

ThistleTALK

THE FUTURE
OF EDUCATION
IS HERE.





Welcome WT's Next Head of School, Dr. Scott Fech

On December 6, 2017, WT announced the appointment of our next Head of School, Dr. Scott Fech, effective July 1, 2018. Scott brings nearly 30 years of academic and administrative experience in a variety of school settings, including the acclaimed University of Chicago Laboratory Schools and his current school, NSU University School in Florida, where he serves as Upper School Director.

"Scott was a sought-after candidate who rose to the top of a very accomplished group of applicants from around the nation," said Jennifer Gonzalez McComb '89, President, WT Board of Trustees. "He brings broad experience as a scholar, leader of faculty, and progressive educator with a deep affinity for guiding young people intellectually, socially, emotionally, morally, and ethically. We are eager to formally welcome Scott to our community."

Scott was highly regarded by all who met him, including students, faculty, staff, administrators, trustees, alumnae/i, and parents. They recognized his enthusiasm for WT, his strong connection to the Mission, and his commitment to equity and inclusion.

"As I've come to know WT more intimately over the past few months, I have been deeply impressed by the extent to which the school is so authentically grounded in its credo to 'Think Also of the Comfort and the Rights of Others,'" Scott said. "The timeless power of this message is humbling, and is a natural fit to my own educational philosophy that not only should schools work to develop students' intellectual and academic capabilities, but also we have a responsibility to help students grow in their social-emotional development and to develop morally and ethically. As someone who believes deeply in progressive education, I am honored to join WT at this remarkable time in its history and am inspired to ensure that it always remains a vanguard in education."

Scott will be joined in his move to Pittsburgh by his husband, Rick, and their son, Beckett.

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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: Critical Thinking, Integrity, Empathy, Community, and Diversity.

Equity and Inclusion Statement

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

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As part of Reunion 2017, Catherine Grainger (R) and Wendy Skolfield (L) came to WT to share family lore about their great-great aunts, Miss Elizabeth Mitchell and Miss Mary Graham Mitchell, WT's visionary founder. They are pictured here in outfits reminiscent of Miss Mitchell's favorite attire.

FROM THE HEAD OF SCHOOL | Gary J. Niels

wt sports
wt community
wt impact
wt alumnae/i news
class notes

2

14

16

18

20

25

Features

**Want to Know Where Education
is Headed? Ask a Parent
Thought Leader**

4

**Critical Friends® Provides
New Perspectives in Teaching**

8

**Standing Where
History Happened**

10



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Fostering Caring Young People

As I travel through my final year at WT, I have been reflecting on the many memorable moments and experiences in my 16-year tenure; one that will always stand out occurred on February 2, 2004, when our Parents Association brought world-renowned educator Jane Elliott to our campus. Ms. Elliott, a third grade teacher in Iowa, had become famous following a classroom exercise that became known as the Blue Eyes/Brown Eyes experiment.

After the assassination of Dr. Martin Luther King, Jr., in an attempt to help her students understand the consequences of prejudice for African Americans, Ms. Elliott divided her class by the color of their eyes: students with blue eyes in one group and students with brown eyes in another group. She began by giving the blue-eyed children positive affirmations and special privileges. The blue-eyed children began to perform better in school than the brown-eyed children, who were being suppressed and referred to in negative ways. Their performance declined. Then she reversed the lesson; shortly thereafter the brown-eyed children began to perform better and the blue-eyed children performed more poorly.

Although I would never wish in any way to diminish the core teaching about race in Jane Elliott's classroom exercise, I have also thought about the lesson as it applies to the education of all children. How do implicit and explicit messages from the teacher and the school affect overall student performance? How does a positive social climate impact student performance? Can student performance be improved as a result of a student's immersion in a more positive classroom and school environment?

Harvard Graduate School of Education lecturer Christina Hinton conducted a study in 2015 of students enrolled in independent schools. Her intent was to explore the relationship between positive feelings and student learning. Among other things, she found that happiness

is positively correlated with academic performance and notes that this is significant because academic performance provides a broader picture of achievement than standardized test scores, encompassing multiple types of abilities and the influence of social dynamics.

With this in mind, it behooves each and every school and teacher to self-assess the messages that the teacher and the school send to its students!

Two years ago WT embarked upon a relationship with the Harvard Graduate School of Education's pioneering program, Making Caring Common (MCC). The Mission of MCC is to help educators, parents, and communities raise children who are caring, responsible to their communities, and committed to justice. This is in the service to fostering positive school communities, which is why WT chose to join.

One of the most informative and helpful aspects of our membership in MCC is the school climate survey. We distributed our survey to Middle and Upper School students and retained the services of a consultant to analyze the data. Her final assessment stated the following:

Think Also of the Comfort and the Rights of Others, the school credo, is being exemplified in the WT community. The results show overwhelmingly positive response to the questions regarding student connections with each other and their teachers. It is believed that the school's values are influencing the way students behave and interact with one another.

Recently, a student at WT sent an unsolicited email to Mrs. Klein, our Director of Upper School, which affirmed the conclusions of the MCC survey and reminded me of the importance of happiness in a school environment. The student wrote:

Despite the stellar teachers I have (and the teachers I have have usually been the most important thing about a school for me), I think that the very most outstanding thing about Winchester is, like Mrs. Holmes said the other day, the community. I've only been to two other schools, and they were both private, but every day I walk in and I'm still blown away by the friendly atmosphere here. My peers have mostly been more than welcoming, no matter which kids they hang out with. My teachers seem to care genuinely about each of their students. People talk and laugh with each other in the hallways and mingle with many different people. In general, the mood here is positive and uplifting, not negative, rigid or stressful. For this reason alone, I find it hard not to be happy here.

I have had so many memorable moments at WT, but none of them are as important as knowing that our community lives what it aspires to be and that in doing so we foster intelligent and caring young people.

WT welcomes new members to Board of Trustees

*Education, innovation, and social
responsibility at core of experience*

WT offers a warm welcome to new members of the Board of Trustees, Henry S. Beukema, Kristen A. Burns, Illah Nourbakhsh, and Shannah Tharp-Gilliam.

"This group of individuals ensures that we will continue to focus on the education models of the future while simultaneously reinforcing the imperative of our founder to 'think also of the comfort and the rights of others,'" —Gary J. Niels, Head of School



Henry S. Beukema recently retired after a 36-year career as a Pennsylvania grantmaker, including 12+ years with the Heinz Endowments and Pittsburgh Foundation. Most recently he served

as the executive director of the McCune Foundation where he helped distribute grants of approximately \$27.5 million annually to organizations located in western Pennsylvania.



Kristen A. Burns is the associate director at The Grable Foundation, where she leads Grable's early childhood work, including early learning programs, professional development strategies, and

support for parents of young children. Her grantmaking portfolio also includes innovative learning models, mentoring, girls' issues, STEAM and maker learning, and social services for children and families. Burns's three children attend WT.



Illah Nourbakhsh is a professor of robotics, director of the CREATE lab, and associate director for robotics faculty at Carnegie Mellon University. His current research projects explore community-based robotics,

including educational and social robotics and ways to use robotic technology to empower individuals and communities. He has published a variety of books, most recently *Parenting for Technology Futures*. Nourbakhsh is also CEO and chairman of Airviz Inc., a company dedicated to empowering individuals regarding home air quality. Nourbakhsh's two children attend WT.



Shannah Tharp-Gilliam is the director of the Office of Research and Evaluation at Homewood Children's Village (HCV), having joined the organization in 2011 as its second hire. As a member of this

team, she has led programmatic design and created and led the evaluation of services to Homewood's children and families. Tharp-Gilliam is the mother of two sons who are both WT alumni.

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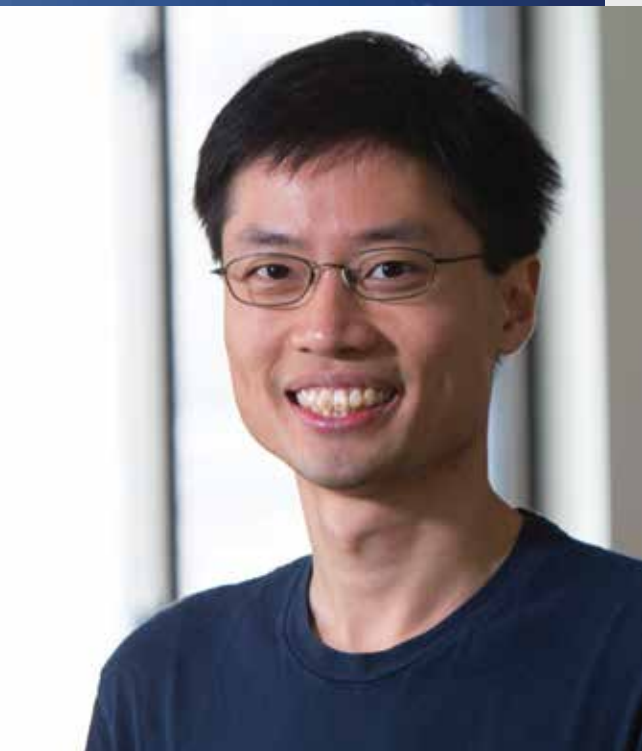
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WANT TO KNOW WHERE EDUCATION IS HEADED?

ASK A PARENT THOUGHT LEADER.

