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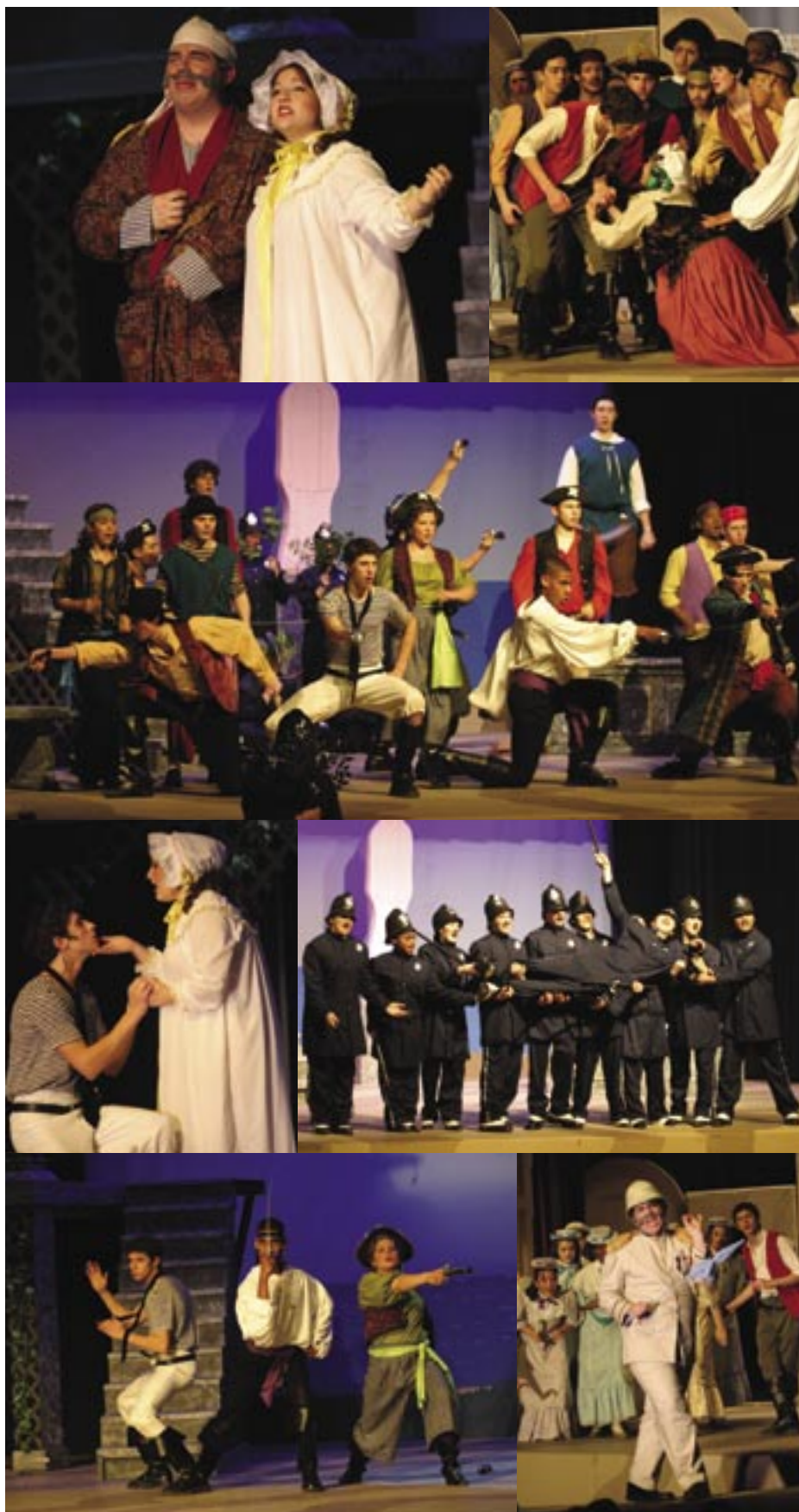
Picture Yourself at
Reunion 2004

Thistle TALK



6 women
at WT:
An Evolution Story





Scenes from the Upper School Musical *The Pirates of Penzance* produced in April 2004. At press time, the musical had been nominated for nine Gene Kelly Awards. The Gene Kelly Awards are given for excellence in high school musical theater. Photos by WT parent Mark Miller.

Thistle^{TALK}

MAGAZINE

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School Mission

Winchester Thurston School is a diverse community of learners that emphasizes academic excellence in a nurturing environment. We are a coeducational school that serves students from kindergarten readiness through the twelfth grade with a college preparatory program that is responsive to developmental and gender-related differences as well as diverse learning styles. Throughout their years at WT, students are encouraged to develop independent thinking, a lifelong love of learning, the ability to make responsible choices, and a commitment to serving the greater community.

Winchester Thurston does not discriminate on the basis of race, color, national and ethnic origin, gender, sexual orientation, age, religion, or disability in the administration of its educational policies, admission policies, financial aid programs, and athletic or other school-administered programs.

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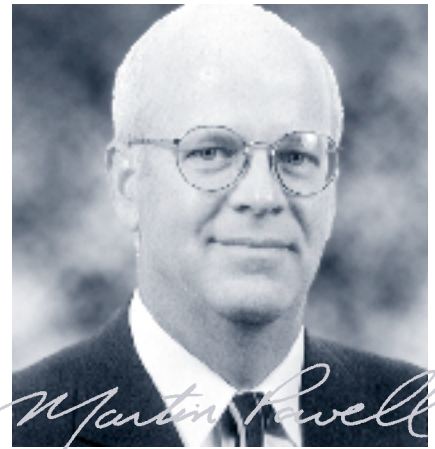
Members of the class of '53 enjoy reunion memorabilia.

Can you **find the answers** to the questions below in this issue of *Thistle*talk?

1. What is the secret of Nancy Scott's energy?
2. For her senior project, Lara Miller worked with the third grade. What did she teach them?
3. Thomas Hobbes's ideas of governance allow for the emergence of a "strong man" to control an uncooperative population. Are Napoleon Bonaparte and Oliver Cromwell good examples of a Hobbesian ruler? Why or why not?

HOW TO FIND THE ANSWERS: 1. Read "The 25+ Club" p. 4. 2. Read "Senior Internships and Projects Make Final Year Special" p. 16. 3. Take Cynthia Albrecht's eleventh-grade European History course.

The Contributions of Our Alumnae Trustees



Winchester Thurston has good reason to be proud of its alumnae/i, many of whom are making great contributions to the world. Here at WT, we are fortunate to have five dedicated alums working tirelessly for the good of our school in their service on the board of trustees. They include Rosanne Isay Harrison '56; Elizabeth (Betsy) Hurtt '74; Carole Oswald Markus '57; Linnea Pearson McQuiston '69; and Anita Prizio '81.

Rosanne Harrison is our only emeritus trustee. Her mother, Jeanette Myers Isay, graduated from WT in 1923, and her daughter, Janet Kuzmishin,

graduated as a "lifer" in 1987. In the fall, her grandson, Benjamin Harrison, will start Kindergarten at the North Hills Campus, making Rosanne a member of the first four-generation WT family. Rosanne works hard on every committee assignment and speaks with great insight at each board meeting. Betsy Hurtt is contributing enormously to the efforts of our capital campaign and to the strategy behind our master plan. Carole Markus, a former board president, leads our critically important Committee on Trustees where we recruit and train new trustees and strive to improve our performance as a board. Linnea McQuiston is working both on the Committee on Trustees and

on a committee supporting the school's renewed efforts in enrollment and marketing. Finally, Anita Prizio is our board secretary; she supervises meeting notices, minutes, and corporate records. Anita also serves on the very active Building and Grounds Committee.

Winchester Thurston graduates are leaders on our board because they are smart, able, positive forces for our future. These attributes are critical to boards such as ours, where performance comes from collective work rather than from individual achievements or resumes. Boards are like music ensembles or sports teams; they function as a working group of



Rosanne Isay Harrison '56



Elizabeth Hurtt '74



Carole Oswald Markus '57

talented individuals rather than as a collection of stars.

Recruiting smart people is important to all boards. Our fundamental tasks include critical fiduciary responsibilities, performance accountability, and operational oversight. The board also focuses on strategic issues in its partnership with the Head of School, Gary Niels. Moreover, our board is becoming increasingly alert to new ideas and the framing of emerging issues. This generative mode of operation is where our WT alum trustees really contribute. They are connected to the institution's past as well as its present and its future in ways that no others can be, which brings our board a critical perspective. These trustees have ideas, clarity of reasoning, and the ability to debate — no doubt skills and attributes they gained as WT students.

Our WT graduate trustees are also able to do the work of the board. By this I mean they are not just smart, they work hard. Their energy and commitment are remarkable. For these trustees, thinking and doing are inseparable. They attend not only the board

meetings, but also all of the committee meetings, where the real work of the board is done.

Finally, our Winchester Thurston grads are positive people. They live our school's core credo, "Think also of the comfort and the rights of others." They respect the views of each board member. One of my functions as president is to orchestrate the conversation during board meetings. Calling on our alum trustees is my secret for moving ideas forward. They are constantly thinking about how our strategies and decisions will affect the lives of students, faculty, parents, neighbors, and other WT graduates.

Over time, our board may begin to mirror university boards where many of the trustees are graduates, parents of second-generation students, or even grandparents of current students. Our trustee graduates bring us brainpower, energy, and affability. These five women give evidence to the benefit of a Winchester Thurston education. Thank you Rosanne, Betsy, Carole, Linnea, and Anita for all that you do for our school.

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the 25+ club



Once worked for a venerable headmaster whose contract renewal process resembled a conveyor belt; in an annual meeting in his office, he would recite the same message to each teacher whose contract would be renewed. One element of the presentation was a Ross Perot-esque graph that supposedly demonstrated the relationship between tenure and output; it indicated a steep upward climb followed by a long flat period that ended with a downturn, demonstrating the assumption that after approximately two decades of teaching, coaching, and advising, a faculty member's output and effectiveness would decline.

If we had such a graph at Winchester Thurston, it would look very different. We are fortunate to have a group of teachers who have served our school for at least 15 years, and whose contributions have only increased with their tenure. I recently honored these "veteran" faculty members with a luncheon in the Mitchell Room. The gathering was celebratory and even giddy at times, as I cajoled the vets into telling some stories of unusual WT memories.

I would like to give you a sense of why that old headmaster's chart would look different at WT by telling you a little bit about the "25+ Club," comprised of women who are still major impact players.

Barb Holmes is the best theater director I've known at four different independent schools. Witness not only the excellence of our Upper School musical — which has won Best Musical in the Gene Kelly Awards for the last two years — but also the breadth of courses she teaches, all with utmost care, including Drama, Directing, Technical Theater, and Speech. In addition to being technically knowledgeable, Barb is a positive tone-setter in our community. She is happy, pleasant, and the kind of moral role model that we so desperately need today.

Gaylen Westfall has done it all from PE teacher and Department Chair to Admission Director to Director of Development. Gaylen has a remarkable grasp of the history of the School and the people. Those who work closely with her know that she is tremendously fair, balanced, smart, reasonable, organized, and competent. As a new Head of School I've been fortunate to have

Gaylen at my side giving me that valuable historical perspective. One quality that impresses me about Gaylen is her remarkable loyalty to and affection for my Head of School predecessors.

Drop into the Lower School Science classroom of **Mary Wactlar**, and you will find a purposeful, organized, and fun experiment being carried out — no small task. Amidst the swimming turtles and snakes coiled within secure tanks, Mary imparts knowledge of animal husbandry, the foundations of inquiry, and an understanding of the relevance of scientific study. As the architect of our Lower School Science curriculum, Mary has made a big impact on WT and its students.

Nancy Scott, our Social Studies Department Chair and fun-loving Middle School teacher, hasn't yet figured out that veteran teachers need to mellow out. Each year she organizes and executes an educationally relevant and socially exuberant eighth-grade trip to Philadelphia. Nancy is also known for her leadership of the research trips to the Carnegie Library where soon-to-be Upper Schoolers learn the foundations of scholarly research. Nancy's passion for teaching and her upbeat personality

are a perfect match for Middle School students. Those who have the privilege of eating lunch with Nancy each day will tell you that the secret of her energy is her daily bowl of Jell-O.

How **Sally Allan** parents three adolescent boys, all enrolled at WT, and manages to teach Art at our North Hills Campus while chairing the Art Department, is a mystery. Although she works part-time officially, if we were to clock the actual hours she teaches, as well as the time she spends creating sets for our student performances at North, organizing gallery shows at the City Campus, and decorating the corridors at both campuses with student art displays, it would likely add up to more than full time. I am always struck by

the remarkable beauty and creativity of the student work on display at both WT campuses.

Imagine being at a school for more than 25 years and still being so good that your colleagues vote you "Teacher of the Year." **Susan Wechsler** holds this distinction. In addition to being a third-grade teaching assistant, Susan spends her time working one-on-one with Lower School students, bolstering their academic skills. Susan brings a lovely blend of kindness and expertise to her role. Of course, I cannot fail to mention that in addition to Susan's being a graduate of the WT class of 1964, her mother, Lois Kaplan Finkel, is a member of the WT Class of 1939, and Susan's daughter, Julie Wechsler Hurray,

also a member of the faculty at WT, is a former WT student.

So if I were to chart a graph demonstrating the productivity of these six veterans, the lines indicating contribution would shoot off the chart. Were any one of these women to leave us, our overall quality as a school would be greatly diminished. I not only admire the remarkable dedication of these individuals, I draw a great deal of hope for our school's future from them. Their competence, love of young people, joyful spirits, commitment, and perseverance inspire me to serve WT to the best of my ability. I am so delighted that this issue of *ThistleTalk* pays special homage to the dedication and excellence of our veteran faculty.

who are the "WT Vets?"

