



Thistle

TALK
COMMEMORATIVE EDITION

A Mighty Destiny: WT at 125



ThistleTALK

Volume 39 • Number 1 • Summer 2012

ThistleTalk is published by Winchester Thurston School for alumnae/i, parents, students, and friends of the school. Letters and suggestions are welcome. Contact Maura Farrell, Winchester Thurston School, 555 Morewood Avenue, Pittsburgh, PA 15213. (412) 578-7500.

Guest Editor

Alejandra Placci

Editor

Maura Farrell

Associate Head for External Affairs

farrellml@winchesterthurston.org

Alumnae/i Editor

Gaylen Westfall

Director of Planned Giving and Stewardship

westfallg@winchesterthurston.org

Contributors

Jeffrey Adams

David Aschkenas

David Bernhardt

Lindsay Booker

Kathleen Bishop

Jane Cichoski

Terry Clark

Jason Cohn

Teresa DeFlicht

Ashley Lemmon Gottwald '01

John Holmes

John Kanter '07

Rosaleen Mahorter '10

Karen Meyers '72

Sarah McMullen

Lee Moses A'98

Rick Thompson '12

Gaylen Westfall

Printing

Herrmann Printing

Design

Anne Flanagan

ThistleTalk content represents opinions, ideas, and perspectives of the authors that are not necessarily those of the Trustees or Administration of Winchester Thurston School. The editors reserve the right to accept, reject, or edit any content submitted for publication in *ThistleTalk*.

Winchester Thurston School is a member of the National Association of Independent Schools. Winchester Thurston School is accredited by the Pennsylvania Association of Independent Schools.

Winchester Thurston School 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 athletics or other school-administered programs.

Copyright © 2012 Winchester Thurston School. All Rights Reserved.





“...to inspire the world to high endeavor and to splendid achievement, to call out its latent fineness and idealism, to give humanity confidence in itself and in its mighty destiny, to cheer the world amid its hardships and griefs and sorrows, to rouse courage to endure sacrifice and self-denial for worthy cause, and to stimulate abounding hope...”

— Rev. Frederick G. Budlong, D.D. S.T.D.,
The Winchester School Commencement address, June 1930



About the Cover

The cover image was inspired by the Class of 1939, who named its yearbook *The Thistledown*, introducing the iconic title—which lives on to this day—with the following foreword:

“We all know that the only permanent part of the thistle plant is the down, which falls to the ground and propagates a new flower. Therefore, we offer this, our *Thistledown*, as a permanent remembrance of a class that now takes leave of its school.”

Over the course of 12 and a half decades, hundreds of WT students have come and gone, and, like the rich down that floats purposefully with the changing winds, have taken with them the strength, wisdom, values, and vision gained from the privilege of a WT education. They and the other individuals who have come through the pillared portals—teachers, administrators, trustees, and parents—have contributed to the strength, staying power, and continuity of Winchester Thurston, and enriched the school as a fertile ground for rebirth and change.

EDITOR'S NOTE

by Alejandra Placci

Recounting 125 years of history is a daunting task, indeed. As a historian, though, I jumped at the opportunity to take on this compelling project. Charged with uncovering “how WT was shaped by the forces at play in its times, and how it in turn has shaped the world through the contributions of its people,” I realized the story could take many forms. Limited by size and scope, I embarked on a selection process—because there was no way to include it all—with one clear self-imposed mandate: to find the ties that bind WT’s past with its present and future. Rather than telling a traditional linear story, I attempted to weave elements of the present into the past, and vice versa, hoping to show how even in times of change WT continued to build upon its foundation, while always being open and adaptive. The colors, buildings, and clothing may be different, but the belief in citizenship, diversity, inclusion, academic excellence, innovation, and community remains to this day.

As any good historian should, I admit to there being gaps, and recognize that my interpretations may be different than what some experienced. Alas, history is seen and told through the eye of the beholder (or the researcher). Resources were abundant—newspaper clippings, yearbooks, newsletters, publications, and photographs—but it was the oral histories and conversations with people deeply touched by WT that breathed life into this commemorative edition.

Thanks to all who endured my questions, concerns, probing, and sparring. A special thanks to Gaylen Westfall, the unofficial WT historian; Kathleen Bishop, my co-writer, for being a sounding board and a cheerleader through the tough parts; Jane Cichoski, meticulous, thorough, and a breath of fresh air; and, of course, Maura Farrell, who gave this piece vision, and challenged me to do some of my best work.

I invite you to share your story to help deepen and broaden the already rich archives of this fine Pittsburgh independent school. (To do so, contact Sarah McMullen, Director of Alumnae/i & Parent Relations, at mcmullens@winchesterthurston.org.)

I hope you enjoy this commemorative piece. I have certainly enjoyed being a part of this remarkable endeavor.

Happy 125th, WT...and many more!



A MIGHTY DESTINY: WT AT 125

CONTENTS

Foreword	
Head of School, Gary J. Niels	4
Cover Story	
A Mighty Destiny: Winchester Thurston at 125	
I. "Character. Promise. Academic Achievement." A Whole New World for Women	7
II. "...to think in terms of life, to make decisions and to act..." The Merger of Winchester and Thurston	13
III. "...to overcome, not to surrender..." Leading and Expanding in a Time of Prosperity	17
IV. "...the youth of America are begging to be heard..." Keeping Pace with Change	23
V. "...a test of endurance...an investment in yourself..." Building Strength from Within	27
VI. "...goldfinches in the grass." Expanding the Vision for WT	31
VII. "If we can do co-education the WT way, we can do co-education." A Crucible Experience	37
VIII. "We stand on the shoulders of those who preceded us." Catapulting To the Future	45
Commencement 2012	52
Leadership in an Unscripted Future: Dialogues on Preparing Students to Innovate	
125th Anniversary Wrap-up	56
Class Notes: 125 Tributes to Winchester Thurston Faculty	60

Winchester Thurston School is grateful to the extraordinary time, creativity, and commitment of the following community members, who served on committees in 2011-2012 to plan and oversee the 125th Anniversary:

125th Anniversary Planning Committee

Deborah L. Acklin '80, Chair
Gary J. Niels, Head of School
Patrice Alexander '06
Barbara Abney Bolger '52
Benjamin Chait '12
Rosanne Isay Harrison '56
Marguerite Jarrett Marks
Loretta Lobes Benec '88
Abigail Robinson Foster '03
Susan Crip Santa-Cruz '60
Nancy Scott
Jason Shavers '00
Jane Arensberg Thompson '57
Andrew Wickerham '06
Maura Farrell
Sarah McMullen
Jennifer Scanlon
Gaylen Westfall

125th Anniversary Faculty Advisory Committee

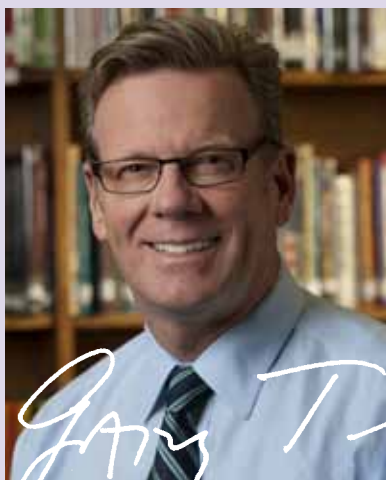
Patrice Alexander '06
Mary Arcuri
Teresa DeFlitch
Linet Feigel
Karen Gaul
Cindy Green
Jill Kazmierczak
Graig Marx
David Nassar
Dave Piemme
Kelly Vignale

ThistleTalk 125th Anniversary Issue Editorial Advisory Board

Matthew Bachner
Ashley Lemmon Gottwald '01
Connie Martin
Sharon McDermott
Tina Plaks
Eric Schatzman
Langston MacDiarmid, Class of 2013
Abby Ross Kuffic '01
Anjali Sachdeva '96
Sarah McMullen
Gaylen Westfall

The Thread that Pulls Us Through

By Head of School, Gary Niels



When I arrived at Winchester Thurston in July of 2002, learning and understanding the history of the school became a passion. I began with a study of *100 Years of Excellence 1887-1987*, a history of Winchester Thurston, edited by Rosanne Isay Harrison '56, an emeritus trustee and member of WT's first four-generation family.

In the pages of this book, I found inspiration in the stories of WT's two founders, Alice Maud Thurston and Mary A. Graham Mitchell; although very different women, each was profoundly driven by the same countercultural mission—to prepare young women to attend and excel in the private Eastern colleges—and each had the courage, foresight, and vision to build the fine institutions that eventually merged to become Winchester Thurston.

My quest to learn the history of WT also led me to the Heinz History Center, where many of the school's archives are preserved. There I read oral histories—first-person accounts by WT alums about their WT experiences. From these writings I learned what attending WT had meant to generations of women: a better opportunity and a family commitment to the highest quality education, often at great financial sacrifice.

The oral histories also conveyed the demanding rigor of WT's academics, and the faculty's commitment to instilling the habits of intellectual inquiry. In their reflections, the alums expressed sincere appreciation for what had been given to them by their teachers and their parents.

From these readings, I formed an impression of the qualities of WT's founders, faculty, students, and alumnae/i—foresight and courage, as well as discipline and commitment. Over the last 10 years, I have had the privilege of experiencing our school's history through meeting and forming friendships with individuals whose leadership has enabled our school to survive at critical junctures, and to thrive as a result. Their stories have brought the qualities of WT to life.

The qualities of courage and discipline resonated throughout my memorable lunch in Wellesley, Massachusetts, with Nancy Steigerwalt Dwyer '37, who recalled for me a vital chapter in the WT story. Nancy was teaching at WT in 1947 when Miss Mitchell died. She and her colleagues had understood that Miss Mitchell had willed the school to the administrators; much to her alarm, it was learned that Miss Mitchell had in fact left the school to her own family. To the best of everyone's knowledge, no one in Miss Mitchell's family had an interest in running a school. Fearing the possible closing of WT, Nancy and other alums resourcefully rallied to raise enough money from alums to purchase the school.

The qualities of courage and foresight were underscored in my conversations and meetings with Put McDowell, who presided over the Board of Trustees in the late 1960s, during a time of financial hardship for the school. Put's determination to preserve valuable assets for the future propelled him to take personal initiative to solicit his employer, Henry Hillman, for a loan in 1965, allowing WT to maintain ownership of the plot of land on which our Upper School now sits.

And the qualities of courage and commitment roared to life in one of the most monumental events in our school's history as reported by Sherman McLaughlin, who served as Board President when WT adopted coeducation in all grades in 1991. Sherm, who was a WT parent, trustee, and even interim Head, explains the decision in matter-of-fact terms: "It was coeducation or close the school!" Today we are all grateful to Sherm and his fellow trustees that WT has been able to celebrate its 125th Anniversary and that the school's high quality education has been extended to include boys.

World events since 1887 have been staggering—tragic beyond description and joyous beyond explanation. Although reflecting much of world history, Pittsburgh history follows its own drama, not the least of which was the collapse of the steel industry and resulting economic and population decline.

Although not immune to the vicissitudes of global or local events, Winchester Thurston has endured, and today WT thrives. To survive, The Winchester School and Thurston Preparatory School merge, the model of ownership changes from proprietary to 501(c)(3), a second campus is opened, the City Campus is moved from Fifth Avenue to Morewood Avenue, the educational mission is expanded to include boys, and a new Upper School is constructed to accommodate an enlarged Upper School student body. The school's historic ability to adapt in order to meet the challenges of the day is both fascinating and remarkable.

A poem by William Stafford, entitled "The Way It Is," speaks to a quality that endures through skepticism, tragedy, and even death.

**"There's a thread you follow. It goes among
things that change. But it doesn't change.
People wonder about what you are pursuing.
You have to explain about the thread.
But it is hard for others to see.
While you hold it you can't get lost.
Tragedies happen; people get hurt
or die; and you suffer and get old.
Nothing you do can stop time's unfolding.
You don't ever let go of the thread."**

What is WT's "thread?"

In his June 1930 Commencement address, the Reverend Frederick G. Budlong called the graduating class "to inspire the world to high endeavor and to splendid achievement, to call out its latent fineness and idealism, to give humanity confidence in itself and in its mighty destiny, to cheer the world amid its hardships and griefs and sorrows, to rouse courage to endure sacrifice and self-denial for worthy cause, and to stimulate abounding hope..."

In these words resound the higher calling to which WT leaders have responded through the decades; threading through these words are the qualities and bold actions of a succession of individuals whose determination to propel WT forward have led us to this momentous anniversary year. In these pages you will find the thread that pulls through our history: courage, commitment, vision, and foresight.

Winchester Thurston School

2011-2012 BOARD OF TRUSTEES

Douglas A. Campbell, President

Kathleen W. Buechel, Vice President

John B. Christie-Searles, Vice President

Douglas H. Ostrow, Vice President

Ilana Diamond, Treasurer

Elizabeth S. Hurtt '74, Assistant Treasurer

Dusty Elias Kirk, Secretary

Elsa Limbach, Assistant Secretary

Gary J. Niels, Head of School

Deborah L. Acklin '80

Ralph L. Bangs

Ronald J. Bartlett

Barbara Abney Bolger '52

Simin Yazdgerdi Curtis

Paul Dobson

Robert I. Glimcher

Rosanne Isay Harrison '56 ◊

Diane P. Holder

Ian James

Vincent O. Johnson

Janet Harrison Kuzmishin '87

Deepak Kotwal

Carole Oswald Markus '57 ◊

Linnea Pearson McQuiston '69

Kathleen L. Metinko '91

Deesha Philyaw

David L. Porges

Henry Posner III ◊

Martin E. Powell

Susan Crip Santa-Cruz '60

Nancy T. Scott

Jane Arensberg Thompson '57 ◊

◊ Emeritus Trustee

“As we passed over the landing and mounted the next flight it never entered my mind that those letters [Think also of the comfort and the rights of others] would be burned into my memory during the next nine years or that 75 years later would I still strive to honor them.” – Nancy Steigerwalt Dwyer '37

**THINK ALSO
OF THE
COMFORT
AND THE
RIGHTS
OF
OTHERS**



“Character.
Promise.
Academic
Achievement.”

A Whole
New World
for Women

I.



Throughout the early 1800s, the aim of women’s education was to prepare girls to become literate mothers or to join a cohort of primary school teachers. “Too much” education was considered neither necessary nor desirable. But the advent of women’s colleges during the mid-1800s began to change the educational landscape for young women. Early on, those who matriculated to these colleges were ill-prepared for the rigors of higher learning. Preparatory schools for girls became a necessity if women’s colleges were to thrive and turn out graduates with academic credentials and training equal to that of college-trained men.

College preparatory schools for girls were founded all over the eastern United States. Here in Pittsburgh, two pioneering women, Alice Maud Thurston and Mary A. Graham Mitchell, each embarked on a separate path to pursue her passion for women’s education. During their early decades, the schools they founded—Thurston Preparatory School (1887) and The Winchester School (1909)—set the stage for what would eventually become Winchester Thurston School.

Above: The Winchester School Class of 1919

Each founder shaped her school uniquely, expressing her convictions about preparing girls for a life of the mind as well as a life of contribution to society. From the onset, both Miss Thurston and Miss Mitchell strove to instill in their students the importance of strong character and a strong mind, urging them to embrace democratic ideals, to act responsibly with regard to the greater community, and to reach beyond traditional women’s roles.