What do parents value, consider, and ask when they imagine the future of education, and the opportunities a school like WT could pursue? Last winter, we assembled a group of parent thought leaders to talk with us about the changing context of education, the economy, and the region, and to help us think about future opportunities and emphases that could build from WT's strengths. The group was a diverse set of forward thinking, community-minded educators, entrepreneurs, global citizens, technologists, and non-profit leaders. We share here the thought-provoking insights of just a few of them.



Po-Shen Loh

*Associate Professor of Mathematics, Carnegie Mellon University, Founder of Expii,
National Lead Coach of USA International Mathematical Olympiad Team
Parent of Vivian, Grade 6, and Vincent Loh, Grade 4*

“My role as a teacher is not simply to transmit information, but to inspire students to want to think, want to learn, want to create. Students should learn how to learn and why to learn, so that it means something to them. At Expii, we are rethinking the learning experience and solving the challenge faced around the world: how to engage learners. Our solution is a personalized learning platform powered by artificial intelligence, a free personal tutor at any learner’s fingertips that is also able to make an emotional connection. Teaching is not a precise science but an art form. It is not formulaic, but experimental. It takes real people to ask real questions and talk about real feelings. So the teaching and learning revolution begins and ends with teachers at the front line, finding ways to combine creative thinking and technology, to tackle learning in exciting new ways. One teacher, one person can make a huge impact by inspiring students to learn, to be creative, to seek challenges, to solve adventurously, and to build a society that we all are proud to live in.”

Yolanda Covington-Ward

*Associate Professor of Africana Studies,
University of Pittsburgh
Parent of Leyeti Ward, Grade 4*

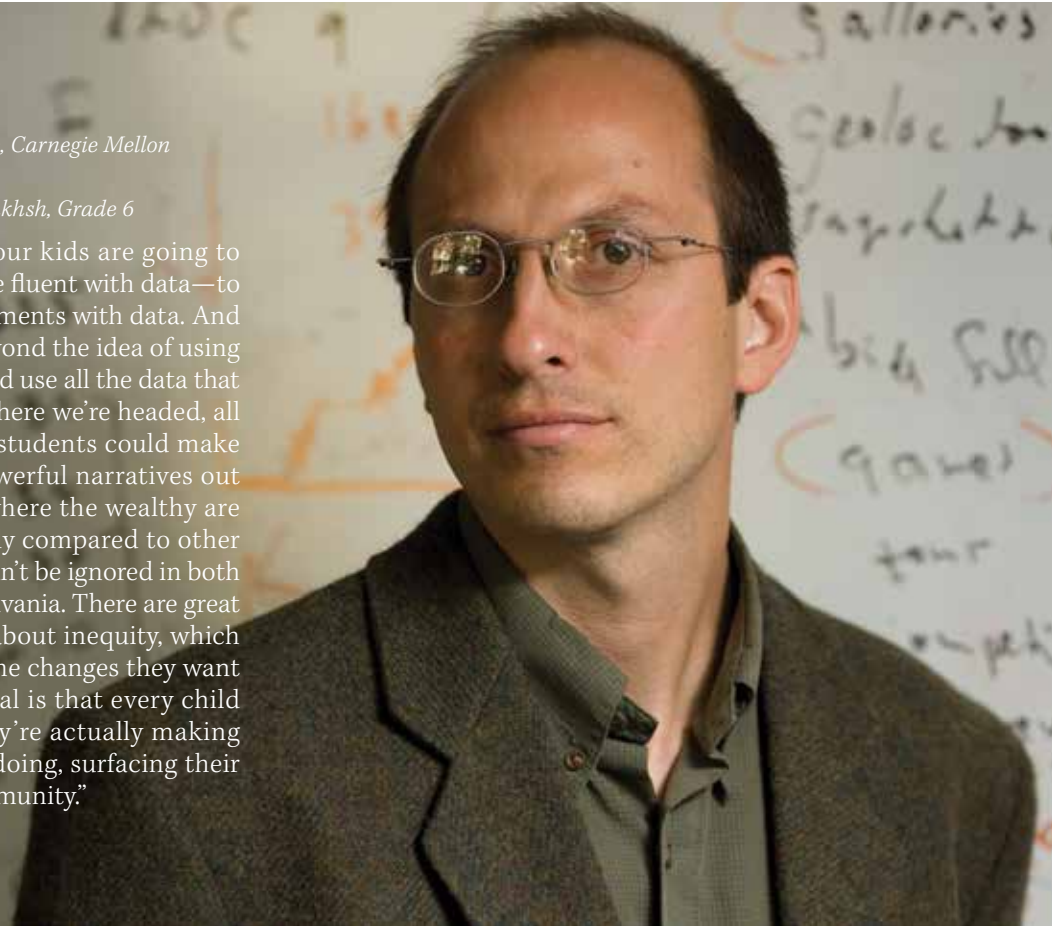
“The most powerful learning occurs with applied projects; even the youngest learners can and should be challenged to use their learning to solve problems. This type of teaching provides schools with great opportunities to rethink and expand traditional subjects, to make learning relevant and current. So, for example, in a unit on, say, Africa, young children can learn not only about rural village life or wildlife; they can and should learn about and understand contemporary problems and advancements—urbanization, innovation, economic growth, migration. Doing projects on issues like these helps children see how what they are learning matters in the world outside of school. That is why I love City as Our CampusSM as an approach to learning; kids can see how they can make a difference in the larger community.”



Illah Nourbakhsh

*Professor of Robotics, The Robotics Institute, Carnegie Mellon University, Director of the CREATE Lab
Parent of Mitra, Grade 8, and Nikou Nourbakhsh, Grade 6*

“As the citizenry of the future, our kids are going to make change, and they will need to be fluent with data—to make sense of data and to make arguments with data. And so there’s an opportunity to move beyond the idea of using the community as a lab, to uncover and use all the data that exists about our democracy, about where we’re headed, all the issues that swirl around us. Our students could make sense of those issues, and create powerful narratives out of the data. We’re living in a place where the wealthy are becoming wealthier extremely rapidly compared to other cities. And this is creating gaps that can’t be ignored in both urban and rural Southwestern Pennsylvania. There are great opportunities for students to think about inequity, which will enervate them to try and make the changes they want to see in the world. The ultimate goal is that every child here becomes a thought leader. They’re actually making a case for what they want and in so doing, surfacing their thought leadership to the whole community.”



Sasha Heinz

*Developmental Psychologist
Parent of Jack Heinz, Grade 1*

“At the heart of problem solving is empathy, the ability to share someone else’s feelings and understand how other people experience the world. We have learned that social-emotional skills are just as important as cognitive skills, and that in fact they are interdependent. We integrate the head and the heart very well in the early years of Pre-K and Kindergarten, but as children get older the emphasis on social-emotional skills lessens as academics take center stage. And, frankly, clunky and old-school approaches to teaching ‘character strengths’ often seem hokey to smart kids (cue the eye roll). Research in positive and developmental psychology, however, has really caught up and there are now very thoughtful and sophisticated curriculums that help students develop the non-academic skills such as empathy, self-control, and mindfulness that will help them both do well and be well. To prepare children for this ever complex and challenging world, teaching compassion and empathy should not be seen as an ‘add on,’ but rather a fundamental competency needed to tackle the multidimensional problems in our cities, in our country, and on our planet.”

Fred Brown

*CEO, Homewood Children's Village
Parent of Asata Brown, Grade 5*

"A question on my mind is: 'How does a school look at energy and the environment as a challenge in the 21st century, then take a diverse group of kids and do something that has a global impact?' I don't have an answer for the global impact, I just know that last year carbon dioxide levels officially passed 400 parts per million. When I think about that, and then about kids who have very different realities, I think that this is a nexus for them. Engaging kids from different environments and guiding them to have an exchange really contextualizes learning and reality. Kids can come from different places and find that they have similar aspirations even though their realities are very different; they can discover that they connect with each other even though they may be worlds apart. So how can the equity and inclusion that WT seeks to create bring kids from different realities together to learn and solve problems together, and apply that collaborative learning in a global context?"



Marsha Lovett

*Professor of Psychology, Director of the Eberly Center for Teaching Excellence and Educational Innovation, Carnegie Mellon University
Parent of Nathan Lovett-Genovese '17*

"When we think about integrated, project-based learning—getting students to tackle gnarly, wicked problems—it's interesting to ask, 'What does the teaching look like?' In this type of immersive learning, the word *teacher* is in quotes; students are driving their own learning, and teachers are supporting that process. And so, it's really the students at the center, even when you're focused on the question of teaching. Moreover, with technology as a piece of the teaching and learning puzzle, we now can make data driven decisions around education; we can instrument a lot of the learning process and then refine it. Which creates opportunities for students to be even more empowered in shaping their own learning experience with the help of that data about what's working, what's not. Along with student-driven learning comes the importance of meta-cognition—what students know about what they know and don't know. Students will need to leave school with the fundamentals, with the confidence and skill to analyze, understand, articulate, and solve problems, and with the humility and capacity for self-reflection—to know what they don't know."



Critical Friends® Provides New Perspectives in Teaching

North Hills Campus science teacher Brock Perkins provides feedback during a Lower School Critical Friends Group meeting.

