

TALK



Thistle



BREAKING
BOUNDARIES

Winchester Thurston School

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Cedric Brown

WT Names Director of Athletics

In March, WT announced the appointment of Cedric 'CB' Brown as Director of Athletics, effective July 1, 2020.

Brown joins WT from Normandy School District in St. Louis, Missouri, where he oversaw curriculum design and development for the physical education program and was involved in middle school athletics programming. In addition, CB organized skills training and development for local youth in the greater metropolitan St. Louis area.

While earning his B.S. in Recreation Education from Herbert H. Lehman College, CB was named the Most Outstanding Student-Athlete. He earned an M.S. in Sport Pedagogy at South Dakota State University and a Ph.D. in Organizational Development and Leadership from Ashford University.

"During the interview process, CB impressed faculty, students, parents, administrators, and staff," said Head of School Dr. Scott D. Fech. "He brings extensive experience in athletics management and leadership and is passionate about the power of athletics in instilling values and character."

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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.

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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On a sunny Saturday morning in April, volunteers, including Head of School Dr. Scott D. Fech and his son Beckett, delivered lawn signs to WT seniors.

FROM THE HEAD OF SCHOOL | Scott D. Fech, Ph.D. 2

ALUMNA PROFILE	14
CLASS OF 2020	16
ICYMI	18
WT COMMUNITY	22
ALUMNAE/I NEWS	24
CLASS NOTES	30

Features

Breaking Boundaries 3

**City as Our Campus:
A Greater Purpose for Learning** 10



THISTLETALK GOES DIGITAL
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About the cover: This spring, WT teachers and students alike were called on to “Break Boundaries” in ways they never could have envisioned. Here, WT Kindergarten student Sebastian Bartle jumps right in to a newly defined recess period.



Scott D. Fech

Breaking Boundaries

When we shared our newest Strategic Design with the WT community last fall, there was no way to know what this academic year had in store for us. Excited about the strategic areas of focus that we had articulated, I knew then that we were setting a bold path forward to Reimagine Learning and to Rethink Time and Space.

With this in mind, I was eager to dedicate an entire issue of *ThistleTalk* to the idea of “Breaking Boundaries”—one of the tenets of our Philosophy of Teaching and Learning which is so deeply connected to these strategic areas. The feature story on page three provides examples of how we do this in each division. And, the overview of the second phase of our City as Our CampusSM research on page 10 reveals the impact that our unique approach to community-based learning has on students, specifically their orientation toward social justice.

Of course, all of this took on a brand new meaning and, more importantly, urgency in the final months of the school year.

As a result of the global pandemic and the need for social distancing, WT was forced to pivot immediately into an e-learning mode. With boundaries not just broken but shattered, we developed an engaging learning plan which balanced the social-emotional development

children need with the academic rigor and project-based learning for which WT is known.

And while I wish we had been able to complete the school year physically back together at “dear old WT,” our sudden shift provided us a real opportunity to forge ahead with our vision of what it means to educate young people today and into the future. Learning remotely can never replace the day-to-day interactions that make WT special. The relationships that exist among teachers, students, and parents, the informal hallway conversations, and the dynamic of a classroom can never be replicated online. I cannot help but think, though, that layering in a hybrid approach of in-person instruction with e-learning can only enhance the learning experience for students, allowing us to achieve even more than we thought was possible.

What has been happening in education across the country, indeed the world, over the last few months is nothing short of miraculous. There has been no single

moment that has done more to transform how we think about teaching and learning than recent events. This sudden shift is not the way organizations naturally work. These sorts of major shifts happen after months and perhaps years of study and planning.

At some point, we will be back together on campus again and with our Lower School North and City Campuses joined together. [See page 37.] We will be stronger and wiser in our approach. The question before us is whether or not we will allow this experience to advance and enhance our approach to teaching and learning or allow ourselves to settle back into our familiar routines. It must be the former. This is a transformational moment for us if we allow it to be. As a community, we must embrace a growth mindset while we review, reflect, and revise how we are approaching our work. We must redefine what it means to break boundaries. And we will need your support to do that. After all, we are WT and together, there are no limits to what we can achieve.

Thank you for your continued support as we navigate these challenging times.

“This is a transformational moment for us if we allow it to be.”

BREAKING

WT was built on a foundation of breaking boundaries. And now, more than in any other period in the school's history, this concept of educational innovation is even more integral to the school's Mission. It speaks to the support of deep learning that happens across disciplines and in non-traditional settings.

"Breaking Boundaries means that we are not going to be limited by any constraints of what people expect schools to be," declares Head of School Dr. Scott D. Fech. "This isn't simply about college preparation, this is much more forward-thinking. In a time when there's an uncertain future and uncertain pathways, we want to prepare students to be flexible and adaptable. We can't just be about academic learning; we must be about the application of that learning. As long as it's connected to our Mission and to our credo, there are no limits."

Separate even from WT's ground-breaking e-learning programming, implemented during the state-mandated closure of school buildings this spring, following are just some of the ways that WT broke boundaries this school year.

BOUNDARIES

UPPER SCHOOL:

Crossing the Curricular/ Extracurricular Boundary

Last fall, Upper School English teacher Kristin Kovacic's Song, Stage, and Screen class was well into reading *The Tempest* when she discovered that WT's Performing Arts Department would be staging Shakespeare's classic for its winter play. Electrified by the coincidence, Kovacic approached Director Barbara Holmes, and a remarkable idea emerged. Kovacic's students—working with Holmes—would partner in the production. But first, they would prepare by learning about a whole new field of work and study called dramaturgy: the art or technique of dramatic composition and theatrical representation.

"Prior to this, not many of us had a good grasp on what dramaturgy truly is, or even how to properly pronounce it," admits Kovacic. "We learned that a dramaturg is an educator: of director, cast, and audience. Dramaturgs are also key assets in marketing a production."

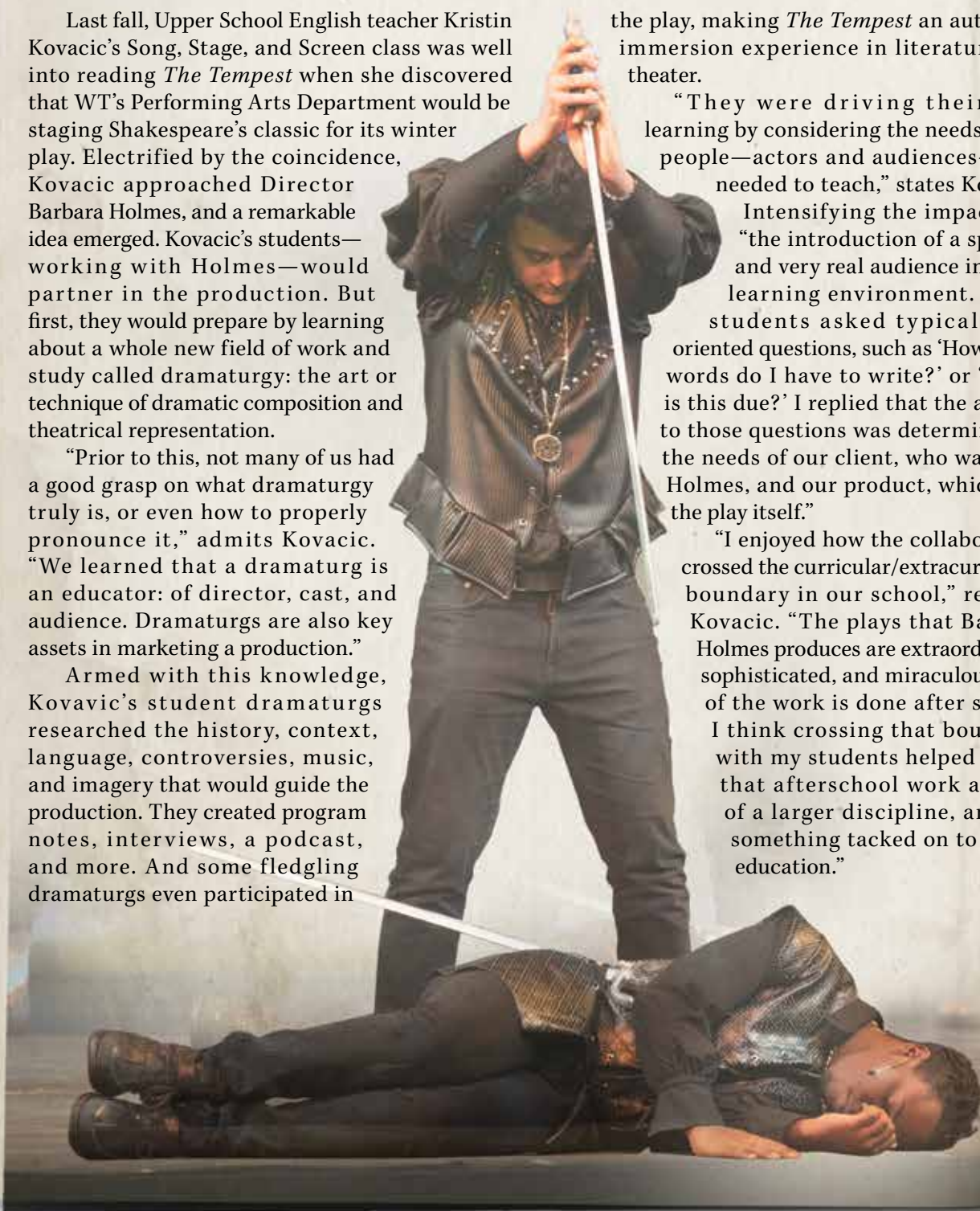
Armed with this knowledge, Kovacic's student dramaturgs researched the history, context, language, controversies, music, and imagery that would guide the production. They created program notes, interviews, a podcast, and more. And some fledgling dramaturgs even participated in