Throughout the first two decades of the 1900s, as Pittsburgh reveled in the successes of industrialism, both schools thrived. Enrollment grew, and each Headmistress continuously reevaluated and updated facilities and curricula to meet the increasing demands. Regularly appearing in local press—with their schools referred to as “smart Thurston” and “smart Winchester”—our founders set the precedent that continues to this day: the cultivation of a sound intellect accompanied by a strong body and an even stronger spirit. By the 1920s, graduates of Thurston Preparatory School and The Winchester School were heralded among intellectual and social circles as progressive, constructive, innovative, and passionate. These young women were setting off to successfully face the challenges of an ever-changing society.

PROFILE

Alice Maud Thurston

Alice Maud Thurston—born to prominent members of Pittsburgh society in 1851—demonstrated academic prowess at an early age. Recognized by the local press as having “great intellectual gifts,” she went on to become a teacher as soon as she finished her studies. Needless to say, academic excellence defined Miss Thurston. But this was not her only passion. Her mother’s civic engagement in church and charitable organizations fundamentally influenced her thinking. Miss Thurston believed that educated women should be not only “book smart”; they should understand the importance of citizenship and taking responsibility for their actions. To foster democratic values in her pupils, she founded a Thurston School Student Council as early as 1899. Reinforced later by Miss Mitchell’s beliefs, encouraging student voices has been a pillar of WT’s identity for more than 100 years.



Fostering citizenship.



Thurston Preparatory School Class of 1919



1880

The Mitchell family emigrates from Scotland.

1887

Miss Thurston founds The Thurston School, located on Shady Avenue, establishing the first college preparatory program for women in the city of Pittsburgh. She serves as Head of School from 1887-1930.

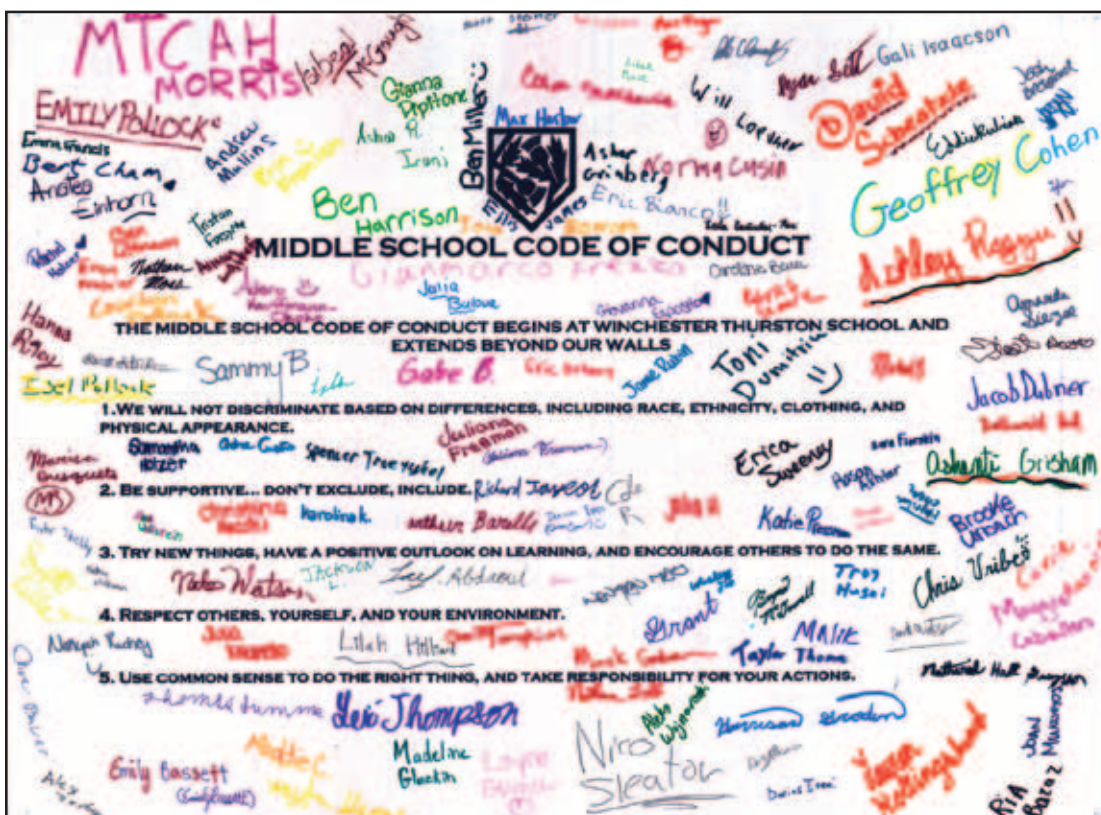


Upper School Council 1983-1984, standing in front of the Ten Commandments, flanked by portraits of Miss Mitchell and Miss Thurston

"In October the entire upper school took the following pledge: 'I shall pledge to uphold the ideals and good name of the school at all times. I shall do my best to be honest in my school work, and to be thoughtful of others, to respect the authority of the teachers...and to develop self-discipline.' Any new system needs time to become respected and effective... We leave to the underclassmen this new system, believing that it will become a truly fine expression of democratic school government."
 — 1960-1961 Student Council description, *Thistledown*, 1961

"I, [name], do hereby pledge myself that I will cooperate, to the best of my ability, with the Student Government Association in its ideals and the carrying out of those ideals. I will comply with the rules cheerfully and promptly and I will be on my honor to support the organization and maintain...a sympathetic attitude."

— Student Government Association Pledge, Thurston Preparatory School, March 1926



"As the school year begins, we want Middle School students to feel connected and committed to their classmates and to WT. By asking them to think about what would make their Middle School experience great, we are urging them to consider how their choices and behaviors not only have an effect on their own experience, but on the experience of others. Steering students through the process of creating their own Code of Conduct, and then pledging their commitment to it with their signatures, provides them with a unique opportunity to become aware of the interconnectedness of our actions, and the importance of being vigilant and accountable."

— Denise Pollack, Sixth Grade Dean and Middle School Mathematics Teacher

"Miss Sides has appointed an Ad Hoc Committee, chaired by Mrs. Widgery, to study Academic Pressure and Relevancy...The Committee proposes to reexamine school goals and discover how realistically our purposes match student needs in contemporary society...Winchester-Thurston is fortunate, Mrs. Widgery says, in having an administration which supports faculty desires and welcomes the expression of student opinion."

— "W-T Examines Itself," *The Portal*, December 1970



Thurston Preparatory School teacher Miss Dagerfield, with three students bound for Vassar in 1899.



1902

The East End Preparatory School, precursor to The Winchester School, is founded in 1902 by Mary and Elizabeth Mitchell. The strong academic program emphasizes writing.

1890

The population of Pittsburgh: 238,617. A year later, the U.S. Bureau of Geographic Names removes the "h" from Pittsburg(h). (It is returned to its rightful place in 1911.)

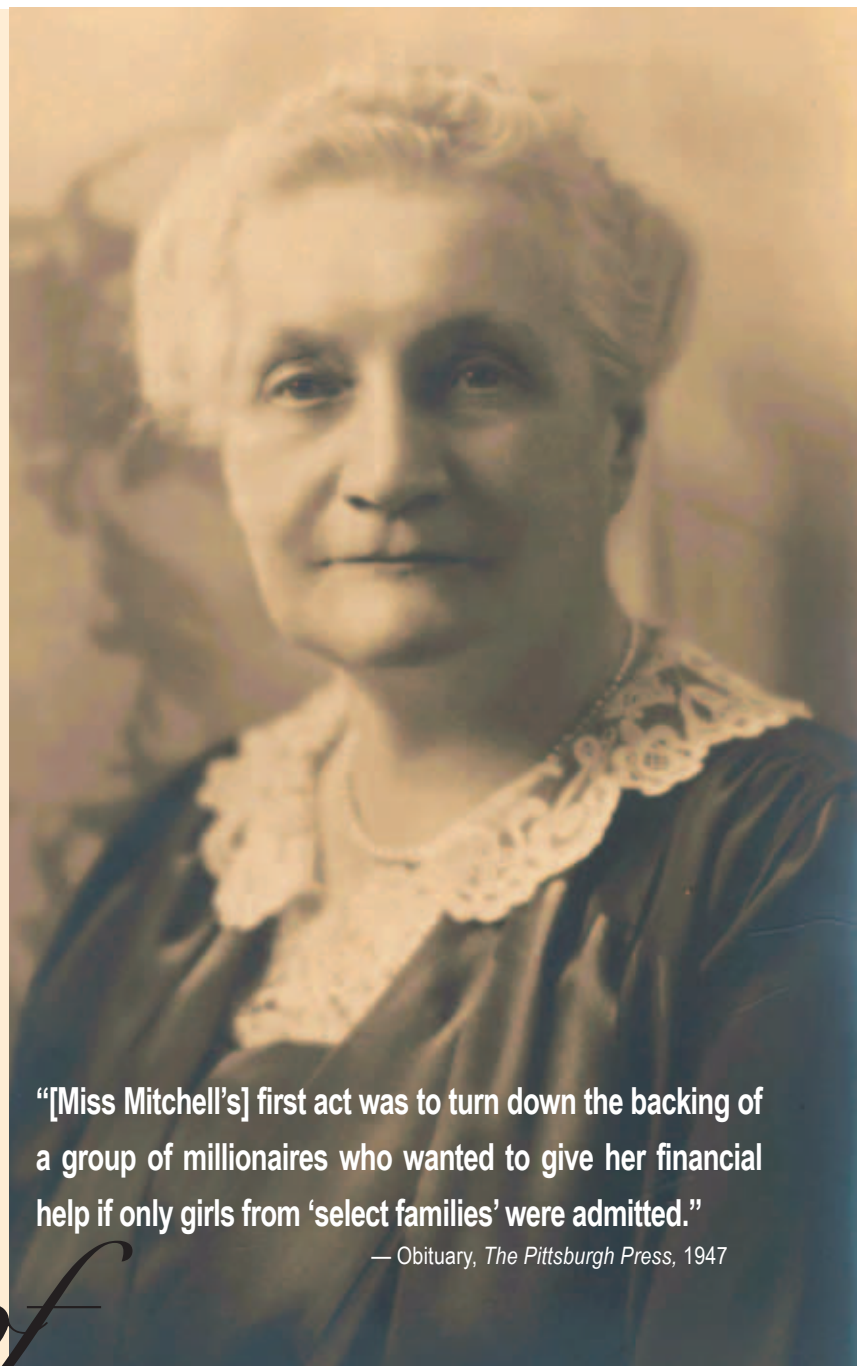
1896

The first edition of the *Thurstonian* is published. Thirty-six years later, in her 1932 dedication, Miss Marjorie Pratt, Head of Thurston School, will affirm the value of this publication as "...a faithful record of everyday life in these first 30 years of the twentieth century."

PROFILE

Mary A. Graham Mitchell

Mary A. Graham Mitchell was born in Scotland in 1861, to progressive, education-minded parents. All 13 of their children received preparatory training; the four eldest, Mary among them, were sent to college. At the time, attending university was a radical notion for a young woman. And, when forced to emigrate to the United States after her family suffered a financial crisis, she was not deterred; she remained committed to her academic and professional pursuits, working as a teacher wherever she could, and completing her studies at Columbia University. Her experiences—losing the family fortune, leaving her homeland, and having to start over with nothing but an education—undeniably forged in her a dogged, resolute, and fearless spirit, which would prove critical to the growth, success, and even survival of Winchester Thurston. When founding the East End Preparatory School in 1902 (the precursor to The Winchester School), Miss Mitchell was savvy in the workings of business, yet remained determined to live up to her ideals. She set a precedent that has shaped the history and values of WT for more than 100 years, particularly in the area of diversity, which endures as one of WT’s five Core Values and a tenet of its current strategic plan.



“[Miss Mitchell’s] first act was to turn down the backing of a group of millionaires who wanted to give her financial help if only girls from ‘select families’ were admitted.”

— Obituary, *The Pittsburgh Press*, 1947

The roots of diversity at Winchester

1902



After studying in Italy with Madame Montessori, Elizabeth Mitchell establishes a Montessori kindergarten at the school.

1904



The hardy thistle, the flower of Scotland, appears as the East End Preparatory School’s emblem, and its motto, ‘*Candide modo fortiter re*,’ is published.



The “Nickelodeon,” the country’s first all-motion picture house, is opened by Harry Davis and John P. Harris at 433-35 Smithfield Street in 1905 with the showing of two short films, *Poor but Honest* and *The Baffled Burglar*.

1906



The first East End Preparatory School graduating class, posing with a mule.



“I don’t like to see an increased interest in private schools because of a disinterest in public ones. The private school should remain an alternative, not a substitute for public schools,” Ms. Scarborough said. She particularly dislikes private schools being used by parents as an escape from participating in the city’s integration efforts. “If they are seeking to avoid integration, I hope they won’t seek it here,” she said. Winchester has about 10 percent minority students.”

— Interview with then Head of School Jane Scarborough, *The Pittsburgh Press*, July 10, 1978, A2



“The [Alumnae] Scholarship is...the culmination of the Association’s hopes, wishes and hard work...The girl chosen...should be a truly deserving child who shows promise of developing all the fine qualities for which W-T has always stood: 1. Character, 2. Promise, 3. Academic Achievement, 4. Need. We do hope that this Alumnae Scholarship will be a matter of great interest and pride...because the support of you all has made it possible.”

— Nancy Steigerwalt Dwyer ’37, President of the Alumnae Association, in a Letter to the Association Members, 1951



Left: Rosanne Isay Harrison ’56 (right, foreground), 1952; Above: Rachel Kuzmishin ’21 (l), granddaughter of Rosanne Isay Harrison, with classmates

“My grandparents came from the independent school world at a time when there were very few Jewish students enrolled. After they sent in my mother’s application to Winchester, which was around 1918, they contacted Miss Mitchell to make sure she knew that we were Jewish. Miss Mitchell told my grandmother that Winchester welcomed Jewish students, and that my mother would not be alone; she would join other Jewish girls in her class at WT. My grandparents were pleased at how direct Miss Mitchell was; these things were not discussed so openly back then. And they were affirmed by Miss Mitchell’s belief that an ‘elite family’ was one of character, strong values, and commitment. Religion and money...those weren’t the defining factors. This conviction is part of Miss Mitchell’s legacy, and it lives on at the school today. I serve on the WT Board Diversity Committee, and I can say that there are challenges with regard to diversity, but WT isn’t afraid to face it head-on—in fact, we wholeheartedly embrace the value of fostering an inclusive environment.”

— Rosanne Isay Harrison ’56, Emeritus Trustee, Alumnae/i parent, Grandparent



Mary Martin ’88 as an Upper School student, working on an art project (above); Martin today, teaching Middle and Upper School students (left)

“WT is a place where people’s voices are heard, and in the absence of certain voices, it strives to be authentic and aware of this absence. Our commitment to tackling diversity initiatives is true and, while there is always work to be done, it is never ignored. There is a respect for tradition, but the school culture has never ceased to be innovative.”

— Mary Martin ’88, Upper School Art Teacher, Parent

Thurston...

1909



In 1909, the Mitchell sisters name the Winchester School after the English school for boys that emphasizes character development as well as academics.