Behind WT's rigorous, innovative curriculum—and behind every inspired, engaged WT student—are deeply passionate teachers as dedicated to continually improving their practice as they are to challenging their students. An essential part of making this happen? Critical Friends Groups (CFG).

“The purpose [of Critical Friends Groups] is to foster in-depth conversations around best teaching practices where our faculty are truly learning from the expertise of one another,” explains Dean of Faculty Amanda Welsh. “It’s not to give teachers answers for everything, but to help them see things from a different perspective, and think about them another way. It has fostered a culture of openness, sharing, problem-solving, and support.”

Developed by the National School Reform Faculty (NSRF), an organization dedicated to professional development, Critical Friends Groups create a culture of excellence for school communities through a process that builds trust, improves feedback, promotes deep reflection, fosters equity, and more. CFGs are collaborative, collegial—and confidential.

“As professionals, it can be tough to admit when you are struggling with a concept, topic, or student,” says Computer Science teacher Dave Piemme. “CFG gives us a safe place to truly discuss things we are struggling with.”

Each group meets monthly to analyze a dilemma presented by one of its members. Middle and Upper School groups include faculty from different divisions and disciplines; Lower School groups combine faculty from North Hills and City Campuses. Faculty facilitators organize and structure meetings according to CFG guidelines. “As a facilitator, I have found it amazing how supportive the group members are and how effective the feedback is. At the start of each group, we re-cap our previous discussion and members of the group readily share how they are utilizing the strategies, tips, and advice from prior meetings,” notes third grade teacher Theresa Fox.

Facilitators often meet in advance with the presenting member to understand what he or she hopes to gain, to help articulate how to best present the issue, and to assist with determining the appropriate CFG protocol to use—and there are dozens, each designed to promote dialogue and make the best use of time. With names like Post It, Purge It; The Feedback Carousel; Honoring Differences; Thinking Out of The Box; Wagon Wheels Brainstorm; and Probing Questions Exercise, there is no teaching concern—student assessment, classroom management, incorporating technology, lesson development, supporting diversity, or managing workload and time—that can’t be successfully addressed by a CFG protocol.



Third grade teacher and Critical Friends Group facilitator Theresa Fox explains the protocol for the day's topic.

Consultancy Protocol is a WT favorite. “The protocol gives each member of the group the opportunity to suggest creative solutions to the dilemma,” says Academic Enrichment and Challenge teacher Kathy Dunlop. “One colleague in our group wanted assistance with developing a culminating activity for a particular unit. Each member of the group came up with suggestions that she was able to utilize and put into practice.”

Fourth grade teacher Mary Arcuri often uses the Tuning Protocol, which “lends itself to improving a curriculum piece or assessment that a teacher is already working on.” It helped fine-tune her approach to her Global Citizenship unit, and the way it involves WT’s annual visitors from Peking University Elementary School. “The feedback I received was extremely helpful in the way I approached this unit by planning the read-aloud books that concentrate on Beijing, incorporating pictures and slides from the WT trip to Peking University Elementary School, and keeping a notebook to compare and contrast the various ways our cultures are similar yet different.”

“CFG’s collaborative nature can’t be overstated,” says Welsh. The group’s multiple perspectives can be particularly valuable when they come from outside the presenter’s area of expertise—an aspect of CFG that initially met with some resistance. “Faculty were saying, ‘how can I talk about what I’m doing in calculus if there’s just a French teacher and an English teacher?’” recalls Welsh. “But the way the protocols are structured, and the way the process works, they get amazing feedback, even from people who don’t know the subject. They know good teaching — and that’s really what’s powerful.”

“At first, we all thought this would be the biggest challenge,” admits Piemme. “Now, I think it is the biggest strength of the CFG process.”

Director of Library and Information Services Eric Schatzman can attest to that. While reimagining library space and usage a few years ago, he sought CFG feedback. “In preparing for the presentation...I drew up blueprints and descriptions for a group of people not entirely familiar

with the nooks and crannies and uses of the space. Because of the fresh eyes on the library, I made some physical changes and discussed procedures with users of the library starting the following year. I continue to reflect on the discussion and responses.”

“It comes down to ‘expert’s blindspot’ – the idea that when someone’s too familiar with a subject, they may not recognize what they do not see,” says Computer Science Department Chair David Nassar. “I have brought many issues to the group, ranging from trying to improve a particular assignment, to refining my assessment techniques for the Computer Science Department as a whole, to even how to attract more female and minority students to higher level Computer Science courses. The multiple lenses with which my group sees our school allowed me to develop solutions to these problems that I had not seen, even though I had worked on them for many years.”

Nassar, describing himself as “generally meeting averse,” was initially a CFG skeptic. “The CFG protocols, which dictate the structure of the meeting, changed my mind. All of the things I disliked about meetings were corrected for by the protocols, and in 45 or 60 minutes, we were accomplishing amazing things. Amanda worked hard to diversify each group by division and subject study area. And since the protocols require that each person contribute equally, the problems are guaranteed to have the insight from each member of the group.

“‘Effective meeting,’ to some, sounds oxymoronic,” continues Nassar. “However, this is exactly what CFG enables us to facilitate. I am a happy convert!”



(Counterclockwise from top right) Math Department Chair Steve Miller, Director of Equity and Inclusion Diane Nichols, Science Department Chair Graig Marx, and art teacher Mary Martin share a laugh during a Critical Friends Group meeting.

“Not only are we studying in the place where history happened, we are standing in these places.” —Upper School History teacher Dr. Josh Andy

Standing Where History Happened

They have walked the grounds of Auschwitz; examined culture and conflict with Israelis of many faiths; and retraced the journey of a Holocaust survivor. Each summer, WT faculty immerse themselves in history, culture, politics, and current events through robust, riveting Classrooms Without Borders (CWB) study seminars that provide experiential professional development for teachers and impact curriculum in each division, with more than a dozen WT teachers participating to date.



History teacher Josh Andy with WT students (now alumnae/i) and colleagues on study seminar in Greece. L-R: Eric Bianco '16, math teacher David Hallas, Josh Andy, Gabe Brodsky '16, Naomi Grossman '16, and Associate Director of College Counseling Patrice Alaquiva '06.

Upper School

Fueled by a vibrant network of resources rooted in scholarship, CWB's educational tours focus on Holocaust and Israel education in Poland, Israel, Greece, the Czech Republic, and Germany—with Italy, Spain, and Russia on the horizon. Since 2013, Andy has explored four of those countries. Among his experiences: visiting Distomo, a Greek village decimated by the German army and SS for harboring resistance fighters and, with 89-year-old Holocaust survivor Howard Chandler, traversing Poland, including Warsaw, Krakow, and Starachowice, Chandler's hometown.

Andy has developed two courses around CWB seminars—Genocide and Holocaust Studies, an examination of genocide throughout history and the theory and practice of how mass atrocities are studied, and Modern Middle East History, a regional survey from the late Ottoman period to the present, focusing on political and economic

reforms—and his experiences augment longstanding courses like AP European History. “In 1492, when Ferdinand and Isabella of Spain sent Columbus west, they also expelled all Jews from Spain. That connects with my experience in Greece when, during Shabbat services in Thessaloniki...they sang in Ladino, the language of medieval Spanish Jews. That community still exists!”

“For educators and lifelong learners, Classrooms Without Borders has vast importance,” continues Andy. “If teachers attend multiple years, they’ll make connections across study seminars. And CWB is building itself into a resource for teachers beyond the summer.”

Two years ago, during a surge in violence against Israeli Jews, Andy's students Skyped with CWB education director and Jerusalem resident Avi Ben-Hur, who reported in real time. “That isn't possible if you don't have those connections,” asserts Andy.



Notes placed in the Wailing Wall in the Old City of Jerusalem. With the guidance of Visual Arts Department Chair Sally Allan, students at the North Hills Campus will create a wall made of clay blocks and write or draw messages to place in it.

Middle School

A CWB study tour in 2006 forged a cornerstone Middle School experience: the cross-curricular Holocaust Project. The unit has always culminated in a showcase of student work; now students also contribute to History Unfolded, crowd-sourced research organized by the U.S. Holocaust Memorial Museum—efforts that will inform a future exhibit and may even be included in the museum itself.

“Students work to gather evidence of what people in Pittsburgh might have known about various aspects of World War II and the Holocaust based on what was being published in local newspapers,” explains Middle School English teacher Callie DiSabato. “Students then submit their findings to the museum.”

In 2016, DiSabato was in Auschwitz with Chandler when he discovered the exact date of his imprisonment there—“an incredible thing to witness,” she says. “CWB greatly expanded my content knowledge, but it also created a space for me to be invested in the teaching of the



Howard Chandler, Holocaust survivor, with his family in his hometown, Starachowice, Poland.



Middle School English teacher Callie DiSabato placing a stone on a memorial in Starachowice, Poland.

Holocaust in a way that I could not have created without the trip.”

The impact extends beyond the Holocaust curriculum. “The SciFi and Social Justice unit was inspired in part because of my trip to Poland. The project gives students the opportunity to create story concepts based on newspaper articles they read—another intentional connection to the History Unfolded project—asking questions such as ‘if this continued...’ ‘what if...’ and ‘if only...’ These questions definitely connect to learning about the Holocaust, as so much of what happened is so disturbing and difficult to process.”