FACULTY, ADMINISTRATORS, AND STAFF MEMBERS WHO HAVE SERVED WT FOR 15 YEARS OR MORE:

Susan Wechsler Third Grade teaching assistant and Transitional Classroom teacher, City Campus, appointed to WT 1968

Sally Allan Lower School Art teacher, North Hills Campus/Department Chair, appointed to WT 1975

Nancy Scott Middle School Social Studies teacher/Department Chair, appointed to WT 1975

Mary Wactlar Lower School Science teacher, City Campus, appointed to WT 1975

Gaylen Westfall Director of Development, appointed to WT 1975

Barbara Holmes Upper School Theater teacher, appointed to WT 1977

Patricia Leddy Transportation Coordinator and Accounts Payable Administrator, appointed to WT 1979

Brenda Carnahan Health and Physical Education teacher, appointed to WT 1980

Diane Barbarino Administrative Assistant, Lower School, City Campus, appointed to WT 1982

Victoria Katrencik Second Grade teacher, City Campus, appointed to WT 1982

Susan Brand Lower School Physical Education teacher, appointed to WT 1983

Linnet Feigel Academic Support, Upper School, appointed to WT 1984

Laurie Heinricher Assistant Head of School, appointed to WT 1986

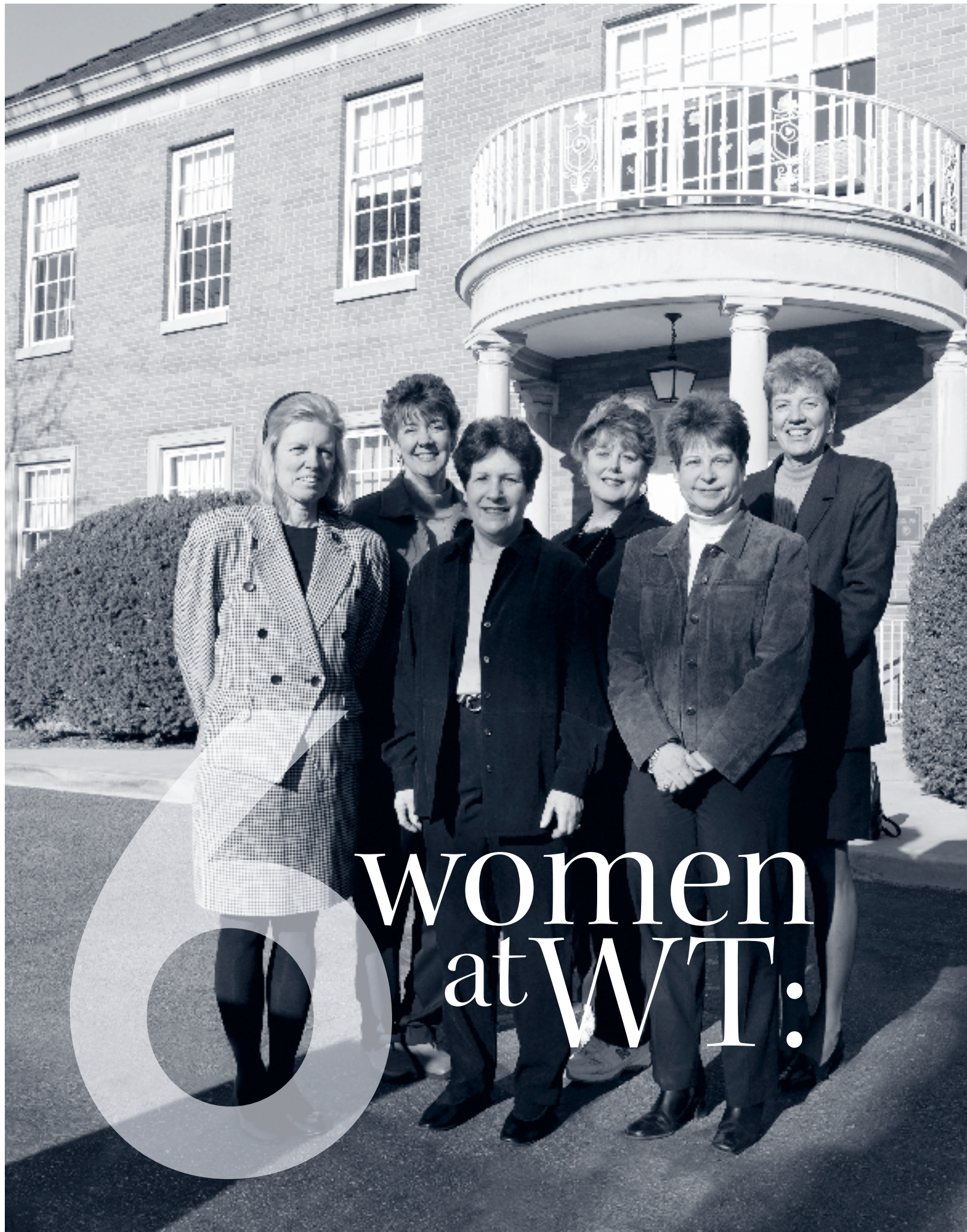
Rebecca King Director of Admission, appointed to WT 1986

Michele Farrell Upper School Art teacher, appointed to WT 1988

Nancy Rogers Lower School Director and North Hills Campus Director, appointed to WT 1988

Marilyn Alexander Transitional Classroom teacher, North Hills Campus, appointed to WT 1989

Katheleen Russell Lower School Music teacher, City Campus, appointed to WT 1989



women
at WIT:

O

n a Thursday afternoon in mid-February, during the last hushed hour before a long weekend, six women who have served WT for 25 years or more — now dubbed the “veteran faculty members” by Gary Niels — gather to talk about WT’s evolution over the last quarter century.

Moderating the conversation is Ani Rubin, an associate alum who now teaches third grade at the City Campus, and who was a WT student just before the transition to coeducation. (Sitting in are Alison Wolfson, Director of Alumnae/i Relations, and Maura Farrell, Director of Communications.)

Five of these women are also WT parents; one is an alum, the daughter of an alum, and the mother of an associate alum who also teaches at WT; one has moved from teaching through the ranks of administration; one has been instrumental in the development of the school’s second campus in the North Hills.

An Evolution Story

All six “lived through” the transition to coeducation, and they have served under seven Heads. Gaylen Westfall, who joined the faculty in 1975 as a Physical Education teacher, now serves as Director of Development. Susan Wechsler '64 signed on as a third grade teacher in 1968, and still works with third-graders as a teaching assistant, as well as in the Lower School's Transitional Classroom. Mary Wactlar teaches Lower School Science and began her WT career in 1975. Nancy Scott, Social Studies Department Chair, began teaching History and Government at WT in 1975 and currently teaches seventh- and eighth-graders. Barbara Holmes, Upper School

women's movement. Six women balancing work and family, perhaps not yet thinking of themselves as career professionals.

Allan: When I started working here the faculty was all women, and they were mostly married women. There was the perception that it was definitely a secondary job in the family.

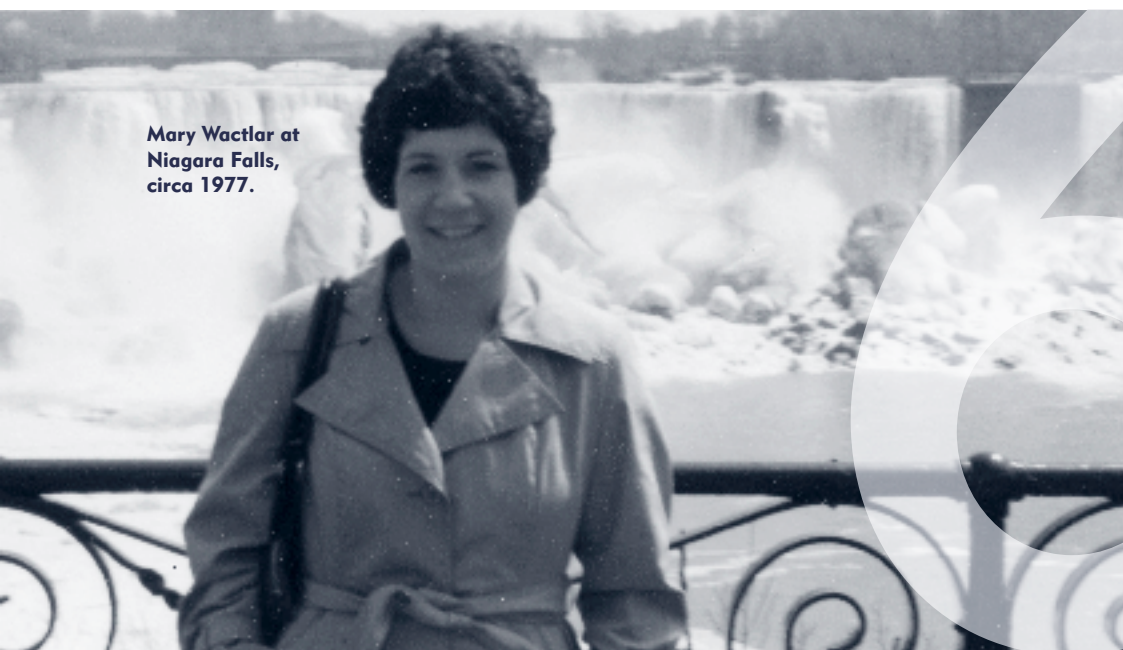
Wactlar: There were no salary scales and a lot of people bargained their way. I heard, “That person is supporting a family and you are not. So they need more money.” Or, “You have a child in the school so we are not paying you as much because your child is going free.”

Holmes: Mary was my role model. I was totally amazed that she had everything planned, that she could go

first to go to California, and someone else finished the year.

Holmes: There wasn't pressure to be so cutting edge. You developed your curriculum and it was the same every year basically. There wasn't a lot of change so it wasn't hard to take two weeks off, because someone else would teach your curriculum.

Rubin asks, “When and why did the culture change?” The women describe adapting, adjusting, and growing in an institution that was becoming more career-oriented — resulting in greater benefits, more empowerment, along with greater responsibilities and higher expectations.



Mary Wactlar at
Niagara Falls,
circa 1977.



Gaylen Westfall,
Halloween at WT,
circa 1980.

Theater and Speech teacher, began teaching at WT in 1977. Sally Allan, Visual Arts Department Chair, teaches Lower School Art at North and began her WT career in 1975.

Rubin's first question is about how WT has changed and how it has remained the same. What emerges from the conversation is a picture of six women beginning careers in the 1970s, in one of the few accepted women's professions at the time, in an all-girls institution, just about to feel the effects of the burgeoning

home at Christmas and have a baby and be back at work [in January]. Unfortunately for me, that set my work ethic and I have been slaving ever since. I told myself when I was pregnant with Lauren, “I can do this.” I can do this because Mary can do it.

Allan: If you wanted to take time off to take a trip with your husband, you left. It was a very different atmosphere.

Wechsler: I got married in October and took two weeks for my honeymoon. My husband was in the Navy—I left May

Westfall: We were a women's school, and our history parallels the women's movement. When Jane [Scarborough] came in as Head in '78 she brought the women's movement and all that came with it, and suddenly things changed. Before Jane came, if I needed some extra balls or a paper clip, I had to go to Irene Thomas and say, “All right, may I go to the drug store and buy a ball?” Literally! And she would say, “Well, okay, here's some money to buy balls.” And then Jane came and said, “Gaylen, you are in charge of the

gym and all of the programs there, you have a budget, and you oversee it.” All of a sudden there was a sense that you had to take responsibility for your area.

Allan: The atmosphere became more professional when we adopted a salary scale...and salaries went up significantly over that period of time. So with the jump in salary came an increase in responsibility.

Rubin asks, “What about boys? How have boys changed the culture of the school, and how have they changed the classroom experience?” In discussing this controversial time in WT’s history, the women recount the many changes emerging from the transition to coeduca-

tion. They describe six women attending to their own professional and intellectual development in an institution that was becoming more and more conscious of how learning takes place, along with what should be taught — how learning styles vary among students and how to tailor teaching methods to ensure meaningful learning; developmental differences between boys and girls, the resulting effect on the classroom environment, and how to be responsive and egalitarian.

rigor was not compromised when we admitted boys. The boys we brought in were quite, quite capable.

Holmes: When we went coed, it forced a huge change in the way everybody thought about curriculum.

Allan: WT did a really good job of introducing boys into the school. We were well prepared by experts, and the transition was planned very thoughtfully. That is the first time I remember looking at the research on how children learn—and the differences between boys and girls.

Scott: With boys, teaching became more fun.

Wactlar: I think it is more fun. It is livelier. I love it.

Wactlar: I think the boys also then benefit from being in [a school that was once] an all girls school...In a way our past has served us really well.

Allan: I have noticed as a parent, it doesn’t seem there is a whole lot of dating within the classes. WT is so small that the classes do become close, and there are genuine, lasting boy-girl friendships.

Holmes: We used to have boys come in from other schools to perform in the school plays. Before the rehearsals, the girls would be crammed in the bathroom, getting fixed up, and then rehearsal was a lot about not rehearsing. It was a lot about “How do I look?” and “What is he saying?” I am



L to R: Barb Jones, School Nurse, Barb Holmes, Pam Shaw, Gaylen Westfall, Sally Allan, and Linda Nichols, Physical Education teacher.



Sally Allan and North student Heidi von Mayrhauser, 1993-1994.

Westfall: I was the Admission Director through the transition;

Wechsler: It mirrors the real world.

Wolfson: How do you think the girls’ experience has been?

Holmes: We’ve all heard the arguments about girls’ supposedly benefiting from single sex education because the conventional wisdom is that in coed settings they get less attention than boys. But, perhaps because we were once all-girls, we have done a good job of keeping the girls at the same level as the boys. Here, the girls don’t drop back and fade out.

sure there is some of that today, but it is negligible. It is much more males and females working together.

Wactlar: But there is one time in my science curriculum where I put girls together, and boys together and it is the electricity unit. And it is because boys seem to feel they know more about that kind of stuff and they don’t let the girls experiment and figure it out. I keep the kids together when I teach human development and sex ed — that doesn’t bother me — but there is something about that electricity unit.

Rubin: What has kept you at WT for 25 years or more?

Wactlar: When I was hired they were teaching biology out of the middle ages. The only reason we survived was because we were able to adapt. I have been challenged to be a survivor. I have been willing to try different things. It is never boring, and the institution, at least in recent years, has been so interested in being on the cutting edge of education that you can't just sit around and do the same thing all of the time. It is a lot more fun to go to workshops, and learn a new approach...because that's what keeps you interested. I have friends who teach in other places who are burned out. You get burned out

school, the teachers would go to the teachers lounge and they would never talk about students in a positive way. It was so different here. Everybody was all about the kids and everybody wanted to do things better. I don't want to say it is competitive because I don't want it to have a negative connotation, but you don't want to be the slouch when everyone around you is coming up with great things. It just inspires you.

Wechsler: I think we are much more invested in the children's lives and what they are learning or what makes them tick. It means even more as we address the individual learning styles. It is constantly changing so we have to be flexible.

different jobs and try new things. We were cutting edge in many areas — the arts, the Transitional Classroom, one of the first with a Lower School science curriculum, a great drama program, and a KR-12 dance program. We did everything and we tried to do it better than everyone else.

Holmes: Where else would I have been able to teach theater? I would have gone somewhere and taught English [and directed the school play on the side]. It was wonderful that the school believed in the arts and allowed me to establish a program.

Allan: That is the same with the visual arts, too. It is so rare to get the kind of support and money that WT



Susan Wechsler (standing, in back row) with her third-grade class in 1968.



Barb, Sally, WT parent Tom Moore, circa 1996.

when you have five classes of the same thing all day long and you don't change it for years. That is not the case here.

Wolfson: Where does that come from? That push to keep growing and be on the cutting edge?

Scott: Winchester has always had a competitive edge, a willingness to be out there and take risks.

Holmes: For me, the motivation comes from the other faculty members — because I am constantly stimulated by other people who are working hard and who are excited. When I was student-teaching in a public high

Rubin: It seems that the rigor of WT is a rigor given to faculty. We want our students to be excited about learning and pushing themselves. So it makes sense that our faculty does that as well.

Wactlar: If you don't love learning, and the students don't see that you love learning, how are they going to love it? They have to see that in you.

Westfall: You have to be self-sufficient. You don't rest on your laurels; you have to be good at what you do. If anything that's why I stayed here; because I had the chance to do lots of

has provided to develop new programs.

Rubin: What are you excited about at Winchester? And what do you look forward to in WT's future?

Allan: I am excited to see the new art room at North and the new Upper School building! The new spaces should allow the Upper School art program to expand as well.

Wactlar: Gary Niels is so focused, and he says he is going to [build a new Upper School], and I truly believe. It is very exciting. There is somebody who listens; he may not always agree with

you but you can talk to him and he will listen to you.

Scott: Gary is an athlete. He is very competitive and that is great. He has a great perspective on schools.

Westfall: We have a vision and goals, and they are fairly well defined, and I think that is exciting. Before, we were often in survival mode—how to increase enrollment, how to differentiate ourselves, how to articulate who we are and where we are going. In the past two years we have made an effort to be specific about what we do best, identify our audience, link our past with our present, and rekindle relationships with WT supporters. It is really starting to pay off!



Nancy Scott

The conversation quiets to contemplation. Preparing to pose for a group photograph outdoors in front of the sun-washed brick school building, the women look at each other and consider the passing of time.