Inspired to serve society and encouraged by Miss Thurston, alumnae form The Thurston-Gleim Alumnae Social Service League in 1909. The League becomes a charter member of the Federation of Girls’ Schools Societies and helps establish Harmarville Convalescent Home for Women and Children.

1914



In 1914, when World War I erupts, Miss Thurston initiates a fund-raising drive for the Red Cross. In 1917, she organizes a Red Cross Auxiliary at the school, for which young women sew and knit, raise money to purchase an ambulance which is sent to France, and send funds to replace a village church bell that had been destroyed by a bomb. The bell is christened “The Alice Maud.”

1917

In April, the US declares war against Germany. President Woodrow Wilson, proclaims: “The world must be made safe for democracy.”

THEN AND NOW

125 Years of...Sports at WT

Athletics has been a part of WT since the founding of the Thurston School, whose articulated purpose was development of personality, strong bodies, gentle manners, and intellectual progress.



In their bright yellow racing suits, WT's swim team, the Lemons, had a brief but vibrant career during the early 1970s. The team practiced vigorously at the Shadyside Boys' Club and butterflyed, freestyled, and backstroked against their peer independent schools.

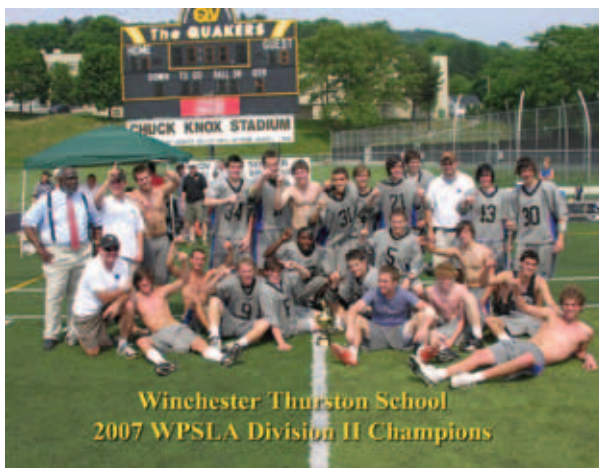


Generations of alums returning for reunion inevitably recall WT's fierce rivalry with Ellis, which lives on today. A particularly fond memory: The Night Game, one of the most electric events of the year, when WT and Ellis families packed the sidelines for this annual field hockey contest under the lights.



Coeducation brought change to all facets of WT, including sports.

In the early years of co-ed, the Athletics program added new sports for boys, some of which continue as the foundation of a successful Varsity athletics program; today, WT boasts 12 successful sports at the Varsity level, consistent WPIAL playoff and championship accolades, and competition at the state level.



Dozens of WT athletes spent their developmental years compensating for the pitted, muddy surface of the City Campus field with its downward Ellsworth-to-Bayard slant. It all changed in 2005 when the Bears cut the ribbon on sparkling new turf, now named Garland Field in honor of Peggy Garland '44, whose husband, Gray, funded the renovation with a gift in her honor.



For more than 40 years, WT students have cherished the end-of-season student vs. faculty games. Although there has never been an official scoreboard, the faculty have always claimed victory. Anyone care to protest? A new tradition has emerged in recent years: the Reunion soccer and field hockey games and spring lacrosse game, during which WT alums strap on their shin guards and take to the field against current students in a fierce contest of will, skill, and prowess.



“...to think in terms of life, to make decisions and to act...”

The Merger of Winchester and Thurston

II

Their Schools Will Be United



MISS M. A. G. MITCHELL.

Miss Mitchell is founder and head of the Winchester school and Miss Pratt is principal of the Thurston school, two fashionable preparatory institutions for girls, which are to be merged, according to plans that will be announced today.



MISS MARJORIE PRATT.

Winchester and Thurston, Both Fashionable Shady-side Institutions, Will Consolidate, Using Buildings and Grounds of Former on Fifth Avenue.

Plans for the consolidation of the Winchester and Thurston schools will be announced today to parents of girls attending the two fashionable Shady-side institutions. Miss Mary A. Graham Mitchell, founder and principal of the Winchester school, refused last night to comment on the merger except to say that it would be a discourtesy to the parents to make a public announcement before informing them. Miss Mitchell, it was learned, will head the consolidated institution, which will be known as the Winchester-Thurston school. Miss Marjorie Pratt, Thurston principal, it was said, will remain in an executive capacity. Buildings and grounds of the Winchester school, at 4721 Fifth avenue, will be used after the consolidation, and the policies adopted by Miss Mitchell will be maintained. The Thurston school, at 250 Shady avenue, is the oldest girls' preparatory school in Pittsburgh and has about 1,000 alumnae. Winchester is said to have about 750.

When the stock market plummeted on October 29, 1929, few imagined the long-lasting impact it would have the world-over. Indeed, for any business, survival during the Great Depression required ingenuity, determination, and vision. Both schools—like so many other preparatory schools around the country—struggled to keep enrollment at a level healthy enough to support operating costs. The lasting effect: more than half of all private schools closed between 1930 and 1935. Thanks in large part to the reputation each had acquired over the years, Thurston Preparatory School and The Winchester School survived the first half of this decade; but, without a new strategy, reputation would not suffice. Declining enrollment and the resulting loss of tuition would potentially lead them to the same fate so many others had experienced.

Miss Thurston retired in 1930. Neither Miss Marie Antoinette-Anderson nor Miss Marjorie Pratt, Miss Thurston's successors, succeeded in fending off the effects of the Depression. By 1935, they would graduate only five students. With The Thurston School incorporated and

owned by the Alumnae Association, the search for a solution rested with its capable President, Miss Ida Allerton. In 1935, she approached Miss Mitchell with a proposal to merge.

Perhaps Miss Allerton chose The Winchester School in part because she knew Miss Mitchell's reputation and prowess as an ever-astute, forward-thinking businesswoman and educator. After all, among her colleagues, she was well-known for standing behind her belief that education led girls “...to think in terms of life, to make decisions and to act...” But Miss Allerton could not have known that four years earlier and two years into the Great Depression, Miss Mitchell had put out a clarion call to ensure the survival of her school, as she penned her will:

“I especially empower, authorize and direct my executors, their survivors or survivor, and successors or successor, to continue the school business now being conducted by me in the City of Pittsburgh, Pennsylvania, during such period as they, in their discretion, shall deem best, and for that purpose to retain and employ therein the capital that I may have invested therein at the time of my decease, and such additional capital as they may think fit to advance from time to time from my estate.” – 1931.

Although there were risks inherent in trying to meld two unique cultures and philosophies, Miss Mitchell embraced Miss Allerton's proposal as a new opportunity as well as a survival strategy. Thurston's reputation would fold nicely into The Winchester School, and the additional students were in high demand. The Winchester-Thurston School, as it would be called, graduated its first class in 1936.

Always progressive and determined to build something long-lasting, Miss Mary A. Graham Mitchell took a great but calculated risk to lay the foundation for “dear old WT.” In the 76 years since the class of 1936 was graduated, the school has faced other moments of truth. Miss Mitchell's decision not only ensured survival of both schools, but solidified an ethos of ingenuity and an openness to change in the face of adversity, setting a precedent for the leaders who would come after her.

Moreover, her faith and determination in Winchester-Thurston School was visionary, and ultimately ensured a place for WT to set the benchmark for excellence in education.

II.

“...to think in terms of life, to make decisions and to act...”
The Merger of Winchester and Thurston



“The merger of Thurston and Winchester was an historical event. Years of heated rivalry, especially on the hockey field, and the loyalty of each student and alumna to her own school, challenged Miss Mitchell. With great understanding and firmness, she welded together two groups who already had much in common.”

— “History of the Winchester-Thurston School,”
Reunion Book 1911-1981



WT Field Hockey, 1936

“From the beginning of their histories there has been a friendliness and a similarity of educational ideals between the two schools. Both have combined in carrying on the preparatory work for the higher education of Pittsburgh women and each school has a goodly list of graduates from the large eastern colleges. The two alumnae associations will also have no difficulty in uniting their interests...”

— Miss Mitchell, upon the completion of the merger, from *100 Years of Excellence*

“Dear Fellow Alumnae: The Winchester and Thurston Alumnae Associations have been working together the first year of their merger as if they had always been one school. Each member of the new Winchester-Thurston Alumnae Association seems to be helping toward the success of the Association and the Winchester-Thurston School.”

— Edna H. Love W’15, President of the
Alumnae Association, April 14, 1936



Tying ribbons to her braids, Jane Phillips Stanton W ’34 and Carolyn McIntyre Gillespie ’43 prepare “Thurstie”—Thurston School’s counterpart to Winchester’s “Winnie”—for a 1950s Alumnae Event. Created in Winnie’s image, Thurstie’s appearance at the event represented an acknowledgement of sisterhood between Thurston and Winchester alumnae.



“This is the last issue of the *Thurstonian*. It gives us pause to face the realization that this number ends a series that began in 1896, ten years after the founding of the school. We are confident that next year the influence and traditions of Thurston will be carried on in the new Winchester-Thurston School. But there will be no *Thurstonian*...The editors are sure that the students now at Thurston, to whatever school they may owe allegiance in the future, will not forget their ties with this school nor the many friendships both with the students and with the faculty that have been formed during their years at Thurston.”

—Mary Sutphen T’35, Foreword to the *Thurstonian*, 1935



The first commercial radio station in the country—KDKA—broadcasts from Pittsburgh.

1924

Thurston School adds a Montessori nursery school.

1929

Thurston Class of 1929



1920

In 1920, the population of Pittsburgh is 588,343.



The Nineteenth Amendment is ratified on August 18, 1920. It prohibits any United States citizen to be denied the right to vote based on sex. On November 2 of this year, Allegheny County women appear at polling places to cast their first ballots.



The Pillared Portals

The merger was, of course, fundamental to the survival of the physical plant as well. The famous Pillared Portals—home to The Winchester School from 1909-1935 and later Winchester Thurston School from 1935 to 1962—represented yet another of Miss Mitchell's grand achievements as a businesswoman and a progressive educator.

In 1909, a group of men from the Fifth Avenue Land Company, who owned and operated a small, fledgling school on Fifth Avenue, invited Miss Mitchell and her sister Elizabeth to take over their school. The Mitchell sisters were by all accounts not only educators of the first order, but shrewd businesswomen. They accepted the Land Company's offer, but only on the condition that the Company renovate the building extensively to make it a state-of-the-art educational facility. Having toured the finest preparatory schools on the East Coast, and having traveled to Hampshire, England, to visit the Winchester College, a boys' school she admired and after which she would name her new school, Miss Mitchell knew what she wanted the architects to do, and ordered a complete remodeling. She insisted, however, they keep the portico as an architectural anchor.

Miss Mitchell proved her investment in the future of the school with an initial purchase of equity in 1909. By 1935, she was the primary stock holder. And when it came time to renegotiate the mortgage—a difficult task at the height of the Great Depression—all of the right elements came together: location, investment, reputation, tenacity, and vision. Miss Mitchell ensured the structural integrity of WT for the next 30 years, and the far-reaching legacy of WT to this day.

Winchester
Class of 1929



October 29, 1929, "Black Tuesday," known as the worst day in stock market history, signals the beginning of the 10-year Great Depression that will affect all western industrialized countries, and that will not end in the United States until the American mobilization for World War II at the end of 1941.



125 Years of...WT Traditions

The hardy thistle—emblem of Scotland and ancient Celtic symbol of nobility—reflects Miss Mitchell's heritage and her belief in developing strong character in her students. A single thistle was used as the WT emblem for over 80 years, until a second one was incorporated during the transition to coeducation. "Both thistles share the same space...equally, not identically, just as boys and girls are now sharing the school," says Sally Allan, WT faculty member and designer of the new thistle shield.



WT's colors were adjusted when the school went coed. Starting with the use of black and white to create a bold and contemporary look, purple—the color of the thistle flower, and a representation of royalty and strength—was incorporated with WT's traditional yellow to add bright accents.



May Day has been observed at WT and its various predecessors at least since 1906. In the early days, Upper School students adopted specific virtues, such as kindness or truth, and dressed in costume as they danced outdoors on the first day of May. Around 1979, May Day became a celebration of spring, culminating in a simple circular dance around

a Maypole, performed by kindergartners. In the 1990s, eighth graders began forming year-long "buddy" relationships with kindergartners, which culminate on May Day as the buddies join together to perform the May Pole Dance.

In 2007, Roy and Susie Dorrance donated *Ursus Rising*, a bronze sculpture of a bear who stands outside of the library named for their daughter, Emily Elizabeth



Dorrance '93, a beloved alum who passed away at the age of 23. *Ursus's* thoughtful upward gaze recalls the courageous strength so characteristic of Emily, and evokes curiosity, and contemplation. A new Upper School tradition was born: students rub the bear's nose for luck and courage. "No matter what state of mind we find ourselves in, having a bit of added strength is always welcome... knowing that the courage to ask for help, the willingness to work as a team, the strength to persevere is inside us," said Eliza Hens-Greco '08, then-Student Council president, on the day of *Ursus's* unveiling.



The seventh grade trip to Williamsburg, Virginia, dates back more than 50 years; students still board the bus every fall and head back to life in colonial times. Along with the colonial America curriculum, the trip has evolved over time; in recent years, the high tech treasure hunt of geocaching has been added, and students navigate through important historic landmarks in Jamestown and Colonial Williamsburg with handheld GPS devices, while gleaning information along the way.





“...to overcome,
not to
surrender...”

Leading and
Expanding
in a Time of
Prosperity

III



PLANNING PROGRAM . . . Winchester-Thurston enthusiasts plan program to aid the school. Seated: Mrs. O. W. Hovey, trustee of the estate and niece of the founder. Standing (left to right): Miss Winifred Mitchell, sister of the late Dr. Mary A. Graham Mitchell, founder; Mrs. Robert P. Rhodes, chairman of the campaign, and Mrs. Vincent C. Dwyer Jr., president of the Alumnae Association.

Miss Mitchell's death in 1947 signaled yet another change for Winchester Thurston School. Until her last days, she had been the sole owner and operating officer of the entire school. Admission, curriculum and hiring, budgets, and policy: Miss Mitchell had the final word on all of it. In short, her death left an extraordinary void. Immediately, the Alumnae Association gathered with Miss Mitchell's heirs to discuss the fate of WT. There was not a moment of doubt: Winchester Thurston School would persevere.

The lessons of leadership and conviction lived on in WT's alumnae, and they proudly accepted the call to carry their school through the next phase of its life. Decisions about leadership, organizational structure, staffing, and accreditation were now in the hands of the loyal and adept graduates of WT. The fact that they were women—and thus many onlookers thought they could not do it—was irrelevant to them. Miss Mitchell had done it. Miss Thurston had done it. So could they.