Lower School

During her 2013 Israel learning tour, fifth grade teacher and Global Citizenship Coordinator Karen Gaul listened as an Arab-Israeli student shared her struggles as a minority—and her pride at being Israeli; explored identity with teachers at Haifa's Hebrew Reali School; and met with the Palestinian-Israeli Parents Circle, whose members have lost loved ones to conflict, and now promote reconciliation as an alternative to hatred and revenge.

The experiences were compelling, challenging—and led to curricular changes. Educators at Yad Vashem, the World Holocaust Remembrance Center, "...transformed my teaching about refugees in our immigration unit." Gaul also added persuasive writing to the curriculum, and strengthened a unit in which students explore their own identities. "Students now do more exploration of how their experiences have shaped their lives."

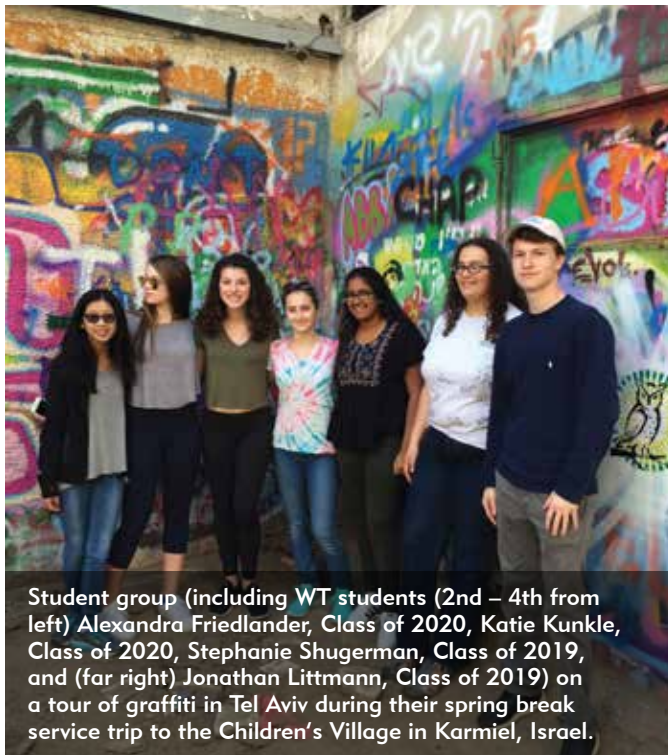
Moreover, Gaul's experiences helped shape the Pre-K-5 Global Citizenship framework she developed with then-Lower School Director Ashley Harper, and lent perspective to WT's partnership with Peking University Elementary School (PUES). "We often refer to the PUES visit as global citizenship in action," she says of the annual two-week immersion where City and North Hills Campus Lower School students welcome Chinese students and learn first-hand the importance of communicating with a diverse audience, sharing multiple perspectives, and understanding identity—just as Gaul did during encounters from Galilee to Tel Aviv.

Specialty Sojourns

Whether focused on early childhood, archaeological expeditions, or the aquifers and wells of old Jerusalem, CWB also offers educational seminars geared toward specific disciplines. Last summer's theme, visual arts, had Visual Arts Department Chair Sally Allan and art teacher Stephanie Flati living and creating with Israeli artists, exploring art galleries and museums—including perhaps the only Arab-Palestinian art museum—and exchanging ideas with curators



Statue of Janusz Korczak in Okopowa Street Jewish Cemetery in Warsaw. Korczak never left the orphans under his care and marched with them to the transport; he was murdered at Treblinka.



Student group (including WT students (2nd – 4th from left) Alexandra Friedlander, Class of 2020, Katie Kunkle, Class of 2020, Stephanie Shugerman, Class of 2019, and (far right) Jonathan Littmann, Class of 2019) on a tour of graffiti in Tel Aviv during their spring break service trip to the Children's Village in Karmiel, Israel.



WT students (middle row L-R) Stephanie Shugerman, Class of 2019, Katie Kunkle, Class of 2020, and Alexandra Friedlander, Class of 2020 share a hug with other members of their group and Zohar (front right), a resident of the Children's Village, during a bar mitzvah celebration.

As part of the spring break service trip to the Children's Village in Karmiel, Israel, the group took a camel ride through the desert south of Karmiel.



and other arts professionals. A Tel Aviv graffiti tour will flavor projects in Flati's Middle School curriculum; Allan's North Hills Campus students will create a wall made of clay blocks inspired by Jerusalem's sacred Wailing Wall, and—as pilgrims have done for centuries—write or draw their own messages to place there.

Plans are still unfolding, but Allan envisions older students decorating blocks with patterns reminiscent of Arab and Israeli imagery, glazing the blocks, then assembling them with cracks in between, to allow for students' intentions.

"I would like to focus on conflict resolution and tolerance of differences in building our wall," shares Allan. "I'll talk about how the Wailing Wall is important for people of all different faiths, and how people come together from all over the world to pray and find things to hope for."

Through the Pittsburgh Cultural Trust, the wall will ultimately be exhibited alongside projects of other area educators who went on the trip, and will also be displayed in the WT Art Gallery.

Not Just for Teachers

CWB's student programs include an annual service project placing American teenagers with host families at the Children's Village in Karmiel, Israel. The Village—a complex of homes, playgrounds, and a general store—shelters Israeli children with no stable families of their own. Each home is headed by two adults who act as

parents, providing care and a stable environment. During WT's spring break, Upper School students become part of everyday life in Karmiel—helping the children with homework, shooting hoops, or simply hanging out.

It's an immersion into another culture driven by service, says science teacher Kristen Hannan, who has chaperoned two such trips. Upon receiving host family assignments, students begin raising funds so they can bring new shoes, toys, and clothes for their host siblings.

"It's a powerful experience for our students. They see children who have nothing, (who) just want someone to love them and spend time with them. The kids are so happy to get a pair of shoes or anything they can call their own.

"It is so much more than just raising money," continues Hannan. "The time that the students spend with kids in the village is more valuable than anything. They have made lifelong connections."

And connections while learning, for teachers and students alike, are the purpose of CWB study tours: of people to people, of past to present.

"As historians, there's still so much we don't know about the Holocaust," reflects Andy, whose Ph.D. is in Russian History. "For me, this matters because we have the obligation for victims and survivors to never forget. And one of the things that Classrooms Without Borders says, as we learn about the Holocaust, is that this is not a Jewish story. It's the story of humanity—a human story."

From Classrooms Without Borders Founder Dr. Zipora (Tsipy) Gur:

"Winchester is a really good model on how you integrate Classrooms Without Borders (CWB) study seminars into the curriculum. It is amazing to see how—when you continue doing it in one school—you make a difference because you build professional development for teachers in a meaningful, systematic way. Many of the teachers come back and create new courses, often in collaboration with colleagues from other departments. If they are teaching the Holocaust and genocide, for example, they can bring it to art, they can bring it to literature, they can bring it to social studies.

"WT has been participating for more than 10 years, and I give a lot of credit to Head of School Gary Niels—he really opened his school to the programming—and Dean of Faculty Amanda Welsh is another incredible support. The [trajectory of WT's] growth, you can't even imagine! CWB is not just a trip. It uses the country as a text book, and opens the world to a teacher. Our program impacts the style of teaching, the content knowledge, and inspires new ideas and opportunities. But it takes time. It's not something you can do in a year or two; you really have to build on it. And that's what we do with Winchester Thurston."

FIGHT LIKE A BEAR: FALL ATHLETICS

With section titles, playoff appearances, a WPIAL Championship, and an Individual State Championship, the Bears played another fall season for the books. “On the whole this season was about fighting – fighting to improve, fighting for games, fighting for Section Championships, and fighting their way to post-season success,” declared Director of Athletics Kevin Miller. “The most fun about this season was watching our students strive for success.”

BOYS CROSS COUNTRY IS WPIAL CHAMPION

The team, which was the 2016 State Champion, hit the ground running, paving the way for another notable season. The Bears won the Class A race at the Red, White, and Blue Classic, earned second place at the PIAA Foundation Cross Country Invitational, and for the second consecutive year, were undefeated Section Champions and Class A WPIAL Champions. They put their best foot forward at the PIAA State Championships and finished fourth.

At the WPIAL Championships, senior Tristan Forsythe finished first, and three other runners finished in the top ten: senior Gordon Pollock, sophomore Scott Routledge, and freshman Patrick Malone. And, at the State Championships, both Tristan and Gordon finished in the top ten, with Tristan marking a WT first by becoming the Class A PIAA Individual Cross Country State Champion.



(L-R) Seniors Tristan Forsythe and Gordon Pollock at the PIAA State Championships

(Back Row, L-R) Sophomore Claire Hughes and juniors Rachel Sadeh, Kate Chaillet, and Hannah Woo; (Front) Junior Daniela Schafer



GIRLS CROSS COUNTRY WINS SECTION FOR THE FIRST TIME IN SCHOOL HISTORY

Recovering from a challenging 2016 season, Girls Cross Country made great strides this fall. With a team of just five competitors, the Bears won the first section championship for Girls Cross Country in school history with a record of 9-0. At the WPIAL Championships, junior Kate Chaillet qualified for States, where she finished 64th out of 227 runners. The team looks ahead to continued success next season.