Holmes: I remember when I started teaching, Gloria Acklin and Fae MacCamy were the matriarchs. Somewhere along the line we've become them. The boys who used to come over to Winchester to be in the musicals had a secret nickname for me. It was "K.O." — Knockout — and now my nickname

is Mama Holmes! That about sums it up. It feels good in a way because I feel comfortable in what I am doing. I am at a point where I have a solid base and anywhere I experiment is not so hurried, not quite as edgy anymore. But it was nice to be younger, nice to have that energy.

Wechsler: There are two students in Ani's class that are children of people I've taught.

Holmes: I had a student who graduated, and I also taught her mother.

Wactlar: I like that part of being in this institution for so long. Everywhere I go, I meet people. People still love to have you ask, "How are you doing, how are your children, what is your child doing now?" and I like that.

Wechsler: We went to fight our tax assessment and I walked in and the adjudicator said, "Are you the Mrs. Wechsler who taught me third grade?"

Westfall: I think that is one of the joys of working here. The fact that it is a small school and many of us have taught four-year-olds to 18-year-olds, and now in my position I am working with alums. You really get a sense of an institution. It has its own distinctive culture. You would never find that at a big school. That is the wonderful thing about Winchester Thurston. It has all of these parts to it — parents, grandparents, trustees, and faculty. Sometimes there is tension because we all have to work together, but it is wonderful to watch it function. And then to watch students become alums — that is one of the neatest things. It is a privilege to work in an institution like this, and you are not going to find it at very many other places.

Perhaps the most remarkable thing about the "WT vets" is their own personal and professional evolution(s) and the convergence of forces that shaped them and WT.

Six women who, despite these and other changes, still experience WT as a community in and of itself and as an essential institution in the educational



A Note from the Moderator, Ani Rubin

When I spent the afternoon with these six women, I came away with a strong sense of what makes our school so exceptional. I discovered that the same educational core that holds these women to the school is what holds me to my alma mater, now as a teacher. When I signed on for an extended substitute position in 1999, I wasn't looking for full-time work, but I couldn't refuse the idea of working in an institution where teachers are always looking to grow together. I left the meeting with a sense of honor in teaching in such a fine institution with such committed faculty. I believe exploration is at the core of education, and that's what we do best at Winchester Thurston School.

landscape of Pittsburgh. Six women who are excited for the School's future and eager to be part of it. 🏡

The Art of Personal Rhetoric: Excerpts from Eleventh-Grade Essays

Transform negative experiences into tolerance and understanding, writes Sierra Laventure-Volz '05. End black-on-black racism, urges Brittany Boyd '05. Let your voice ring out so the world will hear, coaches Jill Kazmierczak, the English teacher of these eleventh-graders.

Sierra and Brittany were pleased and proud to win first and second place, respectively, in the prose category of the 2004 Martin Luther King, Jr., Creative Writing Awards for Pittsburgh-area high school and college students, sponsored by Carnegie Mellon University. More than 100 applicants from schools around the city submitted personal narratives addressing their experiences with racial difference or discrimination. Sierra and Brittany submitted essays that they had written in Kazmierczak's class.

peers, revising and re-revising. During the fall and winter, Kazmierczak asked the students to craft a personal essay describing their reactions to a situation in which they felt different from other people. They wrote on a range of topics.

"I asked each student to take the details of the event and try to make sense of them, to examine how the event shaped the student's view of the world and how it affected the writer's interpretation of the actions of others," says Kazmierczak. "We then examined these personal issues in the context of Dr. King's 'Letter from Birmingham Jail.'" A fine example of the art of rhetoric, King's letter addresses his reasons for activism in the then-nascent Civil Rights movement. Kazmierczak

asked the students to emulate in their essays King's use of rhetorical techniques: alliteration, imagery, pathos, and logical argument.

let your voice ring out
so the world will hear!

"The essays were a logical outgrowth of our classroom study of Dr. King's writings," explains Kazmierczak, Upper School English teacher and Department Chair. "We encourage our students to enter creative writing contests like Carnegie Mellon's because it is a great way for students to learn to write and think for themselves, not just for a teacher or a grade."

All eleventh-graders wrote personal essays on several topics throughout the school year, obtaining comments from

"There is nothing more powerful than telling your own story and engaging others in it," Kazmierczak adds.

Sierra and Brittany were honored at a ceremony at Carnegie Mellon University on Martin Luther King Day, Monday, January 19, 2004. Along with the other college and high school contest winners, they read their essays to the audience; the winning entries were published in a commemorative booklet. Brittany's essay also appeared as an "Op-Ed" piece in the *Pittsburgh Post-Gazette* on January 19.

In 1963, the Reverend Dr. Martin Luther King, Jr., wrote from his jail cell in Birmingham: "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial, 'outside agitator' idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds." (April 16, 1963, "Letter From a Birmingham Jail," The Rev. Dr. Martin Luther King, Jr.)

WT eleventh-graders studied this and other works of personal rhetoric to prepare their own essays. Excerpts from personal essays on the topic of difference appear on the facing page. You can read the essays in their entirety on the WT website. Visit [Academic Life at www.winchesterthurston.org](http://AcademicLifeatwww.winchesterthurston.org), and click on "Upper School Student Writing."

THE TOMBOY

BY ALEX SCHUMAN



"I hated the color pink, Barbies, and princesses. I never played house, unless I was the husband; I never played tea party, unless I was the butler; I never played dress up, unless I was dressing up in my dad's clothes. I had morphed into an all out, backwards-cap-wearing tomboy. My transformation started during recess one day when I was around eight years old, and it spread all

over my entire body, from my boyish haircut to my Airwalk skateboarding shoes...

...My life changed that fall day on the playground because of that one word: 'no.' I went from being a normal eight-year-old girl who did not really like flowers too much, to a flower-hating tomboy. I never hated being a girl as much as I did in that single moment."

A CRIME TOO DARK

BY BRITTANY BOYD



"...One day while outside at recess, the boys and girls were chasing one another as usual. There was this one little boy who I had the biggest crush on. I told my friend at the time that I liked him so much and I would love to be his fourth grade girlfriend. So while everyone was running around, my friend went over to him and said, 'Who do you wanna go with? Chanel or Brittany?' In response he said,

'Chanel because she is light and Brittany is too black.' It was then that I had my first experience with black-on-black racism.

I am not a dark-skinned girl, maybe medium. However his words affected me so much that from fourth grade to eighth grade, I thought that all light brown people were prettier than dark brown people. I would look through magazines and say, 'eww ... look at that dark girl! She is so ugly!' It wasn't until one day when I was conversing with my mom that I realized this feeling that I had was wrong and racist."

A DIFFERENT KIND OF FIELD

BY SIERRA LAVENTURE-VOLZ



"...After school, on a hot, late September afternoon, we changed into our gear for practice. Coach told us that we were traveling to a field we had never played on before. We did not know anything about the field except that it was a drive and that it was in the Hill District. Loading everything onto the bus, I grew excited. What an adventure this would be for me, the new girl.

On this particular ride I sat near the front with my only real friend, Ugochi, whom I was always with. The trip to the field was about twenty minutes, but the last five minutes we drove through the heart of the Hill District. I had never been there before and was astonished at what I saw. My face glued to the window, I viewed poverty in a place I had never expected it to be, a half-hour from my house."

A TINY MICROCOSM WITHIN THE BIG WORLD OF RELIGION

BY BECKY KALLA



"...my father comes downstairs and seeing me contemplating the piece of bread, he says, 'It's okay if you have to eat this, God will not see you as any less of a person, no one will be mad at you.'

I respond to him by saying, 'I feel guilty eating the bread even though it would prevent me from having a headache during the day.'

He tells me, 'It doesn't make you any less of a person if you don't fast or go to temple, it's the choices you make on a day to day basis that make you a good person. There are plenty of bad people in the world that think it is okay to go to temple and church but then afterwards go home and cheat on their spouse, commit adultery, or steal. Going to a religious service does not clear people of their sins; it just adds another mitzvah to their list.' Although my headache has gone away for that one day, my troubles with the Jewish religion have just begun..."

RACIAL PREJUDICE: DISTANT AND CLOSE

BY ALEX SYCARA-LEWIS



"...I live in Point Breeze...a few blocks away from Homewood. Although there are no clear indications of 'border' between Homewood and my neighborhood, there seems to be an unofficial one. I don't know if there are any blacks in our neighborhood. I do see black children pass through my neighborhood after school going home, just as other white kids and

I do on our way from school. My neighborhood isn't intentionally segregated, but high real estate prices certainly have increased the clustering of racial groups if not ethnic groups, and have prevented the creation of an integrated community."

TEARS IN HEAVEN

BY ILANA TOEPLITZ



"The angels tried to kick me out of heaven. This is to say, the angels in my city's major ballet's version of *The Nutcracker*. I had been a die-hard obsessed Nutcracker nut ever since my father played Tchaikovsky's panacea for me every single night as a baby and I would drift off to dream. Since then, I hadn't stopped dreaming There was nothing more in the world I wanted than to not just be

a ballet dancer, but to dance in *The Nutcracker* like all of the beautiful ballerinas I had seen on stage.

There was one problem to my dream: in it, all of the perfect ballerinas were skinny. I, on the other hand was definitely not. I had known this ever since the day in first grade when a classmate turned around to me in the snack-time line and said, 'Don't you have enough food in that tummy of yours?' I might have been young, but I was not stupid..."

Late Breaking News!

Reunion Date Changes as WT Prepares to Launch Two Major New Projects!

Friday, October 29, 2004, Is the Kick-off Celebration

Over the last several months, a number of developments have emerged in WT's plans to launch two major projects — a new Upper School at the City Campus, and a new Campus Center at the North Hills Campus. The community has responded with resounding support, and the Board of Trustees has decided to make a public announcement in October with a celebration at The Carnegie on Friday, October 29, 2004. The participation of WT's alumnae/i is so important that the school has decided to couple Reunion weekend with this historic celebration.

Therefore, WT has decided to change the Reunion weekend date from October 22-23 to October 29-30. Alums celebrating reunion milestones will still have the opportunity to socialize, catch up with classmates, and reacquaint themselves with WT, and will also participate in an important moment in our school. Please plan to join this celebration of WT's dynamic location in the cultural and educational center of Pittsburgh, of our school's tradition of scholarship and service, and of its vibrant and vital future! More details will be sent to you as the event and Reunion weekend plans unfold.

Reunion 2004

PICTURE YOURSELF AT
OCTOBER 29-30, 2004

Especially for the classes of:

1934 ~ 1939 ~ 1944 ~ 1949 ~ 1954 ~ 1959 ~ 1964 ~ 1969 ~ 1974 ~ 1979 ~ 1984 ~ 1989 ~ 1994



Members of the class of 1958 at the October 2003 Reunion.



The 50th reunion class enjoyed many activities together during the weekend.



Ann Ross Heymann '53 and Anne Ballard Dunlap '53 catch up after many years.



Nationally known nutrition expert Leslie Joseph Bonci '74.

THIS YEAR'S REUNION INCLUDES
A CELEBRATION OF WINCHESTER
THURSTON'S PROUD TRADITION OF
ARTISTIC ACHIEVEMENT.

Special Reunion Event: Alumnae/i Art Exhibit

Calling all artists! We want your work to fill WT's gallery. For submission information, contact Louise Ketchum '76 at lakechef@aol.com or at 412-363-6138.

For more information, contact **Alison Wolfson** at 412-578-7529, wolfsona@winchesterthurston.org, or visit the Alumnae/i Community of the website at www.winchesterthurston.org



Can You Help Us Find These Lost Alums?

The following alumnae/i from class years ending in '4 and '9 are lost. Please contact Alison Wolfson at (412) 578-7529 or wolfsona@winchesterthurston.org if you have information on how to reach them.

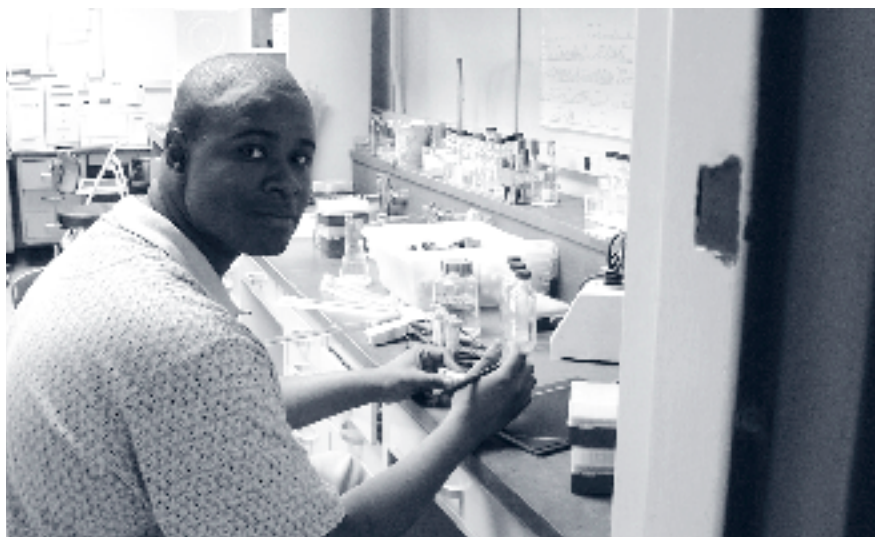
Virginia Jack Miller '24	Wendy Silin '64	Gretchen Becker Wegler '74
Dorothy Luke Hall '29	Andrea Smith '64	Leslie Brown '74
Helen Y. Long '29	Barbara Dwyer Miller Stricker '64	Linda Jean Clark '74
Mary Wanamaker Morhart '29	Sara James Swain '64	Carolyn R. Field '74
Elenore McClemons Muncaster '29	Sally Kuntz Ward '64	Dragana Dolly Grcic '74
Ruth Reno Dorgan '29	Cynthia Cox Wilcox '64	Lisa Rice '79
Anne Bortz Hajjar W '34	Linda Werlinich Huber '64	Dona Sorce '79
Leaugeay Stevenson Berman '34	Lisa Bard Hughes '64	Isis Jones '79
Betty Datz Bonsall '34	Irene Jones '64	Amanda Anderson '79
Martha Hankey Furlong '34	Sara Provost Ludwig '64	Mary Bope '79
Helen Eleanor Price '39	Susanne E. Monteith '64	Jessica Ann Cannon-Holtzman '79
Alice Ardary Roberts '39	Susan Montgomery '64	Bari Weinberg Phillips '84
Dorothy Tyrrell Walkup '39	Barbara H. Brandon '64	Neena Reddy '84
Jean Hosford '39	Sylvia Georgine Gold '64	Susan Sheffler '84
Elizabeth Hurd '39	Jane Paddock Rateau '69	Catherine Stephens '84
Betty Jane Jackson '39	Lynn F. Rovida '69	Kathleen Tessaro '84
Lorraine Harris Katz '39	Amy Marie Schrank '69	Carol Larach '84
Clara Wolff Krepley '39	Carolyn Widgery Silk '69	Michelle Mariano '84
Jeannette McCready '39	Susan Ellis Speer '69	Suzanne Guentner Miller '84
Nancy Montgomery Compton '39	Sheila Rollit Tetler '69	Kristan Cost O'Donnell '84
Florence Henderson Jones '44	Ann-Mari Thorsen '69	Jacquelyn Connelly '84
Thelma Lyatoretse '44	Mary L. Thompson '69	Marcy Federbusch Cox '84
Phoebe Ott '44	Nancy Hutchinson Trimmer '69	Tina Desai '84
Laura Jean Torrence Doar '44	Kristine DeVries White '69	Ana Soto '89
Sheila Bortz Pearlman '49	Diane Klein Herron '69	Sarita Gupta '89
Martha Jane Smyers Warden '49	Katharine Gordon Hilliard '69	Jennifer Kravits '89
Joan Wentzel Willman '49	Jane Clarkson Jennette '69	Shashwatee Bagchi '89
Elizabeth Anne Mohn '49	Martha Hoffman Ladd '69	Christina Campobasso '89
Joyce Dickenson Mott '49	Annette McNeil '69	Amy Ferraro '89
Reva Katzman Benovitz '49	Marian Meldon Miller '69	Karen Federbusch '89
Helen Speelman Carlisle '49	Wendy Beale Needham '69	Amy Schink '94
Daphne Kinsey Clark '49	Corley Anne Chase Olds '69	Bridget Kerwin '94
Jean Jacob Delynn '49	Deborah Beauregard Landry '69	Natale Kolcun '94
Frances Griffith Golden '49	Barbara Banes Botkin '69	Jessica Kurjakovic '94
Beatrice N. Venable '54	Jude Anne Cassidy '69	Lauren Benner '94
Sue White Marshall '54	Lisa Carlson '69	Ann Cheetham '94
Anne Sander McCune '54	Heather Lycette Cuckler '69	Carlton Gartner '94
Jean McNutt '54	Laurie Lee Edgar '69	
Patricia Smallwood Aiello '54	Fredericka Gluck '69	
Louise Waterman Bailey '54	Judy Reis '74	
Nancy Scholnick Blum '54	Laurie Richardson '74	
Fay Steinbart Dayharsh '54	Leslie Stonehouse '74	
Carol Ann Pollock '59	Elizabeth Taylor '74	
Joan Stohr Stehley '59	Kimberly Harnett Hennon '74	
Robin Lee Lewis '59	Ellen Gail Lebovitz '74	
Harriet Phillips Luft '59	Linda Beth Mazer '74	
Virginia Perkins Scalzo '64	Kim Mike '74	
	Kimberly M. Murman '74	

Senior Internships and Projects Make Final Year Special

Discovering a new phage, working for world peace, teaching American Sign Language to children — these are all part of the WT senior internship and senior project experience.