the play, making *The Tempest* an authentic immersion experience in literature and theater.

"They were driving their own learning by considering the needs of the people—actors and audiences—they needed to teach," states Kovacic.

Intensifying the impact was "the introduction of a specific and very real audience into our learning environment. When students asked typical task-oriented questions, such as 'How many words do I have to write?' or 'When is this due?' I replied that the answer to those questions was determined by the needs of our client, who was Mrs. Holmes, and our product, which was the play itself."

"I enjoyed how the collaboration crossed the curricular/extracurricular boundary in our school," reflects Kovacic. "The plays that Barbara Holmes produces are extraordinarily sophisticated, and miraculously, all of the work is done after school. I think crossing that boundary with my students helped us see that afterschool work as part of a larger discipline, and not something tacked on to a core education."



The Upper School production
of *The Tempest*



MIDDLE SCHOOL:

Disrupting the Schedule

March 13, 2020, was a day like no other in the history of Winchester Thurston Middle School.

“We literally got rid of our existing schedule,” exclaims Director of Middle School Amanda Welsh. “We wanted to try a whole different model with extended periods of time, two or more teachers with larger groups of students—we wanted to do things in a way we’d never done before.”

Welsh and a team of Middle School faculty did exactly that. By rethinking conventional school-day parameters of time and space, and reimagining how learning can happen, they designed a day-long initiative dubbed “Disrupting the Middle School Schedule.” The ‘disruption’ enabled an even deeper-than-usual dive into the current curriculum through an array of workshops.

All experiences were developed by teachers to augment existing curriculum, with some sparked by student interest, like the class-created novel written in French. Motivated by

his students’ desire for more choices of engaging reading material suited for their level, French teacher Ben Carter structured a workshop featuring characters created in previous classes. Students developed them further, invented a storyline, collaborated on its unfolding, and designed illustrations to produce a captivating novel for themselves and future French classes.

Other workshops took interdisciplinary learning to another level, such as the Escape Room, a physical puzzle in which students followed clues to advance through a maze. The problem-solving project, a collaboration between English teacher Betsy Lamitina and science teacher Tracy Valenty, required students to write clues telling a story, then figure out the components of the space and build it.

“Middle School students need to be active and hands-on in what they do, and these workshops absolutely let that happen,” says Welsh. “It also speaks to their desire to do something that really has purpose.”



(L-R) Seventh graders Jianna Miller-Evonich, Margherita Memoli, and Song Duarte Esgalhado share a laugh while writing a Pi Day song.



Student-created Miss Mitchell statue in fifth grade teacher Karen Gaul's home during the COVID-19 statewide closure of schools

LOWER SCHOOL CITY CAMPUS:

Breaking out of Traditional Roles

What do we know about a founder of our school, Miss Mary Mitchell?

That simple question yielded a multi-faceted, interdisciplinary study of Miss Mitchell's life and contributions to WT, led by the fifth-grade students of Karen Gaul and Brian Swauger. And, true to the progressive ideas and ideals of Miss Mitchell herself, the study—known as the Miss Mitchell Project—was anything but ordinary.

“The project asked both students and teachers to break out of traditional roles,” explains Gaul. “Students brainstormed ways that we, their teachers, might act as facilitators as they prepared to direct projects. Rather than pre-plan lessons, teachers prepared for their role as facilitators by listening, as students generated questions about Miss Mitchell and ideas for projects.”

Working in groups, students researched Miss Mitchell then determined how they would express their learning. Projects included a Miss Mitchell play, a movie, a statue, a song with a choreographed dance, an art project, and a computer science project. Besides Gaul and Swauger, teacher facilitators included specialists Kristen Keller, Kassandra Humberson '08, Janna Lettan, Kate Gugliotta, and Rebecca Farrand. The six-week project emphasized skills connected to project-based learning, such as planning, sustained inquiry, reflection, and revision.

“This project was a fantastic opportunity not only for students to learn about the history of the school, but also for us teachers to develop our ability to collaborate between disciplines,” says Swauger. “I also learned that the students can be tasked to do more than I often give them credit for, and that they can take control when given the opportunity. This is something I can bring back into my everyday teaching.”

“This project had a huge impact on my teaching,” adds Gaul. “First of all, it was really challenging to step back from being the leader. Facilitating was both stressful (at times I was certain students were not on the right track and had to bite my tongue not to redirect) and, at the same time, really fun!”

[A special thanks to the great-great nieces of Miss Mitchell, Catherine Grainger and Wendy Skolfield, for their inspiration for and support of this project.]



Visual Arts Department Chair and art teacher Sally Allan (L) interacts with North Campus third grader Suriya Radhakrishnan (R) during a Second Step unit.



LOWER SCHOOL NORTH CAMPUS:

Extended Collaboration between Specialists and Classroom Teachers

Anxiety, accusations, disappointment, and anger are strong feelings for anyone to handle, let alone children. This year, the North Campus adjusted its schedule to incorporate Second Step, a classroom-based program promoting social-emotional competence and self-regulation, in order to teach PK–5 students how to manage emotions, develop empathy, and solve problems.

Every Day 1, grade level teachers teamed with a specialist and imparted a different lesson teaching the science behind the emotions. Topics included “Skills for Learning,” where students learned how to focus their attention, listen, use self-talk, be assertive, and plan to learn, and “Empathy,” which helped students understand that classmates may have different feelings about the same situation.

“Another unit taught how to manage our feelings,” says third grade teacher Connie Martin. “Using brain-based information, students practiced how to notice physical changes in the body when experiencing strong feelings and began applying skills learned in the program. For instance, before a math assessment, I have seen students using belly breaths so that they can do their best thinking. I have seen students naming their feelings and using self-talk to work through a difficult situation.”

The program also uses music and catchy lyrics to remind students what to do when strong emotions overwhelm them.