GOLF SHOWS GROWTH AND FUTURE PROMISE

The Bears showed improvement this season, doubling their total victories on the golf course to end the season with a 4-8 record. Season highlights for the team include wins over Eden Christian Academy and Deer Lakes High School, and three team members—freshman Jaxon Standaert and juniors Xavier Johnson and Justin Seth—competing in the WPIAL section tournament.



Junior Xavier Johnson

GIRLS TENNIS PLAYER MAKES PLAYOFF APPEARANCE

With a record of 4-6, Girls Tennis narrowly missed qualifying for team playoffs this year. The team cheered on sophomore Alexandra Friedlander, who led Girls Tennis in Singles this season and qualified for the AA Girls Singles Championship. Alexandra lost to the eventual Singles Champion in the first round. Senior Anatea Einhorn and freshman Coco Chen also represented WT in the AA Sectional Doubles Tournament and lost in the second round.



Sophomore Alexandra Friedlander

Freshman Ben Gutschow



BOYS SOCCER EARNS PLAYOFF SPOT AND WPIAL RECOGNITION

After narrowly missing playoffs last year, Boys Soccer came back on the field with a vengeance this fall, winning their section in a 2-1 victory over Greensburg Central Catholic and clinching a playoff spot. With many returning starting players and a talented group of freshmen, the team led their section with an undefeated in-section record of 12-0. The Bears stayed hungry during playoffs, but fell to Cardinal Wuerl North Catholic High School in the Class A WPIAL Championship semi-final game. The Bears played for a PIAA State Championship spot in the consolation game, but endured another tough loss to Seton LaSalle, drawing their well-played season to a close.

"It was a fun ride," shared head coach Adam Brownold, "I am so happy for the entire team, especially our seniors who were part of two undefeated Section Champion teams and a WPIAL Championship team when they were freshmen."

The team also celebrated the WPIAL recognition of six players and coach Adam Brownold. Seniors Max Harlow, Elliot Hare, Jacob Beiriger, Jivak Nischal, and Arthur Barelli received All-Section Finest 15 recognition, senior Daniel Plaut earned an All-Section Honorable Mention, and head coach Adam Brownold was named All-Section Coach of the Year. In addition to their All-Section recognition, Elliot Hare and Max Harlow were also selected for the prestigious All-WPIAL team.

GIRLS SOCCER LAYS SOLID FOUNDATION IN FIRST WPIAL SEASON

In its first season in the WPIAL, Girls Soccer laid the groundwork for future success. The team, which began as a student-initiated club team two years ago, ended the season with a record of 5-10. A victory over the undefeated section leader was a highlight of the season. "Even though we did not make playoffs, we laid down a solid foundation for future growth," noted head coach Joe Bergin. "The team consistently played hard throughout the season and ended the season with a 3-1 win over Our Lady of the Sacred Heart on senior night." The Bears celebrated seniors Siena Belloch and junior Kate Chaillet who were named to the Section 4-A Girls Soccer team.

The team will miss the leadership of captains Siena Belloch and Hannah Kwiecinski, and looks ahead to a promising 2018 season.



Sophomore
Tatiana Barelli



Senior Reilly
Jackman

FIELD HOCKEY REBUILDS, LOOKS TO PROMISING FUTURE WITH YOUNG TALENT

In a rebuilding year, Field Hockey had moments to celebrate with a record of 6-8 and a powerful resurgence of players. The team earned a big, non-section win against Oakland Catholic, and celebrated the All-Section recognition of seniors Reilly Jackman and Isel Pollock.

"This team has shown a bright future for WT Field Hockey," declared head coach Bill Fitch, "We had the best numbers in the past three years this season. Several freshmen stepped up, and their contributions strengthened the team as the season progressed. This season taught us that success is earned and not given, and we will be back better than ever next season!"



(L-R) Senior Julia Bulova, a Steel City Rowing Club teammate, freshman Grace Stewart, and senior Emma Francis

CREW EARNS MEDALS WITH BIG FALL WINS

The Bears had another successful fall rowing season, competing at the Head of the Welland in Welland, Ontario, the Head of the Ohio, the Head of the Schuylkill in Philadelphia, and the Head of the Occoquan in Fairfax Station, Virginia. Highlights for WT included: three gold, two silver, and two bronze medals at the Head of the Ohio, a silver medal and a bronze medal at the Head of the Welland, and three gold medals and one silver medal at the Head of the Schuylkill.

Applefest 2017

A long-standing tradition of the Parents Association (PA), Applefest showcases the North Hills Campus at WT with a family-friendly fall festival featuring a bluegrass band, crafts, food, fun, and of course, apples! This year more than 700 friends from the WT community and beyond enjoyed unseasonably hot weather, delicious baked goods, a petting zoo, a blacksmith demonstration, and hayrides. Special thanks to all who attended and to all of the volunteers, especially our amazing North Hills Campus faculty, staff, and room parents; PA Coordinator Heather Brooks (and her dad Tom for cutting down corn stalks); Mary Hoglund for her incredible volunteer management; and for everyone who went the extra mile to make this beloved event a success.



THISTLETALK GOES DIGITAL
See more photos at
winchesterthurston.org/digitalthistle

2017 Grandparents and Special Friends Day

Grandparents and Special Friends play a vital role in our community as loving supporters of our students, their education, and most importantly, their well-being. It is our biennial tradition to set aside precious time before Thanksgiving break to celebrate these special members of our community.

This year, more than 300 of these wonderful friends and family members joined WT students for classroom activities, student-led surprises, and teacher meet-and-greets.

What a great way to kick off Thanksgiving!



At the forefront of change: WT Welcomes Educators

In June, 2017, the Edward E. Ford Foundation awarded Winchester Thurston School a \$50,000 matching grant to host the newly created coLearn Conference at WT. The conference, scheduled for June 25-26, 2018, will provide guidance for educators from across the nation to discover the power of community-based learning.

"I spend a lot of my time connecting students, faculty, and community partners. We discuss authenticity and agency – the importance of students directing their own learning experiences, investigating questions that interest them, and finding the answers themselves," notes City as Our Campus Director Adam Nye. The conference will allow educators to meet with WT faculty and City as Our Campus partners in hands-on sessions that will provide best practices, program implementation models, and methods of measuring impact. Participants will also gain access to a report conducted by a team of researchers from the University of Pittsburgh to document the program model and its impact on student learning and teacher practice.

Attendees will hear from internationally acclaimed speaker, author, and entrepreneur Will Richardson, a leading thinker about the intersection of social online learning networks and education. He has authored six books, including *Freedom to Learn*.

Tim Fish, Chief Innovation Officer at the National Association of Independent Schools (NAIS), will share insights from The Innovation Kitchen, NAIS's space to foster and incubate ideas that address the most pressing challenges facing independent schools. As an early participant in The Kitchen, WT set a standard for independent school re-imagining. Fish's insights will reinforce NAIS's belief in the transformational change that is happening at WT.

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THE **WT**  **FUND**

REUNION2017

Alums from as far away as Norway, Switzerland, and Japan came back to WT on October 13 and 14 for a whirlwind Reunion weekend filled with opportunities to reconnect with classmates and WT. The weekend began with a visit from Catherine Grainger and Wendy Skolfield, the great-great nieces of Miss Mitchell, and continued with classroom visits and the time-honored Welcome Back Reception. Of special note, during the luncheon honoring the Class of 1967, Head of School Gary Niels was presented with a certificate naming him an Honorary Alumnus.

On Saturday, alums played Classic Games, enjoyed a BBQ, and even had the chance to participate in City as Our Campus experiences at the Andy Warhol Museum, the Mattress Factory, and with Pittsburgh History and Landmarks Foundation.



(L-R) Carole Oswald Markus '57, Rosanne Isay Harrison '56, and Associate Head for Strategic and External Affairs Maura Farrell



Justine 'Tina' Diebold Englert '59 (R) meets Director of Lower School Nancy Rogers (L).



(L-R) Latika Ravi Signorelli '97, Linsey McDaniel A'96, and Rebecca 'Becca' Smith '92



(L-R) Eleanor Schatz Magyar '67, Kathleen Casey Pearsall '67, and Wendy Newstetter '67 reconnect and celebrate their 50th Reunion.



Barbara Abney Bolger '52 (L) welcomes WT's newest Honorary Alumnus, Gary Niels.



Members of the Class of 1992 enjoyed reconnecting at Reunion (L-R) Joy Titus-Young, Jamila Ponton Bragg, Rebecca 'Becca' Smith, and Heather Tunney Schoenewolf



Members of the Classes of 1967 and 1977 participating in Dr. Mike Naragon's Urban Research and Design Class.



Lauren Raphael '87 (L) and Janet Harrison Kuzmishin '87 (R)



Class of 1977 at the Bears Family BBQ on Saturday (L-R) Mary Wilson, Lucinda 'Cindy' Deskins, Sandra 'Sandy' Jackson, Lindsay McKean Scott, Marsia Gibel Seydoux, Arlene Allridge Seydoux, and Eleanore Meredith



Families of Payal Gandhi '97 (L) and Harold Schmidt A'97 (R) during the Bears Family BBQ



Alumnae across generations displayed a fighting spirit as victors during the annual Students versus Alumnae/i Field Hockey Game. (L-R) Jeannie Kirk '13, Callie Gropp '03, Emily Onorato '12, Fay Blleloch '16, Linsey McDaniel A'96, Pamela Shugerman '80, Eleanore Meredith '77, Sandra 'Sandy' Jackson '77, Rebecca 'Becca' Greenhouse '12



Harrison Gropp (L), Class of 2029, and his mother (and WT history teacher), Callie Gropp '03, playing field hockey on Garland Field.