“Senior internships and projects — which are voluntary — are a way for students to explore an area of interest,” says Mick Gee, Upper School Director. “We are fortunate that we have many local experts and centers of expertise located right around the school, and we like to get our students connected to these resources. The projects and internships are a natural way for seniors to maintain their curiosity in a topic, as well as to find out what it is like to work in the real world with people who are experts in their fields.”

Eight seniors participated in WT’s internship program this year. The students applied for the privilege of interning early in their senior year. They had to demonstrate academic achievement and the skills to work cooperatively with others, as well as the maturity to work independently. Interns worked at UPMC Shadyside, MAYA Design Group, University of Pittsburgh, Hillman Cancer Center, and other locations. In addition, eight students completed senior projects, exploring in depth a topic of their choice. Examples include directing a student musical showcase, creating an independent



Thomas Moore '04 maps the genetic sequence of phages at the University of Pittsburgh.

art portfolio, and readings in African American History.

MAPPING THE GENETIC SEQUENCE OF PHAGES

“This is the first time I’ve worked in a real lab with...researchers,” says Thomas Moore '04. In addition to his internship mapping the genetic sequence of phages (viruses of bacteria) at the Pittsburgh Bacteriophage Institute at the University of Pittsburgh, Thomas volunteers six hours a week during the school year as an Emergency Medical Technician.

“Each student isolates a unique phage from a dirt sample and amplifies it to isolate and map out its DNA sequence,” says Marisa Pedulla, Coordinator of Research at the Bacteriophage Institute. “Phages are the most numerous organism on the planet: there are about 10 to the thirty-first power of them — more than all the bacteria, beetles, people, and other organisms added together... yet we know very little about this organism that has enormous medical and biological impacts. This project gives high school students and undergraduates scientific content and experience in the practice of biological research, yet it

**“It is gratifying to help people,
and it is exciting to research
something new.”** —Thomas Moore '04

"I think a lot of high school students care passionately about the issue of peace." —Ian Sullivan '04

also gives us truly useful assistance in this important area of research."

The research program, under the directorship of Dr. Graham Hatfull, is sponsored by the Howard Hughes Medical Institute. The goal of HHMI-funded research is not just to produce scientific results, but also to enhance the development of the next generation of biomedical scientists by drawing them into research and related activities at an early age. Hatfull guarantees each student that the phage he or she finds will not have been discovered before, as the organisms are so diverse that the team has never isolated the same phage twice.

"Biological research is very different from volunteering as an EMT," says

Thomas, who will attend Oral Roberts University in the fall. "As an EMT I'm out in the community seeing and helping people every day. In the lab I work with just a few researchers, trying to figure out what the genetic sequence of my brand new phage will look like. It is gratifying to help people, and it is exciting to research something new. I like both jobs and I'm trying to figure out what I'd like to do in the future."

ORGANIZING FOR PEACE

"I think a lot of high school students care passionately about the issue of peace and don't have an outlet for this passion," says Ian Sullivan '04, who interned at the Thomas Merton Center, a local center for peace and social justice. Ian designed youth-oriented events that occurred in Pittsburgh during the anti-war rally and march on the weekend of March 20 — the first anniversary of the war in Iraq.

Ian worked on two aspects of the program that took place with other events at the Merton Center on the morning of the rally. He created a workshop that trained young participants to take part safely in civil disobedience actions: how to react to other demonstrators, what to wear, what to carry. He

also organized youth groups to discuss their perspectives on war.

Ian, who will attend Sarah Lawrence College in the fall, has a history of involvement in activism and social change: he attended the Amnesty International USA Annual General Meeting, held in Pittsburgh for the first time last year, and was selected to interview the organization's executive director, Dr. William F. Schulz, for the Upper School newspaper, *Voices*. This year he is a senior editor of *Voices*. Last year Ian was awarded Winchester Thurston's Award for Independent Thinking.

"Activism in social issues has been a great addition to my life," says Ian, who also acts as an editorial volunteer for the Merton Center's monthly newspaper. "I feel better about myself and the community at large. I feel as if the Thomas Merton Center has given me more than I've given it...There's only so much that you can learn in a classroom — I'm glad that WT has looked beyond the classroom so that a student can learn in the real world."

Continued on next page.



Ian Sullivan '04, last year's recipient of the Winchester Thurston Award for Independent Thinking.

THIRD-GRADERS SIGN ON TO SENIOR PROJECT

"I like the concept of communicating without the spoken word," says Lara Miller '04, who for her senior project taught American Sign Language to third-grade students at the City Campus. "The children did really well," she notes. "They learned quickly, and they were so eager and open-minded."

Lara, who learned ASL at a summer camp several years ago, knew that Lower School Music teacher Kathy Russell often uses signs in songs for the younger children. She approached Russell about the possibility of working with a group of Lower School students.

"Lara taught each third-grade music class once every other week for several weeks in the fall," says Russell. "The kids loved her and wished that she could be there all the time. She taught them words and simple ASL grammar as well as the signs to a song from *The Lion King*, which they performed at the third-grade Evening of the Arts."

Lara taught the students the ASL alphabet in just one day. Then the students picked words they wanted to learn how to sign — such as ketchup and balloon — and Lara researched how these would be signed and taught them to the class. Finally, the students learned how to put words together in simple sentences.

"The project was wonderful for both Lara and the third-graders," says Russell. "Sometimes the Lower School students don't understand much of what goes on in Upper School. After Lara explained her senior project to the students, they were very

excited to help her with it, and to realize that someday they, too, will have a senior project. Now they feel a real connection to 'the big kids.' They run up to Lara in the hall and tell her that they've been practicing at home in front of a mirror, or they show her a word or a sentence that they've worked on."

Lara, who is considering a career in education and will attend NYU in the fall, was thrilled with her first teaching experience. "I was a little anxious at first since I'm not fully fluent in ASL. But then I realized that the third-graders understood that I was learning at the same time as they were, as I looked up new words for them. It was interesting learning how to teach kids: how to explain things so that they would understand. It was not as difficult as I had expected it would be because the students were enthralled by the topic. They worked hard outside class and were enthusiastic learners. Plus, I got such a wonderful feeling when the third-graders smiled and waved at me in the hall."



Lara Miller '04 and third-graders Yusra Shawwa, Rosalie Daniels, and Micah Monah (l to r) sign, "I love WT!"

Internships '03 Update

Bella Liu '03, now a freshman at Swarthmore College in the pre-med program, returned for three weeks last winter to the internship she had last year with Dr. Susan Dunmire '76, in the Emergency Room at UPMC Presbyterian Hospital.

"I got to help out more this time than last year," Bella says. "When things got busy I gave the patients their prescriptions and explained to them how many tablets to take and so on. The experience, both last year and this, didn't scare me off medicine — in fact, it made me even more eager than before to become a doctor. I was also happy to see faces from last year that I remembered."

This summer Bella hopes to intern for the second time at a biomedical research program in Alzheimer's disease and brain trauma at the University of Pittsburgh.

A Passion for Pets

The Middle School Veterinarians Club

Giraffes' tongues are black, so they don't get sunburned. The three sea lions, one of whom is blind in one eye, are trained both by voice and hand signals to exhibit behaviors that permit the Zoo's vets to care for them. The keepers hide food in the gorillas' cages to keep the primates from getting bored. These are some of the fascinating facts the Middle School Veterinarians Club members gleaned in a recent "behind-the-scenes" tour of the Pittsburgh Zoo.

Tracy Valenty, Middle School Science teacher and founder of the club, adds that this is just one of the field trips and special activities in which this club of about 20 students participates each year. Other activities include caring for three club pets — Mocha the rabbit, Timber the guinea pig, and Lucille the ball python — and bringing in their own pets to share with their friends. Early this spring the club sponsored a bake sale to benefit the Wildlife Center in Verona. Later they visited an animal shelter to learn about the care of abandoned and injured animals.

Valenty's brother, Dr. Steven Gross, a veterinarian, visits the club regularly and discusses with the students the classes they should take and the volunteer animal care they should do to prepare for a veterinary career. He shares with them his own volunteer activities in Guatemala, where he offered free pet care; shows the students basic animal examination techniques, such as how to find a dog's heartbeat with his stethoscope; and teaches them basic pet first-aid.

"We try to choose guests — both animal and human — whom the students will enjoy and who will be educational," says Heather Crowley,



Dr. Steven Gross teaches Middle School Veterinarians Club members how to find a dog's heartbeat with a stethoscope.

Middle School Mathematics teacher and Vet Club co-sponsor. "We bring in as many different kinds and breeds of animals as we can. We have had fundraisers to benefit unfortunate animals, we make animal treats, and we watch animal videos." She adds that Sharon Goughnour, Upper School Science teacher, is training to be a Zoo docent, and speaks to the group about her experiences there. Goughnour also brings in her blue-eyed, white-furred, deaf cat for a genetics lesson, in which the group learns about the genetic link in cats between deafness and blue eyes.

Valenty has a long standing passion for animals. She volunteers at the Wildlife Center in Verona and has involved all of her family in the Homeless Cat Management Team, a program that registers caretakers of populations of feral cats. The caretakers periodically collect cats and bring them to volunteer veterinarians (including

Dr. Gross), who spay and neuter them. Adoptable cats go to homes, while the truly wild cats are returned to their colony.

Many of the classroom animals are adopted strays. Lucille, the African ball python, was discovered in a parking lot and brought to school. "Terri Jones and Jessica Pindzola, both seventh-graders, just love Lucille, and come in every day to hold her and check out her condition," says Valenty. "Now we have a possibility of acquiring an abandoned bull snake, and these two girls made it their project to research the habits of bull snakes to determine if the school can house it."

"It's lots of fun to be with kids who have the same passion for animals as I do," says Valenty. "They're so excited about learning more about their pets and the animals around them."

Fifth-Graders Explore Their Passions

Eight Ways a Year

An original piano composition, an interview with a World War II veteran, a poem written in a Kuwaiti musical meter, a 10-page diary of a day in the life of a cat — what do these topics have in common?

They are all examples of City Campus fifth-grade “affinity projects,” which the students create on a monthly basis throughout the school year as they explore their individual passions. WT faculty modeled these learning projects on the teachings of two prominent thinkers and researchers on child development, pediatrician Mel Levine and cognitive psychologist Howard Gardner, each of whom has spoken at WT in recent years.

“While students have to learn certain basic subjects — math, science, Ancient Greece, for example — in fifth grade our students get to start directing their own learning through the affinity projects,” says Laurie Heinricher, Assistant Head of School. Levine’s theory suggests that children’s learning is enhanced when it centers around a personal interest. To this idea WT faculty have added Gardner’s theory of the “eight intelligences” to explore different styles of learning.

“The students pick a topic that they have an intense passion in, or a desire to know more about,” says Kay Simon, fifth-grade teacher at the City Campus. “Then throughout the school



Painting by **Killian Dougherty**

year they create one project a month on their topic, exploring and expressing their interests in different ways that also reflect different learning styles or intelligences.”

The eight intelligences were identified by Harvard psychologist Gardner, who in 1983 challenged the commonly held belief that intelligence could be objectively measured and reduced to

a single IQ score. Gardner sought to broaden the scope of human potential beyond the confines of this measurement, and suggested instead that intelligence has more to do with the capacity for solving problems and fashioning products in a context-rich and naturalistic setting. He proposed in his book, *Frames of Mind*, the existence of at least seven basic intelligences: linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, inter-personal, and intra-personal. Later, he added the naturalist intelligence.

“The affinity projects allow students to internalize their learning strengths,” notes Brian Swauger, City Campus fifth-grade teacher. “They can recognize that they have certain learning styles: one student might be linguistically- and musically-oriented while another might be

“The affinity projects allow students to
internalize their learning strengths.”

—Brian Swauger, City Campus fifth-grade teacher

"I love to see students' creativity with their affinities...The students really enjoy the process; they go **above** and **beyond** what we ask them for." —Brian Swauger

spatially- and interpersonally-oriented. The projects are great for their self-esteem, too: they get to excel in an area that they have a real affinity for."

Experimenting with the eight different methods of learning, each year the fifth-graders express their interests by playing musical instruments, making collages, maps, or videos, teaching others how to do a dance or a physical exercise, or conducting scientific experiments. The sky is the limit when it comes to exploring a topic creatively.

"While the form of the affinity project changes each month with the type of intelligence that we examine, we always encourage a lot of research," says Simon. "Then, each month the students present their projects to the class and we have brief discussions about their topic. The experience really opens up a child's personality so that others get to know him or her better. Plus we all learn so much about such different topics."

This year, for example, David Curtis's affinity was music. To express musical intelligence he wrote his own piano composition and performed it for his classmates. Melissa Rostek, whose passion was marine biology, made a video filled with humorous advertisements in which she interviewed people

about marine topics. Jonathan Holder, who was interested in the Civil War, brought in signal flags once used in communicating orders and troop positions on the battlefield. To explore interpersonal (teaching) skills, he handed out a sheet of letter signals to the class and they had to figure out his message from his "wig-wags." Ben Ferleger, who was interested in World War II, interviewed his grandfather, a veteran, and wrote up his account, exploring both interpersonal and verbal/linguistic skills. Zoe Silberblatt, who loves animals, wrote a creative, 10-page diary of a day in the life of a cat. And Fawaz Shawwa, born in Kuwait, explored several different learning styles with projects that included making a map of Kuwait showing its principal features and natural resources, researching Kuwait's imports and exports, and writing a poem that utilizes Kuwaiti musical rhythms.

"I love to see the students' creativity with their affinities," says Swauger. "The students really enjoy the process; they go above and beyond what we ask them for."