Within three years, the Alumnae Association became legally incorporated. A year later, Dean N.R.H. Moor, the first President of Winchester

Buying of the School

Our pilgrimage of faith in the future will be possible only if we are able to leave behind us a secure past . . . a permanent place of learning from whose portals will come those schooled to follow us. Miss Alice Thurston and Doctor Mary A. Graham Mitchell laid educational foundations by establishing the Thurston and Winchester schools. In nineteen hundred and thirty-five, these schools were consolidated to form the Winchester-Thurston School. Then, in the year nineteen hundred and fifty-three, dreams and aspirations became reality when Winchester-Thurston was purchased from the Mitchell estate by a non-profit organization composed of distinguished alumnae and friends. To Mr. Arthur E. Braun, prominent civic leader; Mrs. Vincent Dwyer, Jr., alumnae president; and Mrs. Franklin Hoffman, former alumnae president, much credit is due for the fund drive and the creation of the new corporation. Funds for the purchase were raised in donations and pledges by the Winchester-Thurston School Incorporated, a newly chartered group with a distinguished thirty-member board of trustees, aided by parents, friends of the school, pupils and alumnae.

It is with great satisfaction that the class of nineteen hundred and fifty-four leaves Winchester-Thurston knowing that her pillared portals are now and will remain a part of a secure temple of knowledge. The success of the founders' work on behalf of the school was evidenced by the great interest shown in the future of Winchester-Thurston by civic leaders, prominent citizens, alumnae, and friends. To those who have made this security possible, we now express our deep appreciation.

B. G.

The Class of 1954 shows gratitude and appreciation to the women responsible for the reorganization and purchase of Winchester Thurston School (see clipping to the left) in their yearbook dedication (above).

Thurston, Frances Cordes Hoffman W'34, former President of the Alumnae Association, and Nancy Steigerwalt Dwyer '37, then President of the Alumnae Association, formed an advisory committee, which quickly worked to attain non-profit educational institution status in 1952 and establish a Board of Trustees. The third and final step—and the one that met the most resistance—remained: purchasing the school from Miss Mitchell's estate.

After being told by prominent businessmen of the time to abandon their efforts, Hoffman and Dwyer, along with Mrs. John R. Phillips W'18, Janet Trimble Rhodes W'18, Helen Brown Cook W'19, Jeanne Hardie W'34, Eliza Jane Kennedy Smith T'08, and Jeannette Myers Isay W'23, worked tirelessly for the next two years raising enough funds to receive matching money and mortgage assistance from Mr. Arthur Braun, then President of The Winchester-Thurston School Corporation, and Mr. Leon Falk, Jr. In October of 1953, six years after Miss Mitchell's death, the resolve, patience, and tenacity of its alumnae paid off: Winchester Thurston School's future and legacy stood on solid ground.

III.

“...to overcome, not to surrender...”
Leading and Expanding in a Time of Prosperity



Connie Blum Marstine '55, Nancy Succop Schroeder '44, and Anne Forncrook McCloskey '45 working on Alumnae Association fundraising initiatives

“There was a card table in the den, stacked high with ledgers and papers. This table was designated for ‘Winchester Thurston work.’ The ledgers were full of names and check marks, pluses and minuses...to keep tabs on who they’d contacted and who was able to give, I imagine. The phone seemed like it was constantly ringing. And I remember making trips with my mother in the car to drop off letters, thank you cards, and invitations...Everything was done by hand and in person, which required an enormous amount of energy and willpower on the part of these women. There was a level of unparalleled camaraderie that turned into life-long friendships.”

— Rosanne Isay Harrison '56, Emeritus Trustee, daughter of Jeannette Myers Isay W'23, recalling her mother’s involvement in efforts to purchase WT from Miss Mitchell’s estate (1947-1953)

“The objective purpose of an Alumnae Association involves four important resolutions. First—To make opportunities for congenial, social intimacy and for the forming of fine, helpful friendships. Second—To carry out ideals generated in the school into the social life of the young people of the city. Third—To assist in the needs of (the) welfare work and in the development of all worthwhile interests. Fourth—To contribute enthusiastically to the success, prestige, and educational reputation of the school.”

— *Winchester-Thurston News*, May 1936

“It rather surprises me even now that I became so involved at WT and had such significant leadership opportunities, but seeing the school today, which in many ways is the result of countless hours freely given by volunteers—alums and others—I realize that working together, we are able to expand our own effort into something that has a lasting impact.”

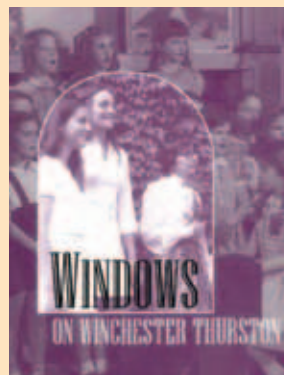
— Carole Oswald Markus '57, Emeritus Trustee, *50th Reunion Book*, 2007



WT Trustees Carole Oswald Markus '57 and Linnea Pearson McQuiston '69



At Reunion 2009, three WT alums who are physicians—Christina Sabeh '89, Jennifer Gonzalez McComb '89, and Catherine Farinet '84—led a panel discussion with Lower School and Middle School girls about their careers in medicine, their transitions to college and medical school, and their memories of WT.



Nancy Stiegerwalt Dwyer '37 and Jean Hastings West W'17 established the first Founders Day Celebration in honor of Miss Mitchell and Miss Thurston (right); 2007 Reunion invitation brings alums back to reunite with classmates and WT, and celebrates the Class of 1957’s gift to the school that year: the grand window above the new Upper School entrance (above).



Members of the Class of 1961 gathered for their 50th Reunion in October 2011.

Energy, willpower,



“Accurate study is a saving power...It shocks one out of complacency...It assists one to overcome, not to surrender to difficulties.” — WT Brochure, 1950s



Trustee David Porges with his wife, Gabriela, at a 2011 reception they hosted for Linda Lear '58 and her husband John Nickum, with Head of School Gary Niels and his wife Elizabeth. Lear delivered the 2011 Commencement address.

A New Era at WT

By the mid-1950s, enrollment was at full capacity. Winchester Thurston's reputation for excellence, and its commitment to the development of character, citizenship, and progress—as foreseen by Miss Mitchell and secured by her alumnae—carried on. Having guided generations of students in their learning and preparation for participation in a complex world, WT now faced a new set of concerns. Ever-changing demands to enhance math and science curricula, especially in light of the Soviet Union's launch of Sputnik in 1957, as well as accreditation processes which found deficiencies in curriculum and facilities, beckoned WT to revise and modernize. Times were changing. Winchester Thurston School, always open and adaptive, rose to meet and exceed the challenges of this new era. And the tradition of preparing women to lead and achieve was as strong as ever.



impact.

“WT gave me a chance to live into all the potential I had. Miss Philput took a huge risk in admitting a cheerleader with average grades from a rural high school. I was determined not to let her down and not to let myself or my family down. I would never have gone on to a fine women's college (Connecticut College) and excelled there, and I would never have lived the 'life of the mind' that I have been privileged to do, had it not been for the faculty and classmates at WT. You and they literally stopped me in my tracks, turned me around, and gave me a new vision of the possible. I am forever grateful...”

— Linda Lear '58, *50th Reunion Book*, 2008

“There was not yet a modern women's movement when I was at Winchester (1957-1965). By the time Betty Friedan's book, *The Feminine Mystique*, came out in 1963, my mother had already started grad school, a radical thing for a 53-year-old suburban mother-of-five to do, so for me the women's movement started at home. And, at Winchester I enjoyed an environment in which all roles—officer, poet, scholar, jock, journalist, performer, yearbook editor, event planner, you name it—were filled by females. We could and did do everything. So in a lot of ways, by the time Friedan helped start the National Organization for Women in 1966, I was thinking, 'What took them so long?'”

— Cynthia Pearson '65



“It is exciting this year to have so many new teachers...They bring new patterns of thinking to our school and...new possibilities and new answers to some of the questions with which we concern ourselves year after year...They may use methods different from those of their predecessors...The purpose is the same for every teacher every year: earnest and careful training in the processes of learning.”

— Hazel Cole Hutson, Headmistress, Newsletter published by the Alumnae Association, October 1960

1930

Marie Antoinette-Anderson serves as Head of the Thurston School from 1930-1932.



1931

Thurston School students visit the Carnegie Institute's International Art Exhibit. Fifth grade students explore the Prehistoric Man exhibit at the Carnegie Museum.

1932

Marjorie Pratt serves as Head of the Thurston School from 1932-1935.



1936

On St. Patrick's Day, the rivers rise to the highest crest in the city's history; some streets are inundated by 20 feet of water. The Great Flood causes great damage including death, injury, and the loss of thousands of homes.



“...Winchester-Thurston girls are joining up with the Shady Side boys to give plays together...These performances will be followed by a dance.”
- *Winchester-Thurston News*, Dr. Mitchell's Message to the Alumnae, Spring 1936.

“You can’t teach kids answers today because you don’t know what the questions will be tomorrow.”

— Dr. Earl McWilliams, president of Winchester Thurston School,
in “Educator Tags Arguments,” Publication Unknown, June 30, 1963

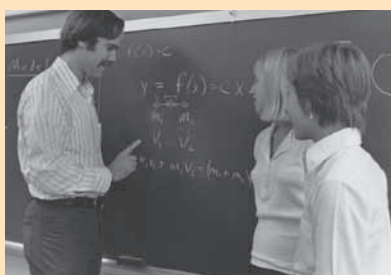
“Twelve of the nineteen girls who took the [National Merit Scholarship] Examinations [last year] were above the 94 percentile.”

— “National Merit Scholarship Record,” Newsletter published by the Alumnae Association, October 1960



“In the fields of Science and mathematics, three new classes have been started. Mrs. Seif teaches Advanced Biology; Mrs. Thomas teaches Fifth Year Math and SMSG Math.”

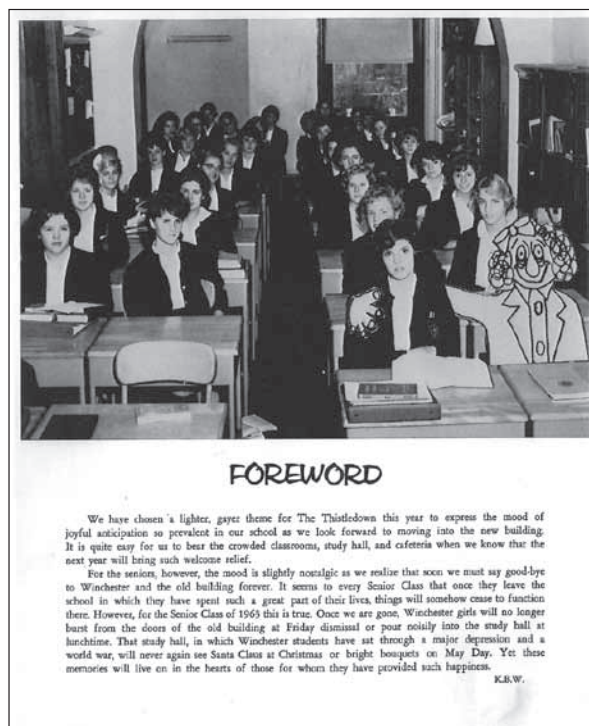
— “New Courses,”
The Portal, October 1964



“In 1968, the Lower School earned high ratings from the Pennsylvania Association of Private Academic Schools. Every elementary grade at Winchester-Thurston scored above the national median for independent schools. The class median for Grade 1 was an exceptional 99th percentile.”

— *100 Years of Excellence*

In tandem with curricular advancements, facilities would have to be updated. The old Fifth Avenue building that Miss Mitchell and her sister had remodeled with extensive research and care—although a model of modernity at the time—no longer provided adequate space for the progressive and ever-expanding school Winchester Thurston aspired to be. As Miss Mitchell had done, the leaders of WT now set their minds to the challenge of building state-of-the-art spaces to accommodate a larger student body, developing land for athletics, and creating classrooms for the specialized needs of all disciplines, from science to the arts. In 1959, the Board of Trustees purchased a property once occupied by Shady Side Academy, at Morewood and Ellsworth Avenues. In 1963, after concerted fundraising efforts by parents and alumnae, Winchester Thurston opened a magnificent Georgian building for girls in Kindergarten through twelfth grade. The school thrived, attracting families who wanted to prepare their daughters for higher education in a rigorous environment that fostered academic achievement.



1939

Winchester Thurston's Class of 1939 names their yearbook *The Thistle-down* because the “only permanent part of the thistle plant is the down, which falls to the ground and propagates a new flower.”

1941

On December 7, the Japanese bomb the American naval base at Pearl Harbor, Hawaii. Congress declares war on Japan, and four days later, on Germany. On that single day, more than 1,200 Pittsburgh young men volunteer for enlistment in the armed services.



1947



Miss Mitchell dies.



Dean N.R.M. Moor of Trinity Cathedral serves as Head of School from 1947-1955.



"This has been a busy and satisfying year, what with moving and getting settled in our new building, three Open Houses last fall, the benefit in November, Christmas luncheon at 555 Morewood Avenue, and a myriad of details to which your Board has attended. We regret the lack of Newsletters, but circumstances, such as high cost of printing and postage deemed it unwise to publish such a letter during the year."

— Newsletter Published by the Alumnae Association, Spring 1964

"[This] was a year of adjustment; the student body had to experience the three seasons in school, had to see what traditions were kept, discarded or innovated in the new building before feeling fully established in it. And in a sense our class was a bit of a misfit because our stay was so temporary. Yet the very newness of the situation, the very small duration of our 'visit' made the personality of the class become more definite and more permanent."

— "Farewell," *Thistledown* Supplement, 1964



"Winchester-Thurston opened this fall with the largest enrollment it has ever had, the largest increase in the Lower School we have seen in years, the largest single grade any of us can remember—fifty-eight in the Tenth Grade—and no space for an extra desk or person in the entire school."

— "Largest Enrollment," Newsletter published by the Alumnae Association, January 1963

WT's booming success—especially in light of the move to Morewood Avenue—was followed by the local press.



1954



1955

1957

In February of 1954, Dr. Jonas E. Salk begins large-scale polio vaccine tests. A few weeks later, Rachel McCormick Houston, Dean of WT's Lower School, writes the following letter to parents: "Dear Parents: Dr. Jonas Salk has offered to inoculate the children of our Lower School with his new serum to prevent polio."

Station WQED, the world's first community-sponsored educational noncommercial television station, goes on the air.

Brown v. Board of Education of Topeka—handed down on May 17, 1954—is a landmark decision of the US Supreme Court that declares state laws establishing separate public schools for black and white students unconstitutional.

Mary F. Philput serves as Head of School from 1955-1960.

In October of 1957, The Soviet Union launches Sputnik, the first artificial satellite, into the Earth's orbit. The unanticipated announcement of Sputnik's success precipitates a crisis in the United States and ignites the Space Race, a part of the larger Cold War. The launch ushers in new political, military, technological, and scientific developments.

THEN AND NOW

125 Years of...The Arts

From an early age, WT students discover the transformative power of choral performance. During World War II, Lower School students were eager to perform their War Stamp song, “The Way We Win.” With a repertoire more likely to include folk, jazz, multicultural, classical, sacred, and pop selections, today’s choruses still light up a room with their sound.



Instrumental music has always echoed throughout WT’s hallways. Today you’ll find an Upper School orchestra whose ranks have swelled and whose quality is unrivaled; a jazz band and a guitar ensemble that make guest appearances in local venues; and a music technology class that challenges students to compose, notate, analyze, and improvise music using state-of-the-art software programs.



In the 1950s, 60s, and 70s, the senior class secretly planned The Follies, a theatrical performance to bid farewell to the school. Given time off from school to prepare, they channeled their end-of-year emotions—happy to have “made it” through high school, and sad to be leaving WT.