Jonathan 'Jack' Harper '14 during the Classic Games.



Class of 1967 classmates Peggy Klineman (L) and Susan Montgomery Harris (R) chat at the Welcome Back Reception.



Alumnae/i Explorers Panel (L-R) Brenda Theresa Hayes, Class of 2018 (moderator), Wendy Newstetter '67, Joy Titus-Young '92, Phyllis Chinlund '57, Head of School Gary Niels, Honorary Alumnus, and Jivak Nischal, Class of 2018 (moderator)

Glimcher Athletics Wing Dedication



(Counterclockwise from top) Rob and Megan Glimcher with their daughter, Layne '17 (L), in the Bears Hall of Fame Lobby of the newly dedicated Glimcher Athletics Wing; Plaque that now hangs at the entrance to the Wing; Head of School Gary J. Niels with Rob; Rob and Megan with their honorary Varsity letter sweaters



The Winchester Thurston School Athletics Wing, renovated in 2014 as part of the Celebrate WT campaign, was named Glimcher Athletics Wing in a dedication ceremony on Thursday, May 25, 2017. This dedication honors the leadership and generous spirit of Robert “Rob” Glimcher and his wife, Megan, and is a tribute to Rob’s mother, Nona Glimcher.

Rob and Megan are alumnae/i parents, and Rob served as a trustee from 2008–2017, serving as Chair of the Development Committee for many years. “Rob is one of our key leaders in philanthropy,” says Head of School Gary Niels. “He sets the tone and models for the wider community the importance of supporting worthy causes in multiple ways—with time, with talent, with treasure.”





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 Ashley Harper, Director of Advancement, at harpera@winchesterthurston.org or 412-578-3746.



Miss Mitchell Society Members

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

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

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

1937



Mary George Gast (R) enjoying conversation with Wendy Skolfield (L), Miss Mitchell's great-great niece, at the Reunion Luncheon. Mary was honored at the luncheon in recognition of the celebration of her 80th Reunion.

1942



Enid Mitchell Dunmire celebrated her 75th Reunion this year and was honored at the October 13, 2017 Reunion Luncheon in recognition of this milestone.

1951

Constance 'Connie' Smith Franklin sadly shares that her husband Major General Joseph P. Franklin passed away in March 2017 after a long battle with cancer. He will be buried at Arlington National Cemetery in December with full military honors. He had an illustrious career in the Army and was Commandant of U.S. Military Academy at West Point when women were admitted. He is survived by Connie and four sons, Bill, Perry, Philip, and

Dean. Connie remains active in supporting Young Concert Artists, the National Museum of Women in the Arts, and Capital Speakers. She lives in Arlington, Virginia.

1952

Barbara Abney Bolger notes, "As I write this, I am looking forward to my 65th Reunion. It will be different (and difficult) for me as I deeply miss my sweetheart Don Barley who died in May after a courageous battle with

Hodgkin's lymphoma. I am grateful I was able to care for him at home with hospice help. A bit of happy news: my son and his wife, Megan, welcomed Ellie Barbara Grace Bolger on August 24. Her brother Jack is 6.



Barbara Abney Bolger with granddaughter Ellie

Barbara Brown McFarland

writes, "I was sad to miss reunion, but am keeping busy with a new Havanese puppy. I am now on the Board of Directors of the golfing community where I live following retirement."

Suzanne 'Suzie' Evans

Benson remains active with Pet Partners, a national Therapy Animal Program, where she and her black English Labrador, Brendi, visit patients in hospitals and nursing homes. She is a member of the Pastoral Care Group in her church, and she also takes care of the Rose Garden at the University of Rhode Island. Among her other activities, she is a member of the Osher Lifelong Learning Center and she practices yoga three times a week. With her husband deceased, she remains busy in her community.

1952



Members of the Class of 1952 at their 65th Reunion (L-R) Barbara Abney Bolger, Jacquelyn 'Jacquie' Wilson Hill, and Nita Dressler Argyres

1953

Judith Dubin Oksner shared "I remember WT vividly—Headmistress Mary Frances Philput and the terrifying Lida Johnston, Latin teacher, who called on us alphabetically; I remember hoping the bell would ring before the letter D came up. Playing half-court basketball and field hockey. Intellectual discussions even at lunch time. Cultivating intellectual curiosity and opening up a world far beyond Pittsburgh. My best friend then is still my best friend now."

1954

Anne 'Kiki' Bahr McConnell recently moved to Forest Manor and enjoyed connecting with WT through Reunion.

1955

Mary Minor Evans and **Beverlee 'Bev' Simboli McFadden** had an opportunity to visit in Minneapolis when Mary came down from Duluth and the McFaddens came from Berkeley for distinguished economist Daniel McFadden to receive an honorary Doctor of Science degree from the University of Minnesota. Both Bev and Mary were walking

well after a broken femur (Bev) and a hip operation (Mary) which didn't seem to slow down either one.



(L-R) Bev and Mary in Minneapolis

Frances 'Fran' Blasdell Hubbell writes, "Despite advancing age, hurricane Irma and 3 cranky HVAC units, life is good here on Hilton Head Island. Bridge, volunteering (with Board positions), and photography take up most of my time. I traveled to Australia and New Zealand last spring, and had a fabulous time. Next month I go to Ecuador for 10 days of bird photography, and next year to Asia. The camera gear gets heavier (or, perhaps I get weaker) each year, as do the aggravations of air travel. I am also contemplating a retirement place nearer my girls in Maryland. So, if you want a great, free location at the beach, come soon."



Sailing Home, a photo taken by Fran from the harbor on the island of Anguilla in 2009.

1957

While in Pittsburgh for her 60th Reunion, **Phyllis Chinlund**

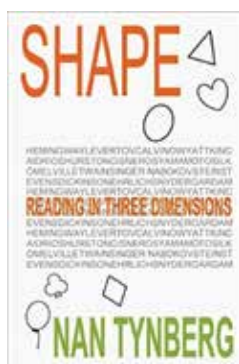


The Class of 1957 enjoyed a Ducky Tour of Pittsburgh before their Class Party dinner during Reunion Weekend. (L-R) Carole Oswald Markus, Jane Sachs Radoff, Carol Spear Williams, Nann Hegmann Cooke, and Phyllis Chinlund

presented as part of the Alumnae/i Panel and gave a talk on her memoir, *Looking Back from the Gate: A Story of Love, Art, and Dementia*, at the Jewish Community Center.

1963

Nan Finegold Tynberg recently published a book, *Shape: Reading in Three Dimensions*, following 25+ years as a literature professor at a satellite campus of Cal State University. She notes, "It is my take on select works of favorite poets and storytellers. Many of the authors included in this book will be familiar names, others will be new to you. All of the poetry discussed is reproduced in full."



Nan Finegold Tynberg's newly published book

1965

Emily 'Tabby' Amerman Vagnoni writes, "I had lovely visits this summer at our camp on Tupper Lake in the Adirondacks from **Ann Barber Smith, Catherine Crutchfield Swatek, Daryl Massey Bladen**, and **Nancy Herron**. Jill Barber, Ann Smith's sister, came along too.



Members of the Class of 1965 on top of Coney Mountain. (L-R) Jill Barber, Ann Barber Smith, Daryl Massey Bladen, Emily 'Tabby' Amerman Vagnoni and Catherine Crutchfield Swatek.

1966

Kristin Langley writes, "Now that I am retired, I volunteer at the Clearwater Marine Aquarium (home of Winter, the dolphin) taking care of sick and injured sea turtles. This may be my most rewarding work yet."

Anne Parkin Pierpont writes, "My news is that my husband, John Pierpont, died in January, 2017. He fought a long and awful battle with Alzheimer's and I'm glad it is over. I am finding that it takes a while for the person who is left behind to recalibrate a path. It is time to come out from under a rock. My love goes to all of the wonderful members of '66 who shared my sadness and lent support from a distance and via text, particularly **Consuelo 'Connie' Staisey Woodhead**, who lost her dear husband about the same time, and to dear **Christine 'Chris' Crawford** who urged me to go on a trip with her in February. I did go and then I spent a few great days with Chris in the mountains of North Carolina in August. I can't believe it has been a year since the Class of 1966 found each other again, partied at Mary's house, sang "Blue Moon" and a few numbers from *The Boy Friend*, hugged and cried, spoke to the Fifth Grade students about

life then and now, cheered **Linda Frank Ruth** for being there and being completely honest, listened to **Vicki Erenstein ya Toivo** talk about the world in Namibia, and shared pieces of our life, loves, and burdens. We are due for a repeat reunion in 2018. I can't wait 5 years."

1967



Members of the Class of 1967 pictured in front of Molloy Posner Hall during their 50th Reunion festivities. (Back Row, L-R) Jan Alpert Engelberg, Peggy Klineman, Wendy Newstetter, Susan Chamovitz Kapp, Suzanne Durand, Sarah Irvin Riling, and Yoko Okayama; (Front Row, L-R) Carolyn Watt Johnson, Jocelyne Clench-Aas, Alice Merrill, Suzanne Gurzenda Black, Audrey Geer Masalehdan, and Eleanor Schatz Magyar

Margaret Duggar sends greetings from Oregon! She would be happy to hear from anybody who would want to talk with her and can be reached at the contact information listed in the Alumnae/i Directory. (PO Box 165, Talent, OR 97540-0165 or at 541-512-9393).