“I have heard students sing the song ‘Stop, Name Your Feeling, Calm Down’—partially with a laugh—but the point gets across!” shares Visual Arts Department Chair and art teacher Sally Allan, Martin’s teaching partner. “They are clearly thinking about it.”

“I have to say that for me it has been one of my favorite parts of the Second Step activities: watching Connie at work,” Allan continues. “She has such rapport with the students and expertly models every aspect of the program in her interactions. It has taught me as much as the students. We specialists have so few opportunities to work with classroom teachers in such an extended and authentic manner. Also, it gives the specialists and classroom teachers, across the grades, a common language to help students identify strong feelings and find constructive behavior patterns.”

In March, the Board of Trustees voted to consolidate WT’s two Lower School campuses onto the City Campus. The 2019-2020 school year is the final year of operations at the North Campus. See page 37.



City as Our Campus: A Greater Purpose for Learning

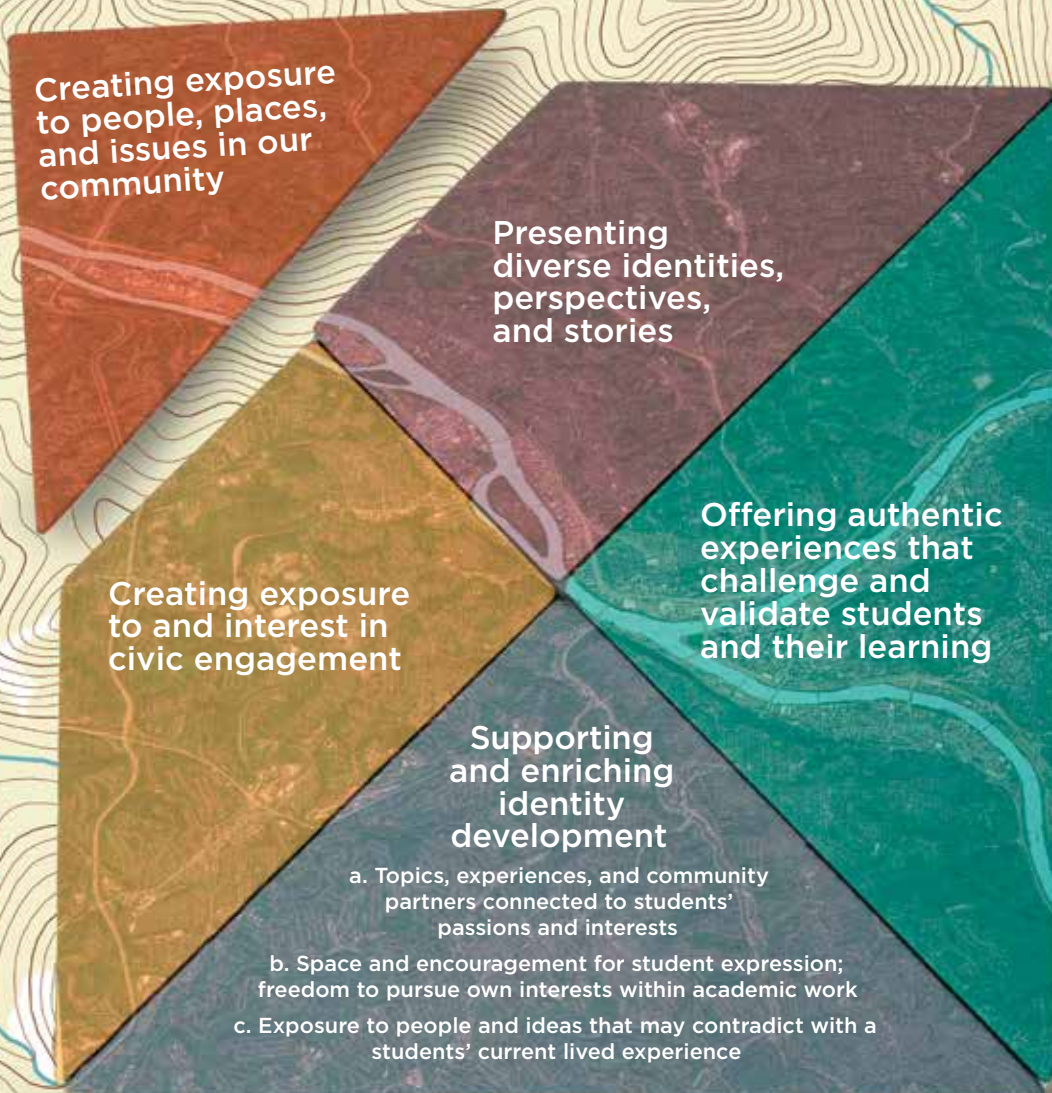
When researchers from the University of Pittsburgh's Learning Research and Development Center invited student and alumnae/i comments for the second phase of their study of City as Our Campus, Assistant Head for Educational Strategy Adam Nye found the research supported what he and faculty had observed all along.

"It was affirming to hear from students and alumnae/i that City as Our Campus, and the WT experience overall, impacted their way of seeing the world and their role within the community. As I read quotes from the students, I was often struck by the way they were talking about their experiences and the language they were using—it was as though we handed them a script."

The first phase of the research, completed in 2017-2018, studied the program model and implementation. This second phase, completed last year, examined the impact on student learning and outcomes, through the twin lens of specific projects and broad program overview.

"Students told us that City as Our Campus helped them to recognize and understand diverse perspectives, to learn about the city and the issues facing it, and to better understand their role in engaging with the community and effecting change. These are three of our programmatic goals so that was great to see," reports Nye. "It was also inspiring to hear from students that they feel empowered—through the skills, knowledge, validation, and encouragement they received at WT—to actually do something."

Critical Design Elements around which City as Our Campus Experiences are Created



Philosophy and Approach

A redesign of the program in 2014 that allowed it to be more easily aligned with teachers' goals created more growth, and results were dramatic and swift: The number of City as Our Campus projects more than doubled, from 30 to more than 60. Faculty participation skyrocketed from 30% to 90%, and partnerships soared from 50 to more than a hundred. Today, City as Our Campus is embedded from PK-12 into the core academic curriculum, both as a philosophy and as an approach that lives in many students' experiences.

"This is possible thanks to a dedicated faculty who are willing to try new things and who are interested in project-based learning, to a school that is committed to social justice issues through our credo to 'Think also,' and to a curriculum that is becoming increasingly culturally responsive through a framework designed to institutionalize equity and inclusion practices," notes Nye. "It is one aspect of a full program. So when we are talking about a student's social justice orientation or their skill development, we are talking about

the reading they are doing in the classroom to inform their thinking, the conversations they are having with community experts, the student-led discussions that are challenging their assumptions, and the expeditions into the community to introduce them to the places and spaces in their city.”

Students master content and skills and develop a sense of responsibility to the community while learning to think critically, challenge their own biases, and consider the perspectives and stories of others. And, as the research shows, the impact goes beyond students’ development of these important skills. By gaining a social justice orientation and thinking about their role within their own community, City as Our Campus experiences contribute to students’ sense of identity.

City as Our Campus has also transformed the teaching experience, says Nye, “...extending teachers’ pool of resources—not only in facilities, spaces, and tools, but also experience and perspective. It has been a learning experience for them; they are often able to learn alongside students by engaging a community mentor or tackling a problem that is new to students and themselves.”

Perhaps most profound: “It has given teachers, and their students, a greater purpose for the learning which ultimately leads to higher engagement and mastery.”

“I have realized that I have a voice that I can use to advocate for people who can’t advocate for themselves.”

—Middle School student

“Overwhelmingly Positive”

Studying storm water runoff and

food deserts, learning about childhood disease in developing nations, and devising solutions, understanding the lines of power and inequality written clearly into a city’s built environment: This is just a fraction of what students and teachers experience through City as Our Campus. But does the impact last after graduation?