Over the years, beloved teachers such as Zelda Wilmurt and Ann Peterson have inspired students to pursue careers in the arts. WT alums can often be found at the top of their fields as museum curators, Broadway producers, photographers, Shakespearean actors, professional dancers, and highly regarded arts educators.

Today, teachers such as Sally Allan, Barbara Holmes, John Maione, Mary Martin '88, and Tina Plaks—all Jane Scarborough Awardees—continue to motivate exceptional work in the arts.



Garnering applause from increasingly broader audiences, WT’s musical theater keeps shining. In 1999, after years of nominations, WT won its first-ever Gene Kelly Award (Best Scenery) for its production of *Runaways*. Building on an impressive tradition, WT’s *Urinetown* won Best Musical in its budget category at the 17th Annual Gene Kelly Awards in 2007, an award proudly accepted for six years in a row. This year, WT’s production of *Avenue Q* garnered four nominations, and one Kelly for Best Costume Design.



Pathways for artistic expression continue to multiply with access to advanced tools and technology and to the extraordinary cultural and artistic resources in Pittsburgh. Traditional art history and drawing and painting classes have always been popular, but students may now study metalsmithing, copper enameling, silk screen, photography, digital art, film, video, and even glassblowing.



“...the youth
of America
are begging
to be heard...”

Keeping Pace with Change

IV.



Teachers and students effortlessly adapted to their state-of-the-art surroundings. Coupled with rapidly increasing enrollment and curricular advancements, the five years after moving into 555 Morewood Avenue were marked by a standard of excellence in women's college preparatory education. WT maintained its status as a model of educational innovation, reaffirming Miss Mitchell's ever-astute predictions some 30 years before.

But the late 1960s and early 1970s, characterized by a wave of social unrest, also made their mark on the school's culture and classrooms. The Feminist movement, civil rights activism, and anti-war demonstrations permeated the way in which WT students began to see their lives. The new student newspaper, aptly named *Voices*, became a forum for the issues of the time. Students wrote and spoke fervently about the sociopolitical context, and, in some cases, the effects posed problems for the administration. Students rebelled against school rules, claiming they were anti-democratic, and demanded to be heard when defining school policies. They requested meetings with administrators and the Board of Trustees.

Headmistresses of the time—Miss Virginia Sides and Miss Eleanor Tucker—worked to develop a way to satisfy students' demand for freedom while insisting on respect for the integrity and authority of the school. One of the most pressing

issues stemmed from the wave of protests on college campuses all over the country. Many WT students felt compelled to stand up for their beliefs, and they urged the administration to allow them the freedom to miss school so they could participate in rallies at Pitt. Strict rules were imposed as a first response. But, with a solid Upper School Council to provide a forum where administration, faculty, and students confronted issues together, a compromise was reached: Students would be allowed a set number of days—absences for a day of conscience—they could miss to attend protests.

Not all students felt compelled to participate in off-campus protests, and not everyone believed in the movements. But Miss Thurston's firmly established precedent that student voices should be heard had shaped the school's culture, and these changing societal views inevitably affected the school. Moreover, as the media played a more vital role in exposing what had previously been inaccessible to the public, teachers and administrators began to allow space for engagement, using this as an opportunity for the students' intellectual development. Regardless of political affiliation, students at WT had a unique opportunity to channel their questions and concerns about current events into guided, intellectual debate. Undoubtedly, the heightened level of discourse signaled a change. WT students, and the world waiting for them, would never be the same.

Above: Susan Reel-Panish '72 and Lelia Gammon '72

“We were very opinionated and very strong-minded, and absolutely nothing held us back. And we thought we were feminists...it never occurred to me not to be...When we were taking Ancient History...sometimes the topic would turn to women in leadership and government, and there was always that awareness and sense of pride and encouragement...I felt safe at Winchester because...we could all speak our minds, and talk about [current events], in a lively, intellectual way with our incredible teachers who were just as concerned as we all were...with what the world was coming to...I don’t remember going to protests, or getting a sense of losing control, but I think partly that was because we had such amazing teachers who encouraged our thinking and got us to talk about what was on our minds and write about it. Mrs. Widgery, and her creative writing classes, and there was also...a teacher whose husband was in Vietnam...When he came back he brought a slide show of Vietnam, of the country...we’d heard all about the politics of the war, but nobody had ever pointed out the beauty of the country, and that was very impressive, that it was a real place, that it had a cultural history, and yes, it was a part of this terrible war, but it was a lot more than that, and that really opened my eyes.”

— Kathy Zillweger Putnam '71

“...in an era in which the youth of America are begging to be heard, Vice President Agnew seems to be implying that all our efforts to express our opinions and offer suggestions are of no consequence to the United States Government...discouraging the people of America from speaking out and actively participating in their country’s future. It is quite discouraging to think that the Vice President of my country feels that expressing my opinion in an orderly, peaceful manner is pointless. I, for one, feel that peaceful demonstrations are a great step forward in the direction of making our government more representative of the people...people [who] love their country enough to care about its future and the future of the world.”

— Susan Bunny Bernfeld '70, *The Portal*, Vol. VII, No. 2, November 26, 1969

“We, the young, should lower our voices and protest signs for a moment and think! The scene today is comprised of drugs, sex, protest, anti-war, anti-establishment, anti-parent, etc. Those who are members of this ‘jet set,’ have you ever thought where this will lead you? Sure, all these things are hip, groovy, now, and fun, but what will their outcome be? I would rather believe that today’s youth, being so idealistic, could direct their enthusiasm toward more useful and constructive paths.”

— Editorial Staff, *The Portal*, Vol. VII, No. 2, November 26, 1969

“Although both the student body and the administration foster a belief in... democratic ideals...their expression of these ideals seems to differ in a practical expression. I am writing this letter as a formal protest of our present school policy pertaining to unauthorized absences...”

— Carol J. Amore '71, Letter to the Editor, *The Portal*, Vol. VII, No. 2, November 26, 1969



Lively, intellectual debate



1960

Hazel C. Hutson serves as Acting Headmistress of WT from 1960-1961.



1961

Dr. Earl Dimmick serves as WT President from 1961-1962.



1962

Dr. Earl McWilliams serves as President of WT from 1962-1967.

1963

In 1963, the year the Morewood Avenue building opens its doors, the assassination of President Kennedy, “Beatlemania,” Martin Luther King, Jr.’s “I Have a Dream” speech, and the beginning of the U.S.’s involvement in Vietnam signal a wave of social upheaval.



1965

The Portal—a four-page student-driven publication—is launched.

In May, The Winchester-Thurston School for Girls is granted a charter for the establishment of a chapter of the Cum Laude Society.

“...we believe that a student should be guided, as part of her heritage in a democratic society, to make judgments based on information, to reason both deductively and inductively. We encourage her to respect values but at the same time to think creatively and imaginatively, to be skeptical of unthinking conformity, and to test her own hypothesis.”

— WT School Philosophy, revised by a committee of representative faculty, 1972



“SAW [Students Against the War] is an organization formed in order to institute anti-war support in the school. The majority of Winchester-Thurston girls are against the war. The problem revolves around getting together a coherent resistance. SAW hopes to provide the catalyst for this resistance. During the year it will have W-T girls participating en masse in demonstrations, in importing speakers, in raising funds for anti-war activity, in helping the struggle of the migrant worker, and in informing people about the war.”

— Juliet Schor '72, “SAW Fosters Peace Support,”
Voices, Vol. 1, No. 1, October 15, 1971

“...Miss Sides' power of veto was exercised over three of the clubs which were previously passed. Students Against the War...[is] still permitted to meet as [a club], though...outside of school time, and...not to be considered affiliated with W-T.”

— Maureen Sullivan '73, “Council Busy As Clubs Organize,”
Voices, Vol. 1, No. 1, October 15, 1971



Class of 1975

Keeping an Open Mind

Students also became more aware of the politics of gender, and learning in an all-girls environment was just one more aspect of this debate. A November 1969 article in *The Portal* argued in favor of coeducation: “The trend in higher education, especially amongst tradition-steeped colleges, is to coeducation. Yale and Vassar both are accepting mixed freshman classes. If our schools are truly to prepare us for college by giving us a college atmosphere, they should emulate these higher educational institutions.” But, other students recognized the value of an all-girls education, believing they would be thrust into traditional roles if forced to coexist with boys.

While initially only a hypothetical debate, WT was soon faced with this dilemma. In 1972, as a Long Range Planning Committee was formed to carry out a self-study of WT, Shady Side Academy approached Winchester Thurston and asked the school to consider a merger. Such a move would jeopardize WT's identity on two very important fronts: its leadership as an all-girls school, and its unique location in the city. The Committee considered the merger, always open to keeping pace with an ever-changing society, but, ultimately, and for the time being, the Board decided, neither coeducation nor a move to the suburbs would prove opportune to the future of WT.

“The future holds many changes, and our minds should never be closed to any, co-educational or otherwise, which will enrich the school and the community it serves.” — Long Range Planning Committee, 1972

W-T “Young Ladies” Defect to SSA

by DIANA MERVOS

Women's Lib has struck again! This time females have broken the 21-year-old sexual barrier at Shady Side Academy. Several girls from WT have decided, for varied reasons, that SSA is more to their liking and they plan to attend Shady Side in the fall. The 10th grade will be losing Leslie Cavaller and Lisa Beach. Leslie will enter SSA as the fall as a senior. She has been a student at WT since kindergarten and she says she'd like a change. Lisa Beach, who cited the beautiful campus at SSA as one reason for her decision, feels that SSA has good English and History departments. Betsy McConnell, Pam Germain, Nancy Ford, and Miss Holman will be leaving the ninth grade. Many of these girls have one reason in common for deciding to go to SSA. As Lisa Beach said, “It's a better environment. Betsy, who has been at WT for nine years, thinks that SSA would be a new experience. She also

of the other girls as she knows many of the teachers at Shady Side, since her father is a faculty member. Both Betsy and Pam Germain are quite interested in athletics. Pam's reasons for deciding to go to Shady Side include her feeling that it provides a college-campus type atmosphere plus a good math department. Nancy Ford cited SSA for their good science department.

You better watch out SSA. These are not ordinary girls you are dealing with; these are WT girls, and they are not stereotyped females. However, a recent SSA Newsletter stated, “Coeducation will not only bring young ladies to Shady Side in September. The actual shift will be accompanied by additional academic offerings in music, art, and the languages. Of course, many young ladies are interested in the arts, as are many young gentlemen, but some girls are much more interested in mathematics and science. Be prepared, Shady Side. You are

Faculty Daughter



1967

1968

1969

Dr. Evan Ingram serves as Interim President from 1967-1968.

Virginia Sides serves as Head of School from 1968-1971.

“An experimental literature discussion group is being formed for interested juniors and seniors from W-T and S.S.A....The purpose of these classes is to provide a more diversified approach to literature and to broaden the intellectual background of the students.” “Winchester and Shady Side Join for Class,” *The Portal*, Volume VI, No. 4, February 19, 1969.

The WT Student Council of 1969-1970 organizes the first Judicial Board, “to act as a court of appeals for any student who may have a question or complaint concerning the point system.”

THEN AND NOW

125 Years of...Dress Code



"You weren't allowed to put your hair up until you were a senior, and once you were old enough to do that you wouldn't think of letting it down." – Ida Ann Stevens Sullivan '40



Starting in 1981 the Gordon plaid (which is used today) was introduced as a fall and spring fabric since it was lighter in color and weight than the Black Watch plaid. With the addition of boys in the late 80's, pants and shorts became part of the uniform for girls as well. WT sweaters, sweatshirts, and spirit shirts given to every student at the beginning of the year complement the uniform today.



"When we were in our uniforms we represented the principles and the highest ideals of our school. One morning three of us were called in to the library. We sat at the long table with Miss Mitchell at the far end and we trembled! She explained to us in her firm voice that we had been seen the afternoon previously, in our uniforms, talking to boys...needless to say, I never forgot the lesson." – Barbara Frank Dane '41



The length of kilts and skirts has always been a battle. Teachers used rulers to measure girls' kilts that were believed to be too short; now the "fingertip" rule is implemented...your skirt must reach the tips of your fingers when arms are at your sides.



As part of the strategic planning process in 2002-2003, the Upper School Student Council was invited to propose a new dress code to replace the uniform requirement. As of 2003-2004, Upper School uniforms were out the door and a new dress code was in.



“...a test of
endurance...
an investment
in yourself...”

Building
Strength
from Within

V.



In 1978, Winchester Thurston School embarked on a new journey, one that would strengthen the organization from within, giving it the necessary structure to face the challenges that lay ahead in the not so distant future.

Dr. Jane L. Scarborough was hired as the new Head of School, and charged by the Trustees to “provide leadership, establish effective administrative procedure, improve the professional environment for faculty, and insure the continuous improvement of curricular design and content.” Building on the school’s well-established framework, Scarborough unified and refreshed the school’s philosophies across divisions and constituencies. And, respecting the democratic ideals that students had fought for in previous years, she welcomed all voices, and updated traditions that were seen as vestiges of a bygone era. She integrated faculty into decision-making processes and they

rose to the occasion, serving on an Educational Planning Committee that revamped and integrated the curriculum to prepare women for new opportunities in science and technology.

When Dr. Jacqueline P. Clement assumed the Headship in 1982, she found fertile ground to further the work and research to which she was committed: “to overcome persistent distinctions in the educational accomplishments of boys and girls.” Focused on providing girls with the opportunity to develop independence, self-reliance, and a willingness to take risks, Clement introduced innovative programs, including computer science, dance, and New Horizons, an outdoor education program. She modernized and updated facilities, focusing in particular on brand new science labs in the Upper School. Once again, the progressive vision of WT’s founders—“to educate girls equally with boys”—was rekindled.

Above: Dr. Jacqueline Clement with future WT parent and then astronaut Jay Apt, cutting the ribbon on the new Science Wing, dedicated in the Fall of 1987. By refurbishing the old bomb shelter that had been part of the original construction in the early 1960s, WT met demands for upgraded science programs and facilities.

"I could see...these young girls...really needed not just the intellectual stimulation—but they needed a sense of efficacy. They needed a sense of personal presence, of an ability to take risks in age-appropriate ways with support, and with support when you take a risk and it doesn't work out quite so well...you learn you can do that and survive. I think that's as important as any subject matter...[Because] the school was set up in an authoritarian way, and that was not really appropriate for educating young women to enter the 21st century [or] even...the latter part of the 20th century...I wanted to democratize it...to encourage students to take responsibility, to be responsible participants in the school community, and that didn't mean silence. It meant quite the opposite. It meant speaking up for things that mattered to them—and giving their opinions and challenging the adults whether in the classroom or in the Head's office..."

— Jane Scarborough, Head of School (1978-1982)

"...I think at my very first board meeting I raised my hand and said, 'Because I'm a Winchester girl, I feel comfortable in speaking my mind today.' And that's true. There was that sense that you could, as long as you were respectful in what you were saying...make your case, and I think that's why so many women of that era are in leadership positions, and also a lot of them are in the law, because we were permitted to debate, we were permitted to analyze, we were permitted to...raise and pose arguments; and there was an expectation and a give and take, that we would all listen to each other and the teachers would listen to us..."