From Kuwait to Pittsburgh

Walking in the desert breeze
I felt very much at ease
Before me was a palm tree
Just after I drank my cardamom tea

The sand was warm,
And a long way from home

Sea waves drizzled in my face
It was like a horse race

At night I used the stars to navigate
I flew to Pittsburgh to meet my new classmates

We found a home not in Rome
Shadyside is a place I like more

The sights were so amazing
That I could not stop gazing

The Steelers, I support
Need better defense to win the sport

Mario Lemieux tried hard
But the Penguins dipped south

Winter here was cold to me
But I enjoy the warmth of WT

BY FAWAZ SHAWWA

FEBRUARY 2004

Lessons about Life at the North Hills Campus

Students Take Injured Goose under Their Wings

Last fall, students and faculty at the North Hills Campus observed with concern that one of the Canada geese that had raised a family at the pond the previous spring and summer had been left behind by the rest of its flock due to a broken wing that kept it from flying.

“We have several families of geese that return to the school every year,” explains Nancy Rogers, Lower School and North Hills Campus Director. “The pond, with its island in the middle, is a safe habitat for them. The children look forward to their return each spring, then observe the geese as they mate, hatch their eggs, and raise the goslings. The children were very concerned over this goose that had been left behind, especially as it got colder.”

When she realized the goose was injured, Rogers called the Pennsylvania Game Commission, who suggested that the school provide shelter, food, and access to water for the goose until spring. Each class, from Kindergarten to fifth grade, took a turn serving cracked corn and greens to the goose and observing its behavior. To prevent the goose from getting too accustomed to people, the students placed feed near a large doghouse donated by a parent to provide shelter for the goose. In January the fifth-graders held a bake sale that raised more than \$100 to pay for the goose’s food. The students knew to expect the rest of the flock to return around Mother’s Day, with goslings to appear soon afterwards.

The question of whether or not to care for the goose, or even whether to give it a name, was an interesting dilemma for the faculty as well as the students. “We had many discussions about whether to let nature take its course — which might lead to death for the goose — or whether to intervene,” says Science teacher Heather Capezzuti. “Of course death is a natural part of the life cycle, and having pets die, or

water quality, or of schoolyard ecology, such as the lives of spiders or ants.”

This story has an uncertain ending. Sometime in February, students and teachers realized the goose had disappeared from the campus. While there was no sign that it had been injured, the school community wondered and worried about its fate. Just before Spring Break, Rogers and Capezzuti spoke to the students regarding the

disappearance of the goose in a morning meeting. The goose could not fly, so Capezzuti explained that it had most likely wandered off to find food or water, or to die. She talked with the students about the life cycle and the fact that death is a natural occurrence, as it happens to all living things. Rogers was pleased with the students’ reflections and noted they have observed that “the male geese were fighting over the territory

of the island, where the first goose was staying, [to determine which one would] nest there.” The students were able to see the cycle of life come full circle with the loss of the first goose and the preparation for the nesting of new geese.

“Our ability to have the children participate in the natural world is part of the richness of our campus,” says Rogers as she reflects on the experience. “We witness the life cycles of the trees, the frogs, and the birds. The beauties of the pond, the fields, and the woods are a part of each child’s daily experience at our school.”



observing the death of a wild animal, can help children understand this cycle. We had very good discussions of these issues — as well as of the life cycle of the Canada goose and the characteristics of its habitat — with the students at our all-school morning meetings.”

The North Hills Campus has a variety of natural habitats — pond, fields, high grass areas, and woods — of which the faculty take advantage to enrich all aspects of the curriculum. “We visit the pond in all seasons,” says Capezzuti, “observing the birds and animals, drawing pictures of them, and writing about our findings. The school’s rich natural environment easily allows the students to engage in studies of

Michael Larson-Edwards '04 Awarded Sigma Pi Phi Scholarship for Academic Achievement

WT senior Michael Larson-Edwards received the first college scholarship for academic achievement offered by the Pittsburgh Chapter of Sigma Pi Phi, the oldest fraternity in the U.S. for graduate and professional African-American men. The Pittsburgh Chapter, consisting of nearly 50 prominent African-American professionals, granted Michael \$5,000 a year for four years.

"We chose Michael because of his sense of social consciousness as well as his academic achievements," said Joseph K. Williams III, attorney-at-law and Chair of the Pittsburgh Sigma Pi Phi Chapter's Social Action

"We chose Michael because of his sense of **social consciousness**, as well as his academic achievements."

Committee. "He's a catalyst for change at Winchester Thurston School. He participates in starting groups and organizations and mentoring younger students. He's an exciting young man with a very positive sense of being an African-American male. We were very impressed by him."

Michael, who is also a talented basketball player, has been accepted at Case Western Reserve, Drexel University, and Cincinnati University, and plans to attend the University of Pittsburgh, then pursue a career in civil engineering.

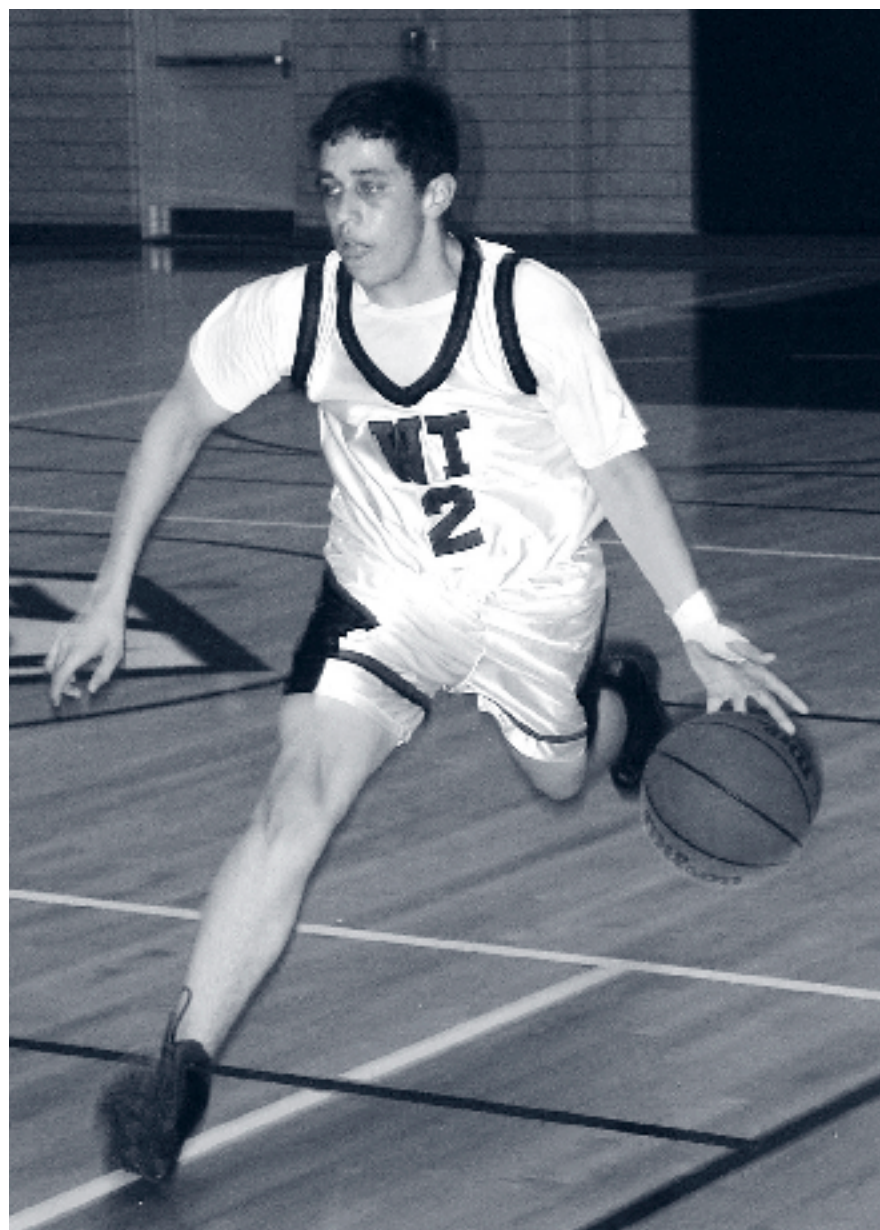
"Calculus and physics really interest me," says Michael, who is currently taking Advanced Placement courses in both topics. "I hope to continue in

college with the same kind of academic success that I've had at Winchester Thurston. I'm very honored to receive the Sigma Pi Phi scholarship."

Michael not only excels in the sciences and mathematics, but also as a history student.

"This year Michael, along with senior Andy Flechtner, have co-created

an independent study of African-American History," says Michael Naragon, Upper School Social Studies teacher, who served as advisor to the two students. "They selected a wide variety of college-level texts. The course runs like a college level seminar, and Michael and Andy have been tremendously insightful."



Parents Association Milestones Program a Success

Highlight of this year: A Visit by Renowned Educator Jane Elliott

A standing room only crowd packed the WT Auditorium in February, to hear the challenging message of Jane Elliott, a retired school teacher from a little all-white Iowa town, who changed the lives of her students by helping them learn firsthand the effects of prejudice.

In 1968, in the aftermath of the assassination of Dr. Martin Luther King, Jr., Elliott performed what would become a groundbreaking exercise with her fourth-graders. She divided the class into two groups based on eye color, and told the children that brown-eyed people were superior to blue-eyed people. She withdrew blue-eyed children's basic classroom rights and gave brown-eyed children preferential treatment.

Quickly, bright and confident blue-eyed students became withdrawn and timid while brown-eyed students became arrogant and domineering. Several brown-eyed children with dyslexia flourished under their new status and suddenly read and spelled words they never had been able to master before.

The exercise proved to Elliott that racism was a learned behavior. While she taught them that they could make judgments based on eye color, which, like skin color, was an uncontrollable factor, she did not teach them how to oppress each other.

Fast forward to 2004, and Elliott says racism and prejudice are alive and well in our society, although they may take different form. At the core of her message was the idea that in a mixed society in which prejudice and inequality still exist, our culture has moved wrongly toward striving to see everyone as the same. By failing



Jane Elliott spent an afternoon with Upper School students sharing her classroom experiment and life experiences.

to acknowledge openly differences in race, experience, and attitude, society discounts the experiences of oppressed people and denies the existence of racial identity. As a result, prejudice is perpetuated, along with a heightening of discomfort with difference. Elliott urged her audience — especially those who are white — not only to see the differences among us, but to acknowledge them and to understand the imbalance of power in our society that stems from race. Only then, she said, can we eradicate racism.

Throughout this school year, the Parents Association has sponsored events designed to expand the thinking and discourse in our community about diversity and difference. In the fall, a Family Movie Night offered five films, each geared toward a different age group and each with a particular theme

related to difference. Students, parents, teachers, and administrators watched the films and participated in facilitated discussions. In addition, a book discussion series was held. Parents, faculty, and administrators met to discuss *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride; *Bobos in Paradise: The New Upper Class and How They Got There*, by David Brooks, about the rise of the new elite "bohemian bourgeois" class in America; and *White Teeth*, a novel by Zadie Smith.

Milestones is an annual series of informal discussions allowing parents to connect through conversation about developmental issues.



The Butterfly Ball

A Soaring Success

On Saturday, April 17, 2004, butterflies floated through Westmoreland Country Club, as Winchester Thurston parents, trustees, faculty, and friends laughed, dined, and danced the night away.

The night began with cocktails, hors d'oeuvres, piano music by WT parent Mark Flaherty, and browsing the hundreds of elegantly displayed silent auction items. Guests entered the grand ballroom, where the sizzling band "Starfire" played a romantic mixture of standards and dance music. When dinner commenced after opening remarks by Event Co-chairs Jaymi Myers-Newman '81 and Carolyn Whiting, and Head of School Gary Niels (dressed, appropriately, in butterfly wings and antennae), Westmoreland Country Club showcased their legendary fine food and unparalleled service.

The committee of volunteers combined their talents to produce an outstanding affair that raised more than \$40,000 to support the operations of Winchester Thurston. Thanks again to Jaymi Myers-Newman '81 and Carolyn Whiting, Auction Chairs Jennifer Olbum and Portia Edwards, Underwriting Chair Betsy Thompson, Communications Chair Ellyn Roth, and Committee Members Lisa Allswede, Joanne Averch, Carol Burgman, Laura Dinkin, Sylvia Enand, Sharon Fair-Rogalski, Paula Flaherty, Patrizia Costa Frezza, Debbie Levy Green, Jan Harrison, Debra Holz, Susan Niels, Simone Rubin, Mary Jean Rusak, Pattie Terwilleger, and Connie Zaremsky. You made the event soar!



Above: The Butterfly Ball Committee

Above left: The North contingent poses before boarding the bus for Westmoreland Country Club.



At table, left: Carolyn and Peter Whiting, Michael Schwartz and Debbie Levy Green, Carol and Jayme Burgman, Jaymi Myers-Newman '81 and Ken Newman, and Rob and Megan Glimcher



Portia and Eddie Edwards Jr.



(l to r): Jan and Neil Harrison and Sue Friedberg.



Gary Niels in festive butterfly garb.



Standing (l to r): Kathy Buechel, Ellen Kessler, Ilene Levy
Seated (l to r): Fred Egler, Jack Kessler, Michael Levy



Jill Kazmierczak, Upper School English teacher and Department Chair, has been invited to be a Faculty Advisor for the English Literature Advanced Placement (AP) Exam and will be reading and scoring exams written by students across the U.S. in June.

APs are rigorous college level courses developed by the College Board. Enrollment and performance in AP courses has become an important factor in a college's evaluation of a prospective student's capacity to handle a college curriculum. Along with approximately 900 readers, Kazmierczak will evaluate exams for seven days straight, eight hours a day. She believes being an AP reader is the single most important responsibility in her professional development — in that it provides her with exposure to and knowledge of the national standards of writing. With exposure to these standards, Kazmierczak can bring a wealth of knowledge and information to her classroom and students.

Kazmierczak also received a grant to attend the Exeter Humanities Institute conference this summer. The conference will focus on the "Harkness method" of teaching. This concept involves roundtable discussions and stresses eye contact and body language. Kazmierczak explains the student-centered nature of this method: "the Harkness table places students at the center of the learning process and encourages them to learn from one another."



Michele Beauchamp-Teese, Upper School English teacher, recently attended a conference, entitled "Writing and Thinking," at Bard College. The conference focused on Peter Elbow's concept of Freewriting — a valuable practice that encourages students to think creatively and independently through writing. She uses this practice of informal writing with her students to lead into classroom work and discussion.



Cheri Hanczar, North Hills Campus Music teacher, and **Laurie Tarter**, Lower School City and North



Dance teacher, attended the Pittsburgh Urban Music Leadership Conference last October. The focus of the conference was music in urban schools and the community, concentrating on drum music from around the world. In November, Hanczar also attended the National Orff Music Conference in Kentucky. The conference featured the Orff method and taught new music for recorders and drums. Created by composer and teacher Carl Orff, the Orff method uses accompaniment instruments and movement to create music. Elemental instruments and rhythm patterns make

music simple so that any child can play. From these experiences, Hanczar learned new methods and strategies for teaching different age groups.



Peter Frischmann, Middle School Science teacher and Department Chair, presented the teaching of Astrobiology in the classroom at the annual National Science Teachers Association conference in April in Atlanta. Astrobiology is the study of the origin, evolution, distribution, and destiny of life in the universe. In his presentation, Frischmann shared activities he had done with his seventh-grade students, "introducing concepts about a definition of life and how life could exist in other environments." Frischmann said the entire conference focused on designing effective science lessons, with topics such as "Hooking Kids on Science," integrating technology, and "Science Beyond the Printed Word."