Unequivocally yes, found the researchers. Seventy-five percent of surveyed alumnae/i report that City as Our Campus had a somewhat or significant positive impact on their passions and life after high school. These alums also characterized the contribution of their City as Our Campus experience and education to their overall WT experience as “overwhelmingly positive.”

“Does it really matter in the long run?” muses Nye, rhetorically. “We’re seeing that it does.”

“If you think about our Mission and the credo of the school, and our strategic priorities to prepare students for the demands of a changing world, and then you consider the experiences students have when

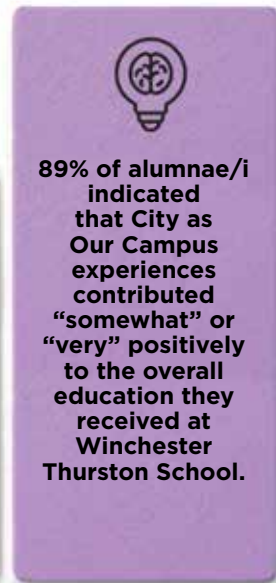
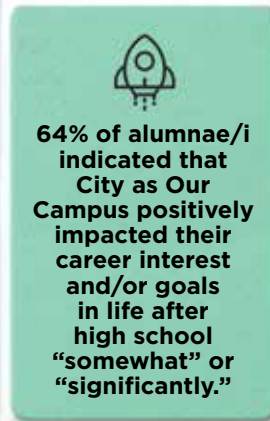
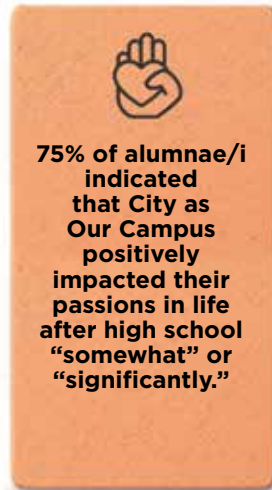
“Urban Research and Design was the point of inspiration for my personal investigation of a research-based and socially responsible approach to design and critical analysis of the built environment. The course engages the agency of its students in ways that are rare in education.”

—Jonathan ‘Jono’ Coles ’16

Insights from Teachers

[Excerpted from an article submitted to Independent School Magazine by first grade teacher Desiree Jennings and History Department Chair Dr. Michael Naragon. Following are their key takeaways for other schools considering community-based learning.]

- It is important for teachers to truly de-center themselves from the classroom, to learn to trust students, and to think differently about the dynamic relationship between content and skills.
- Young children have incredible capacity to learn about and grapple with topics that are often challenging and painful for adults. The ability to think critically to challenge their own biases, and to consider the perspectives and the stories of others, is a skill to develop, just like gross or fine motor skills, or reading or writing.
- Students crave chances to talk about equity and inclusion and need well-structured and thoughtfully constructed opportunities to explore these concepts. Teachers need to be able to wade into these topics fully comfortable with their own discomfort and a willingness to explore the outer limits of their own understanding.
- It is imperative to become comfortable with risks and discomfort in learning and instruction. It often opens space for learning that never would have been accessible otherwise.
- This type of teaching requires teachers to be adaptable, flexible, vulnerable, and willing to become learners alongside their students.



they are actively applying their learning to think about community issues and solutions while interacting with professionals from our community who can validate the students' ideas, students and alums say, 'Yes, that has contributed positively to my education, it's impacted my academic choices and career interests.'

Evolution...and Revolution

The evolution of City as Our Campus is a remarkable achievement, and there's more to come, Nye promises. "This time in our world requires a shift in our thinking, and we, as a school and an organization, must adopt the same flexibility and innovative spirit that we are asking of our students—which requires us to reimagine learning and rethink time and space," continues Nye. "I think when we discuss those priorities, we are, in part, discussing the expansion and further integration of City as Our Campus."

"I see myself now as someone who can do something about what is happening in the world. Before I thought I couldn't, but now I know I can."

—Middle School student

"Our students will need to be equipped with the skills and knowledge to work in an increasingly diverse and complex world. They will need to understand how to synthesize information from multiple sources and across multiple disciplines, apply that learning to be strategic thinkers for solving big issues, to know how to collaborate and problem-solve and think critically, to engage with a diversity of people from an increasingly globalized economy. What better way to prepare students to do that then by starting now? In first grade, eighth grade, twelfth grade. The more we prepare our students to be active citizens, people who are not only aware of the issues their community faces but also have the skills and knowledge to be empowered to address those issues, the better off we will be in the future. And it has to start with a shift in the way we 'do school.'"

"Urban Research and Design was one of my favorite classes at WT and inspired me to major in urban studies at Penn. Not only has the degree provided me the opportunity to get to know the city of Philadelphia firsthand, it also allowed me to explore the ways in which public policy affects people's lives on a daily basis. My education in urban studies has taught me how to approach the world around me more critically and engage with local politics and policy. Most importantly, studying urban studies has illuminated the ways in which systemic poverty and racism impact our society, which has inspired me to pursue a career in public interest or civil rights law." —Noa Jett '15

Breaking Boundaries

Lauren Ober '96 is the host and producer of American Public Media's hit podcast, *Spectacular Failures*, about some of corporate America's biggest business blunders. Before that, she hosted NPR's *The Big Listen*, produced an award-winning weekly newsmagazine and, as a freelance radio producer, contributed stories to public radio shows and podcasts including NPR's *All Things Considered*, *Morning Edition*, *Criminal*, and *99% Invisible*. A graduate of Syracuse University, American University, and the Transom Story Workshop, Lauren describes her path as "unconventional" — and says that Winchester Thurston helped instill confidence for the journey.

Lauren Ober

photo by DuHon Photography

Q: “Breaking Boundaries” is the theme of this issue of ThistleTalk. What are some boundaries that you have broken?

A: I have taken a sort of unconventional route to where I am now. I worked in print journalism, made a big shift into radio journalism and audio production, moved to Washington D.C., and began working in public radio. When I had a show on NPR, I was one of only five female solo show hosts. There aren't that many women heading shows, and there certainly aren't any like me—I'm a gay woman, and I'm closer to the middle of the gender spectrum—but I have the confidence to know, sure, why couldn't I helm a national show that is on public radio stations across the country?

Q: How did WT help to prepare you?

A: I went to a large public high school. My parents didn't see it as a fit, socially or academically, so I visited Winchester, was accepted, and went from a class of 400 to a class of 36. Winchester was like a breath of fresh air. There was a huge amount of trust, and when you are trusted with time and responsibility, you step up into that. It builds confidence. It allows people to take risks that are calculated, and gives the experience of being able to feel your way through things.

The school was pushing against the norms of high school education, and I benefited from that boundary breaking: We walked to Oakland to see an art film, took Japanese history classes with someone who had lived there, and African history with someone who was Ghanaian. All of these things are beyond the scope of traditional high school education.

with Lauren Ober '96

Q: Did this inspire your curiosity?

A: I come from a deeply curious and engaged family; WT supported that foundation. That's important; it said, 'Yes, the direction you're going is good, here's more of it, and here are things that you might not have known you were interested in, like African history.'

Before Winchester, I didn't know what Diwali is or what classical Indian dance looked like; now I know how Japanese tea services are done, and about their cultural and religious underpinnings, because we did one in class. The first gay people I ever met were through a school presentation; one year later, WT started a Gay-Straight Alliance. There were many ways in which WT was ahead of the curve. Conversations were happening there that were not happening elsewhere. For somebody like me—who wasn't interested in the movie version of high school—it was very appealing.

Q: You're currently hosting the nationally syndicated Spectacular Failures. Have your thoughts on failure evolved since you've begun hosting the show?

A: I've learned that failure is just a thing that happens. You don't have to imbue it with meaning, to say, 'Oh, I need to fail up.'