1968

Joy Marks Gray writes, "Since retiring from teaching, I've kept my hand in education by teaching classes twice a year at a local retirement village and supervising student teachers as a Case Western Reserve University adjunct. My husband Marvin and I were thrilled to have our son Matthew and his family from Bristol, England visit for three weeks this summer. There's nothing better than having our two sons (Daniel in Columbus, Ohio), their wives, and children together, especially when Grandma spent lots of cuddling and reading time with her two granddaughters, Hattie age 5 months and Lottie age 3 1/2 years.



(L-R) Hattie, Daniel, Joy, Lottie, and Matthew Gray

1968

Kathryn 'Katy' Rich Sherman and her husband attended Reunion this year in preparation for her 50th Reunion. She looks forward to seeing everyone. Mark your calendars for October 12 & 13, 2018!



(L-R) Fred Sherman, Katy Sherman, Head of School Gary Niels, and Elizabeth Patterson at Reunion 2017

1972

Susan 'Sue' Hunter is back in Pittsburgh and had a great time at Reunion!



The Class of 1972 celebrating their 45th Reunion (L-R) Susan 'Sue' Hunter, Carol Walkowski, Margery 'Margie' Mermelstein Dubner, Carolyn Cramer Sanford, Louise Gillespie Cannon, and Janet Ornitz

1974

Susan Whitacre writes, "What a fabulous fall weekend we spent at the historic Bedford Springs Resort and Spa, celebrating the marriage of my daughter, Madeline Werner, to Charlie Salazar with fellow WT Alumnae **Wendy Werner Leiti '78, Leslie Braun Basilone '77, and Lisa Braun Corna '73**. The weeklong festivities kicked-off in Pittsburgh where out-of-town guests enjoyed a grand Ducky Tour through the streets of downtown and right into the rivers! We rode the Incline to the top of Mt. Washington to take in the breathtaking view of the city at dusk and to toast the couple. The next day we took to the skies over Pittsburgh in a private plane for a bird's eye view. Off to the Boathouse at North Park for a perfect sunset over the lake and a cool evening around the fire pits... more laughing, toasting, and dining! The next day we were off to Bedford Springs, drinking in the beauty of the fall weather and changing leaves as we cut through the mountains. Madeline and Charlie exchanged their vows with a beautiful backdrop of an intimate waterfall in front of 125 or so family and friends. The reception was magnificent... every detail planned and prepared and presented by the bride and groom. We partied the night away...and the next two days too!

Classmates **Margery 'Margie' McKinley** and **Susan Whitacre** have coordinated schools and churches to send handmade gingerbread dolls and handwritten notes from residents of Pennsylvania to children in Houston who were impacted by Hurricane Harvey. Interested in helping? Contact mymarque4@reagan.com.



Margie McKinley with the gingerbread dolls that will be shipped to children impacted by Hurricane Harvey in Houston, Texas.

1977

Janet Marstine, Academic Director, School of Museum Studies, University of Leicester gave a lecture at the University of Pittsburgh titled "Artists' Interventions and the Project of Reconciliation between Museums and Publics." Janet's fascinating lecture was well-attended by students and community members including Janet's father, Sheldon Marstine,

widower of **Constance Blum Marstine '55**, former Winchester Thurston faculty member Ann Wilkins and her husband, David Wilkins, former trustee, **Gaylen Westfall**, Honorary Alumna, and Ashley Harper, Director of Advancement at WT.



40th Reunion Class of 1977 has a selfie moment (L-R) Sandy Jackson, Lindsay McKean Scott, Marsia Gibel Seydoux, Arlene Allridge Seydoux, and Stacey Thalimer Hrabar

1984

Jill Medina was recently named Director of Major Gifts in the Division of Development and Alumni Affairs for Oberlin College and Conservatory. Jill joined Oberlin College as a staff member in 1997. Most of her professional experience has been with the Admissions Office, most recently serving as the Director of Admissions Operations. Jill's role with the major gifts team will be focused on the overall management of the Major Gifts department, collaboration with other fundraising teams, and the development of stewardship opportunities.



Members of the Class of 1984, Jill Rubinstein (L), and Margaret 'Margo' Hiller (R) at Reunion 2017

1987

Maria Leventis-Di Stefano is moving back to Pittsburgh in the summer of 2018 and would like to reconnect with classmates. You can reach her at mleventis@yahoo.com or (917) 450-0534.

Elizabeth 'Liz' Wollman

recently published the *Critical Companion to the American Stage Musical* which serves as an introductory text for students of theatre, music, and cultural studies. It traces the history and development of the industry and art form in America with a particular focus on its artistic and commercial development in New York City from the early 20th century to the present.



Elizabeth 'Liz' Wollman '87 with her newly published book

1989

Elizabeth 'Liz' Miller

Buchanan is "Proud to report that my son Beck is now at WT, Class of 2021. I never would have imagined in 1989 that my son would have the opportunity to attend WT! Beck's first year at WT is bringing back great memories of Mrs. Acklin, Mrs. Reaves, Mrs. McCamy, Mrs. Evans, and all the other amazing

teachers I had at my 12 years at Winchester. Our oldest, Lily, headed off to Union College this fall, and our daughter Tess is a junior Literary Artist at Pittsburgh CAPA. Beck and I commute together often, as I teach up the street at Shadyside Presbyterian Church Nursery School. I've been spending my summers hiking as much as possible in New Hampshire's White Mountains with my husband Jack and the kids, and always hope there is more traveling in my future."



William 'Beck' Buchanan, Class of 2021, on his first day at WT

1996

Lauren Ober is the host of NPR's *The Big Listen*. Recently, she met Terry Gross and nearly passed out from excitement. Check out the show at biglisten.org or on Twitter at @hearbiglisten.



NPR's Terry Gross (L) and Lauren Ober (R)

Keshira haLev Fife (Sarah Gross Fife)

was recently ordained as a Hebrew Priestess by the Kohenet Institute in a ceremony at the Isabella Freedman Jewish Retreat Center in Falls Village, CT. The Kohenet Hebrew Priestess Institute is a program centered around embodied, earth-based, feminist

Jewish leadership, and inspired by traditions from ancient Israelite sources, Jewish texts and folklore, kabbalah, and contemporary creativity.

1997

Sarah Zeitler started her own venture earlier this year. "The company is called Team Zeitler and we collaborate with companies and individuals to provide creative solutions ranging from producing one-of-a-kind events to permanent installations as well as innovative marketing campaigns that stand-out! If anyone in the WT community needs help with their marketing strategy or just some fresh ideas, please reach out!" sarahzeitler@hotmail.com



Members of the Class of 1997 at Reunion 2017 (L-R) Kathleen McDonald, Payal Gandhi, Natalie Wallace, Martin 'Marty' Kessler, Latika Ravi Signorelli, and Harold Schmidt

2000

This May, **Andrew Santelli** married Jacqueline Ryczek in Anaheim, CA. WT alums present included **Genevieve 'Jenny' McJunkin-Rhodes '98** and **Leslie McJunkin Hoover**, whose husband, Zach, served as a groomsman.



Jacqueline Ryczek (L) and Andrew Santelli (R) at their wedding

2001



Jessica Andrus welcomed baby Cynthia to the world in May.

Alexander 'Alec'

Karakatsanis's work fighting against modern day debtors' prisons and "human caging" recently appeared in *Harvard Magazine*. He has filed a series of settlements in counties across the United States that have outsourced their prison systems to private companies.

Kristen Maser Michaels's

daughter, Lucy, is now a Kindergartener at WT!



Lucy Michaels, Class of 2030, on her first day at WT

Serving companies like PJ Dick, EQT, and Alcoa, CMO **Barry Rabkin** was proud that *CIO Review* rated Identified Technologies fully-managed commercial drone solution as one of the top 20 Most Promising Construction Tech Solution Providers of 2017.

2002

Michael 'Mike' Roth is riding 280 miles from Jerusalem to Eilat in support of The Arava Institute for Environmental Studies, an environmental school and research institute

that teaches co-existence through transboundary environmental work in the fields of renewable energy, conservation, transboundary water management, sustainable agriculture, and sustainable development.



Mike Roth preparing for his epic bike journey

2003

Surrounded by loving family and friends, **John Prendergast** and Antonette Bondoc were married in a joyful celebration at Saint Ignatius Catholic Church in San Francisco on August 5, 2017. John is Director of Supply Chain for Asia, Middle East, and Africa at Levi Strauss & Co. John and Antonette live in Singapore.



(L-R) Antonette Bondoc and John Prendergast at their wedding in San Francisco

2006

Don Michael Mendoza writes, "I graduated with my Master of Arts in Strategic Communication from American University and my production company, La Ti Do Productions, produced two concerts with the touring casts of Broadway's *The Sound of Music* and Lincoln Center's *The King and I* that were for the benefit of the artists and Broadway Cares/Equity Fights AIDS. It was a wonderful opportunity to work with well-

known theatrical personalities such as Laura Michelle Kelly (*Finding Neverland*), Jose Llana (*Here Lies Love*), and Nicholas Rodriguez (*Tarzan*). We're hoping to work with John F. Kennedy Center for the Performing Arts touring casts again in 2018."