John Maione, Middle and Upper School Music



teacher, will have his first book, *Jazz Chords For Rock Guitarists*, published this summer. The book focuses on jazz harmonies and chord forms and makes them accessible, understandable, and playable for every guitarist. Maione's book explains his "derivative learning procedure," which shows how students learn the theory and application in addition to the chord forms. Maione also participates in the Duquesne University Summer Guitar and Bass Workshop, which brings nationally known educators and jazz guitarists to Pittsburgh for clinics, seminars, and product demonstrations.



Juliette Trudeau, who teaches private music lessons at WT and directs the percussion ensemble, traveled to Rome and performed with the Pittsburgh Symphony in a Silver Jubilee command performance for Pope John Paul II at the Vatican on January 17, 2004. The purpose of the performance was to celebrate and join together people of the Jewish, Islamic, and Christian faiths. The Pittsburgh Symphony is the only American orchestra ever to play at the Vatican. Trudeau has taught music lessons at WT for 11 years and joined the Pittsburgh Symphony in 2001.



Sharon Goughnour, Upper School Science teacher, was recently appointed to the Pittsburgh Zoo Advisory Committee to develop a dedicated, interactive, hands-on classroom at the zoo. The Pittsburgh Zoo was one of five zoos in the United States selected to receive a grant for this project from the International Library and Museum Society. Goughnour has also developed a new Upper School course, Natural Sciences. In developing the course, she attended four workshops at the Pittsburgh Zoo, National Aviary, and Carnegie Museum of Natural History sponsored by the Allegheny Intermediate Unit. In return for working with the zoo to develop the course, WT will receive full access to the zoo facilities.



Jean Mercier, Modern and Classical Languages Department Chair and Upper School French teacher, presented "*Le Québec d'Aujourd'hui*" (Today's Quebec) at the University of Pittsburgh's Center for West European Studies French Immersion Institutes on March 27, 2004. His presentation included an "overview of modern Quebec society and examined the rapport between language and culture" in Quebec. The institutes are held three times a year for middle and high school French teachers in the Pittsburgh area to discuss cultural and current events in French speaking countries, strengthen their French communication skills, and share teaching strategies. Mercier also attended the February lecture on Belgium, "*Mieux Connaître La Culture Belge à Travers L'art*" (Learning Belgium Culture Through Art) and the April presentation on Senegal, "*Le Sénégal: Un Pays Phare, Une Culture, Des A-Venirs*" (A Beacon Country, A Culture, A Future).



Juliette Trudeau at the Vatican awaiting an audience with Pope John Paul II.

From "Big Ideas" to "Essential Questions:"

WT Faculty Explore "Understanding by Design"

“What is understanding?” “How does a teacher know a student has really mastered a concept?” “How can we move beyond designing interesting classroom activities to transferring essential concepts that students internalize and can work with to expand their learning?” These are some essential questions with which WT faculty members have been grappling this year. Sparked by a workshop with nationally known educator and author Dr. Grant Wiggins last fall, this exploration has challenged teachers to put understanding at the center of their work with students.

Wiggins consults with schools on an assortment of education matters, and speaks at conferences and workshops nationwide. His book *Understanding by Design* has been an influential resource for schools in the area of curriculum development.

“In many schools it is common for the faculty to develop...activities in a comparative vacuum,” notes Laurie Heinricher, Assistant Head of School. That is, teachers approach their planning from an “activity” base — designing what they will *do* with their students. Wiggins reconfigures this approach by having the faculty first identify the core concepts or “*big ideas*” that students should master at the conclusion of a unit, a year, or an entire educational experience. The faculty then develops “*essential questions*” that enable students to explore the core concepts, and determines the evidence that will demonstrate this mastery.

After Wiggins’s visit to WT, Heinricher and Head of School Gary J. Niels challenged each department to develop big ideas and essential questions. During an in-service day, faculty



“The more explicit we can be at the outset with our **evaluation expectations**, the better the student's performance is.” —Michael Naragon, Upper School Social Studies teacher

members from Grades KR through 12 met in departments and worked through the challenge.

Sally Allan, Visual Arts Department Chair, describes big ideas as core concepts, theories, and principles that are important, enduring, and transferable to any specific classroom unit. Big ideas in the Visual Arts could include: “Self-expression is inspired by exposure to master works of art,” and, “Practice using the tools of expression is essential to art production.” These core concepts could then translate into practical skills in pottery, for example. Students learn the specific techniques of making pinch pots, coil pots, and wheel-thrown pots, all of which support an understanding of how different cultures, from the Navajo to the Ancient Greeks, made, used, and decorated their pottery. While gaining this knowledge, students also learn to express themselves artistically — to take chances and create their own aesthetic interpretations of the world.

In the *Understanding by Design* methodology, essential questions are a means of illuminating the big ideas. They are challenging, and can be asked at any juncture in the learning process. Essential questions for the Visual Arts could include, “Can works of art about ugly things still be beautiful?” “Can art that looks simple to make really be art?”

“The Grant Wiggins approach makes the value of the whole Kindergarten Readiness through twelfth-grade experience more explicit,” says Nancy Scott, Social Studies Department Chair. “To succeed in twelfth grade, the student will need to build on the skills and knowledge base of eleventh and tenth grades and even earlier.” She notes that agreement among a KR-12 faculty on the big ideas and essential questions not only ties the entire curriculum together, but also forces faculty to consider on a “macro” level the knowledge a student should acquire over the course of 14 years of college preparation. “The Lower School faculty kept us honest,” says Scott. “The Middle and Upper School faculty came to the discussions with our own specialized points of view about Social Studies that applied most directly to the Upper School, and they forced us to step back to the bigger picture that would apply to all levels of the curriculum.”

Assessment rubrics are a key aspect of *Understanding by Design*. Rubrics provide teachers with specific criteria for assessing understanding, a tool for ensuring consistent evaluation among teachers, and clear targets for instruction. They provide students with clear performance targets, a statement of expectations about learning goals, and criteria for self-evaluation.

For example, classroom discussion is a vital component of learning that teachers often find difficult to evaluate: should students who participate frequently but occasionally miss the point be graded higher or lower than students who don’t contribute often but make key observations when they do speak up? A rubric for evaluating a student’s discussion could include the five distinct traits of discussion-related performance: conduct, leadership, reasoning, listening, and reading. Faculty can then provide examples of specific behaviors in these categories to aid themselves and their students in evaluating performance. “The more explicit we can be at the outset with our evaluation expectations, the better the student’s performance is,” says Michael Naragon, Upper School Social Studies teacher.

“The key that runs throughout this type of curriculum tweaking is conversation,” Naragon continues. “Conversation among the faculty and with students and parents. The essence is not just to think and teach with greater clarity, but to communicate goals and expectations.”

The Miss Mitchell Society

*Honoring Our Traditions,
Sustaining Our Mission*



I shared an enthusiasm for my education at Winchester Thurston with my mother, Katharine Kountz Cannon '37, who died before she had resolved to include our school in her estate plans. In addition to contributing to a scholarship in her name after her death, I purchased a life insurance policy, naming WT as a beneficiary. I purchased the policy for WT at the time she was diagnosed with cancer. In the midst of a difficult situation, it made me feel good to create something of lasting value in honor of our shared affinity for our school. I hope that other graduates of Winchester feel empowered to remember the school in their estate planning.

—Molly Cannon Stevenson '72

Members of the Miss Mitchell Society

Barbara Abney Bolger '52
Marion Weis Cohen '44
Harriet Adler Feldman '57
Loretta Lobes '88
Louise Baldrige Lytle '51
Carole Oswald Markus '57
Anne Forncrook McCloskey '45
Dorothy Dodworth Scullin '47
Bonnie Solomon '48
Molly Cannon Stevenson '72
Allyson Baird Sveda '84
F. Irene Thomas, Honorary Alumna
Carol Spear Williams '57



*If you have included WT in your plans, please let us know so you can be properly thanked and welcomed into the Miss Mitchell Society. For more information, contact **Alison Wolfson**, Director of Alumnae/i Relations, at (412) 578-7529 or wolfsona@winchesterthurston.org.*



What do you see, WT?

Behind this watercolor painting lies a fascinating evolution story. Painted by alumna **Judith Dubin Oksner '53**, it depicts Judy and her classmates in the lunchroom of the old Winchester Thurston School building on Fifth Avenue. To find out more about how Judith came to paint this scene, visit the "What Do You See, WT" page in the Alumnae/i Community at www.winchesterthurston.org.

2003

Michael Della Vecchia

has been playing intramural basketball and has his own radio show on WEXP, the La Salle University radio station. He plays independent music and gives music and concert news. "I am enrolled in a course called Modern Imperialism, which has caused me to have a new interest in King Leopold II's possession of the Congo in the late 1800s and early 1900s." dkpunker66@aol.com

Malcolm Smith joined the club Rugby team for Colby-Sawyer. His team took third in the New England Rugby Football Union (NERFU) Collegiate Division IV. Malcolm has his own radio show on the college's radio station, 90.9 WSCS and he was elected as the business manager for the station in December 2003. In February Malcolm began playing the mascot for the basketball games. Smith_malcolm@hotmail.com

2002

Michael Roth is at Oberlin College, running track and playing lots of music! His band's webpage is www.oberlin.edu/student/tfort. Michael.roth@oberlin.edu

2001

Angela Ambroz is enjoying her move to American University in Washington, DC. She had an internship at the International Food Policy Research Institute (IFPRI), which was great because they are an NGO directly involved in agricultural development and rural economics, the area



Byron Raco, Rich Homann, and Alec Karakatsanis ring in the New Year.

in which she plans to pursue a Ph.D. kenobivola@yahoo.it

Richard Homann has declared a double major of international relations and history. On Christmas 2003 he caught a burglar in his neighborhood, who was then arrested. He joined Army ROTC at the beginning of his junior year.

Peter Scott attends RIT and is working as a photojournalist. Some of his photos have been published in *Pittsburgh Magazine*, *Cat Fancy*, *Pittsburgh Bridal Magazine*, *Slam*, and the *Pittsburgh Tribune Review*. Many of them have been sold and run for random publications. Future jobs will include *Guns and Ammo* and *Muscle and Fitness*. Peter has been taking many classes in surveillance photography and it is becoming quite an interesting subject for him. Peter is considering going into a security field for the government. Check out Pete's work on his website at www.petescottphotoworld.com. pts6629@rit.edu

2000

Matt Abbinanti graduated from Allegheny College in May with a B.S. in Biology. He has spent the majority of his free time in Meadville firefighting for a volunteer company in the area. Matt

recently accepted an invitation to work for his Ph.D. in the field of Neurobiology and Behavior at Cornell University in Ithaca, NY. "I hope WT continues to prepare students for the world as it did for me." abbinam@allegheny.edu

James Edwards ran into **Rory Hughes '96** when he was in Poughkeepsie, NY, last summer on a carpentry internship with New York Stage & Film. Then he saw **Leila Ghaznavi '97** in the Pittsburgh City Theatre's production of a *Romeo and Juliet* adaptation called *Two Houses*. James has been offered several positions in summer stock theaters around New York City in both carpentry positions as well as production management. thesinfoniangame@yahoo.com

Andrew Santelli had two of the greatest part-time jobs in the world, working for the Pittsburgh Pirates (where he ran into many WT folk) and working for WT (assisting

with the new website and Upper School scheduling, among other things). Andrew attends Eckerd College in St. Petersburg, FL, studying communication along with a double minor in management and French. In addition, he ran a successful write-in campaign and was elected auditor for the Township of O'Hara. andrew.santelli@hotmail.com



1999

Alex Eversmeyer will be competing in Ironman Florida on November 6, 2004, a race consisting of 2.4 miles swimming, 112 miles cycling and 26.2 miles running. Alex will spend the time between then and now building up in preparation, and will compete in many races in the spring and summer, such as the Cleveland Marathon and the Pittsburgh Triathlon. aeversme@umich.edu

1998

Elizabeth Beerman graduated from Bryn Mawr College in 2002, and has been working at the Department of the Navy as a contract negotiator for

Matt Abbinanti on the ladder holding the saw at a fire near Meadville, PA.





Class of '96 girls, Sarah Gross, Ariel Koros, Mary Kate Thorsen and Juli Tomaino shared brunch together recently.

weapon systems. She was recently engaged and will be getting married in Pittsburgh in October 2004.
elizabeth_beerman@hotmail.com

1995

Katie Brennan writes "After a couple of years doing environmental consulting in the Boston area, I returned to Pittsburgh last year to take some classes, and ended up with my dream job — coaching lacrosse at WT. I also have a new addition in the family - my beautiful dog Garnet. This September I relocated to State College, PA to start a graduate program in the geosciences at Penn State. I am working on a project involving atmosphere-ocean interaction, and detecting climate change in the ocean. I hope all of you are doing great!"
c_e_brennan@hotmail.com

Martha Locker moved to Brooklyn after eight years in Manhattan (feels like another planet!!) and went back to school in the fall, starting a doctoral program in music at NYU. She is freelancing around New York but spending a lot more time at the computer

than at the piano, at least temporarily. She recently ran into **Kristin Trabucco**, who is also in a graduate program at NYU. "I hope everyone's doing well. If you're in NY, let me know!" msl270@nyu.edu

Jonathan Mahone lives in Providence, RI, and is student-teaching at Central High School, fulfilling his requirement for Brown University's Master's in Teaching program.
takethose@hotmail.com



Hope Baker Shadle writes "So much has gone on in my life since I graduated from dear old WT, especially within this past year! In May 2003, I was married to Tom Shadle, a software designer. Participating in the ceremony were other graduates of the class of '95, **Caytie Hunt**, **Angela Hertz**, and **Maggie Jarmolowski**. This fall I began a new career in real estate. I'm working for Northwood

Realty Services in Washington County, but can assist people all over Pennsylvania. If you're looking to buy or sell, come see me and I'll be happy to help you out!" hope@roadlynx.net

Tiffany Sizemore lives in Washington, D.C. with her fiancé Nathan Champion (Woodland Hills H.S.). They plan to marry in June 2005. She graduated from Howard University School of Law and recently accepted a staff attorney position with the Public Defender Service for the District of Columbia.
TESizemore@law.howard.edu



Jodi Poniewaz Williams was graduated from Carnegie Mellon in December 2001 and married fellow CMU grad Cory Williams on July 18, 2002. They welcomed the arrival of their first child, Tadan Asher on November 16, 2003. The

couple lives in California's Bay Area, where Cory works as a software engineer. Jodi is a stay at home mom and still speaks with a Pittsburgh accent!
jodi_poniewaz@sbcglobal.net

1994

Alyssa Caroselli is engaged to Jason Park and will be getting married in Pittsburgh in October 2004. Unfortunately, she will miss the reunion because she will be on her honeymoon.
acaroselli@hotmail.com

Ian Gould appeared in a Baltimore production of Moliere's *The Miser* this past winter. It was wildly successful. Ian writes, "Who knew 17th century French farce could still pack 'em in?" In December, Ian spoke to and performed with Barb Holmes's improv class on a visit to WT. Earlier, Ian completed a successful and enthusiastically reviewed run in *Rough Crossing*, a play by Tom Stoppard.
icgould@hotmail.com

Erin Herward Thurston sends greetings from St. Petersburg, Russia, where she



WT contingent celebrating at Erin's wedding.



