globalization and gender, culture and gambling, drug use and gender, and gender bias, and she was a contributor to the book *Delinquent Girls: Contexts, Relationships and Adaptation*.

Phyllis and her wife, Elaine Bellin, have two sons, David Bellin (WT Class of 2023) and Joshua Bellin (associate member of the WT Class of 2020).



Abigail 'Abby' Robinson Foster '03

Abby graduated from WT as a "lifer," and continued her involvement with the school after graduation as co-chair of the Young Alum Leadership Council and as a

member of the Development Committee.

Abby currently serves as managing partner of a private family investment partnership and is studying for her Masters of Interior Architecture at Chatham University. In addition, she is a member of the Board of the Pittsburgh Parks Conservancy.

Abby and her husband, Michael, have two young children, Beezie (a member of the WT Class of 2032) and Wills.



Andrew Santelli '00

Andrew is the first Winchester Thurston alumnus to be named to the Board of Trustees. He is the manager of production for digital guest

experience at Disney Parks, Experiences and Consumer Products in Glendale, California where he leads a team of digital producers to operate and continually enhance digital experiences at Disney destinations.

Andrew earned a Bachelor of Arts degree from Eckerd College and a Master's degree in Communication Management from the University of Southern California. He is a member of the Pasadena Tournament of Roses Association and a nationally competitive amateur triathlete.

Andrew and his wife, Jackie, live in Burbank, California.

Winchester Thurston School

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Together with North Campus first grade students (L-R) Graham Knickelbein, Cohen Crossley, Trey Fann, and Salma Awais, Dr. Fech plants a daffodil bulb during the Lower School North Campus assembly. The bulbs, representing new beginnings, are also intended to serve as a reminder of the day's activities when they bloom in the spring.

Dr. Scott D. Fech Formally Installed as 19th Head of School

During Installation Week in early October, Winchester Thurston School formally welcomed Dr. Scott D. Fech as its 19th Head of School.

At division-wide assemblies during the week of October 8, students in each division on both campuses were eager to learn more about Dr. Fech, to share stories about what makes their division special, and to present Dr. Fech with gifts that reflect the things that they love about WT and about the Pittsburgh region. Students shared their delights and were impressed by how Dr. Fech has already embraced all that is WT and Pittsburgh.

The formal Installation Ceremony on Thursday, October 11, opened with a bagpipe fanfare in celebration of the Scottish heritage of school founder Miss Mitchell, and guests were welcomed by Rosanne Isay Harrison '56. "Winchester Thurston's dedicated, strong leaders have helped us develop into the great community we are

today. There is no doubt that Dr. Scott Fech will take up this mantle, leading us through a new exciting period of opportunity," she noted.

In a stirring address titled "Veritas, Virtus, Spes" (Truth, Character, Hope), Dr. David Magill, Director Emeritus, University of Chicago Laboratory Schools, reflected on Dr. Fech's keen ability "to seek truth and demonstrate character," and in so doing, to create hope.

Board President Dr. Jennifer Gonzalez McComb '89 welcomed Pittsburgh City Councilperson Erika Strassburger to read a proclamation from the city, and noted, "With the city as our campus, we are thrilled to be able to share this celebration with you."

Following a Formal Charge by Dr. McComb, Dr. Fech declared in his acceptance speech that, building on the solid foundation that is Winchester Thurston School, "Now is a time to dream, to imagine, to innovate, to plan."



Dr. McComb '89 (R) charges Dr. Fech (L) to lead Winchester Thurston School in its Mission to actively engage each student in a challenging and inspiring learning process that develops the mind, motivates the passion to achieve, and cultivates the character to serve.



Dr. Fech (L) shares a toast with Trustee Ken Lehn (R) and his wife, Marina (C). (Dr. Magill in background)



Dr. Fech (L) thanks Dr. Magill (R) for his years of support.



(L-R) Former Trustees Joan Haley and Lois Bron with current Trustee Dr. Kerry Bron '84



Emeritus Trustee Rosanne Isay Harrison '56 opens the ceremony.



The WT Upper School Orchestra, Jazz Band, and Chorus combined forces in a performance of "We Are Living History," an original piece written by performing arts teacher John Maione, updated for this occasion to honor WT's past, present, and future.



During the Lower School City Campus assembly, third graders showed their understanding of creativity, form, and function by holding a fashion show of backpacks they created in art class. Dr. Fech accepts a backpack for his son, Beckett, from third grader Jayan Shah.



Emeritus Trustee Carole Oswald Markus '57 (L) enjoys paella served by Bob Sendall (R), owner of All in Good Taste Productions, during the reception for current and former trustees at the home of Trustee Ken Lehn and his wife, Marina.



Junior Charlie Burton on saxophone (L) and seniors M. Washington (C) on vocals and Daniela Schafer (R) on piano perform Nina Simone's 1965 cover of "Feelin' Good," a song that Dr. Fech shared with employees during the in-service day opening the 2018-2019 school year. They were also joined by senior Mason Miller on guitar and performing arts teacher John Maione on bass.



Visual arts teacher Mary Martin '88 (at podium) introduces North Campus fifth grader Thea Siegel (L) and City Campus fourth grader Skylar Myrick (R) to share their memories about the Lower School Installation assemblies.



Seventh grader Isla Abrams presents Dr. Fech with a gift certificate for the Pittsburgh Symphony's Fiddlesticks series, noting, "We thought that your family, especially Beckett, would enjoy the hands-on experiences that Fiddlesticks provides."



Installation Committee Chair Kate Underwood Herron introduces speaker Dr. David Magill and welcomes him to the WT community.



Sophomores Ayisat Bisiriyu (L) and Cayla Gancy (R), leaders of the Upper School Cooking Club, present Dr. Fech with the ingredients to make WT's famous "Big Cookies" for his family.



Under the direction of Visual Arts Department Chair Sally Allan and teacher Carl Jones, this thistle mosaic was produced by many community hands and presented to Dr. Fech in the spirit that "we must recognize and appreciate the contributions each member makes for the broader community."



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Dr. Fech and his son,
Beckett, at Reunion 2018

Q&A

with Scott Fech

WT's 19th Head of School, Dr. Scott D. Fech, has a distinguished career of academic and administrative experience in a variety of school settings, including the acclaimed University of Chicago Laboratory Schools. Throughout his career, his leadership has had a dramatic impact on enrollment, academic programs, professional development for faculty, and fundraising efforts. Dr. Fech has presented regularly on teaching and school leadership at various regional and university-level conferences, and he served on the Board of ChiTech Academy Charter High School in Chicago.

Q: What attracted you to WT?

A: The credo, *Think also of the comfort and the rights of others*. From the very, very beginning, when I saw the job description, I thought, 'That is a true commitment to social justice...to building a community.' And when I walked through the doors, I felt it. The first question I asked during my initial visit to campus was, 'Where will I see "think also" today?' Where would I see it in the students? Where would I see it in the faculty, and where would I see it in the parents? And every single member of the search committee had an answer for me [snaps fingers] like this. And so it tells me, this is not just words. This is who we are. I see it every single day.

Q: Much of your background—such as your commitment to social justice and innovative education—intersects with what defines WT. How might that impact your plans here?

A: In my last two positions, I worked in university-based independent schools. I loved having ready-made partnerships with universities. One of the things that I helped create at NSU University School is a medical fellowship. Our students did rotations with the medical students through dentistry, nursing, osteopathic medicine, and gynecology. And it has become now, for University School, a template by which they've created other fellowships.



Dr. Fech (L) and Director of Lower School North Campus Heather Capezzuti (R) during the North Campus Installation assembly



Dr. Fech (L) and his husband, Rick Soria (R), at the Halloween parade



Dr. Fech (R) greets first grader Nyla Williams.