— Deborah Acklin '80, Trustee



Dr. Jane Scarborough, in the foreground, shows her school spirit at a WT field hockey game.

"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?' ...And then Jane came in 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."

— Gaylen Westfall, then-Director of Athletics, quoted in "6 Women at WT: An Evolution Story," *ThistleTalk*, Spring 2004

Independence, self-reliance



"Sue Baillie was setting up the Math Department...and had started to make some changes...then I pulled [her] out of Math and made her head of Computers; we [received a grant from] Hillman Foundation. So I think today Winchester has probably [one of only two] comprehensive and intensive computer programs [in independent schools] in the country..."

— Jacqueline Clement, interviewed by Corinne Krause and Lu Donnelly, September 13, 1985

"...there is no risk-taking for its own sake...there is 'a creative goal for which the risk becomes a very carefully weighted consideration...Learning to cope, both physically and emotionally, in unfamiliar and sometimes hostile environments can be one of the most important skills educators can offer their students. Women in our society have been nurtured into passively accepting human weakness, relying upon others to solve problems and guide them out of difficulty. The only way women can escape this...is to be provided with the opportunities and skills necessary to experience success.'"

— Grant Application for the New Horizons Program, 1983

“Education is a test of endurance...an investment in yourself...and not the mere acquisition of knowledge and a set of skills; it is learning how to learn. This foundation is extremely important in a world of rapid change...My wish for each of you is that you will know how to process information, perceive the alternatives, and understand yourself well enough to be able to decide between those alternatives... Be yourself, make your own decisions, love and trust others, demand the most you have to offer from yourself.”

— Helen O'Bannon, former Secretary of Public Welfare for the Commonwealth of Pennsylvania (1979-1988), WT Commencement address, June 1981



“...the [dance] program ‘aims to involve the individual’s entire being; to expand her capacity to respond and sharpen her perceptions; to give increased attention to human value; to urge the individual to seek her own solutions; to build understanding and respect for differences; and to aid the individual to become more involved, more self-aware, more able to self-evaluate.’”

— Mary Goodman, Director of the Dance Program, 1981



nce, responsibility



1970

The first Coca-Cola vending machine is installed at WT. *The Portal* reported: “You should see everyone racing from all directions pell-mell trying to be the first to reach the machine...The bell rings; they all rush down to gather around [it] as if Nixon himself had come to visit the school!”



1971

Eleanor Tucker serves as Head of School from 1971-1978.



1972

A nameless WT student newspaper is published on October 15. Editors ask students to submit title ideas. In November, *Voices* is officially christened and published.



1973

Title IX is enacted: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program...receiving Federal financial assistance.”

In 1973, WT launches “The City Is Our Campus,” a fund drive for improvements to the school, and, more importantly, to pay off the remaining debt owed on the building.

1975

WT purchases its first computers and pioneers K-12 instruction in computing.

125 Years of...School Spirit



One of the most whimsical and beloved mascots in WT history: Winnie Winchester, created by Jane Callomon Arkus '46, who describes Winnie as “a soul creature who had been part of my mode of communication for a long time...when I became Art Director of the paper (*Thistle*), it seemed that creating a spokesman to express all of our inner fears and joys and longings would be a very amusing way to go. So that’s how Winnie Winchester came to be!”



Show Your Spirit: The beginning of each school year brings sharpened pencils, fresh notebooks, stiff new khakis, and...the annual spirit shirt. Donned by Lower School students on “spirit days,” and Middle and Upper School students at athletics events, each year’s tee offers a new way to show your WT pride, and reflects what’s happening on campus.



WT’s solemn alma mater, written in 1943 by Joanne Newstetter Heald, calls students and alumnae/i to remain true to the ideals of our school’s founders, and reminds us to continue striving to live according to the fundamental values imparted in the pillared portals. The alma mater remains WT’s foundational anthem and is still sung at special ceremonies and Commencement. But it’s the familiar, upbeat melody heard in the introduction of the WT Marching Song that brings Lower School students to their feet as they “sing a song for dear old WT,” in celebration and pride.



Painted faces, class colors, and chants of “seniors rule” are hallmarks of Classcapades—a year-long series of contests in the Upper School that pit grade against grade in tests of athleticism, smarts, and creativity. Classcapades may have its roots in intramural sports in the early 1900s at the Thurston School; students were divided into Crimson and Blue teams to compete in basketball, bowling, riding, swimming, tennis, and kickball.



“...goldfinches
in the grass.”

Expanding
the Vision
for WT

VI.



After 100 years at the forefront of educating girls and young women, Winchester Thurston had reached a crossroads. Academically, the school was as robust as ever. Enrollment, however, was on the decline. The collapse of the steel industry had plunged the region into economic turmoil, and Pittsburgh’s population had been shrinking since the end of World War II, compounding matters.

Approximately 12 miles away, the North Hills suburbs were booming. It was, in fact, the fastest growing region in the United States at the time, filled with families of young children, including some whose daughters were already enrolled at WT. Initiated at the request of some of those families, a potential solution to the economic and enrollment crisis emerged: a Winchester Thurston satellite school in this rapidly developing community. School leaders carefully considered the matter, and commissioned the University of Pittsburgh to

conduct a feasibility study, the results of which revealed that the area would indeed support a private school—one for boys and girls.

Deploying vision and creativity—qualities inherent in Winchester Thurston’s cultural DNA—a committee of trustees, faculty members, parents, and administrators formed a strategy for moving forward. They would bring the school’s unparalleled academic and enrichment programs, its unique culture, and its caring community to the North Hills. But Winchester Thurston North would not be a copy of the Morewood campus. It would be a complement, exemplifying the best of Winchester Thurston in a fresh setting. By combining thoughtful exploration with educational innovation, WT forged an imaginative solution—and a bold leap toward the future.

VI. "...goldfinches in the grass."
Expanding the Vision for WT



A rich canvas...

"The natural setting of that space was just so magical. One time we were out watching the field, and we thought it was a field of dandelions. All of sudden the dandelions flew away—they were goldfinches in the grass."

— Gail Rest Holtz, first grade teacher, North Hills Campus (1988-1991), Alumnae/i Parent



Dr. Jacqueline Clement and
Judy Chamberlain

"...[The seven-acre farm] was beautiful and would bring a different dimension than we had in town. I was all for having sites that were interesting for the children, so they could take walks, use open space to study frogs or build gardens, and do things like that. We never wanted to lose the focus on the kids."

— Dr. Jacqueline Clement, Head of School (1982-1988)



"We were all impressed with the school's thinking on what education was, and how it was really student-centric...I think it gave us inspiration and the confidence to let our responses expand...We used the pond as a common focus for all [three phases of campus development], ending with the Campus Center...We spent 17 years on this...and it was a real joy. It allowed us a canvas to make a really rich architecture: not what you expected, but when you get there, you say, 'It's just right.' It's the place we would have liked to go to school."

— Roxanne Sherbeck, AIA, Bohlin Cywinski Jackson,
project architect, Alumnae/i Parent

"It was like a one room schoolhouse! There was a phone and two teachers, and then slowly we added a grade or two each year. Because we were so small, and we had to work together to share spaces, we formed a very strong culture. The campus environment inspired us, particularly in science; and the various traditional units had a special spin because of our environment. For example, when they read *The Hobbit*, they have these great spaces to go out to read that are very much like middle earth, and when the third grade does the Pioneer unit, they can get in actual canoes and go across the pond!...The nature playground that was created...and built by parents and faculty...created...very strong bonds between faculty, staff, and parents...It just enhanced what was going on in the classroom."

— Nancy Rogers, North Hills Campus Director,
Lower School Director (2002-2011), Alumnae/i Parent



"Parents supported everything at North. I remember a day when the whole school went outside to stock the pond with native fish. And a big group of families got together one weekend to dig and plant the butterfly garden at the pond house, which was designed by a parent."

— Meg McKean Taylor '74, North Hills Campus Lower School Director
(1997-2002), Alumnae/i Parent

"When I think of WT North, I see myself as a curious little girl. We had so many wonderful resources, such as the pond and the field. I remember Applefest and the Pumpkin Fair. I also remember rolling down the hill in the leaves during recess and incubating baby chicks that finally hatched. Learning was so hands-on that it did not even feel like school...and I loved every minute of it."

— Nichole Bowman Merz '01 (pictured above, second from left)

1980

U.S. Steel reports the largest quarterly decline in the firm's history. City officials predict layoffs might reach 60,000 within 6 months. In May, U.S. Steel temporarily shuts down its third and last furnace at the Edgar Thomson Works in Braddock, and unemployment in the area reaches 7.8%.

A record number of people pack the Pittsburgh School Board's public hearing to oppose a desegregation plan. A year later, a federal judge orders the school districts of Churchill, Edgewood, Swissvale, Turtle Creek, and General Braddock to consolidate their desegregation plans.

1982

Dr. Jacqueline Parker Clement serves as Head of School from 1982-1988.

Carnegie Mellon University concludes an agreement with IBM to become an experimental computer center, with more than 20,000 PCs.

VI. “...goldfinches in the grass.” Expanding the Vision for WT



“It’s a magical place for children to spend their childhood...It’s in my heart and it’s there forever. I’m so lucky to have had it.”

— Nancy Rogers



1983

The University of Pittsburgh is assigned a key role in the national fight against AIDS with a \$4 million grant.

1984

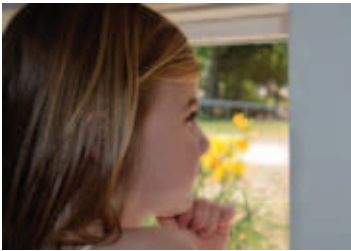
Three Carnegie Mellon university scientists receive a grant to develop a new “supercomputer.” Two years later, a supercomputer consortium (Westinghouse Electric Corp., Carnegie Mellon University, and the University of Pittsburgh) receives the CRAY X-MP/48 supercomputer. The Pittsburgh group is part of a national supercomputer consortium along with Cornell University, Princeton University, the University of Illinois, and the University of California at San Diego.

1985

Rand McNally’s *Places Rated Almanac* lists Pittsburgh as the most livable of the nation’s 329 metropolitan areas.

1987

According to the U.S. Bureau of the Census, Pittsburgh has lost 18,300 people since 1985. The population of Allegheny County has declined by 5.3%.



"The North Hills Campus...enabled us to expand the vision of what a school could offer. The outdoors became an integral part of a dynamic, creative learning environment. [The architects] created an amazing, whimsical, child-friendly space. Each classroom has windows at the optimum height for children to see through. At the entryway, there is a yardstick for children to measure themselves. In the entrance foyer floor, fossils are embedded. The rafters of the ceiling are exposed so children can see some of the skeleton of the building. The school was constructed in modules to which additions could be seamlessly attached. I always liked the idea that the school was not complete at the outset—that like a child it was going to physically grow and mature. And that is exactly what has happened."

— Lois Bron, former Trustee (1982-1997), Chair of the Winchester Thurston North Hills Campus Founders Committee, Alumnae/i Parent



"We took one whole morning with the kindergarteners and the first graders, because we could hear a hawk, and the hawk came and landed in a branch that was very close to the building. We researched it, and the kids studied it. They watched it and drew it, and the older children who were more experienced with reading read to the younger children...We had two geese that landed on the pond, and they built a nest on the island, and the goslings hatched on Mother's Day weekend. It was just remarkable. We would sit on the little bank with binoculars and watch them. The science teacher had worked with the kids on what was happening and so they were anticipating their arrival, watching for any signs of new life."

— Gail Rest Holtz



Families gathered for a WT North Reunion in celebration of the campus's twentieth anniversary.

"Each of our four children just loved being at North. There is the fantastic WT education, but on top of that, there's sled riding at recess when it snows, the pond, the nature trail, the natural playground, and Aunt Maple. Pioneer Day was fantastic in third grade, with hayrides on a wagon covered to look like a wagon train. They cooked their meal outdoors over a fire...and ate everything outside. That's a great memory...and it all seems normal to my children. They just thought that's what school is like."

— India Loevner, Parent

"I always thought it was a little gem, and it still is. To me it's always been a very happy, caring, embracing kind of a place. Sometimes at reunions the classes that have never seen it will go out there...and they always come away saying, 'I'd love to have gone to school here!' It speaks to everybody."

— Jane Arensberg Thompson '57, Emeritus Trustee, Alumnae/i Parent



"...The pond was just a mess. The little stone house was totally surrounded by vines, high grasses, and weeds and totally decrepit. After living with it for a while, we thought we should see if it could be restored in some way. Mary Wactlar and I hacked around and got into the building. It seemed perfectly solid, and it was charming once you could see past the disaster, both inside and out. I just decided we had to do something about that because the pond was such a resource. There was always great pleasure and excitement at the idea that we were going down to the pond. The whole feeling that the outdoors was as important as the indoors for our schooling, that was really rewarding."

— Ruth Grant, Science teacher (1992-1997), Pond Conservator

WT celebrates 100 years of history with a parade from the Morewood Avenue building to the Fifth Avenue building, the original home of WT.



The former Braddock Public Library, the oldest Carnegie Library in America, receives donations of \$80,000 to restore the closed building.

1988



After Mayor Richard Caligiuri's death, Sophie Masloff, Council President, is sworn in as Pittsburgh's first woman mayor.



Judith Chamberlain serves as Head of School from 1988-1995.

THEN AND NOW

125 Years of...Commencement

"The faculty of the Winchester Thurston School is proud to announce that the members of the Class of 2012 have successfully completed the course of studies prescribed by this school and do now present these students to receive their diplomas as testimonies of their character and scholarship." For decades, these words have electrified graduating seniors and their families with the promise of a bright future unfolding, and sobered them as they mark the closing of a chapter.



As far back as 1911, graduates wore white and carried yellow roses, which represent joy and friendship. Today, girls still carry bouquets, while boys wear a yellow rose boutonniere.



For more than 90 years, Commencement exercises were held in church, first at Calvary Episcopal Church, then at East Liberty Presbyterian Church, then at Shadyside Presbyterian Church. When she arrived at WT, Head of School Jane Scarborough felt that the Commencement ceremony should be an active celebration of achievement held in a secular location. In 1979, Commencement was held for the first time at the Carnegie Music Hall. Today, graduates celebrate their Commencement at the Twentieth Century Club in Oakland.



"The seniors went up to the altar rail, knelt and sang 'Now the Day is Over.' And it hit all of us right then and there; 'This is the last time I will sing it!' The second verse was 'Now the Day begins'; that meant the rest of our lives. We sobbed." – Nancy Steigerwalt Dwyer '37

Distinguished Commencement speakers over the last 125 years have included John Fetterman, Mayor of Braddock (2012); Alice Ilchman, eighth president of Sarah Lawrence College (1983); Helen B. O'Bannon, former Secretary of Public Welfare for the Commonwealth of Pennsylvania (1981); Rev. Frederick G. Budlong, Bishop of the Episcopal Church of the United States (1930); and Rev. Warren Lincoln Rogers, rector of the Pittsburgh Episcopal diocese (1916).



"If we can do
co-education
the WT way,
we can do
co-education."

A Crucible Experience

VII.



"We are at a crossroads—a time for defining our dreams, shaping our vision and building the team which will lead Winchester-Thurston into the 21st Century.