I have seen real reluctance and fear, on the part of young people, to get anything wrong. I've been fired from a job, and I lost a job because my show got canceled. Of course, these things make you feel absolutely terrible, but this is where resilience comes in. You pull yourself back up and figure it out. In an academic environment, creating a supportive space where people can take risks, make mistakes, know that things will fall to pieces and it's not the end of the world—being able to fail small—is important. Then when bigger things happen, you know how to deal with it.

Q: Final thoughts on how WT contributed to who you are today?

A: When you have curious and engaged and thoughtful adults fostering that in kids, it makes all the difference. WT allowed me to be me, in whatever ways that manifested itself. I truly did feel it allowed me to fully explore who I was and could possibly be.

We ♥ our Class of 2020



Jacob Allebach



Margaret Claire Balich



Tatiana Jacoud Barelli



Aida T. Beru



Leo Michael Berzon



Esmeralda Bessor-Foreman



Daniel Branstetter



Charles E. Burton



Yixin Cai 蔡奕昕



Anisa Callis



Tianyi Chen 陈天羿



Corrine Marie Crawford



Aria Rosalee Eppinger



Ian Frank



Alexandra D. Friedlander



Adia L. Glen



Morgan Bradley Graham*



Sydney Amaya Gray



Elizabeth Caroline Grossman



Angela Elizabeth Hayes



Sean Joseph Heintzleman



Bridget Kathleen Hughes



Claire A. Hughes



Igor Karusewicz



John C. F. Kubiak



Katherine Kunkle



Max Fantazier Lasky



Rivers L. Leche



Mikayla S. Leimer



Shuyi Li

Due to the state-mandated closure of schools through the end of the 2019-2020 school year, Winchester Thurston School's 133rd Commencement exercises were postponed. School leadership, in conjunction with the members of the Class of 2020, are working to develop alternate plans.

As this magazine goes to press, we recognize the hard work and agile adaptation to e-learning of each of the 58 members of the class and celebrate them here. We will share memories of the redefined Commencement ceremony in the Winter 2020 issue of *ThistleTalk*.

Please join us in welcoming the Class of 2020 to the WT alumnae/i community!



Huiyun Liu 刘惠昀



Shiyu Liu 刘诗雨



Isabel Sierra Lowry*



Jelisa Naomi Lyde



Izel Machado



Alessandro Gaetano Memoli



Thatcher Over Montgomery Jr.



Lila Summer Ost*



Daniel Pellathy



Christopher Porco



Sadie Quimby



Kathryn H. Rockwell



Scott Ralph Routledge*



Patricia Sarada



Sophia H. Scheatzle



Diederik-Paul Schlingemann



Nicole Zoi Shigiltchoff*



Katherine Barrie Slaymaker



Leon Peter Dominic Sleator



Annabelle Small



Emma A. Small



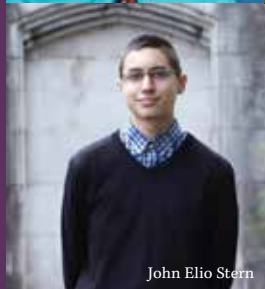
Cole A. Smith



Olivia O. Sobkowiak



Zoé A. Soteres



John Elio Stern



Makoto L. Tomblin



Kieran Walter Williams



Xiaohan Zhang 张潇寒

* WT Lifer

ICYMI*

Experience a taste of some of the great things happening at WT! Here you'll find some campus highlights that occurred before the state-mandated closure of all schools in March due to COVID-19. On the following pages, don't miss images of WT students embracing the resulting e-learning program! Be sure to follow WT on Facebook, Twitter, and Instagram, and visit winchesterthurston.org to keep up-to-date.



Brain Breaks

Strengthen Community at the North Campus

This year, North Campus students participated in school-wide, mid-morning brain breaks to recharge, connect, and play across grade levels.

**In Case You Missed It*



Fourth Grade Artists Become SCREENPRINTERS

Fourth grade art students learned about screenprinting and created their own collaboratively-designed t-shirts with Dan Rugh from City as Our Campus partner CommonWealth Press.



STUDENT-DESIGNED STEM Carnival

Engages the WT Community

This year, WT hosted its first annual STEM Carnival in which students in Middle and Upper School STEM courses designed games, crafts, demonstrations, and food carnival booths for Lower School students from both campuses. With over 20 booths to explore, students had the opportunity to learn the science behind shrinky dinks, make dry ice cream, play a game of birds, and much more.



Seventh Grade Students **Showcase their Writing**

After working with poets Adriana Ramirez and Jesse Welch as part of City as Our Campus, seventh grade students performed their poetry at the culminating poetry slam competition.



WT ATHLETES **MAKE HISTORY**

For the first time in WT history, the Boys Basketball team played their way to the WPIAL semifinals and earned a spot in the PIAA state playoffs. And, freshman swimmer Maeve Kelley won the 200-yard and 500-yard freestyle events in the WPIAL Class 2A finals, becoming WT's first Girls Swimming WPIAL Champion.

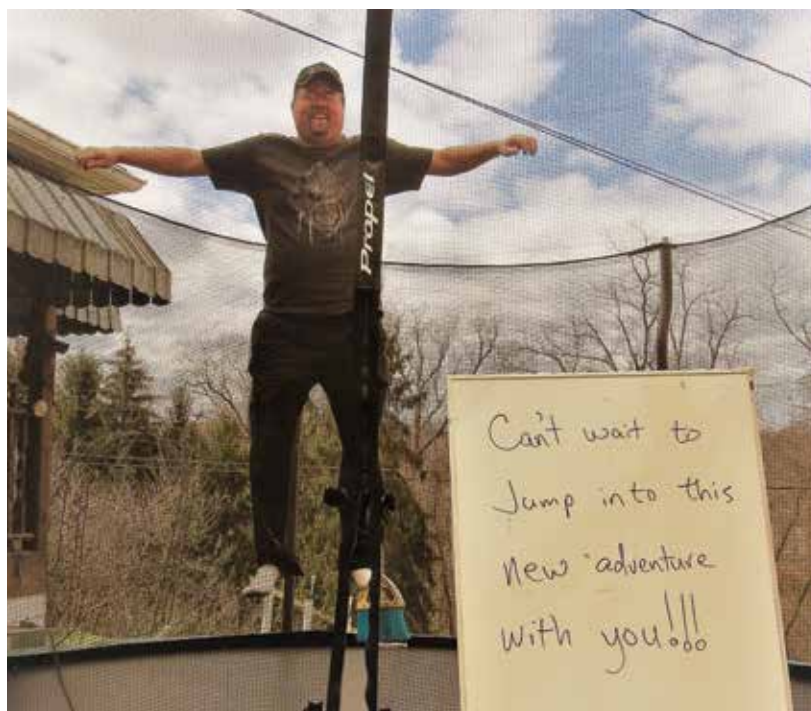
Students Learn to Use **ACTIVISM** for Positive Social Change

Students in AP Language and Composition; Politics, Principles, and Public Policy; and Environmental Biology worked on long-term projects focused on the ways in which activism can be used to produce positive social change. As part of this project, a panel on public advocacy and activism, featuring Pennsylvania's Second Lady, Gisele Fetterman, environmental activist and filmmaker Mark Dixon, WT alumna and Community Development Coordinator for Operation Better Block Gabrielle DeMarchi, and local artist and activist Ebtehal Badawi, engaged with students on how they became activists and the tactics they employ in order to advance causes of importance to them.



E-LEARNING AT WT

WT students, faculty, and staff fully embraced WT's strategic priorities—Reimagine Learning, Rethink Time and Space, Strengthen Community, and Support Employees—as everyone came together to create an engaging online learning environment and community this spring to help slow the spread of COVID-19.





Grandparents & Special Friends Day(s!) Events

This year, WT's Grandparents and Special Friends Day took on a new look—in fact it took on several!