Class of '91, Kathleen Metinko, Alunda Gryzbek Edmonds and Dorothy McLaughlin, 12/26/03 at Victoria Edmonds's 2nd birthday party.

and husband Adam landed in October 2003. Adam has a fellowship with the State Department and is working at the Consulate General. Erin's Russian language skills have been improving slowly but surely, thanks to lessons from her wonderful tutor. In November they visited Moscow and were awestruck standing in Red Square in front of the Kremlin and St. Basil's Cathedral. In January 2004 they traveled to Tallinn, the capital city in Estonia, where there is a wonderful Medieval Old Town, one of few not damaged in World War

II. They had a great weekend of sightseeing, shopping, and good restaurant meals. "I was so happy to be able to speak English with all the friendly people there. Living in Russia has not always been easy, but it is certainly shaping up to be an experience that I will never forget. I send everyone in the WT family best wishes!" erinthurston@hotmail.com

1991

Marie "Chris" Phillips Gregory has been a teacher/mentor to the Athena Student Intern Program

which is a part of the Mars Exploration Rover Mission. She took two students to the Jet Propulsion Laboratory in Pasadena, CA, for a portion of landed operations this past winter. She and her husband are foster parents to four children, while business at Tom's new restaurant and bar is steadily increasing. mmechris@aol.com

April Lee had a successful solo exhibition of her new work at the Jeffrey Coploff Fine Art Ltd. Gallery in NYC this winter. Her show was described in *The New Yorker* as follows: "The Marimekko-style colors in Lee's paintings are as hip and tastefully coordinated as something an exterior decorator might devise. Lee knows how to mix red with purple and pink, or green with blue and purple, to make the colors pop. The panels are full of swirling, constellation-like

passages, and include dots that serve as anchors for the roiling but cheerful abstractions." aprillee@optonline.net

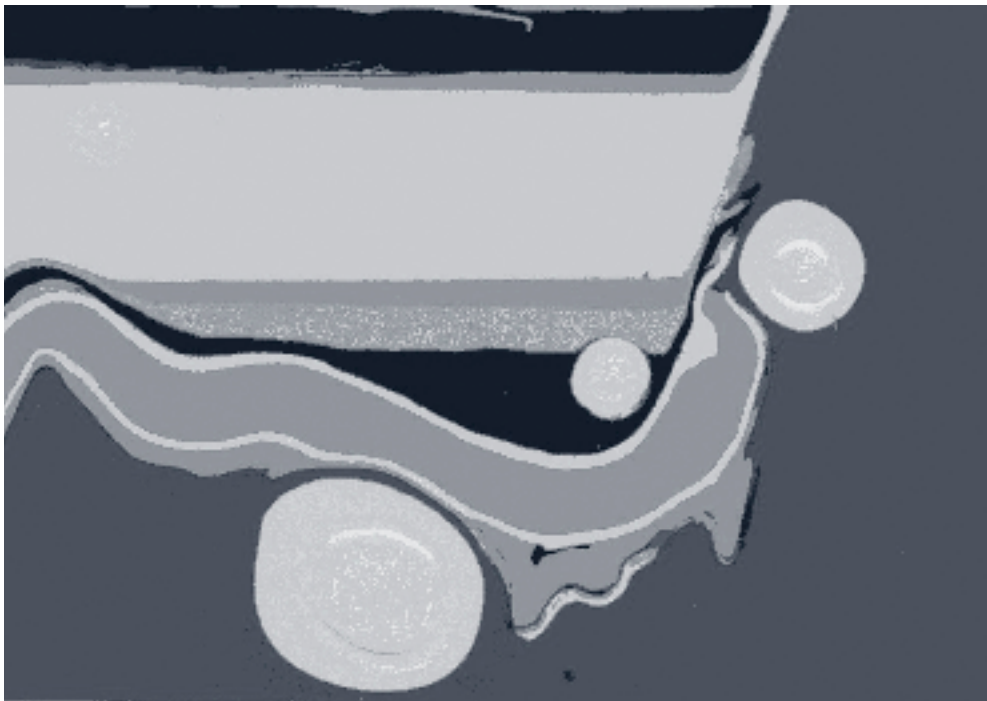
1990

Amy Katz Assoc Alum had an article published in Pittsburgh's *City Paper*. The article, entitled, "With Newman's Demise, Squirrel Hill Loses Another Institution," reminisces about the annual ritual of being fitted for black watch plaid jumpers at Newman's and notes with sadness the loss of yet another independent business in Squirrel Hill. aimeekeigh@aol.com

1986

Elizabeth Samet and husband David welcomed their second son, Alexander Azriel Samet Winitzky in December 2003. His big brother, Zeke, is 3. Elizabeth has been an associate creative director at Saatchi & Saatchi in New York for the last four years but has been temporarily telecommuting from Evanston, IL, while David finishes graduate school at Northwestern (he is a theater director). In addition to her work in advertising, Elizabeth had two short stories published in the anthology *First Person, Imperfect* (edited by Paul McComas ISBN# 0-595-30195-9) and has written a play entitled *Where We Are Now*. esamet@yahoo.com

Jordan Solow Sweeting visited with **Pam Hirsh Goodwin** in Pittsburgh over Thanksgiving week. It was great to meet her two daughters, Rachel and Kate, who are similar in age to Jordan's girls, Phoebe and Zoe. **Amy Evans** and **Ingrid Wecht** visited too. In early January Jordan went to **Andrea Kann Gassner's** NYC apartment and met her son Toby. "It is so fun



Untitled #57, one of April Lee's pieces displayed at her successful show.

Jordie Solow Sweeting '86 with daughters **Phoebe, 4-1/2** and **Zoe, 2.**



to reconnect with old friends. It's hard to believe we are all mothers now. I still think of us in our blackwatch plaid skirts strolling through the halls of WT." jsweeting@quakerfabric.com

Sarah Thorp wrote the screenplay for the film, *Twisted*, a thriller starring Ashley Judd and Samuel L. Jackson, which was released nationally in February 2004.

Rebecca Wilkins and husband Chris are enjoying life with their daughter Sofia, born on June 17, 2003. They live in New York City, and are looking forward to introducing Sofia to the joys of international travel with a trip to Italy this fall. Rebecca is currently on maternity leave from her job managing the Literature and Languages division of the Queens Borough Public Library. rwilkins@nyc.rr.com



Rebecca Wilkins and daughter Sophia.

1985

Deborah Tenenouser Hochman lives in Plantation, FL, with husband Jeffrey and two sons, Leo and Jack. She enjoys being a mom, volunteering in her sons' schools and at a local childrens museum, as well as running a small business. debhochm@bellsouth.net

Nanci Shapiro Kane and husband Dan are the proud parents of Alexander and Sarah. They live in Short Hills, NJ, where they frequently see **Susan Crone Norflus '83**. Nanci's sister **Carolyn Shapiro Wyatt '83** now lives in England with her husband Jonathan.

1984

Nancy Quick Langer works part-time as an English instructor at Duquesne University. She and her husband Jeff are the proud parents of Beatrice, Henry, and Martin. nqlanger@adelphia.net

Allyson Baird Sveta and her husband, John, are the proud parents of Robby, 4, and Drew, 2. Allyson is the director of marketing and administration at Garrison Institutional Asset Management in Pittsburgh. "I can't believe our 20th reunion will be this fall! I hope that our class boasts a great turnout!" asveda@garrisoninvest.com

Maureen Horkay Watson writes, "I guess after 20 years it's time to check in. My past years have been full, getting married, owning and running an auction company, and moving to Florida, but we can all catch up on the nitty gritty details at the reunion." brettandmo@net-magic.net

1983

Jennifer Gelet Sheehan was formerly the vice president of human resources and risk management for a Florida company, but then had two kids (Kaitlyn and Michael) and has never looked back. She lives in south Florida but comes to Pittsburgh each summer to escape the heat and visit family. "I would love to know where everyone is!" jgsheehan@aol.com

1981

Julie Felman Wagner broke her leg skiing this winter and was out for the season. "There is always next year. My girls Breanne, 9, and Margo, 7, are skiing machines. Much better than their mom!" Juliewags@earthlink.net

1979

Ellen Krause had an opportunity to spend some time with **Ellen Silverman Garvin** and **Helene Stone Prince** on a visit to Pittsburgh. In August, she had dinner in Berkeley, CA, with **Jodi Cohen Klein** and her family on their cross-country national parks trip. Ellen and husband David travelled to

Thailand in November 2003 and enjoyed eating terrific food, seeing the sights, and riding an elephant. "I hope the Class of 1979 is gearing up for our 25th reunion. I plan on being there this year!" ellenjohnson@pacbell.net

1978

Bear (Beth) Brandegge Assoc Alum can help those who enjoy clothes, love looking great, but don't have time to shop. She represents Bill Blass New York, a beautiful collection of designer clothing for women. "once I know your needs, size, and style requirements, I'll be happy to work with you year-round to find the right pieces to pull your wardrobe together. Contact me to make an appointment." bbny@bearbrandegge.com

1976

Stacy Jannis Tamerlani lives in Silver Spring, MD, with husband George and son Eric, 13. Stacy works as a freelance broadcast animation designer and producer. Her recent work was seen in *The Wreck of the Portland* which aired on the Discovery Science Channel in March 2004. Stacy



Computer graphics of the Portland Steamer were art directed and produced by Stacy Jannis Tamerlani '76.

worked with Pittsburgh-based computer animation company Home Run Pictures to recreate the 1898 Portland Gale, a "Perfect Storm" that sunk the passenger ferry on its route from Boston to Portland. Jannisprods@earthlink.net

1974

Katharyn Davis received a lot of press when she tracked down O.J. Simpson and served him with a writ for payment of money he owes on a judgment on behalf of Kathie's client, Sharon Rufo. Rufo is the mother of Ronald Goldman, who was fatally stabbed along with Nicole Brown Simpson. Kathie's opportunity came when Simpson appeared in St. Louis, where Kathie lives and works. kathiedavis@mcleodusa.net

Heidi Kanterman Freedman has been living in upstate New York for 18 years. Husband Glenn is an engineer for Bechtel. Her daughter Hillary is a freshman at SUNY Oneonta. Heidi homeschools her son, Andrew, 16. Heidi enjoys her job of teaching Pre-K. "Anyone out there living near me in the Capital District of NY?? Please email me!" Freedny@aol.com

Judith Hoover writes, "I have been freelancing as a copyeditor of book manuscripts for the past 11 years. This means I go to my office in the attic every morning, in my sweats and warm fluffy slippers, and fix other people's grammar, spelling, punctuation, organization, and overall writing style. Sophie has been at the WT North campus since Kindergarten; she will start Middle School at the City campus next year. Tim

would prefer to live in the woods and eat berries, but Soph and I keep persuading him to come home every night and take out the garbage." hooverjudith@att.net

Margaret "Meg" McKean Taylor writes, "School is great — I am busier than I have ever been. We just had a performance for all of our students where they acted and did acrobatics and scenes all surrounding Shakespeare. It was so great. We are just beginning to build a performance culture — someday we may come close to the great performing arts at WT! My family is great, too. Hildy was the lead, Reno Sweeny, in the Junior High production of *Anything Goes*. Greer is in Colorado at the High Mountain Institute in Leadville for 4 months. She recently went on a two-week camping expedition in Utah in the snow! Alex loves Dickinson and is going to England for the next year. Love to all my WT friends!" McMeg518@hotmail.com

1972

Carolyn Cramer Sanford has been living with her family in Pacific Palisades since September 2001. Husband Scott is with Mellon Financial and he manages the west coast. "We love it out here! Los Angeles and California have been a wonderful, growing experience for our family. I have three children, Scotty, 11, Tommy, 10, and Caroline, 8. We do get back to Pittsburgh several times each year to visit family and friends. Please look us up if you are ever out our way. I remain in contact with **Margie Mermelstein Dubner, Mimi**

Pivirotto Murley, and Jean Silvestri. Best wishes to all!" sanford.wss@verizon.net

Ann Latterman Shlapobersky writes "Just got the *Thistle* talk (Yes, they do send it overseas) and checked out the website. Very nice. Keep up the good work. Hope all of you are well. I was in Pittsburgh in October 2003 visiting my parents. As you may remember, they live across from Winchester. It was fun watching the girls, and boys, waiting by the side door. Wish there had been boys at school when we were there! I'm still living in Israel, so if anyone wanders over here you are more than welcome to visit." ashlapo@netvision.net.il

1971

Ellen "Charney" Regenstein Spyra and her husband, Dennis J. Spyra, recently celebrated their 25th wedding anniversary, with a small renewal of vows at Temple Sinai, a party thereafter, and a "honeymoon" in Switzerland and Italy. Their youngest daughter, Jacqueline, is enjoying her WT education, while their older daughter, Jennifer, is in her first year at Barnard College. cregenstei@state.pa.us

Catherine Widgery writes that you can see what she has been up to with her art work by looking at her website at www.widgery.com.widgery@gis.net

1970

Kimberly Zillweger Beck and Don became grandparents on September 12, 2002. One of Kim's two stepdaughters (both live in Connecticut) gave birth to Nicholas Michael.

He is the typical active 17-month-old adorable boy. A granddaughter was expected in March 2004 by the same busy mom. Kim and Don drive to CT for a week in April and October every year, and now that grandparenthood is in the picture, those visits are eagerly anticipated. "Seems like light years away from eating at Village Pizza and buying cakes from Prantl's on Walnut Street, yet it seems like yesterday in some ways too!" deekim@nauticom.net

1967

Wendy Newstetter still lives in Atlanta with husband Paul and her youngest daughter, Olivia. Wendy sent her older daughter, Jessie, off to Brown this year which was tinged with both joy for her bright future and sadness that her first baby was going off to college. She is doing great and with the wonders of technology; Wendy talks to her on her cell phone about every other day. "A far cry from when we were in college!" Wendy has a job that she loves as director of learning sciences research in the Department of Biomedical Engineering at Georgia Tech. "I never thought I would be hanging out with engineers when I was looking at Judy Sutton or Eleanor Schatz's fathers' books! The great part about my job is that I get to teach overseas in the summer. I spent my second summer this past year in Barcelona. What a fabulous city! This past Christmas the whole family went to Brazil where we enjoyed New Year's Eve on the beach jumping seven waves for seven New Year's wishes. I hope to get to a reunion soon to see all the

great women I have such fond memories of. I hope some of you will look me up if you are in Atlanta." wnewstet@mail.bme.gatech.edu

Heather Wishik has been accepted as a doctoral student by the University of South Africa. She will pursue a Ph.D. in Industrial and Organizational Psychology. Heather hopes to look at how to engage white executive leaders on race issues deeply enough so that they can lead their organizations toward racial equity. Ideally she will do this in a South African, a European, and an American corporation. Heather still lives part time in Netherlands and part time in the U.S. hwptown@hotmail.com

1966

Martha Jane Nims Valent recently enjoyed a great visit with **Anne Eaton Woolley** in NYC. She sees **Ann Haber Schelbe** and **Martha "Marsie" Berg** often in Pittsburgh. "Old friends are the best!" MJRV70@cs.com

1965

Helen Mar Parkin writes, "While I have been working as a painting conservator for over thirty years, in both museums and private practice, some of the most interesting projects have come my way recently. Last summer I spent two months in Cincinnati, OH, working on a large double portrait by Thomas Gainsborough, dated 1794, in the collection of the Taft Museum of Art. In the fall I traveled to Gettysburg, PA, to participate in the ongoing treatment of the cyclorama painting of the Battle of

Gettysburg. This spring I will be returning to Cincinnati to work on another painting in the Taft collection, then heading to Portland, OR, to attend the annual meeting of the American Institute for Conservation of Historic and Artistic Works. I enjoy the variety and challenges in my work, as well as the opportunity to travel." Steve_How@msn.com

Cynthia Pearson Turich writes that she and **Peggy Stubbs** are co-directors of "Take Charge Online," an initiative of the Take Charge of Your Life Partnership, a nonprofit organization they helped found to "empower, educate and support all people to deal with end-of-life issues." At its website, www.takechargeonline.org, you can view the groundbreaking technology of their "Heart2Heart" conversations, providing information and advice via a streaming video and query system out of CMU. cpearson@nauticom.net

1964

Carole Haskell Epstein writes "Hi All!! I am living in the Boston area and am hoping to be able to come back to Pittsburgh for our reunion and would really enjoy seeing as many of our classmates as possible. It has been a lot of years since we had a reunion so we all have catching up to do which I think will be well worth the trip. Please try to join me and our Pittsburgh classmates." chaseps@attbi.com

Carolyn Sharp Yates is recuperating from a broken ankle sustained in a car accident in December 2003.