I see programs like this as a possibility here because of the large number of higher education institutions in Pittsburgh and the strong connections we already have with them both through our parents who work in these institutions and through City as Our Campus partnerships.

Q: What are your long-term goals for Winchester Thurston?

A: I'll start with this notion: How do we take what we're doing right now and begin to re-shape it so that we're also positively impacting the community? We need to be deliberate about it. So that to me is the number one thing we need to do.

I also think we can be leaders in breaking open what a school day looks like in the Middle and Upper Schools. There are lots of different schedules all across the country, but they really all function on the same principle of 8:00 a.m. – 3:00 p.m. As a whole, schools still seem to believe that is the answer, but I just don't know that it *is* the answer anymore.

And, everything we consider, we need to do within the reality that the demand for a WT education right now is very, very high. At all levels. It may seem mundane, but we need to make sure that our buildings, our spaces, are up to par with the excellent program that we have. The more our faculty takes project-based and community-based learning to the next level every single year, we need to ask if the spaces are keeping pace with innovation in teaching.

Q: Do you have a philosophy or perspective that reflects who you are as a leader?

A: I see myself as a servant leader. I'm here to serve this community, the kids, and the faculty, and to support them. I've always believed my job as a school administrator is to remove the obstacles from teaching and learning before people even know they're there.

Q: You've been in education for nearly 30 years. What changes have you seen?

A: Schools have had to broaden their perspective from 'we're just about content' to 'we're about human beings.' I think we understand that there's a social-emotional component to the work we do that can't be downplayed, that we need to help students become happy, healthy, successful, resilient, good citizens who give back to their communities well after they've spent time in our hallways. It's not just about where kids go to college. It's not just about who they are as an eighth grader or a fifth grader. This is about who we are helping to shape as full-grown adults.

When I talk to anybody who's come through these halls as a student, they all point to WT as having had a pivotal role in who they have become as adults. That's powerful. We change lives in this school.

Q: Next year you'll be more than the Head of School. You'll be a WT parent! What excites you most when you think about what your son will experience here?

A: We have amazing faculty who care deeply about children—who are excited to be here. The teacher is key in any classroom, so for Beckett to have that experience with this WT faculty is very exciting. I am thrilled for him to experience WT's focus on experiential education, which I practiced when I was a teacher and believe in wholeheartedly. And, I am eager for him to join a community that is so aware of the importance of giving back.

Professionally, I do have some selfishness about it. With the bulk of my experience in secondary education, I have a lot to learn about the lower grades and early childhood education. Having the opportunity to see the experience through a parent's eyes will deepen my understanding immeasurably. I can say, 'Where are the places where we are really hitting the mark, and where are some areas where we still have some work to do?'

And I'll also say, in terms of my hopes and dreams for Beckett, it's so satisfying to me that we fully embrace the arts at WT—and that these teachers are highly qualified in teaching and are professionals in their field of art or music. That's incredible, and I'm very excited for Beckett to have those opportunities.

I'm also excited about our after-school programs. WTAAfter3 is so robust. It's not just what's going to happen during the school day, but what else could Beckett be involved in after that? What new interests will he be able to explore—piano, karate, ballet, chess—it all lives here! [See page 16 for a deeper dive into WTAAfter3.]

Scott Fech on making a difference with students

As an undergraduate, Dr. Fech studied education and French at Indiana University before earning a Master's degree in Education from Purdue. Dr. Fech also holds an advanced degree in theology from the University of St. Michael's College (Toronto), and received his Ph.D. in Educational Administration and Supervision from Loyola University (Chicago). His dissertation is entitled "A Study of the Leadership of High-Poverty, High Performing Schools Through the Lens of Moral Leadership." Recently, Dr. Fech touched on how and why he chose that area of study, and what he learned in the process.

Q: What inspired your choice of topic?

A: I had worked in a variety of settings prior to starting my doctorate and was struggling with legislation like *No Child Left Behind* and *Race to the Top*. These types of mandates miss the student-teacher relationship in the classroom, which is what's key—being with students where they are, acknowledging who they are, exploring with them what's of interest to them, and adjusting instruction for their needs.

When I began my doctorate, I was leading an urban Catholic middle and high school. The population was a third African American, a third Hispanic, and a third white. Around a third to a half of the students were on free or reduced lunch. I'd observed in my own students that it didn't really matter what their socioeconomic background was; they still did well. I wondered about that, because we know that in many high-poverty, underserved schools, student achievement can suffer.

I studied schools without the selective enrollment that we have in independent and private Catholic schools. And I thought, 'If my urban Catholic school can do it, how do we replicate that so that it's happening in every school with underserved kids? How do we bridge that gap?' I knew there had to be schools that did well, and indeed there are lots of them.

Q: What were some of the reasons for that success?

A: I knew that leadership matters, and when I looked at the successful schools' leadership, I found they knew their communities very well. They knew where their resources were, how to get support services in place, and they knew the families. Often if a student was missing school, or coming with incomplete homework, the teacher would go to the home. They had found that school could be an intimidating place for parents who may not have been well-educated or had negative school experiences, and wanted nothing to do with the school. So school leaders went to the parents. That's really what made a difference. It bridged that gap to say, 'I can come and be with you in your space because I care so much about your student.'

These leaders were willing to find whatever resources were necessary to support the students. They made sure that they hired well—people who wanted to engage with the community and with the students, and who understood that their role was an opportunity to make a difference.

COLEARN CONFERENCE

Since 2004, WT's City as Our Campus has amplified student learning through remarkable real-world experiences—from urban architecture to public health to the history of U.S. immigration. More than a hundred partnerships with area leaders place students in the midst of Pittsburgh's academic, cultural, scientific, non-profit, and business communities, where they gain understanding of important issues and are galvanized to work on solutions. The program has grown since its inception, and during the last five years has surged to include 90% of teachers and all grade levels, inspiring 300 off-campus trips and 60 projects in the last year alone. Today, Winchester Thurston is a nationally recognized leader in the field of community-based learning.

Evolution and Impact: WT Leads the Way in Community-Based Learning

"Community-based learning is not only about what the student is learning; it's about how the student is impacting the community and enhancing the lives of others. City as Our Campus is an example that started as a small project and grew into a whole school innovation," states Tim Fish, Chief Innovation Officer, National Association of Independent Schools (NAIS).

"WT's leadership is particularly strong," adds Fish, "both in the scope of partnerships the school has built and in the program's 'anything-is-possible' approach. The depth and breadth is quite diverse—from Kindergarten through twelfth grade there are so many different ways for kids to get involved. And Adam [Nye, WT's Assistant Head for Educational Strategy and Gary J. Niels Chair for City as Our Campus] has allowed teachers to bring themselves to it—to imagine what it might mean for them to see themselves and their work inside City as Our Campus, as opposed to having to fit into a narrowly defined program."

WT consistently cited as innovative school

When Nye took the City as Our Campus reins in 2014, he repositioned the focus of program director to one of mentorship and partnership.

"My role is to help teachers develop and pursue ideas that align with their curriculum," he notes. He created open-ended but impactful program goals, and established a continuum of intensity levels for City as Our Campus experiences, ranging from 'moments'—typically lasting one day—to projects, units of study, and year-long courses. Working with Dean of Faculty Amanda Welsh, he also aligned



Conference attendees take advantage of the opportunity to collaborate and learn from each other.



Keynote speaker Will Richardson, co-founder of Change School and author of *Freedom to Learn*, discusses the need to change education to better prepare students for the future.

WT's professional and formative development programs with teachers' goals for City as Our Campus, which helped teachers find more meaningful ways of engaging with the program.