"Everyone in this room is a part of that team, for everyone in this room cares very deeply about WT. It is this sense of involvement, commitment, and participation on the part of all of you that sets WT apart and makes it such a special place to learn.

"To meet the [present and future] challenges... we shall need humane, creative, and ethical decision makers who are willing to take professional as well as personal risks. We shall need women and men who are curious, sensitive, flexible, honest, and innovative...In short, we shall need leadership, collaboration, judgment, and selflessness. I think that WT is the place to learn those skills and values."

—Judith Chamberlain on her inauguration
as Head of School, 1989

As the 1990s drew closer, so did another critical juncture for WT. For more than a century, Pittsburgh's first college preparatory school for women had been a lodestar of education and opportunity, instilling in its students an unassailable foundation of excellence in academics, character, integrity, and vision. But the institution was itself on increasingly fragile fiscal ground.

The confluence of steadily declining enrollment and escalating attrition at the City Campus threatened the school's financial stability. School leaders were no strangers to difficult decisions. Adapting strategically to shifting

circumstances was familiar terrain; metamorphosing challenge into positive change was practically second nature. But WT's very survival was at stake for the second time in the school's history.

If the coed North Hills Campus had been borne of crisis, the diminishing all-girls City Campus would be transformed through a crucible experience. Like Miss Mitchell and others before them, WT's leaders would summon mighty reserves of courage, resilience, and resourcefulness not only to survive, but to surmount the profound challenge they now faced.

In the end, the WT community—built upon the bedrock of determination, vision, and leadership—would characteristically apply these attributes to transcend the crisis at hand. After months of research, painstaking deliberation, and thorough, respectful debate, the momentous decision was reached. Boys would now be admitted in all grades at both campuses. In her 1992 introduction to the *Thistledown* yearbook, Head of School Judith Chamberlain wrote "If we can do co-education the WT way, we can do co-education." Indeed, a careful plan had been devised to phase boys in from kindergarten through grade 12 over a five-year span, and on Wednesday, September 4, 1991, 38 boys in Kindergarten and Grades 1, 9, and 10 helped to usher in a new era at WT. The school that had begun as a leader and innovator in women's education had officially launched its transition to coeducation, thereby establishing the first K-12 coeducational, independent school in the City of Pittsburgh, and reaffirming its place at the forefront of education innovation.

"'Some form of coeducation' at the Morewood Campus will be evaluated this summer by a Board of Trustees' Planning Committee. The idea has sparked much discussion among Upper School students, most of whom oppose a coed W-T. J. Sherman McLaughlin, President of the Board of Trustees, emphasized this was 'not an announcement of any action; it is 'only a consideration of possible coeducation.' The committee, consisting of six trustees, is to file its report 'no later than September 4.'"

— Kathleen Metinko '91, now a WT Trustee and then a WT senior,
"Trustees Considering Coeducation," *Voices*, June 1990

"It is our conclusion that Winchester Thurston is uniquely suited to educate the genders together to the benefit of both. Our decision was based on a great deal of study and research by the Planning Committee over the period of more than a year. We undertook a study through PRISM, a marketing research group at the University of Pittsburgh, to assess attitudes about Winchester Thurston and the potential enrollment of boys at the Morewood Campus...Both our current families and prospective families view the gender composition of a school as largely unimportant in selecting a school."

— J. Sherman McLaughlin, excerpt from Board President's Letter to Alumnae announcing the decision, October, 29, 1990



"We were down to 298 children, and everybody who wasn't a regular homeroom teacher...went to part-time."

— Rebecca King,
Kindergarten teacher
(1986-1997),
Director of Admission
(1997-2008)

"We explored every possibility for sustaining the school...we even talked to CMU about selling [the City Campus] to the university. They wanted this property, and we could have made some money by getting out of the school business...but that wasn't our objective. We were determined that we were going to do what we could to save the school... And of course that had more than the economic aspect; it had a tremendous amount of transition and understanding from the...academic side...This was a big proposition!"

— J. Sherman McLaughlin, Honorary Alumnus,
Board President (1989-1993), Alumnae/i Parent

1990

City public school officials claim enrollment of 39,661, showing an increase for the first time since the 1960s.

1991

250,000 Pittsburghers honor returning servicemen from the Persian Gulf War with a parade in Downtown.



1995

Dr. Linda H. Kelley serves as Head of School from 1995-2001.



"Eliminating the Upper School was on the table...we were getting fewer and fewer girls coming into ninth grade. There were all the other considerations, [including] a merger...Ultimately, I think what pushed people toward going coed [was that] we had enough money to do this one last thing. And if it worked, great, and if it didn't, at least we did something, rather than just continue to draw down the endowment to support operating costs. And I think the reason the faculty and administration were given the task, and basically no one really bothered us, was because...the Board made the decision and shut their eyes and figured in another year we'd be voting to close the school. It was as low as it could go."

— Judith Chamberlain, Head of School (1988-1995)

"I loved the school, not because it was single sex, but because it was wonderful. I came from a coed background, and I longed for coeducation at Winchester. When market realities made a transition to coeducation a virtual inevitability, I was very excited about the possibilities. For those who were part of the school's proud tradition of single sex education, embracing coeducation required a great deal of courage and openness to the opportunity that can accompany great change. In fact, they showed that courage in abundance. I was and remain full of admiration for those in the WT community who did not wish for that change, yet who rose to the challenge and ensured that the transition was successful. Board conversations about the subject were thoughtful, respectful, and courageous. Lifelong friendships among trustees were made in the process. I credit Sherman, in no small measure, for setting the tone for the conversation."

— Edith Shapira M.D., Trustee (1989-1999), Alumnae/i Parent

"I was not opposed to going coed, but I was concerned about what the impact would be on the school in general. Winchester provided such a unique experience for girls; could we keep that intact and offer the same experience to boys?"

— Barbara Holmes, Performing Arts teacher, Alumnae/i Parent



"I remember the interview with Sherman McLaughlin...trying to be very objective when speaking with him yet in my heart of hearts not wanting WT to go coed. I also recall thinking that his explanation of the Planning Committee considering what was best...and what was necessary for the school to survive was very persuasive. It was hard to think of them as 'bad guys' even though they were considering making this unfathomable change to the WT experience."

— Kathleen Metinko '91, Trustee

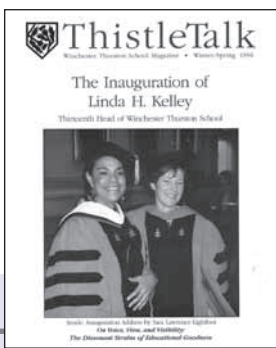


Class of 1991

"I am really a great admirer of Judy Chamberlain and Sherm McLaughlin for the way they made a positive out of going coed, helping teachers to be introspective about their teaching techniques, especially related to gender. [They] managed and created a...culture of self-examination for all of us in the school, not just about gender and how it affects teaching... but also teaching methodology, which made it actually one of the most professionally, intellectually exciting years of my being there. I felt we were so well prepared by the administration—and the gradual way they had [the boys] enter was very important...They were treated as individuals, and not as a tribe. Not 'the boys.'"

— Sue Hershey, English and History teacher (1968-1977),
School and College Counselor (1977-1998)

Courage in abundance. . .



1996



Dr. Sara Lawrence Lightfoot, Professor at Harvard's Graduate School of Education, addresses the WT community during Dr. Linda Kelley's inauguration. Lightfoot's lecture also marks the beginning of a WT lecture series entitled "The Power of Learning."

City Campus second graders take a walking field trip to the Carnegie Museum where they tour the International Exhibit. The tour has been designed to view and discuss the paintings of Chuck Close. The students mimic one of Close's techniques to create self-portraits with a series of dots painted with their own fingerprints.

WT becomes a test site for the Informedia Project, a research venture established by Carnegie Mellon in cooperation with WQED Pittsburgh, to develop new technologies for searching and retrieving information from video libraries worldwide—the next frontier for the nation's Information Superhighway. Eight workstations are installed at WT.



"On...September 4, 1991...Winchester Thurston received eighteen boys at the city campus and twenty in the upper school. The return to coeducation has been a good change overall...After the excitement of newspaper interviews and television cameras faded from our memories...Winchester Thurston continued to be the wonderful place that it always was."

— *Thistledown*, 1992

"We prepared ourselves with study, with research, to understand and to be able to really take a hard look at boy children and girl children, where they diverge, where they converge, and trying to be authentic and not make it up—not just 'we can do this, we can be coed'—but really understanding the implications of moving everybody together and have it work. And in looking and really studying all of that, I believe we raised the bar for how all kids learn, and I don't know if that would have happened if we had stayed single sex, or it certainly wouldn't have happened that quickly."

— Rebecca King

"Miss Thurston and Miss Mitchell laid the foundation for Winchester Thurston's heritage of excellence in education. They adapted their schools and programs to the ever-changing world around them. Thanks to the commitment and dedication of men and women like them, society has adopted their vision for education of girls equal to that of boys. And there's no place where the realization of that vision is more likely than at the Winchester Thurston of tomorrow."

— *ThistleTalk*, Spring 1991



"For some parents, having a son join a long-standing all-girls institution may have been perceived as threatening to their son's masculinity or other families' perception of their son's masculinity. Although I do not remember parents or prospective students asking me about this specifically, I do remember lots of questions about sports. The boys who enrolled early on in the Upper School were quite interested in sports. I think that their parents chose WT because of the...outstanding academics—pure and simple."

— Gaylen Westfall, current Director of Planned Giving and Stewardship, former Director of Admission (1985-1997)

"Interestingly, the harder thing was for parents of boys. They didn't want to bring their children into a school that had been traditionally all girls...So we had many people who were interested in the concept of WT, but chose not to come because they didn't want to be the first."

— Rebecca King



Kindergarten: K. Whordley and R. King, teachers. Back row: J. Tomaino, B. Hunt, A. Mayer, M. Garlan, A. Craig, M. Lange. 2nd row: C. Cohen, T. West, M. Brinivasan, R. Harris, B. Bell, L. Bekko, J. Prude, D. Gilbert, J. Lichtenstein. Front row: K. Prude, M. Blaustein, J. Walker, E. Bohnen.



“Immediately inquiries and applications increased. And within 10 years we reached parity. The school sold itself in many ways—our students were...enrolled in prestigious colleges; ‘word of mouth’ reinforced the notion that WT teachers gave their attention to the success of each individual, and... that students received a well-rounded education.” — Gaylen Westfall

“It really was a team effort. Even the naysayers on the faculty did their homework, if nothing else but to say, ‘Well, you have to think about this, and think about this!’ They were the devil’s advocates and an important voice also. And through it all, even though we may have disagreed with each other on the hows and the whys...in the end, we were all solidly behind it. The conversations in the faculty room were how WT is an inspired leader in education and everybody else falls short, and so there was this pride that wouldn’t let us fail...There were lots of naysayers...but we read the tea leaves perfectly. We lost two annual fund pledges that totaled \$75. And that’s the lesson I learned: If you listen to the naysayers, you’ll never achieve anything... this was something whose time had come, and we alone were able to do this, and no other school could do it the way we did it.” — Judith Chamberlain

“The individual attention I received as a student, the focused teaching and the atmosphere of openness and nurturing contrasts greatly with the experience of many friends who went to school elsewhere. I considered my teachers friends...They were magical people, and inspiring.”
— Noah Raizman M.D., ’95



Class of 1995



“I entered WT as a shy, disorganized 14-year-old. My grades weren’t particularly great and I lacked a lot of self-confidence. When I was a senior, I was Student Council President, had a lead in the musical, played sports, and was a pretty organized student. I was very keenly aware...that WT had helped me grow so much! It very much gave me the confidence I needed to mature and come into my own. I attributed that to the fact that it was an all girls’ school.”
— Kelly Hanna Riley ’91, Parent,
Faculty member (1995-1997)

“The funniest thing I can remember actually came from interviewing for admission at the school when I was an eighth grade student at St. Edmund’s. I had become something of a marksman at summer camp and even was a junior member of the NRA...I had just interviewed at Shady Side and Sewickley, both of which had riflery teams. I remember meeting Joan Franklin and...things went well; at the end she said, ‘Do you have any questions?’ And I asked, ‘Do you guys have a riflery range?’ She started laughing so hard she almost fell off her chair and said, ‘I’m sorry, but we do not have guns at Winchester Thurston.’ It was clearly going to be something of a clash of cultures. It only occurred to me years later just how ridiculous the question was and why she thought it was so funny.”
— Ben Brody M.D., ’95



1997

1998

1999



Renowned educator Dr. Howard Gardner, Professor of Cognition and Education at the Harvard Graduate School of Education, Adjunct Professor of Psychology at Harvard University, and Senior Director of Harvard Project Zero, visits WT as a guest lecturer as part of the “Power of Learning” lecture series.

WT holds a Leadership Institute for 20 seniors and seven adults at Ligonier Conference Center. Seniors are encouraged to collaborate with members of the faculty and administration to develop a shared vision and a plan to maximize their collective positive leadership for the coming school year.

A group of wildly enthusiastic WT supporters gathers on the rolling lawn of the North Hills Campus to celebrate the tenth anniversary of its founding.

A 3,000 pound fibreglass replica of *Diplodocus carnegii*, named after Andrew Carnegie, is dedicated on the grounds of the Carnegie Museum in honor of the 100th anniversary of the discovery of the dinosaur.



"[The boys]...talked a lot more than the girls did...While the boys were asking questions or taking an intelligent stab at an answer, the girls were all listening...There was an unequal degree of activity from the students. [So] I did develop a technique...where I'd say...everyone has to say something before anyone says anything twice. Once I'd done that once, I hardly had to do it again, because they knew I thought it was important—and so did they, on some levels. It did become more equal that way, and the girls became better at questioning the boys."

— Sue Hershey

"My thoughts on WT changed a great deal when...I was hired to teach at WT North...I had a tremendous experience...It was then that I realized that WT had given me the wings I needed because they taught me as an individual; and it was not all due to it being an all girls' school. It was because they believed each student had greatness. They took the time



to help each student find where his or her greatness lay. My husband and I firmly believe that if a child feels accepted and confident, then he or she can soar endlessly and do anything he or she wishes in life... That is what we are seeing happen with Hanna and Liam."

— Kelly Hanna Riley '91

"I expected it to be a tough slog...but as we got further and further into it, and fought through it, and sought out advice where we needed it, and we started to craft policies...there was very little in the policies that were rewritten. What changed was that we were thinking of the implications of them for boys and girls, and we realized that they didn't need to be changed when we had the ethic 'Think also of the comfort and the rights of others'—which...isn't a guiding principle of any of the [historically] coed schools I've ever come across, and I've now been head of three of them. That in itself is the remarkable vision...of Miss Mitchell and Miss Thurston."

— Judith Chamberlain

"I'll never forget—it brought tears to my eyes, and it's going to do it again—one of the young men a few years ago...came up to me and said, 'Thank you for what you've done for me and this school.' I am convinced that [Miss Mitchell and Miss Thurston] would have wanted it. Think also of the comfort and the rights of others. They would be pleased—very pleased."