This biennial Lower School tradition sets aside precious time to celebrate the vital role that friends and family play in supporting our students, their education, and most importantly, their well-being. These valuable intergenerational connections broaden perspectives, teach empathy, and create priceless moments for children and adults alike.

This year, we reimagined the custom to create a more intimate experience for students and their special visitors by offering multiple dates at the City Campus and an event for each grade at the North Campus. These memorable moments included interviews led by fifth graders, story time and bookmark making, traveling the world with Flat Stanley, breakfast with famous Pittsburghers, seeing life through the lens of Teenie Harris, and explorations into Mandarin and Spanish cultures via world language classes.

With seven unique gatherings we were able to celebrate the vital role that friends and family play in supporting our students. We couldn't be more grateful to all who attended—thank you!



THISTLETALK GOES DIGITAL

Get more news, photos, and fun at
winchesterthurston.org/digitalthistle



We welcome your ideas and suggestions on how to involve special community members like these in the lives of WT students. Please feel free to reach out to Michelle Wion Chitty at wionm@winchesterthurston.org or by phone at 412-578-3748.

Your City as Our Campus: Virtual Meet-ups

Events in April shifted online as alums across the country and world settled in at home. Your City as Our Campus Virtual Meet-ups were held with alums in New York City and Boston as well as with alums across both the Pacific and Mountain Time Zones. Alums shared stories of courage, hope, and ways that they have connected with family and fellow alums. Head of School Dr. Scott D. Fech highlighted ways that WT faculty, staff, and students learned, iterated, and continued to “Think also” through this unprecedented crisis. In-person Your City events will be rescheduled when travel and large group gatherings are deemed safe. In the meantime, please stay tuned for additional opportunities to connect online.

NEW YORK CITY AS OUR CAMPUS

Top Row: Dr. Scott D. Fech, Director of Advancement Monica Manes Gay, Lisa Fierstein '12

Second Row: Director of Alumnae/i and Parent Engagement Amiena Mahsoob, Associate Director of Advancement Michelle Wion Chitty, Nancy Herron '65

Third Row: Daniel Roth '07, Ian Gould '94, Brandi Dumas '99

Bottom Row: Board President Paul Rosenblatt, Jamila Ponton Bragg '92, Barbara Abney Bolger '52 (not pictured)



BOSTON AS OUR CAMPUS

Top Row: Dr. Scott D. Fech, Monica Manes Gay

Middle Row: Amiena Mahsoob, Emeritus Trustee Henry Posner III

Bottom Row: Donne Holden '60, Daryl Massey Bladen '65, Emeritus Trustee Carole Oswald Markus '57 (not pictured)





(L-R) M. Romon Washington '19, Kevin Salipante '19, Katharine 'Kate' Chaillet '19, Elinor 'Nora' Caballero '19, and Dan Schafer '19 share the joys and challenges of college with current seniors



Stephanie Shugerman '19 (L) reunites with Associate Director of College Counseling Loren Gordon (R)



Kate Chaillet '19 (R) hugs science faculty member Dr. Lynn Horton (L)

HOME FROM COLLEGE LUNCH

College-aged students journeyed back to WT at the start of Winter Break to visit friends and faculty during the Home from College Lunch. The event commenced with a candid panel discussion with current college freshmen during which they shared their successes and challenges regarding college admissions and the transition from WT.



(L-R) Aida Beru '20, Christina 'Stina' Vlachos '19, and Adia Glen '20



(L-R) Alexis 'AJ' Molder '19, Ria Bazaz '18, Isana Raja '19, Xavier Johnson '19



(L-R) Diederik-Paul 'Didi' Schlingemann '20 and Alexis 'AJ' Molder '19

Miss Mitchell Society

Expand the Vision of our Founder



Dr. Mary A. Graham Mitchell was a visionary leader. She broke boundaries by creating a school dedicated to educating women and preparing them for the rigors of a university setting. She reimagined learning by encouraging her students to progress in their education at a time when most women were encouraged to complete their schooling with a high school diploma. And, she created a community of learners and scholars who continue to “Think also of the comfort and the rights of others” to this very day.

In Miss Mitchell's honor, the Miss Mitchell Society recognizes those in our community who have chosen to expand the vision of our founder through a bequest or planned gift. Including Winchester Thurston School 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 lasting impact on the life of our school and students. Every planned giving donor becomes a member of the Miss Mitchell Society—membership requires no particular gift or bequest amount.

Please consider joining the community of supporters in the Miss Mitchell Society. Your gift will help us continue to break boundaries, reimagine learning, support community, and rethink time and space—all in the spirit of our founder. 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

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 Maslanka '83	Henry Posner III
Suzanne LeClere Barley '52	Robert I. Glimcher	Marga Matheny '64	Kathy Zillweger Putnam '71
Loretta Lobes Benec '88	Barbara Graves-Poller '93	Patricia Maykuth '69	Sarah Irving Riling '67
Barbara Abney Bolger '52	Rosanne Isay Harrison '56	Beverlee Simboli McFadden '55	Susan Crip Santa-Cruz '60
Kathleen W. Buechel	Kathryn W. Kruse '58	Kathleen L. Metinko '91	Jennifer M. Scanlon
Joan Clark Davis '65	Elsa Limbach	Frances P. Minno	Sheen Sehgal '89
Judith Rohrer Davis '57	Louise Baldridge Lytle '51	Bee Jee Epstine Morrison '56	Allyson Baird Sveda '84
Judith Ellenbogen '58	Carole Oswald Markus '57	Eileen Mauclair Muse '61	Dr. Beth A. Walter '92
Justine Diebold Englert '59			Gaylen Westfall, Honorary Alumna
			Carol Spear Williams '57

Please visit winchesterthurston.org/missmitchell for the complete list of Miss Mitchell Society Members.



A teacher. A coach. An act of love.

Someone in your life, past or present, recognizes your potential, inspires you to be your best self, and helps you find purpose. For many, that someone is a member of the WT community—a teacher, coach, specialist, or administrator.

We all deserve that someone. Be that someone for another.

Celebrate a teacher, classmate, or special occasion by giving the gift that actively engages and develops young minds. Your tribute gift will help provide competitive salaries, healthcare, and professional learning opportunities to the faculty and staff of WT.

Spread joy. Be that someone today.

Visit <https://give.winchesterthurston.org/tribute> to make your gift and send a special ecard or call 412-578-3748 to request a tribute booklet.

THE WT  FUND



Remembering Virginia Sheppard '41

Miss Virginia Sheppard '41 passed away on January 13, 2020. In addition to being a proud alumna, Miss Sheppard shared her talents with the WT community from 1961–1983 as an ancient and European history teacher. Miss Sheppard left a lasting impact on the lives of many of her students, some of whom shared their thoughts below. Her teaching influenced their academic successes, career choices, and love of art and history.

Miss Sheppard was also a member of the Miss Mitchell Society. We are extremely grateful for her gift and for the fact that her legacy will continue in perpetuity.

“My enjoyment for history is something that I received from Miss Sheppard’s teaching. It led to my decision to pursue an Art History degree and to my continued love and appreciation of history today.”

—*Maria Matheny Chapman '65*

“She was the best. She taught us to use critical thinking skills. I wish the rest of the country had the privilege of listening to her lessons in this crucial time in our history.”

—*Roberta Felman Lewis '68*

“I took Miss Sheppard’s European History class which was most challenging. First story: I needed emergency surgery in eleventh grade but refused to go to the hospital until I could take my midterm test for which I had diligently crammed! (Got an A). Second story: scored a 5 on my AP European History test because I had to compare Erasmus and Marx, which due to Miss Sheppard’s tough standards was easy as pie! The toughest teacher who demanded excellence! A great lady!”