As City as Our Campus became firmly integrated throughout WT, the larger educational community took notice. NAIS leaders consistently cited WT as an innovative school and sought its participation in NAIS Innovation Kitchen workshops, summits, and presentations, even documenting WT's story for its archives. And Nye's phone began ringing—educators from Seattle to Atlanta called asking to come and see City as Our Campus for themselves, keen to learn everything: mechanics and program design, how WT supports faculty in pursuing projects, past obstacles, funding and fundraising, board support, and project examples.

Sharing information and innovation: WT premieres coLearn Conference

Nye was thrilled to share it all. And, determined to do so more broadly and effectively, he designed the coLearn Conference. Generously funded by the Edward E. Ford Foundation, and matched by donors in the WT community, the conference debuted last June, bringing 70 participants representing 28 schools from 18 states plus Canada to WT. Attendees heard WT faculty and partners speak about best practices and program implementation models that they could adapt at their own schools, and immersed themselves in Inspire Sessions—actual City as Our Campus experiences led by WT faculty—ranging from community building at Children's Museum of Pittsburgh, to environmental protection at Beechwood Farms Nature Preserve, to exploring



Dr. Michael Naragon (far right), History Department Chair, leads a group on an urban design challenge, one of the experiential learning opportunities offered during the conference.



Featured speaker Vanessa German (seated), a Pittsburgh-based performer, artist, and activist, kicks off the second day of the conference with a riveting performance.



Tim Fish, Chief Innovation Officer at NAIS, leads a workshop focused on pursuing change in schools.

diverse neighborhoods on an urban design challenge.

“The message was clear that community-based learning is not just about what we can take from the city and how our students can gain from the experience, but what we can give back to the city,” says Sharon Arne, Academic Dean of Staunton Hall in Staunton, Virginia, where “Staunton is Our Campus” has been growing for nearly three years. “And that for us is one of our key points: how can we give back to Staunton, how does this become important and real for students?”

Arne also relished coLearn’s array of speakers. In addition to NAIS’s Fish, they included Will Richardson, co-founder of Change School and author of *Freedom to Learn*; Vanessa German, Visual and Performance Artist; and John Gulla, Executive Director, Edward E. Ford Foundation.

“The speakers Adam lined up were awesome, inspiring, and spot on,” enthuses Arne. “They delved into so many conversations we’ve been having at our school...it enabled us to see how everything fits together.”

Research validates work

Conference participants were also treated to preliminary results of a three-phase research project conducted by the University of Pittsburgh’s Learning Research and Development Center. The first phase, completed last year, studied the City as Our Campus program model and its implementation. It also captured student, faculty, and staff perceptions of City as Our Campus, including its value, evolution, and influence throughout the school.

“We know that we are doing great work, but it’s important that we have the evidence to prove it and communicate it to others,” declares Nye. “I thought it was important to ground it in evidence-based research done by an external partner. I also think the best way to promote the work is through publishable and shareable research. So far, the findings have validated much of the work we are doing. Our hope now is to share these findings with as many schools as are interested so they can learn from our experiences and create community-based learning experiences in their own schools, hopefully based on the work we’ve done.”

“...an impact that extends beyond Pittsburgh...an incredible evolution.”

The research, currently examining student learning outcomes, is expected to reach completion in 2019-2020, but Nye isn't waiting until then to continue spreading the word—he is already crafting the second coLearn Conference, set for June 2019. On the agenda: more details on the “nuts and bolts” of City as Our Campus, featuring input from faculty, staff, and students; expanding the wildly popular Inspire Sessions from one to two days, and including student participation; and focusing on next steps for attendees once they return to their schools.

Nye is eager to build on the success of the inaugural coLearn Conference—to teach, to learn, to collaborate—and so is the larger educational community. “What’s evolved is a community learning point of view, and that point of view is being spread to other schools,” says Fish. “Partnerships are being built that now extend beyond Winchester Thurston and the community. What was clearly evident at the conference was that WT was learning from others, and there were other schools that were learning from WT. And so the impact that WT is having is being extended to schools around the country and around the world. I just find that an incredible evolution.”



Attendees participate in workshops that give them a first-hand look at student experiences in community-based learning.



Adam Nye, Assistant Head for Educational Strategy and Gary J. Niels Chair for City as Our Campus shares the history and impact of City as Our Campus.



Amanda Welsh, Dean of Faculty and Director of Middle School, shares the many ways WT engages faculty in their professional development, an important aspect of the success of City as Our Campus.



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LEARNING, GROWTH, AND FUN: WTAAfter3

From Martial Arts to Mindfulness, Russian to Ribbon Dance, and Circus Arts to Crazy Chemworks Lab, students can dive into an array of adventures at WT's City and North Campuses when the school day is over, thanks to the cornucopia of enrichment programming, courses, and activities collectively known as WTAAfter3.

"WTAAfter3 is 'bonus time' at WT," declares Director of Programs Dionne Brelsford. "We want students to be excited to continue their learning each day, and we want them to want to share their experiences with others."

Though WT has long offered after-school programs, the scope and volume have exploded since 2010, when WTAAfter3 was created to support growing enrollment and increased demand. Now, specialized programming focuses on performing and visual arts, athletics, and academics—think chess, golf, Girls Full STEAM Ahead, and ceramics.

"Over the past eight years, we have offered more than 150 different themes and activities linked to after school learning, growth, and fun," says Brelsford. "At the forefront of our planning process is 'What can we do to inspire and challenge students?'" Each term—aligned with WT's academic calendar—blends novelty with consistency to provide more than 70 opportunities to try a new sport, learn a new language, explore science, or create art.

"Parents know they can always count on specific programs to be present in the lineup each term," Brelsford explains. "They appreciate the long-term relationships with instructors and the fact that their child is advancing in level and skill in a specific discipline. We have PK students who

start martial arts training as white belts and ultimately reach the black belt level by the time they complete Middle School. Some WTAAfter3 athletes in cross country, tennis, lacrosse, and fencing end up competing for WT at the varsity levels in Upper School."



Fifth grade City Campus student Leyeti Ward participates in the WTAAfter3 Percussion Ensemble.



WTAAfter3 Chess Team member Neeta Yechoor, City Campus fifth grader



Nathaniel Abesamis, City Campus third grader, prepares his air-powered rocket car for launch in Science MAKE-annex.



Students from the two Lower School campuses share the results of their efforts from the Color Me Mine Art Studio program.

Most WTAAfter3 instructors are WT faculty members; others hail from established City as Our Campus partners. The unique features of both campuses—including the nature trails, pond, and expansive outdoor spaces at North Campus, and City Campus's art studios, science labs, and dance spaces—support many WTAAfter3 offerings, and afford Lower School students special opportunities, like working with Middle and Upper School faculty to create art in Middle and Upper School studios, and exploring robots in the Middle School robotics lab. “Plus,” says Brelsford, “we also take advantage of partnerships with nearby facilities that offer golf, swimming, ice hockey, bouldering and climbing, horseback riding, and more.”

Brelsford constantly entertains new program possibilities with many ideas coming from students themselves. But there’s one thing she says will never change. “We recognize that students—and parents—are looking for a quality, meaningful experience for their child at the end of the traditional school day. Our goal is to provide the highest-quality, best-fit scheduling solutions and programming for the children.”



City Campus Martial Arts students practice their moves.



North Campus fourth grader Gabriel Schwartz leads his classmates in learning the Cyrillic alphabet in WTAAfter3's Russian Language and Culture program.



Coach Mark Haffner assists North Campus Pre-Kindergarten student Shivah Radhakrishnan during Tennis Clinic.