Her gold PT Cruiser, which had been a birthday present from her husband, was demolished, so she feels very lucky. After asking to hear from classmates, Carolyn accidentally deleted the e-mails she received before reading them. So Carolyn asks her friends who e-mailed her and didn't receive a reply to please try again! wellsvilleboro@dejazzd.com

1962

Elizabeth Middleton was profiled in the *Prison Partners Newsletter* in summer 2003. As a devoted member of St Andrew's Episcopal Church, Beth joins other volunteers to bring a ministry to inmates at the Allegheny County Jail. In addition, Beth has organized church fundraisers to support the needs of the jail.

1959

Alexandra Brittain Knox spent February in Antarctica. pudoir@aol.com

Carolyn Clark Pegg organized and led a Witness for Peace delegation to Nicaragua in January 2004 to study the effects of globalization on women's lives. "My 13 years at WT came to the fore - from Mrs. Houston's 5th grade geography class on Latin America to the many inspirational women who taught and empowered us to be activists today! Join me in another delegation to Cuba and Nicaragua in January 2005." synsails@charter.net

1958

Katherine Horner Anderson enjoyed seeing her classmates at the 45th reunion in October 2004. She loves retirement and traveling, and plans to visit the southwest this year. kathyandbobpsu@cs.com

1957

Carol Spear Williams writes that after years of personal struggles and personal growth she is now enjoying family growth. Her granddaughter, Gillian Estelle Williams, was born to her son, J.D. Williams, and his wife Siobhan McDermott.

1955

Faith Wertz Eastwood writes, "I vividly remember the old WT, our class of 29 members, our class song, and the dreams we shared. The new WT looks fascinating. One of these days, when I am retired, I would love to come back to see what is happening in math classes!" feastwoo@aol.com

Mary Minor Evans was re-elected regent for her DAR Daughters of Liberty Chapter in Duluth and also elected corresponding secretary for the Minnesota Society DAR. She has also found it interesting to write monthly articles for the Duluth Junior League newsletter as the sustainers' representative. mevans@d.umn.edu

Joan Altree Piemme has retired after a fulfilling 40 years in nursing. She now volunteers with CASA (Court Appointed Special Advocates), working with abused and neglected children. She hopes to make it to the 50th reunion in 2005. earthmothers@earthlink.net



1954

Dana Spicer McCown

recently returned from seven weeks in India. The first part was spent with her 22-year-old grandson, Jordan, and then with her daughters, sharing some of her Indian experiences. Dana travelled to Sydney to reunite with **Mary Christner Mullins**, from Florida, who was touring with her husband Gregg. They hadn't seen each other in at least 48 years, so was a lot of catching up to do. danajune@ozemail.com.au

1953

Margaret Jackman Metzger

recently spoke with Matthew Hanson, the grandson of her sister **Carol Jackman Rickenback '45** while he was serving in the 82nd Airborne in Baghdad.

1952

Marion Montgomery

Colbourne has been doing

well since Don's death last year. Her new activities include joining the Anglican Church choir and agreeing to be a member of its Newcomers Committee and as well as taking on the position of vestry clerk. Pilates class, lots of walking, and being able to see her youngest daughter Sandy and her family, who returned from Abu Dhabi last June, take up what little spare time she has. In October she went to Disney World at the invitation of her middle daughter, Jacquie, and later in the month spent a week in Houston visiting friends and her eldest daughter, Trish. Marion had a pleasant visit with **Jean MacIntyre** who was in Toronto in October 2003. mcolbourne@rogers.com

1951

Marjorie Reed Olson

still enjoys life in the north woods of Wisconsin. She got together with all four children and eight grandchildren for Thanksgiving, Christmas, and the Fourth of July. mro@mymailstation.com

1947

Joanne Dunlap is enjoying her retirement from teaching



Liza Miller '32 poses in front of one of the sculptures she created.

by taking many interesting and exotic trips throughout the world.

1946

Lenore Corey Hanson is enjoying a quiet life in their retirement village house and was snowbound for 10 days at the start of 2004.

1945

Margery Succop McCarthy

wrote, "Hurricane Isabel hit us with a real punch! She made a mess of our house, yard, pier, and road. We are mostly back in shape now. Thank goodness!" Mccarthy@Sunline.Net

1944

Patricia Conner Schulte and husband Arthur very much enjoyed the reunion luncheon chez **Jean Clark Yount '45** with Alison Wolfson and Gary Niels.

1943

Jessie Butler Herdic reports that she moved to Virginia from New Jersey this past year. She misses the ocean but has a large lake nearby for swimming and canoeing. She has fond memories of WT but is still not very near to Pittsburgh.

Jane Askin Parsons-Fein

published a book entitled, *Loving in the Here and Now*.

The book will help recreate your relationship and bring love back into your life. See www.lovinginthehereandnow.org. Janepars@aol.com

1937

Mary George Gast and her family's backyard boat building project were featured in the *Forest Hills Tree City Times* in fall 2003. The article described the progress of this endeavor to build a 28-foot ocean-going sailboat they began in 1992. Mary, her husband, and son expect to finish the boat in time for next year's sailing season. They will test it on Lake Erie before moving it to a permanent home on the Chesapeake Bay.

Honorary Alumna

Irene Thomas has enjoyed a bountiful year. She had houseguests and visitors from California, Texas, North Carolina, Indiana, and Delaware. Having joined the ranks of digital photographers, Irene likes to document the "passing show at Fifth and Craig," taking pictures of the goings on from her windows. She hears good things about WT from her dentist, retired doctor, and others.



Class of '53 at cocktail party hosted by Gary Niels.

Condolences

To **Joan Frank Apt '44, Ann Dane McLennan '68, David '97, Michael '01, Robert '01, Steven Nathenson '01, Rachel Apt '10 and Sarah Apt Assoc Alum '06** on the death of **Barbara Frank Dane '41**, January 8, 2004

To **Jean Forncrook Armstrong '44, Missy Armstrong Fallon '70, Anne "Rooney" Forncrook McCloskey '45, and Jean "Mimi" McCloskey Dow '69** on the death of **Cathy Armstrong '68** September 26, 2003

Nancy Succop Schroeder '44 and Linda Schroeder Diebold '68 on the death of Nancy's husband and Linda's father, William James Schroeder, August 20, 2003

To **Joni Berkman Ostrow '50**, on the death of her sister, **Barbara Berkman Lesser '46**, January 2004

Margaret Ewart Riter '50, on the death of her husband, Michael, December 2003

To **Nancy L. Martin '52 and Margaret M. Willman Assoc Alum**, on the death of their mother, **Harriet Tyler Martin '30**, September 2003

To **Susanna Biddle Kecskemethy '53**, on the death of her husband, Joseph, February 2004

To **Jane Arensberg Thompson '57**, on the death of her brother, Frank L. Arensberg, February 10, 2004

To **Justine Englert '59**, on the death of her father, Albert P. Englert, September 29, 2003

To **Linda Bankson Thiessen '70** on the death of her father, Linwood Thiessen, October 5, 2003

To **Jean Hetzel '77, Jennifer Hetzel Genest '78, Emily Hetzel '83, and Miller Schulman '13**, on the death of Fred Hetzel, Jean, Jennifer, and Emily's father and Miller's grandfather, September 2003

To **Monica Wolk James '79 and Karen Wolk Feinstein '63** on the death of Monica's father and Karen's brother, Mark I. Wolk, September 24, 2003

To **Pamela Shugerman '80** on the death of her father, Robert Shugerman, October 18, 2003

To **Jennifer Gelet Sheehan '83 and Pamela Gelet '87**, on the death of their father, Theodore Richard "Ted" Gelet, January 2004

To **Marne Goodman Geller '83** on the death of her brother, Stuart Goodman, October 4, 2003

To **Cathryn "Caytie" Hunt '95** on the death of her grandfather, Torrence M. "Tod" Hunt Sr., February 8, 2004

IN REMEMBRANCE OF

Cathy Armstrong '68

—Melissa Armstrong Fallon '70

It is with great sadness that I pass on the news of the death of my sister Cathy Armstrong '68 on September 26, 2003. She had a very full and happy life that centered on her husband, Paul, and their two daughters, Sarah and Katy.

In her spare time, Cathy was one of the leading female attorneys in West Virginia. She was selected as a Fellow of the West Virginia Bar Foundation, and as a Foundation Fellow of the American Bar Association.

Cathy headed up the Wheeling office of Thorp, Reed and Armstrong, a Pittsburgh firm that was founded by our grandfather. Our father was formerly the managing partner for many years as well. Her accomplishments were many. She was heavily invested in education in West Virginia and strove to improve it at every level, both public and private. She was President of the Board of Wheeling Country Day School for six years. Upon finishing those duties she spent the next decade working to improve higher education in the state. She was appointed by three governors during this time period to numerous educational positions including President of the Board of Trustees of West Virginia University. She was also involved in the Pittsburgh community as a Board member of the Pressley Ridge Schools. In addition to her personal and professional accomplishments, Cathy was also very well known for her commitment to the betterment of women in all aspects of life.

Cathy fought a long, brave battle with a very rare form of cancer. During her treatment when things weren't going her way (and most of the time they didn't), she never once lost her sense of humor or her willingness to try something else. For those of you who remember our childhood home on Northumberland Street, Cathy spent many days there during her illness, being cared for by our mother, Jean Forncrook Armstrong '44.

Her Memorial service was a real testament to her accomplishments and to her place among her peers and her community. She was truly loved; she will be profoundly missed. And in the end, she was ultimately successful in all that was important to her.

Thank you to all of those who acknowledged Cathy's death. Your support was deeply appreciated.

Class Notes

Please send us your news and photos! Send information to Alison Wolfson, Director of Alumnae/i Relations, Winchester Thurston School, 555 Morewood Avenue, Pittsburgh, PA 15213 or wolfsona@winchesterthurston.org.

Class notes do not necessarily reflect the opinions of Winchester Thurston School or the editors of ThistleTalk.

classnotes

Deaths

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

Eda McCoy Nevin '20, September 16, 2003

Martha Brahm Hemmersley '24

Margaret Runnette Jackson '26, January 18, 2003

Dorothy Macy '27

Miriam Kennedy Perry '28

Elizabeth Graham Damiano '30, August 13, 2003

Harriet Tyler Martin '30, September 23, 2003

Madeline Lewis Stephenson '32, November 21, 2003

Margaret Myers Dunn '33, October 29, 2003

Ada deBold Deemer '34, July 7, 2003

Betty Dicken McEnteer '35, May 2001

Barbara Frank Dane '41, January 8, 2004

Jan Dougherty Gillespie '44, July 12, 2003

Barbara Berkman Lesser '46, January 29, 2004

Anne Trilck McClements '49, February 26, 2003

Marjorie Waddell Wilcox '49, December 27, 2003

Margaret "Peggy" Greiner Olson '59, January 13, 2004

Gretchen Oswald '63, December 24, 2003

Cathy Armstrong '68, September 26, 2003

Suzanne Bahnson Kahley '69, February 12, 2004

Fred A. Hetzel, former Trustee, September 13, 2003

Ellen Lee Dwyer '70, March 26, 2004

What We're Reading

A selection of books on the desks and night stands of WT faculty, staff, and administrators.

Ani Rubin, Third-grade teacher, City Campus, *The Prodigal Summer* by Barbara Kingsolver

Eric Schatzman, Director of Library and Information Services, *The Information Age* by James D. Torr

Diane Barbarino, Lower School Administrative Assistant, City Campus, *Emma's Secret* by Barbara Taylor Bradford

Shelby Wherry, Director of Annual Giving, *Three Junes* by Julia Glass

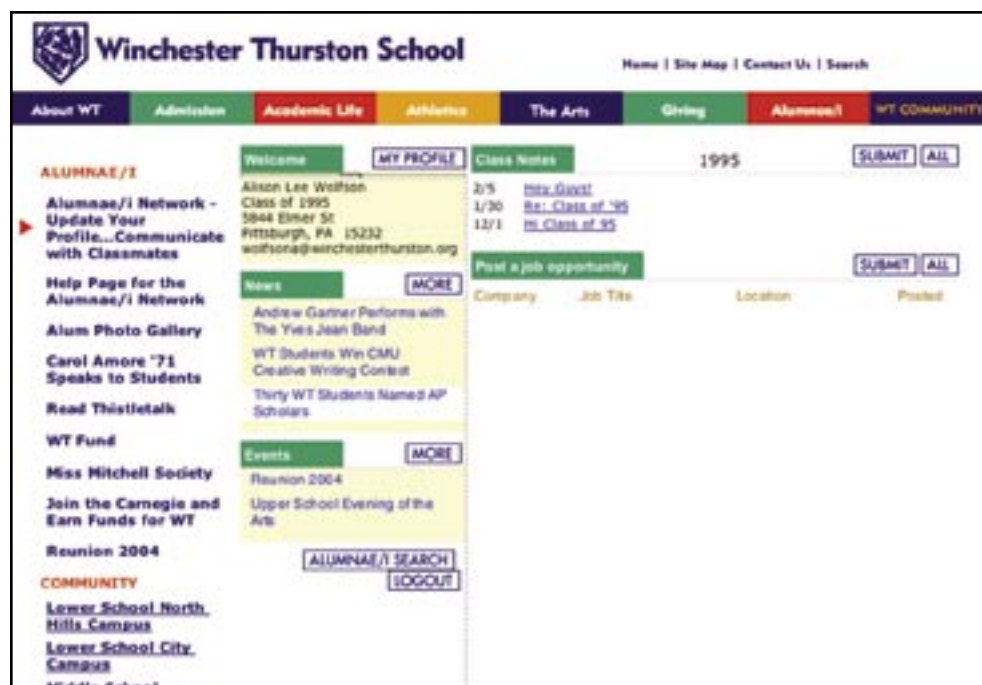
Joan Flechtner, Kindergarten Readiness teacher, City Campus, *The Secret Life of Bees* by Sue Monk Kidd

Lisa Naveh, First-grade teacher, City Campus, *The DaVinci Code* by Dan Brown and *The Red Tent* by Anita Diamant



Connect

website highlights



Once you log in to the Alumnae/i Network, you can update your profile, search the password-protected directory for your classmates and friends, enter a class note with photos, view other class notes, and take advantage of other continually improved features.

Don't know your username or password? Contact Alison Wolfson, Director of Alumnae/i Relations at (412) 578-7529 or wolfsona@winchesterthurston.org.

Calling All Snowbirds!

WT is looking for you.

In addition to the many alumnae/i who have already migrated south to live year-round, we know that many of you spend part of your winters in the Sunshine State. Please send us your winter address and the dates you nest in Florida. Contact Alison Wolfson, 412-578-7529, or wolfsona@winchesterthurston.org, with your winter address.

See you in

FLORIDA



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- [Three Students Represent WT at Lacrosse Tournament](#)
- [WT Student to Attend Congressional Seminar](#)
- [WT Expands Private Van Transportation](#)
- [WT Summer Reading](#)

URGENT UPDATES

Inclement Weather/Emergency Notification Line:
(412) 578-7534

"Winchester Thurston had the **most effect on my continued interest in learning**. I subsequently went to wonderful schools: I attended Harvard University, and I went to Mt. Sinai School of Medicine, but I found that the education I received here was more integrated and broader than any other education I subsequently had." -Kerry Bron, M.D. '84

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