—*Ellen Regenstein Spyra '71*

“I loved history and especially art history. Miss Sheppard must have taught us well because just two weeks

ago my seven-year-old grandson was given an old art history book by his Dad. We were visiting with my daughter and her family in their lovely historic town of San Miguel D’Allende, not far from the Mexican Pyramids. Together, my grandson and I poured over the book, and I was amazed I remembered it all and was able to share my love of art with my grandson who was smitten especially with ancient art. So, thank you Miss Sheppard for drilling us well in the history I loved so much. May you rest in peace knowing you gave to so many young students. Yes, a life well lived and a job well done.”

—*Lucy McDowell Karrys '68*

“Miss Sheppard inspired in me a deep fascination with history and a lifelong passion for learning. She was a tough yet warm-hearted teacher, holding us to the highest standard because she believed we could reach it. For this, we loved and revered her.”

—*Kerry Walk '79*

“Virginia Sheppard inspired me to major in American History (more specifically, American Intellectual History) at Brown University. She excelled in teaching us to think rather than memorize,

avoiding an occupational hazard in those days for history teachers. Miss Sheppard connected to us as individuals, encouraging our personal interests and unique explorations. She rewarded unconventional interpretations of historical events, and she rejected the option of producing little robots who would parrot back the concepts and analyses she imparted. Virginia Sheppard was a highlight of my WT education.”

—*Karen Wolk Feinstein '63*

“Miss Sheppard was extraordinary. An exemplary teacher who truly inspired learning! I have very vivid memories of walking into ninth grade’s ancient and medieval history class...Taking copious notes throughout the entire class and hoping that she would not call on me. When she did call you and you knew the answer to her satisfaction, what a wonderful day that was! On occasion, we were able to have her talk about her collection of pigs that sat on the side of her desk including one named ‘Hammurabi.’ She was ‘old school’ and we loved her for it! I feel privileged to have known her and fostered a love of history through her. What an amazing WT legacy.”

—*Allyson Baird Sveda '84*

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.

Lois Kaplan Finkel '39
Virginia Sheppard '41,
former faculty member
Sally Doerschuk Ketchum '43
Joan Frank Apt '44
Ann Meckel Hendry '44

Jean Clark Yount '45
Sallie McQuiston '55
Donna Gow Taylor '59
Gloria Cappellanti Acklin,
former faculty member
Dr. Murray Sachs, former Trustee

1940 80th Reunion Year



Lunch on the stairs of the pillared portals

1945 75th Reunion Year



Thistledown Staff

1950 70th Reunion Year



The 1950 Thistledown was dedicated to the ideals of Dr. Mary Graham Mitchell.

1955 65th Reunion Year



Members of the Class of 1955: Recognize this photo? Share the classmates and story captured here.

1960 60th Reunion Year



Class of 1960 Commencement Photo

1965 55th Reunion Year



Members of the Class of 1965: Recognize this photo? Share the classmates and story captured here.

doing with the tarot cards what Sue Grafton did with the alphabet. I donated the series of paperbacks to the WT library at our 50th reunion, but I think that was two books ago, so I owe the library a couple of books. The sixth novel in my series *The Tarot Mysteries: The Hierophant Card* was published on November 3, 2019. The website is thetarotmysteries.com."

1966

Susan McGowan shares, "Bevan Atkinson is my pen name. Because my parents paid for my wonderful WT education, where the English teachers told me I was a writer and gave me the Prose Award when I was a senior, I have managed to make a career out of employment that always required extensive writing as part of the job. So when I started writing fiction, I took one name from my Mom's family and one from my Dad's as my pseudonym, to pay tribute to their dedication to their children's education. Starting in 2006, I began writing my mystery series,

THE FOOL CARD



A Tarot Mystery by
Bevan Atkinson

The Fool is the first book in a series of Tarot Card Mysteries written by WT Alumna Susan McGowan.

Judith Uptegraff Spaeth reports, "I have retired with my husband to Florida, but I spend my summers in North Carolina where I have enjoyed reconnecting with WT classmates **Annie Messer Wheat, Judi Cooper Martin, and Mary Lou Neely Everett.** We have had a great time catching up over lunches."

1967

Diana Lemley shares, "I retired two years ago after practicing internal medicine for 40 years. I have two adult sons, two adult daughters, six grandchildren, and another on the way!"

1969

Cindy Cyert Steffes shared, "I visited Venice, Greece, and just got back from Paris!"



Cindy Steffes in Venice.

1970

50th Reunion Year



Class of 1970 Commencement Photo

1971

Joan MacGregor shares, "I retired four years ago after working on medical research grants at Pitt's Department of Epidemiology for more than 36 years. I am enjoying retirement on my farm with numerous dogs and cats and devote much time to rug-hooking and embroidery."

1975

45th Reunion Year



Recognize this photo? Share the classmates and story captured here.

1980

40th Reunion Year



Members of the Class of 1980: Recognize this photo? Share the classmates and story captured here.

1985

35th Reunion Year



Members of the Class of 1985: Recognize this photo? Share the classmates and story captured here.

1990

30th Reunion Year



Members of the Class of 1990: Recognize this WT Lower School tradition? Share your favorite Lower School traditions with us.

1992

Beth A. Walter reports, "I'm your new neighbor! Moved to Bayard Street this year, working as a professor of communication at Tepper Business School, Carnegie Mellon University."

1995

25th Reunion Year



Members of the Class of 1995: Recognize this photo? Share the classmates and story captured here.

1996

Rory Hughes shares, "I've created an online platform called BOOM (Broadway Official Online Masterclass). It provides online classes with professional teachers from Broadway, West End, film and TV, and more to a worldwide audience. A portion of proceeds from BOOM will also support out-of-work creative and performing artists in Ireland through Civic Theatre Artists Emergency Relief Fund and through Broadway Cares/Equity Fights AIDS (BCEFA). With your monthly membership and from the comfort of your own home, you can learn from and work with the stars! Follow us on Twitter: twitter.com/boommasterclass and Facebook: facebook.com/boommasterclass. Check out our website at Boommasterclass.com.



Members of the Class of 2000: Throwback to Lower School. Share the classmates and story captured here.

2001

Cassandra 'Cassy' Richards Davis reports, "We are doing as well as can be. My husband works for Duke University's Athletic Department and has been home. We marvel at the thought of anything that can shut down athletics nationwide/worldwide. He is spending a lot of quality time with our son, and they are enjoying their dad and son days. For example, almost every morning, they sit on our front porch—Dad with his coffee and Junior with his fruit smoothie. It's pretty cute. I am a Research Professor at the University of North Carolina at Chapel Hill, and I'm still teaching classes and meeting with my students. My research focuses on the impact of disasters on schooling, so I've been a bit busy. In early April, I met with the U.S. Government Accountability Office, spoke to a few leaders about my research as it relates to COVID-19, finished writing two grants, wrote an article, and an Op-Ed. I certainly feel like I'm sprinting this very long marathon, but all for a good cause."



Cassy Richards Davis and Anthony Junior

Each year, *Pittsburgh Magazine* and Pittsburgh Urban Magnet Project (PUMP) recognize 40 outstanding individuals under the age of 40 whose creativity, vision, and passion enrich the Pittsburgh region. **Barry Rabkin**, Director of Marketing, for Near Earth Autonomy, was recognized as one of the 2019 "40 Under 40" honorees. After studying marketing and psychology at Beloit College, Barry returned to Pittsburgh where he founded, grew, and sold two online startups and has helped to brand many more, including Identified Technologies and Near Earth Autonomy. Rabkin was quoted in *Pittsburgh Magazine* saying, "All startups are built off a deep understanding of people — what their needs are and what makes them tick — and developing solutions to their problems. Pittsburgh has a pretty rich ecosystem that's ready to do that."



Barry Rabkin

2002

Matthew Benic has relocated to Cincinnati, OH for a new position as a mental health counselor at Miami University of Ohio Student Counseling Services. He also passed the National Clinical Mental Health Counselor Examination (NCMHCE) in July and earned his Licensed Professional Clinical Counselor (LPCC) designation in Ohio and North Carolina. He is excited to be back in the north after three years in North Carolina working at East Carolina University as a staff counselor.