COMMUNITY, PRINCIPLES, AND PRIORITIES: THE MIDDLE SCHOOL SOCIAL CONTRACT

Working gingerly, the children struggle to move everyone on a rope across a 'lava' pit without anyone falling in. To the casual observer, this looks only like a challenging physical exercise. But to the WT Middle School students determined to carry everyone to safety, it is emblematic of the social contract they created to guide the entire Middle School community during the year ahead.

"The social contract is designed to provide the foundation of our community in Middle School," asserts Amanda Welsh, Director of Middle School. "It is something we use to articulate our community values. It applies in the classrooms, hallways, athletics fields, dining hall, stage, everywhere."

At the beginning of every new school year, the social contract evolves through a thoughtful, meticulous process. First, the Middle School's 13 advisory groups break into smaller groups. Their mission: developing "We will..." statements to describe how they believe people should treat one another in order to create a safe environment conducive to everyone's best learning. Next, each advisory reconvenes in full, studies the drafts, identifies

similarities and differences, and creates a final advisory contract that reflects the elements of the smaller group contracts.

"Our elected Student Council Officers are then charged with looking at all 13 advisory social contracts and creating an overall social contract that reflects the vision of the entire Middle School student community," says Daniel Sadowski, Associate Director of Middle School.

After the final contract is shared with the student body, a full-day retreat at Ligonier Camp and Conference Center sets it in motion. "The retreat serves as our kick-off to embodying the contract through our interactions with one another in a very focused and deliberate way," explains Sadowski. "Every retreat activity provides some type of problem-solving that must be done as a group."

Whether students are trying to avoid falling into that 'lava' pit, striving to balance on a large log without using words to communicate, or maneuvering through a low-ropes course while maintaining physical connection to fellow group members, participants must collaborate with others with whom they might not normally choose to work—an

important lesson not just for Middle School, says Sadowski, but for life. "No one is left out of any of the activities, as the activities are planned so that success means the inclusion of everyone in the group."

Throughout the year, a large copy of the contract remains prominently displayed on a special bulletin board in the Middle School hallway, where all students, faculty, and staff sign their names to indicate agreement. Each classroom also features two copies, which teachers frequently reference during lessons or when students need reminders.

The social contract is significant for its impact on the community—and on students as individuals. "They are the ones who create it and develop it each year," notes Welsh. "It fosters a sense of autonomy by allowing them to have a say in the community norms. It fosters relationships by articulating how we relate to one another and what we value as behavioral norms. And it fosters responsibility by giving us something specific to which we are all—faculty, administrators, staff and students—held accountable."



"We felt a big responsibility to make sure we got it right and represented all the students' ideas," says Student Council Officer Tommy Gordon, who worked diligently with fellow student leaders Maeve Kelley and Aria Narasimhan to transform 13 social contracts into the 2018-2019 Middle School Social Contract:

*We will always....
Consider the results
of our actions.
Appreciate differences and
be inclusive of everyone.
Strive to have a positive
impact on our community.*

"It gives all of us a set of principles to guide our actions in order to make the Middle School and the community a better place," reflects Tommy. "It encourages us to be kind, inclusive, and respectful towards everyone and to try our best in our classes. It reminds us that we can bring positive change."



THE WRITE STUFF: WT WRITING CENTER

With this year's debut of the WT Writing Center, a resource usually found only at the university level is now regularly accessible to students and others in the WT community.

"The Writing Center is exactly what it sounds like—it is the intersection point for all kinds of writing within the school," explains Dr. Christine Benner Dixon, English Department Chair. "We often think of writing as something that is taught in English classes, but pretty much every discipline relies on clear communication through writing, whether that is in an essay, a story, a proposal for a project, a public presentation, a lab report, a speech, a trifold display, a website—what have you. The Writing Center can help with all of it."

"Students often feel anxious when a major essay is due in history class or when their lab report needs to precisely reflect scientific findings," adds Upper School English teacher Sharon McDermott. "The Writing Center staff, a group of experienced WT teachers, is always there to offer advice and strategies on everything from college essays to comma splices, from organizational challenges to MLA documentation. The students leave with more 'tools in their toolbox.' This, in turn, allows them to gain a sense of ownership about their writing and a sense of confidence in recognizing how to improve it."

Together with Interim Director of Upper School Dr. Anne Fay, McDermott and Dixon developed the Writing Center last summer. Located in the Upper School Building, students can

schedule sessions in advance, or—if a consultant is free—simply drop in. While the Center was created with students in mind, and is an extension of the teaching philosophy embodied daily in the classroom, services are also available to teachers, staff, and administrators, and are designed to respond to each writer's needs.

"There are students working on projects that go well beyond classroom requirements," states Dixon. "So, when students are seeking publication, preparing for presentations, applying for jobs or fellowships, we want to be there to help them. We can help with anything from brainstorming to sentence-level errors to big-picture revisions. Confused about semi-colons? Come see us. Unsure whether your diction is appropriate for your particular audience? We can help."

"The Writing Center offers a relaxed environment where you work with an experienced staff member who is not there to judge your work," declares McDermott, who knows the power of the one-on-one approach. While working at the University of Pittsburgh Writing Center, McDermott helped a new

administrator increasingly improve her communication skills—from memos, to emails, to meeting notes. To this day, that administrator credits her time in the Writing Center with her promotion.

"A Writing Center serves dual purposes," McDermott reflects. "One, it supports students, administrators, and faculty as they evolve into stronger writers, and two, it models for everyone the importance of writing well and invites them to have a real stake in their own work. I am delighted that we are able to offer this experience and resource to our community!"



English Department Chair Christine Benner Dixon (R) assists colleague Yian (Ming) Rui (L) in fine tuning a letter of recommendation for a student.



Upper School English teacher Kristin Kovacic (R) works with senior Andrew Fingeret (L) on finding the balance between showing and telling in his college essay.

PRIDE AND HEART: FALL ATHLETICS

In a time of new beginnings, the Bears continued to strive for excellence. With playoff appearances and the third consecutive Boys Cross Country WPIAL Championship title, the Bears made us proud once again. "It remains a great time to be a Bear! Some faces have changed, and new leaders have emerged, but our students competed the same way we have grown accustomed – with pride and heart," declared Director of Athletics Kevin Miller.

BOYS CROSS COUNTRY

Although the team lost their two top runners last year, Boys Cross Country didn't lose a step this season. For the third consecutive year, the Bears earned the Class A WPIAL Championship title. The team also took second place in the Class A PIAA State Championship. At the WPIAL Championships, four Bears finished in the top ten: juniors Scott Routledge and Sean Heintzleman, and sophomores Patrick Malone and Benjamin Bermann.



Senior Kate Chaillet

GIRLS CROSS COUNTRY

After making history in 2017 with their first Section Championship in school history, the Girls Cross Country team hit the ground running again this season, finishing second in their section with a record of 8-1. Senior Kate Chaillet led the way, qualifying for States where she finished 77th out of 216 runners.

GIRLS SOCCER

"This was a season of ups and downs for Girls Soccer," shared Head Coach Joe Bergin. "The team finished with three section wins, including a thrilling win against Seton LaSalle in double overtime." The Bears also continued their tradition of winning on senior night with an overtime defeat of Vincentian. The team says goodbye to four captains who helped start the Girls Soccer program four years ago: Kayla Zemek, Kate Chaillet, Miranda Moeslein, and AJ Molder.



Senior Justin Seth

GOLF

Thanks to the leadership of a strong group of seniors, the Golf team continued to improve their game this season and finished with a record of 6-6. The team cheered on senior Justin Seth and sophomore Jaxon Standaert, who represented WT in the WPIAL section tournament.



Junior Scott Routledge (R) races to the finish line at the WPIAL Cross Country Championships.