Don Michael Mendoza (R) with Broadway's Jose Llana (L), who is starring as the King in the national tour of *The King and I*, at La Ti Do in Washington, D.C.

2007

Katherine 'Katy' Gespass

regrets missing her Reunion, but wanted to share that she and her husband have moved to Long Beach, NY where she will be the Furniture and Mattress Buyer for P.C. Richard & Son.

under acclaimed director Ramin Bahrani (*99 Homes*, *Chop Shop*).

2009

Morgan Gilbreath combines her knowledge of art history with her studio work. Her work was recently featured in "GlassRoots," a blog devoted to artists in greater Newark.

2012

Jack Stein writes, "I am sorry to have missed Reunion. I am a second-year graduate student at Columbia University working on Russian security and history. After I graduate in May, I intend to spend the next year living in the region doing research and studying the Russian language."



Members of the Class of 2012 at the Reunion Welcome Back Reception (L-R) Rebecca 'Becca' Greenhouse, Michael Booker, and Emily Onorato



During Reunion 2017, members of the Class of 2007 had a lively game of *Cards Against Humanity* in the Senior Lounge, their senior gift to the school. (L-R) Tyler Raborn, Colleen McDonough, Lauren Burroughs, Keenan Hallas, and Dylan Travers.

2008

In the PICT performance of *Romeo and Juliet*, **Alec Silberblatt** performed as Mercutio.

Eric Schuman is completing his MFA in film at Columbia University, where he is studying

2013

Randon Bopp writes, "Recently I moved to Nashville, Tennessee to pursue my goal of touring with bands and filming on the road documenting the experience of the band. I am currently working a full time

job with Taylor Swift's former manager, Rick Barker, doing all of his social media videos. I have also connected with American Idol's final winner, Trent Harmon, and went on the road with him and filmed video for his performance in Mississippi. I also have connected with Loretta Lynn's cousin, Tara Thompson, who is a singer/songwriter and have been doing some video work with her. There are other artists I have been working with, who are singer/songwriters, such as Alex Maxwell, Ryan Nelson, Blaire Hanks, and more!



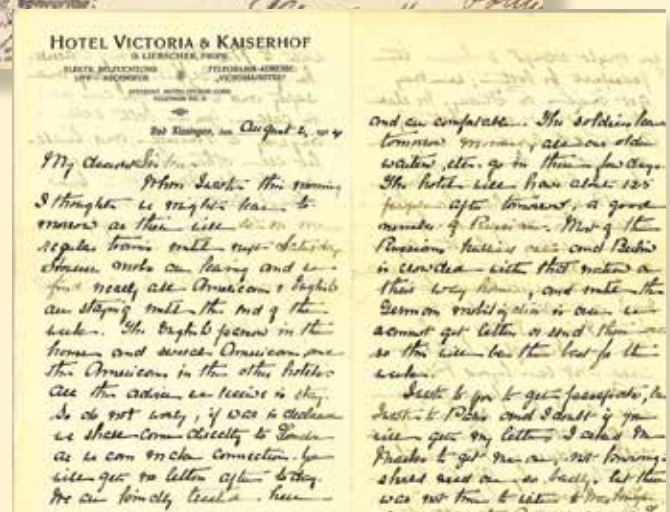
Randon Bopp in action

Various Class Years

Jim Daniels, the husband of faculty member Kristin Kovacic and father to WT alumni, **Ramsey Daniels '11** and **Rosalie Daniels '13**, has recently edited a volume of writing that has come out of the MLK Writing Contest put on each year by Carnegie Mellon University. Numerous WT writers have won awards in the contest over the years. WT alumnae/i in this volume include: **Brittany Boyd '05**, **Bridget Re '15**, **Phallon DePante '08**, **Erika N. Drain '13**, **Thomas Holmes '12**, **Nathaniel Hubel '11**, **Taylor Thomas '17**, **Jesse Lieberfeld '13**, **Sierra Laventure-Volz '05**, **Adam Saad '08**, **Ari Schuman '11**, and **Themba Searles '11**.



A page from Mary's visa documenting her trip to Germany in 1914.



A letter written by Mary to Elizabeth from Bad Kissingen, Germany. The letter is dated August 2, 1914, the day after Russia and Germany declared war on one another. In the letter, Mary reassures her sister that she is safe and will flee to London the following week.

Great-Great Nieces of School's Founder Welcomed During Reunion 2017



Wendy Skolfield (L) and Catherine Grainger (R) in front of the portrait of Miss Mitchell, their great-great aunt and WT's Founder, in the school's "Mitchell Room."

As part of Reunion 2017, Catherine Grainger and Wendy Skolfield came to WT to share family lore about their great-great aunts, Miss Elizabeth 'Bessie' Mitchell and Miss Mary Graham Mitchell, WT's visionary founder. Catherine and Wendy's mother, Mary "Mimi" Mitchell Smith '43, was the daughter of Russell Mitchell, Miss Mitchell's nephew and ward. This was their first visit to Pittsburgh since Mary's funeral in 1947.

Originally from Laurencekirk, Scotland, Mary and Bessie traveled extensively as part of their continued education. Bessie traveled to Italy to study under Madame Maria Montessori, and Mary traveled to Germany to learn about the German education system.

Catherine and Wendy's WT journey began on Thursday, October 12, and included interviews and storytelling with fifth grade students. On Friday, they attended the Alumnae/i Explorers Panel, were recognized during the All-Class Luncheon, and connected with alumnae who knew their family members.

"We were so deeply moved by everything we saw at WT. It was such an honor to be there and to witness the exciting things happening in the classroom, and it was a thrill to see our family's heritage embedded in the values of the school. Wendy and I don't know what was more prominent: our tears or our goosebumps," shared Catherine Grainger.

WT Welcomes New Director of Alumnae/i Relations

WT is pleased to welcome Amiena Mahsoob as its new Director of Alumnae/i Relations. Amiena joins WT with a background in both education and advancement. Most recently, she worked in fundraising for Magee-Womens Research Institute and Foundation. Prior to that, she was the Director of Education Programs at the World Affairs Council of Pittsburgh. Amiena began her career as an English teacher, and taught in the United States



“I am eager to gain a deeper sense of how this environment impacted alumnae/i vocations and avocations.”

and, through the Japan Exchange and Teaching (JET) Program, in Japan.

While at the World Affairs Council, Amiena was a City as Our Campus partner. She collaborated with WT faculty and staff in a variety of ways, from bringing international speakers to the school, to

leading a study tour to the European Union. “Every encounter I have had with WT has demonstrated quality, commitment, and a passion for learning among students and teachers alike,” she notes. “I am eager to gain a deeper sense of how this environment impacted alumnae/i vocations and avocations, and am excited to introduce new forms of alumnae/i engagement that build on these passions.”

Don’t hesitate to reach out to Amiena with your news, questions about alumnae/i events at WT, or to discuss bringing WT to your city. You can reach Amiena at mahsooba@winchesterthurston.org or 412-578-7511.

REUNION 2018 — OCTOBER 12 AND 13 —

We look forward to seeing you at Reunion 2018, October 12 and 13.

Help make Reunion 2018 a success! Share ideas for how to mark the occasion, get involved with the plans, and/or reconnect with classmates. Email Amiena Mahsoob at mahsooba@winchesterthurston.org or call 412-578-7511.



Remembering J. Sherman McLaughlin

"A towering figure in this school's history." – Gary J. Niels, Head of School

J. Sherman 'Sherm' McLaughlin passed away on Friday, September 15, 2017. He made an indelible mark on the school through his service as a Trustee, Board President, and Interim Head of School, and he was elected the school's first Honorary Alumnus by WT alumnae in 1993.

McLaughlin joined the Board of Trustees in 1985. In the early 1990s, as Board President, he ushered WT into coeducation, ultimately shaping the school community as it is today. He is

remembered by the WT community for his thoughtfulness, integrity, and vision.

We express our deepest condolences to Sherm's wife, Sue, and his daughters, Dorothy McLaughlin '91, Sarah McLaughlin Lee '95, and Martha McLaughlin Schloetzer '95.

You can link to the full obituary on the news page of our website at winchesterthurston.org/news.

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.



Anne Roberts Duff '34
Alice White Herning '39
June Hahn Whitehill-Dukehart '40
Sally Smith Williams '44
Shirley Kerr Kennard '45
Norma Sue Madden '47
Gwen Chenoweth Swaney '47
Lynn Hardie Borgan A'48
Carol Crookston Close '51

Mary Henry Uhl '56
Marilyn Jones Jessen '57
Margie Balter '68
J. Sherman McLaughlin,
Honorary Alumnus
Keith Bemer, faculty member
Janet Bebb, former faculty member
John Holmes, former faculty member



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Your City as Our Campus.

Want to connect with WT close to home? We'll be bringing a little piece of WT to these cities in 2018. If you'll be nearby, please join us. We look forward to seeing you!

Los Angeles, California

January 22, 2018

Florida Visits

Week of February 20-23, 2018

Atlanta, Georgia

March 8, 2018

Philadelphia, Pennsylvania

May 16, 2018

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