Michael Roth recently received his Ph.D. in Engineering and Public Policy from Carnegie Mellon University and is on his way to Tel Aviv University for his post-doctoral work.

2007

Lindsay Machen reports, "I'm completing my one-year fellowship training in Glaucoma at Wills Eye Hospital."

2009

Hannah Strong shares, "My research on Beyoncé is going to be published in an edited volume that will be released in 2021! The book is being published by Bloomsbury Academic and is about pop divas. Also, I am finishing my first year at the University of Pittsburgh in a Ph.D. program in Musicology."



Morgan Gilbreath's "Tower of Babel" won the Aldo Bellini Purchase Prize at Milano Vetro in Castello Sforzesco di Milano and is now part of their permanent collection.

2005

15th Reunion Year



Members of the Class of 2005: Recognize this photo? Share the classmates and story captured here.

2010
10th Reunion Year



Class of 2010 Commencement Photo

2013



Lucine 'Lucy' Gabriel (center, standing), a student at the University of Pittsburgh School of Medicine, led a suturing workshop with students from WT's Medical Club.

2014

Noah Dumaine-Schutz shares, "I'm a professional boxer and construction worker and I love it."

Elijah 'Eli' Dumaine-Schutz reports, "Living, laughing, and loving."

2015
5th Reunion Year



Members from the Class of 2015 taking a dance break for a group photo (L-R) Noa Jett, Bridget Re, Anna Ferry, Madeleine 'Maddie' Beyer, Emma Place, and Mieke Bovbjerg.

Lucas Rosenblatt is a software engineer at Microsoft AI Development Acceleration Program (MAIDAP). After graduating from Brown University with a degree in computer science, Lucas joined the MAIDAP to work on project PerfGuard alongside the Azure Data Team. He worked to find ways to safely deploy machine

learning models to massive-scale database systems without reducing performance. Lucas shares, "MAIDAP fulfilled my desire for both industry experience and exposure to many new ideas in a space I care about, Artificial Intelligence and Machine Learning. It's a great mixture."

2017



Malik Potter, with 21 points in the game, led Chatham University's basketball team to win their first game of the season.

2019

Stephanie Shugerman traveled to London in January for an Intercession class offered through Washington and Jefferson University.



Stephanie Shugerman (R) at The Who Shop in East London

Sharing our joy and compassion in a time of crisis.

In a time when the news filling our screens and our lives has been so difficult to process, we reached out to alumnae/i to learn of the wonder, joy, and compassion that they've experienced despite the COVID-19 pandemic. We loved hearing from everyone!



Cupid asking Santa for a large bowl of jellyfish for Christmas.

Kristin Langley '66 shares, "What is getting me through this time of staying at home is thinking about the sea turtles that live at the Clearwater Marine Aquarium. I volunteer on the resident sea turtle team and have gotten to know each turtle. It surprised me to see that they are very nice. Bailey, our paraplegic turtle, yoga breathes to calm himself. Cocoa and Snorkel, our blind turtles, are so serene. Cocoa even sits on a staff member's lap when he has lunch. Snorkel is still a toddler and eats like a baby bird. Our four turtles, who have air under their shells, sail around their habitat playing with each other. They have each suffered an adversity that would cause most humans to become angry and resentful. But they are happy and joyful for each day of their lives. It reminds me that we need to hold onto the same attitude. My mantra is to be kind, joyful, and like the sea turtles."

Joi Cardinal A'75 shares, "I'm in Eugene, Oregon. Awesome Partner and I walk as much as possible and spied this great blue heron on a recent walk."



Heidi Kanterman Freedman '74 shares, "My son Andrew is a Saratoga County, New York Police officer. He's on the front line working through these difficult times. I'm so proud of him!"



Alice May Succop Burger '69 shares, "My daughter Alissa is a member of a meal train delivering homemade lasagna to the ER staff at Shadyside Hospital."

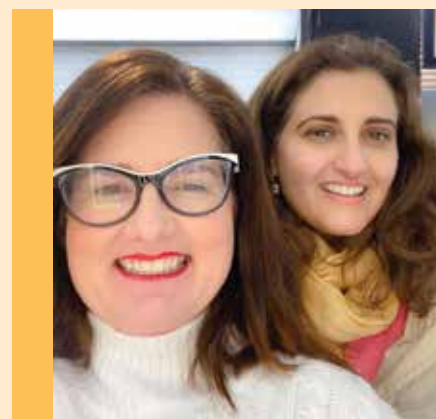


Dayna Scott Jenkins '11 shares, "I had a baby, Harrison Jenkins, and he is the best part of this lockdown!! We are over the moon!"

Claire Bruyneel '91 reports from Belgium, "Good thing is, I am home most of the time, with my husband Thomas, and our kids Laure (16) and Antoine (14). They get work from school, but I am not the best teacher for Latin and math!! Laure goes jogging with me (I had not run since the summer) and it's great to have these moments together. We started our vegetable garden, we cook together, and we have Zoom meetings with the grandparents and my sister living in France. We watch old movies all together. We also go to the post office and send cards to elderly people who live alone. Laure started painting again (see photo). These are tough times, but good times. My family is feeling well; my sister who is a pneumologist in a public hospital in Brussels works seven days a week and it is hard for her. We will get through the crisis!!!! Take care everyone!"



Alums Deval 'Reshma' Paranjpe '91 and Constance 'Connie' Paras '89 have partnered to launch 412PPE to design and create personal protective equipment (PPE) that can be sanitized and used with disposable filters. For each mask purchased, a mask will be donated to healthcare workers at the frontline of the COVID pandemic. The project is backed by Pittsburgh legend Franco Harris and his son F. Dok Harris. Performing Arts faculty member Barb Holmes is assisting in sewing masks.



Constance 'Connie' Paras '89 (L) and Deval 'Reshma' Paranjpe '91 (R)



Heidi Kanterman Freedman '74 shares, "My newest grandson Weston was picked by a photographer to be part of a Valentine's Day photoshoot this past February in Connecticut. Weston was in the center of the chocolate box. The photoshoot went viral! Needless to say, now Weston has a voracious sweet tooth!"

Heidi Kanterman Freedman's grandson Weston



The End of an Era

In March, the Winchester Thurston School Board of Trustees voted to consolidate the two Lower School campuses onto the City Campus. The 2019-2020 school year is the final year of operations at the North Campus.

For more than 30 years, the North Campus has been an important part of WT's history. It has represented an opportunity for students to engage and explore in outdoor classrooms and to experience pond life, the Pioneer Trail, and Miss Maple. And for the community as a whole, Applefest, Walks in the Woods, and WT's Summer Camp program—offering more than 100 unique adventures each summer—have brought the magic of the North Campus to thousands of families throughout the years.

“The decision to close the North Campus and unite the Lower Schools into the City Campus came after a great deal of consideration and study over many years,” noted Board

President Paul Rosenblatt. “With enrollment challenges that we continued to experience at the North Campus since its opening, we wanted to evaluate our current campus model and stretch the way that we think about adapting to a changing world.

“While we understand that this has been painful for many families, we are deeply grateful to the faculty and staff—many of whom were with WT for decades—for their role in making the North Campus experience a deeply meaningful one for so many.”

The larger joint enrollment, which will result from unifying the campuses, will enable enhanced programmatic opportunities as well as more robust social and professional interactions. And, the ability to focus resources onto one campus will strengthen and expand opportunities for all WT students.



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REUNION 2020

OCTOBER 16 AND 17

Save the Date

All classes are invited to join us on campus or virtually for Reunion 2020. Class years ending in 5's and 10's have their own Class Parties, too. Join the planning for your class by contacting Amiena Mahsoob at mahsooba@winchesterthurston.org or calling 412-578-7511.

winchesterthurston.org/reunion