(L-R) Juniors Sydney Gray and Sadie Quimby, senior Kayla Zemek, and sophomore Jada Lyde (in background: junior Tatiana Barelli)



Sophomore Coco Chen

GIRLS TENNIS

Girls Tennis finished the season with a record of 6-2 and earned team and individual playoff spots. Junior Alexandra Friedlander qualified for the WPIAL AA Girls Tennis Singles Championship, where she fell in the second round to the eventual Singles Champion. Sophomore Coco Chen and junior Bridget Hughes qualified to compete in the WPIAL AA Girls Tennis Doubles Championship and lost in the first round. The team faced Quaker Valley in the first round of the AA Girls Team Tennis Championship, where their season came to an end.

BOYS SOCCER

Boys Soccer captains Diederik Schlingemann and Alessandro Memoli, both juniors, and James Votruba-Drzal, a sophomore, led the team to their second consecutive playoff appearance with their knowledge of the game, and strong play and vision on the field. And, the defense, headed by sophomores Ben Gutschow and James Votruba-Drzal and freshman goalie Luke Lamitina, posted six shutouts. "This was a very young team, but what they lacked in varsity experience, they made up for in technical skill," shared Head Coach Adam Brownold. The Bears defeated Our Lady of the Sacred Heart 3-2 in overtime in the first round of playoffs, and fell to Seton LaSalle after a valiant effort in the quarterfinals.



Sophomore Beck Buchanan



Sophomore Elie Stenson

FIELD HOCKEY

With new opponents and adapting to new WPIAL rules, Field Hockey met some challenges at the start of the season. The Bears persevered, however, achieving a playoff spot and finishing with a record of 4-7. Highlights included big wins over Greensburg Central Catholic, Aquinas Academy (in overtime), and Woodland Hills. The season came to an end in a tough first-round playoff loss on a cold night in October. Head Coach Bill Fitch is optimistic about the future, noting, "Our hockey program has moved back to the playoff level, and we're lining up to challenge for a title in the next few years!"



(L-R) Freshman Emily Rotondi and sophomore Meredith Kelley

CREW

The Bears had another strong fall season on the water. A highlight was the Head of the Ohio where the Bears had five top-ten finishes, including a first-place finish from sophomore Andy Zivkovic in the Men's Youth Novice 1x race and a second-place finish from eighth grader Hallie Sufrin in the Women's Youth Novice 4x race. At the Speakmon Memorial Regatta, two Bears finished in boats in the top five, with a second-place finish from freshman Emily Rotondi in the Women's Novice 4+ race and a third-place finish from Andy Zivkovic in the Men's Open 4x race.



Applefest

An annual tradition of the Parents Association (PA), Applefest showcases Winchester Thurston School, North Campus with a family-friendly fall festival featuring a beekeeper, a bluegrass band, leather crafting, delicious food, and of course, apples! It was a perfect fall day to enjoy hot chocolate, hayrides, a petting zoo, a blacksmith demonstration, and yummy baked goods. Special thanks to all who attended and to all of the volunteers, especially PA Coordinators Heather Brooks and Tracey Schwartz, and our amazing North Campus faculty, staff, and room parents.



THISTLETALK GOES DIGITAL
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Winchester Thurston is honored to have alumnae/i who are invested in the WT community.

They organize Reunion events, serve as ambassadors for the school across the country and the world, connect with other alumnae/i in support of one another, and lend their voice and expertise in leadership positions, including as Board members and City as Our Campus partners.

WT alumnae/i are also ardent supporters of the WT Fund—many are members of the Thistle Honor Roll which recognizes those who have made WT a philanthropic priority for 10 or more continuous years. Sallie Gottlieb Korman '51, Barbara Berkman Ackerman '58, and Margaret Riehl Peabody '65 are three of many alumnae who graduated more than 50 years ago and regularly support the WT Fund. Between them, they have given to WT for more than 100 years!



Sallie Gottlieb
Korman '51

WT taught Sallie to be an active participant in the community, and she has lived up to that commitment—dedicating her energies to the Institute of Contemporary Art and the School of Nursing, both at the University of Pennsylvania, and to the Pennsylvania Horticultural Society in Philadelphia, among others. When asked why she supports the WT Fund, Sallie remarks, "It is a way to support the activities of the school that did so much for me as a student."



Barbara Berkman
Ackerman '58

As a lifelong Pittsburgher, Barbara supports WT to keep its role in the community strong and to keep the city attractive for newcomers. "I feel that people who were students in the past, and benefitted from their education, should be giving to those here today and tomorrow. This will help our city to be the best!"

Why do you give? Contact Director of Advancement Monica Manes Gay at 412-578-3746 or gaym@winchesterthurston.org to share what inspires you.



Margaret 'Marny'
Riehl Peabody '65

For Marny, the motivation to give is rather simple. "WT was really a wonderful place for me—I made a number of life-long friends and had phenomenal teachers who made a greater impact on my education than did my college professors."



Miss Mitchell Society

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 Monica Manes Gay, Director of Advancement, at gaym@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.

Betsy Aiken '72	Anna-Stina Ericson '44	Gretchen Larson	Kathy Zillweger
Suzanne LeClere	Robert I. Glimcher	Maslanka '83	Putnam '71
Barley '52	Barbara Graves-	Marga Matheny '64	Susan Criepp
Loretta Lobes Benec '88	Poller '93	Patricia L. Maykuth '69	Santa-Cruz '60
Barbara Abney Bolger '52	Rosanne Isay	Beverlee Simboli	Jennifer M. Scanlon
Kathleen W. Buechel	Harrison '56	McFadden '55	Sheen Sehgal '89
Joan Clark Davis '65	Kathryn W. Kruse '58	Kathleen L. Metinko '91	Allyson Baird Sveda '84
Judith Rohrer Davis '57	Elsa Limbach	Frances P. Minno	Ruth Weimer Tillar '41
Judith Ellenbogen '58	Louise Baldrige	Bee Jee Epstine	Gaylen Westfall,
Justine Diebold	Lytle '51	Morrison '56	Honorary Alumna
Englert '59	Carole Oswald	Henry Posner III	Carol Spear Williams '57
	Markus '57		

Please visit www.winchesterthurston.org/missmitchell for the complete list.

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THE **WT**  **FUND**

WHERE SMART MEETS HEART: COMBATTING CHOLERA

As students in WT's Research Science class, two young alumni, Jacob Dubner '17 and Jack Waters '17, created the ORTube—a life-changing product designed to mitigate the negative effects of cholera.

Since graduation from WT, in a quest to test their invention and its real-world application, Dubner and Waters, now students at the University of Pennsylvania and Brown University, respectively, developed a partnership with Omni-Med, a non-profit organization that provides service and volunteering opportunities in Uganda. This past summer, they made their second trip to Uganda, distributing the ORTube and providing tutorials on its usage. They are now looking to expand production to help more people in developing areas.

Dubner and Waters were inspired by an AP Language and Composition reading assignment that described efforts to combat a cholera epidemic in India. It was in their Research Science class that they worked to develop a product that accurately, easily, and inexpensively prepares and administers an oral rehydration solution to cholera sufferers.

Science Department Chair Graig Marx, who worked with Dubner and Waters since their earliest iterations of the ORTube, notes, "These are the types of products that WT students are capable of developing. Not just something for a class that gets forgotten after graduation, but meaningful products that can continue to be further developed beyond the prototype phase."

[More STEM stories, including details about the development of the ORTube, can be found at winchesterthurston.org/stem.]



In Uganda, Jacob Dubner '17 demonstrates the ORTube.



Jack Waters '17 presents the ORTube at the 2017 STEM Symposium.



Ugandans practice using the ORTube.



The ORTube accurately, easily, and inexpensively prepares and administers an oral rehydration solution to cholera sufferers.

REUNION 2018

Alums returned to campus October 12 and 13 for the opportunity to connect with one another and with WT. The action-packed weekend was filled with opportunities to experience WT academics today, to reunite with classmates, and to have a great time! Friday began with a special tea with the Class of 1968 and WT fifth graders. Throughout the day alums shared their expertise with student clubs and classes and learned alongside Upper School students in History and English courses. During the Reunion Luncheon, alums met new Head of School Dr. Scott Fech who recognized alums with milestone Reunion years. Friday evening, alums from across generations enjoyed the Welcome Back Reception, and on Saturday morning alums challenged current WT students to competitive games of field hockey and soccer before the Casual Family Luncheon. Afterward, alums had the chance to learn about and participate in City as Our Campus experiences. *[See page 12 for more about WT's leadership in community-based learning.]*



Fifth grade students interview members of the Class of 1968. (L-R) Jacquelyn 'Jackie' Freeborn Herst, Kathryn 'Katy' Rich Sherman, E. Patricia 'Patty' Constantin Orringer, and Letticia Taucher Palmer

REUNION 2018



Holly Christman '73 addresses students in Science Department Chair Graig Marx's Research Science class.



Lisa Posvar Rossi '78 shares her insights about HIV/AIDS research.



(L-R) Elisabeth 'Betsy' Riddle Ruderfer '53, Linda Hildebrand Case '68, and Jane Wolk Spector A'68 enjoy the Reunion slideshow during the Reunion Luncheon.



Head of School Dr. Scott Fech greets Elizabeth 'Betsy' Warne '58 (L) and Joanne Johnston Bowser '58 (R)

We look forward to seeing you at Reunion 2019: October 4 and 5.

Help make Reunion 2019 events a success! Share ideas, plan, and reconnect with classmates. Contact Director of Alumnae/i Relations Amiena Mahsoob at mahsooba@winchesterthurston.org or call 412-578-7511.



The Class of 1968 celebrates their 50th Reunion. (Back Row, L-R) E. Patricia 'Patty' Constantin Orringer, Jane Wolk Spector, Wendy Crawford Galleher, Linda McKee Larkin, Tanya Blades Palmer, Terry Donaldson, Sally Feinman Garson, Patricia 'Patty' Watson Kammerer, Sara 'Sally' Viviano Rolley, and Linda Hildebrand Case; (Front Row, L-R) Ann Dane McLennan, Carol Byrom Conrad, Letticia Taucher Palmer, L. Melissa Crump Cook, Kathryn 'Katy' Rich Sherman, Frances 'Francie' Hoffman Puntereri, Jacquelyn 'Jackie' Freeborn Herst, and Joy Marks Gray



Members of the Class of 1968 pore over yearbooks. (L-R) Sharon 'Sherry' Lampl Webster, Patricia 'Patty' Watson Kammerer, and Ann Dane McLennan



It doesn't have to be a milestone year to be fun! (Back Row, L-R) Members of the Class of 2009: Anne 'Annie' Alexander Tritsch, Rayna S. Gross, Gabrielle 'Gabby' DeMarchi; (Front) Terrell 'Terry' Orr



Class of 1978 alumnae reunite at the Welcome Back Reception. (L-R) Donna Shratter Schmidt, Anna Pollice Caulkins, and Jennifer Hetzel Gear



The Boys Soccer team alumni showed up in force on Saturday. (Back Row, L-R) Ryan Seth '16, Nikhil Singh '06, Coach David J. Piemme, Coach Stephen J. Cooper, Jeffrey 'Jeff' Steiner '11, Reed Frischman '11, Gabriel 'Gabe' Beru '11, Coach Adam J. Brownold, Mathieu 'Matt' Lebiere '15, George Epitropoulos '11, Jasper Acer '14, Charles 'Charlie' Orr '14, and Benjamin 'Ben' Steiner '11; (Front Row, L-R) Arthur Barelli '18, Jivak Nischal '18, Anastassios 'Tassos' Tzounopoulos '18, Daniel Plaut '18, Emmanuel 'Manoli' Epitropoulos '14, Coach Joshua C. Andy, and Connor Charney '12



Friendly mother-daughter rivalry on the field between Stephanie Shugerman '19 and Pamela Shugerman '80



During the Reunion STEM Experience, Science Department Chair Graig Marx shares with members of the Class of 1958 how students learn in the Maker Space. (L-R) Susan 'Susie' Pekruhn Giotfelty, Linda Ruttenberg Ackerman, and Barbara Berkman Ackerman



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class notes

1941

During a recent conversation with **Patricia 'Pat' Williams Gilchrist**, she shared stories about Miss Mitchell, including a vivid memory of practicing enunciation by repeating the word, "milk."

1952

Suzanne 'Suzie' Evans Benson writes, "My dog Brendi, a black English Labrador, is a member of Pet Partners Organizations – she's exceptional! I am 84, but I still take her to hospitals, nursing homes, and rehab institutions about three times a week. We also go to choir practice and choir Sunday morning at St. Paul's church in Wickford, Rhode Island. One has to visit the Lord because time is clicking by!"



Alumnae **Suzanne 'Sue' LeClere Barley** and **Maureen Sullivan '73** connected at the Reunion Luncheon.

1955

Elizabeth 'Betsy' Forstall Keen reported, "Don and I continue to enjoy the good Florida life. We keep busy each week playing golf, volunteering in our church's Food Pantry, and

in a program for children with special needs. We recently returned from a beautiful three-week journey through Norway, Sweden, Finland, and Denmark."

1956



Myrna Katz Morris recently officiated the wedding of her grandson.

1958

Linda Lear was unable to attend Reunion. To see what she has been writing lately, check out the *Pittsburgh Post-Gazette*, including several "Next Page" features including one about Rachel Carson and one about Laura Ingalls Wilder.

Judith 'Judy' Goldstein Marks writes, "Wishing fellow classmates all my best. I was not able to attend Reunion, but please know that I am thinking about you and 'dear old WT.' Please let me know if you are in Sarasota in the winter, in Chapel Hill, NC, in autumn and spring, or in London in the summer."

1959

Justine 'Tina' Diebold Englert shared, "I was in Oakland, CA for a wedding and was able to meet **Jennifer Chinlund** for a wonderful lunch. It's been 49 years since we last saw each other, and we both marveled at how it seemed like no time had passed. That's the beauty of good friendships formed when young."

Southwest Florida was the meeting place for **Rachel 'Gay' Knake Haines**, **Judith Getty Treadwell**, and **Carolyn 'Lyn' Clark Pegg** this winter. Lyn and Judith got together several times and they shared wonderful memories about WT. Gay and Lyn met up in North Venice and spent a lively day with Oliver, the therapy dog, at the Child Protection court hearings, and reminisced about growing up in Pittsburgh. They hope that their 60th Reunion may be a good time to rally up the 1959 classmates!

1960

Mary Jane 'Pie' Harter Smith misses hearing from **Karen Harmeier Berner** and **Olivia Tadeo**!

1963

Susan Wainwright Friesell writes, "Happy 55 years to all my classmates at WT! I am sitting in Steamboat Springs, CO as I write this, enjoying the beautiful colors of the aspens and oaks. Bill and I will leave in a few days to drive down to Denver to spend the weekend with our son, Quint, and his wife Brittney and our three grandchildren: Georgia, 5, Lily, 3, and Aiden, 1. Quint

is a paramedic/firefighter with wild land fire certification. Then it is on to Vero Beach, FL, where we will spend the winter months. Our daughter, Liz, her husband Brett, and daughter Abby, 6, live in Los Angeles. Liz works for Netflix and Brett is an independent editor. We love the east coast of Florida and spend our time playing golf, bridge, fishing, walking on the beach with our golden retriever Beau, exercising, volunteering in non-profits, and enjoying the many friends we have there."



Susan Wainwright Friesell (Center) with her husband **Bill** and their family in Florida

1965

Marsha Powell Cable and her husband Bill have been busy each summer as owners and operators of Austin Lake RV Park & Cabins near Steubenville, Ohio. Marsha has worked there for more than 47 years. Recently the park was recognized as one of "35 Amazing RV Parks."



Marsha Powell Cable at an embroidery class, one of her many post-retirement hobbies

Marilyn Goldberg stated, "WT was such a long time ago! I retired from my position as Chair of the Department of Ancient Studies at the University of Maryland, Baltimore County four years ago. My husband and I have a Tibetan Buddhist Center in our house and we lead Healing Circles for Grief and Loss."

1966

Carol Elkind created the non-profit Crossing Limits, an interfaith literary organization. Recently, Crossing Limits presented "Common Threads: Faith, Activism, and the Art of Healing." This exhibition showcased the creativity of 14 amazing women visual artists including WT alumna and visual arts faculty member **Mary Martin '88**.

1968

Janice 'Jan' Coco Groft asked everyday people the following question, "If you were to create a collection of cherished items to rediscover and relish over and over again, what would you choose to include? And why are those objects—those connections to your past—so important to you?" Their answers became the basis for Jan's recently released book, *Joy Chest: Treasures for the Journey Ahead*. *Joy Chest* is the fourth of Jan's published books; she remains grateful for the encouragement she received from former Winchester Thurston English teacher, the late **Mrs. Jeanne-Anna Ayres Widgery '37**.

Harriet 'Hattit' Redenbaugh Potts writes, "On a Backroads adventure in Croatia and one of our guides is **Laura Short '09**!"

Kathryn 'Katy' Rich Sherman shared, "Writing this Class Note a week before the celebration of our 50th Reunion. It's been fun working on it with our

wonderful Director of Alumnae/i Relations **Amiena Mahsoob** and classmates **Terry Donaldson**, **Wendy Crawford Galleher**, **Patricia 'Patty' Watson Kammerer**, and **Frances 'Francie' Hoffman Puntereri**. It's hard to accept the loss of **Cathy M. Armstrong**, **Margie Balter**, **Nancy Finkel Beck**, **Lynn 'Bub' Borus Dunn**, and **Fae Rubenstein**, but I do like our decision to recognize the Class of 1968 Reunion Gift with a commemorative plaque in their honor, to be placed on the wall of the Lower School Outdoor Classroom. Fred and I are bumping along through these years. All four of our children are thriving. **Nathaniel 'Nate' Sherman '04** has blessed us with Ella Scott, 2."



Katy Rich Sherman's granddaughter, Ella Scott, on her first roller skate ride



Art Department Chair Sally Allan reconnected with Jacquelyn 'Jackie' Freeborn Herst. Both had their first year of teaching at WT.

1970

Jane Cauley writes, "Sally, Jane, and I are looking forward to our 50th Reunion in 2020 and hope

that many of our classmates return for the Reunion. We have been meeting in New York City every year in early December for the last 5 years. It's been so fun to connect with friends for more than fifty years. 2018 was very special to me. I was awarded a Provost Distinguished Professor award from Pitt and had to give a lecture. Jane and Sally both came to Pittsburgh for my lecture. I was so thankful that they made the trip. It meant a great deal to me. Winchester builds lasting friendships!"



Sally Weigler Golden (L) and Jane Nash Holland (R) attended Jane Cauley's (Center) lecture at the University of Pittsburgh where she was awarded a Provost Distinguished Professor award.

1973

Maureen Sullivan hosted a memorial Mass and brunch at the Pittsburgh Field Club to remember departed classmates **Holly McSorley**, **Marion 'Mimi' Burke**, **Mary Ellis**, **Sara Ann Kalla**, **Susan Price-Livingston**, and **Wendy Weil**.



Class of 1973 brunch attendees (Back L-R) Marguerite 'Molly' Singley and Maureen Sullivan (Front L-R) Elizabeth 'Liz' Pentin, Lisa Braun Corna, and Susan Friday



Members of the Class of 1973 reunited at Reunion. (L-R) Amy B. Nixon, Holly Christman, Maureen Sullivan, and Molly Alpert Blasier

1976



(L-R) Members of the Class of 1976 gathered at the Woodmere Art Museum: JoAnn Goble Schaub, Lisa Sorce Aiba, Karen Hughes, Mary Odom, Margaretta McIlvaine, Louise Ketchum, and Claire Blume Thomas (hosted by The Klorfine Foundation Director of Development Anne Bolanis Standish '75).

1978

Cynthia 'Cindy' Bulik writes, "Pat and I live half-time in Chapel Hill, NC where I am the Founding Director of the UNC Center of Excellence for Eating Disorders, and half time in Stockholm, Sweden where I direct the Centre for Eating Disorders Innovation at Karolinska Institutet. Our three children are all grown and I still ice dance and ballroom dance to keep my life in balance."



Cindy Bulik on a summer hike outside of Stockholm, Sweden



The Class of 1978 showed up in force for Reunion. (Back Row, L-R) Randi Coffey, Robin Levine Lebovitz, Janice Birrell French, Donna Shratter Schmidt, Joan Tauberg Gurrentz, Anne Wentley Dorsey, Melissa Oliphant, Jennifer Hetzel Gear, Susan Labriola Livingston, Jan Mermelstein Shaw, Elizabeth Ann Beroes; (Front Row, L-R) Anna Pollice Caulkins, Wendy Werner Leiti, Susan Klein Mondry, Caprice Pierucci, Karen Haabestad, Lisa Posvar Rossi



Donna Shratter Schmidt (R) reconnected with faculty member Barb Holmes (L) at Reunion.

1979

Peggy Jo Vanderbeck-Thomas shared, "This past year I have been trying to walk gracefully through seasons of change. After a delightful trip abroad, my husband and I sold our sweet lake home in preparation for retirement in a few years. I have been getting accustomed to a new town, enjoying the Connecticut coastline, making a temporary house a home, and have put my piano teaching and oil painting on hold. My daughter graduated from Patrick Henry College this past May, so we are now empty-nesters. As if all this wasn't enough, I was put on a restrictive diet in January, which has me experimenting like a mad scientist, with recipes, finding new ways to make healthy, delicious food. With more time

on my hands I have been able to join the church choir, facilitate a women's Bible Study, act as church treasurer, and even find time to enjoy the luxury of reading. I have been particularly enjoying the writings of Rosaria Champagne Butterfield."



Peggy Jo Vanderbeck-Thomas enjoying post-graduation fun with her daughter Shellby at Tarara Winery, in Leesburg, VA.

1988



Gaynelle Peebles Bloh (L) returned to campus after more than 30 years and chatted with Amiena Mahsoob (R).

Congratulations to **Jacqueline Marks Ledo** and her husband George in the celebration of the B'not Mitzvah of their daughters Julia Brooke and Jenna Rose Ledo.



(L-R) Ronald Marks, Annette Marks, Jenna Ledo, Julia Ledo, Jacqueline Marks Ledo, George Ledo, and Justin Ledo

1995

Rebecca Rothfus Harrell shared, "Both **Jonathan 'Jon' Mahone** and I were commissioned to create temporary murals for the city of Austin in September. It's a program called Tempo 2D and the murals are up for one year. Earlier this year, **Caprice Pierucci '78** had a show opening. Her art is amazing and I was so glad we met at the dinner WT arranged in Austin. Thanks again!"



Rebecca Rothfus Harrell's mural in Austin, TX

1998



Members of the Class of 1998 reconnected at Reunion (L-R) Sarah Farkas, Shalmalee Kotwal, Zachary Hefferen and son Ozzy, and Azadeh 'Azi' Masalehdan Block.

1999

Katie Lofquist-Dow and her husband are proud to announce the birth of their second child, Henrik 'Henri' Fraser Dow, in December 2017 in Geneva, Switzerland. To keep them on their toes, Katie and her family also relocated to Berlin, Germany this past summer. If any fellow alumnae/i are in the city, they welcome you to reach out and join them for a coffee (or a bier and wurst)!



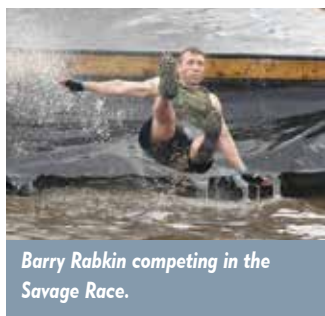
(L-R) Katie Lofquist-Dow's husband Jordan, son Charlie, and Katie holding son Henri.

2000

Nawal Qarooni is a literacy coach who works with K-8 schools in order to strengthen balanced literacy instruction in Chicago. She loves reading, cooking, traveling, and mothering her three little kiddos.

2001

Insights Success Magazine recently selected **Barry Rabkin** among the "Top 10 Most Influential CMOs to Watch of 2018" for his results at Identified Technologies, a construction drone leader. Barry also loves doing marketing consulting for some of Pittsburgh's fastest growing companies, and guest teaching marketing strategy at CMU. Barry recently moved to Squirrel Hill with his wife **Sarah Paret A'03** and three kids. Reach out to grab coffee or run through Frick Park to prep for the next obstacle course race!



Barry Rabkin competing in the Savage Race.

2002

Congratulations to **Amber Hempfield** on the birth of her baby, Emory.

2003

Congratulations to **Kelsey Croft** on the birth of her baby, Willa.



Class of 2003 alumnae: faculty member Callie Gropp (L) and Trustee Abigail 'Abby' Robinson Foster (R)

2005

Kathryn 'Katie' Cwenar Herting and her husband, Keith, welcomed their second child, Bernadette 'Bernie' Leigh Herting, in July 2018.



Big brother, Wesley, holding his little sister, Bernie.

2007

Catherine 'Katie' Conway was married this fall and **Katherine 'Katy' Gespass** was her maid of honor.



(L-R) Jaewon Chang, Katie Conway, and Katy Gespass

2008

Please join us in congratulating **Peter 'Matt' Froehlke** and **Megan Flood** on their marriage and wishing them all the happiness in the world. They met while working for SAP Ariba in 2014 and reside on Mt. Washington with their puppy, Lucy.



Matt Froehlke and Megan Flood exit St. Mary of the Mount after being married at the historic Mount Washington Catholic Church



Samuel 'Sam' Loevner married Sara O'Toole Loevner at his family's farm, Goat Rodeo Farm and Dairy.

Elsbeth Powell missed seeing her friends at Reunion. She reported, "I am doing a little European tour of Amsterdam, Bruges, London, and outside Manchester!"



Members of the Class of 2008 gathered at Reunion: Ida Posner, Adam Saad, Samuel 'Sam' Loevner, Benjamin 'Ben' Charley, Daniel Eller, and Peter Curtis.

2009



WT Program Coordinator Anne 'Annie' Alexander Tritsch and WT first grade teacher Ben Tritsch were married at WT's North Campus. (Back Row, L-R) Destiny McKnight Forsberg, Zachary 'Zach' Miller, Julianna 'Juli' Schroeger, Ashwin Chandra, and Terrell 'Terry' Orr; (Middle Row, L-R) Sarah Weiskopf, Eric 'Air' Kessler, Sarah Hillman, Gabrielle 'Gabby' DeMarchi, Taylor Flynn Wainwright, Hadley Armstrong; (Front Row, L-R) Ben Tritsch, Annie, and Ben's niece



The Class of 2009 gathered for Destiny McKnight Forsberg's wedding in Westerlo, NY. (Back Row, L-R) Tim Wainwright, Ashwin Chandra, Annie Alexander Tritsch, Kevin Forsberg, Terrell 'Terry' Orr, and Scarlett Austin; (Front Row, L-R) Gabrielle 'Gabby' DeMarchi, Taylor Flynn Wainwright, Destiny, Eric 'Air' Kessler, Sarah Weiskopf, and Hadley Armstrong



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

2012

Jack Stein met former faculty member Marc Fogel while on a business trip in Moscow, where Marc currently lives. Jack shared, "Marc was one of my favorite teachers at WT because he introduced me to Russian history, which has been my passion since my freshman history class in 2008."



Jack Stein (L) with former WT History teacher Marc Fogel (R) in the Hotel Ukraina in Moscow, Russia.

2013

Gian Marco Rossi graduated from Northeastern University and is currently living in a small village in Italy, where he has joined the local soccer team.



Spencer Reading, Ruth 'Jeannie' Kirk, and Randon Bopp reconnected at Reunion 2018.

2014



Reunion Game MVPs Dr. Joshua Andy and Charles 'Charlie' Orr

2015

Adam Cohen recently published a book of poetry titled *STARSHOW*. He writes, "STARSHOW is a series of poems about being young and overconfident. It's the bravado you feel before you make rash choices and being proud of them anyway because you're still around to see the results afterwards. A lot of the poems are about love and affection. Unapologetic queerness is central. It's making meaning from the stars."



Adam Cohen's STARSHOW

2017

Shaun Hay spent his summer learning about the inner workings of Canada's government through an internship in the House of Commons. He is currently a student at Ohio State 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.

Lillian Leslie Gretton '39

Marjorie Baer Allon '40

Ida Ann Stevens Sullivan '40

Margaret Miller Mansmann '43

Joyce Runk Wenston '43

Sara Rohm Gadd '45

Julia Taintor Gnoza '46

Aline Rom Lange '46

Katherine Gerwig Bailey '48

Margaret Metz Ogle '48

Mary Louise Moore Scholl '48

Sondra Gilfond Pollack '50

Barbara Feldman Rogal '55

Joan Stohr Foust '59

Sarah Stites Owens '65

Lynn Borus Dunn '68

Molly Cannon Stevenson '72

Jodi Shensa Novick '85

Malcolm McCormick A'10

William R. Caroselli, former Trustee

Kay Cushing Neuhausen, former Trustee

Gloria Checkley, former faculty member



“It’s what everyone calls the campus already!”

This fall, WT announced a new name for its campus on Middle Road in Hampton Township. Previously “North Hills Campus at WT,” the campus will now be called “Winchester Thurston School, North Campus.”

The change was developed after conducting in-depth qualitative and quantitative research with both current and prospective families. As one parent noted in his survey response, “Why wouldn’t we move forward with this, it’s what everyone calls the campus already!”

While the change is small, the research shows that the new name more appropriately describes the broad geographic reach of the campus, making it more reflective of the school’s population. And, by spelling out Winchester Thurston School, the new name more immediately reflects the dual experience with the school’s City Campus—an experience that allows for a deep application in outdoor learning on the North Campus’s seven rolling acres, and unique educational opportunities with leaders from the academic, cultural, scientific, and business communities in Pittsburgh through City as Our Campus.



Winchester Thurston School, North Campus



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YOUR CITY AS OUR CAMPUS

Want to connect to WT close to home? We'll be bringing a little piece of WT to these cities in 2019. Please save the date and watch your email for details.

Philadelphia, Pennsylvania

January 28, 2019

Los Angeles, California

February 26, 2019

Washington, D.C.

April 11, 2019

To host an event in your city, please contact Amiena Mahsoob, Director of Alumnae/i Relations, at mahsooba@winchesterthurston.org or 412-578-7511.