— J. Sherman McLaughlin

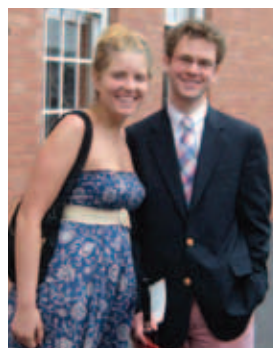
"The single sex education experience at WT had an immeasurable impact on my education and personal growth. I recall thinking...that my experience would have been completely different if the school was coed...I still feel strongly that there are benefits to single sex education. That being said...the Board of Trustees made a very difficult decision to ensure the best parts of WT survived. And, today, the fruits of that decision show in all aspects in the WT experience—developing critical thinking, compassionate, and engaged young adults. WT provides a valuable educational option in the Pittsburgh landscape."

— Kathleen Metinko '91



"I think when we reached the point where it was...50-50 boys-girls, the school began to really take on its new identity as a coed school. I am happy to say that I think we now have the best, strongest, and most innovative school in my 37-year experience. I think we have truly reached our goal of having a quality and equal education for girls and boys."

— Barbara Holmes



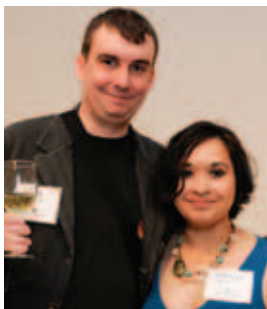
Hannah Posner '06 with classmate
Andrew Wickerham



"Having spent two years in a single-sex environment and then two more at the coed WT, it's clear to me that coed learning environments are much healthier and better educational experiences. Single-sex environments are not an accurate reflection of the real world, and WT had done an enormous amount of work to figure out how to make learning environments work for both boys and girls. WT is a very, very special place, in this and many other regards, and I will always be grateful for my time there."

— Ian Gould '94 (first male WT graduate)

Ian Gould '94 with his wife,
Gabrielle Guerrero Bayme, at a recent
New York City Alumnae/i Event



"...The issue of coeducation brought on the even larger issue of balance within all parts of Winchester's growing community...(and)...has opened doors to other opportunities, as well. The questions of diversity raised as the school reorganized itself for the second time to open its doors to males has been one of the themes that brought the school into the 21st century, and will certainly be a topic in everything from admissions recruitment to classroom discussions within the pillared portals of Winchester Thurston for years to come. The path that Winchester Thurston has followed so far leaves no doubt that expanding on these issues of diversity will lead to other ways in which the school can add to the student body just by using the resources of the city and world outside of the school"

— Hannah Posner '06, excerpt from "Alma Matters,"
AP English Literature & Composition essay, April 2006



Did You Know?

Boys were admitted to Thurston School from Kindergarten through eighth grade until 1930.

From 1935 to 1965, boys were admitted to Winchester Thurston's Kindergarten and first grade.

And since its inception in 1988, boys were admitted to the North Hills Campus.

“...Gentle in your manner, strong in your action, and I think that’s a really good way to walk through the world. Be gentle, be kind,...but at the same time, you’ve got to be strong in your convictions, and when it’s time to fight, you’re going to fight—but...in a fair manner.” — Deborah Acklin '80, Trustee, on the school motto: *Candide Modo Fortiter Re*





“We stand on the shoulders of those who preceded us.”
Catapulting to the Future



As the 20th century drew to a close, school leaders grappled with the strategic direction of WT. Coeducation had worked as a strategy to strengthen enrollment, but growth had led to new challenges. The City Campus building was overcrowded; designed for 350 girls, it now held more than 500 boys and girls and nearly 100 faculty members, and had been retrofitted and reconfigured over the years to accommodate new programs and priorities. Expanding the campus, or relocating it, was a must.

As the Board studied the issue to determine the best course of action, Gary Niels arrived as the new Head in 2002, and expanded the conversation. Not only was the building inadequate to serve the needs of more than 500 students, there were other challenges. Even with higher enrollment, the classes were small, which limited the number of programs WT could offer; at the end of eighth grade many students, looking for a new and larger social experience, were choosing to leave WT for other high schools in the area. Because the classrooms and offices of each division were mixed in with those of the others, each lacked a space within which to create a cohesive and developmentally appropriate community.

With many years behind him as an Upper School teacher, Dean of Students, and Upper School Director at highly respected schools around the nation, Niels understood the critical importance of a flagship Upper School. He identified

a solution that would ease overcrowding, give each division its own space, and, most importantly, shine a light on the Upper School's continued commitment to academic excellence and a vibrant social climate: Build a new Upper School at the City Campus, increase enrollment from 45 to 60 students in grades 9-12, add new extracurricular and academic offerings, and breathe life vigorously into the nascent City as Our Campus program, which had been an idea and an aspiration for decades.

To realize these goals, Winchester Thurston embarked on a capital campaign that would, once again, call upon the tenacity, vision, and foresight of the WT community. As Henry Posner III—Emeritus Trustee, former Board President (2007-2011), and Alumnae/i Parent—affirmed in a letter to the WT community, “We stand on the shoulders of those who preceded us.” *Many Voices, One Vision* marked the beginning of a new era at WT, one that would illuminate the rigorous and innovative Upper School program, and reinforce the importance of WT's location as a defining element of its educational program. Through this campaign, the building that resulted from this historic fundraising effort, and the intentional work to establish and enhance City as Our Campus, WT's Upper School asserted itself, cultivating and enhancing cutting-edge programs that would place its students confidently at the helm of 21st century learning.

Above: Class of 2007, which would be the first to graduate from the new Upper School, at the groundbreaking ceremony

"Winchester trustees, after consulting alumni, parents and students, decided the school didn't want to miss out on the advantages of being close to universities, museums, and concert halls..."

— from an article on Shady Side Academy's invitation to merge with WT, *Pittsburgh Press*, Sunday, April 30, 1972, quoted in the *W-T Alumnae Association News*, June 1972



We believe that girls enjoy the unique advantages of our CITY LOCATION; they become motivated, mature women through independent projects in the community and advanced courses at the universities.



"The building has so many different angles that make it an interesting and provocative space, and one that's conducive to study. It will be interesting to see how the new space affects the process of learning. The beautiful building may require a certain kind of responsibility from the students; they will have to live up to its expectations." — Elsa Limbach, Trustee, Parent

"We decided to build our new Upper School at our City Campus because we are committed to connecting our students to the resources of the city, where we have deep roots. We could have considered building in the more expansive countryside of the suburbs, but we chose to keep our Upper School at our Shadyside location because of its proximity to the educational and cultural resources of the neighborhood."

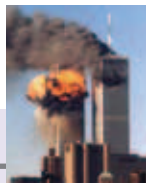
— Gary Niels, Head of School, at the Groundbreaking Ceremony for the new Upper School Building, *ThistleTalk*, Autumn 2005

Tenacity, vision, foresight..

2001



Dennis Grubbs serves as Interim Head, 2001-2002.



Two planes crash into the Twin Towers in New York City, launching a series of attacks committed in the United States on September 11.

2002



Head of School, Gary J. Niels, joins WT.

2004



"Trixie," WT's seven foot tall Tyrannosaurus rex, adorned with paintings of nearly 400 birds, is the focus of a school-wide project. Students and faculty plan, draw, and paint its surface as part of the Carnegie Museum of Natural History's DinoMite Days project. Trixie is now installed inside the Carnegie Museum of Natural History.

The Impact of Foresight: Putnam B. McDowell

It is a rare and gifted leader who has the ingenuity and tenacity to uncover solutions that resolve short term crises while also preserving future possibilities. At a critical moment in Putnam B. McDowell's tenure as Board President (1966-1971), he was faced with such a challenge, and his response resonated with impact nearly 40 years later.

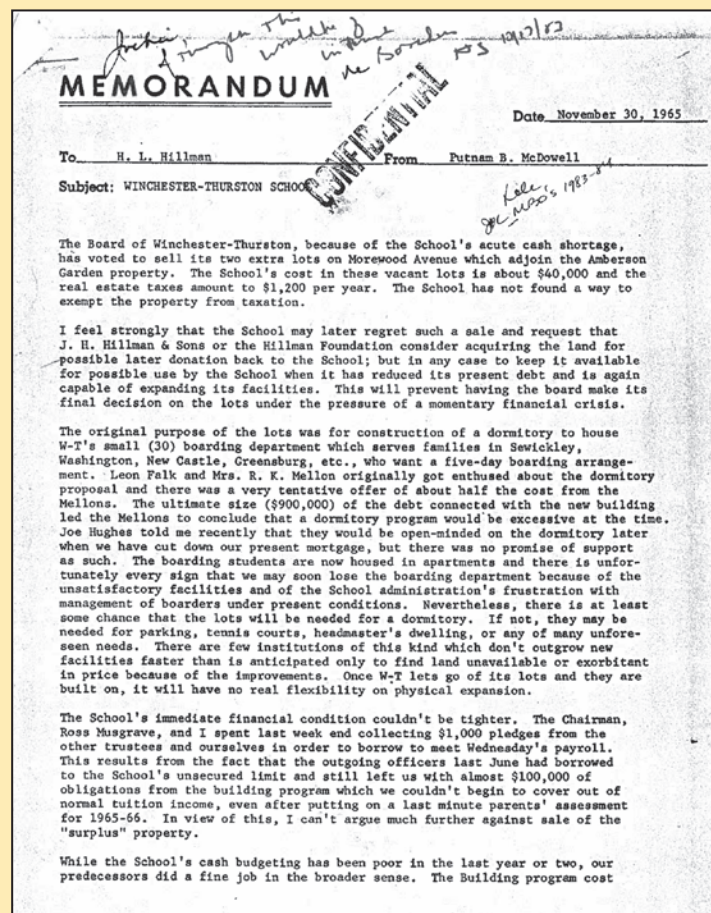
In 1967, WT experienced financial difficulties, and the Board faced the possibility of being unable to meet its payroll. Several of McDowell's fellow trustees favored selling a parcel of land at the corner of Bayard Street and Morewood Avenue. It was an easy solution that would raise the money needed, but McDowell realized that parting with the land could have long term consequences.

He turned to his boss, Henry Hillman of the Hillman Company, and, in an impassioned personal memo, asked Hillman to make a loan to Winchester Thurston. "I feel strongly that the School may later regret such a sale," McDowell wrote. "There are few institutions of this kind which don't outgrow new facilities faster than is anticipated only to find land unavailable or exorbitant in price because of improvements. Once WT lets go of its lots and they are built on, it will have no real flexibility on physical expansion."

Hillman agreed to the loan, preserving the land and setting WT on the path to fiscal stability.

In 2002, when the school prepared to build a new Upper School, the options for locating the new facility were limited; in the end, only one made sense: to build on the vacant land owned by the school at the corner of Bayard Street and Morewood Avenue—the same land McDowell had preserved with his actions. Had McDowell lacked the foresight to preserve this land for the school, the new Upper School may well have remained an aspiration instead of the reality it has become.

Recently, McDowell wrote in a letter to Niels: "Nothing I did during my 40 years in business in Pittsburgh made a 'difference' in the way that saving the WT lots did. That the property made possible an entire new Upper School fills me with wonder." In July 2011, McDowell was named an Honorary Alumnus of Winchester Thurston.



The Great Qualities of Character

Endorsing the precedent of excellence Miss Mitchell had established in the early days of The Winchester School, the Malone Family Foundation selected WT as one of only three schools in the nation to receive its \$2 million Malone Scholars Grant in 2007. This grant, designated for financial aid for gifted and talented students, recognized WT's challenging programs, and its remarkable commitment to socioeconomic diversity—today one-third of WT students receives financial aid.



"Whether you and I are ever chosen to accomplish the great things of life, whether we are ever called upon to render conspicuous service among our fellows, means very little in comparison with this one supreme opportunity, which comes to every young man and every young woman, to cultivate the great qualities of character; i.e. clear thinking, pure imagination, sturdiness of purpose, loyalty to truth...[and] genuine good will..."

— Rev. Warren Lincoln Rogers, The Winchester School Commencement address, "A Quest of Character," 1916



"After middle school, my parents were considering [sending] me to...public school, and...Winchester offered me financial aid, and that was a determining factor...It was an opportunity that otherwise would not have been available to me...and...for me personally, it made a big difference, because clearly my education at Winchester was very high quality, and I would not have been able to experience that without financial aid...WT gave me the confidence to apply to college early and go to MIT."

— Yiwen Chu '04, currently a Ph.D. candidate in quantum physics at Harvard University



"My public high school...focused on discipline rather than learning. The resources that became available to me at Winchester changed everything. My classes were more about learning how to think...how to write, how to work and learn in teams, how to complete independent projects—all of these have been invaluable skills now that I'm in college. That said, the benefits that

came with a WT education extended far beyond academic development...I could interact with responsible, smart adults who were invested in helping me learn and grow...[who] encouraged me to be involved, to advocate for myself, and refused to allow me to slip through the cracks...I know that my own life would look totally different without the haven that Winchester was for me."

— Katharine Vidt '09, now a rising senior at Harvard, majoring in social theory and continental philosophy

"The study skills, the writing...and the always necessary and unequivocally important ability to think, were definitely instilled in me...The ability to manage time, to be a part of an organization, and have working, functional relationships...is something that will last me a lifetime...Many of the opportunities that have come my way would not have been possible without Winchester. I was able to travel the country and internationally...on a marine biology trip in Belize...[I was] exposed...at a young age to science, which is now my career choice...The Young Alumnae/i Leadership Council scholarship award made a huge difference...without it, attending WT would have been all but impossible. I think that's why I did so much for Winchester and at Winchester: I couldn't let the opportunities go to waste..."

— Michael Booker '12, a rising freshman at Carnegie Mellon University, double-majoring in biomedical and chemical engineering



2005

Garland Field, a state-of-the art, all-weather turf field, is completed at the City Campus for the 2005-2006 school year.

2006

The *Many Voices, One Vision* campaign exceeds its goal and raises \$15 million in 2006. In addition to Garland Field and the Upper School building, WT adds the Campus Center and the Pre-Kindergarten Program at the North Hills Campus.

2007

WT receives a \$2 million grant and is named a Malone Scholars School (one of only three schools nationwide).

2008

The WT Advisory Board holds its inaugural meeting.

WT's Emerging Public Purpose



Miss Mitchell seized the opportunity to develop her school in the elite neighborhood of Shadyside, recognizing the importance of location on the school's reputation and its access to the variety of offerings within the city. With the move to Morewood Avenue, WT firmly embraced its identity as an urban school, and faculty and administrators began creating even more opportunities to infuse the surrounding richness into school life. In her recollections of WT, Dr. Jane Scarborough described the school as *"a private school with a public connection and purpose."* More than a decade later, when Dr. Linda Kelley began her tenure in 1995, she remarked: *"...I realized that our classrooms might be contained in our handsome school building, but the City of Pittsburgh was truly our campus..."* Indeed, for as long as WT has existed, connecting students and their learning experiences to the world around them has been a fundamental philosophy of education.

In 2004, the Edward E. Ford Foundation awarded WT a \$50,000 grant, which was matched by an anonymous donor, providing seed funds that enabled the school to expand City as Our Campus to an intentional program. A faculty committee and grant program were established to encourage teachers to create City as Our Campus experiences. Unique partnerships emerged with the Pittsburgh Zoo, Carnegie Museum of Natural History, Manchester Craftsmen's Guild, Pittsburgh Public Theater, and others, resulting in immersive learning experiences for students.

Taking Risks

"Even thoughtful risk-taking carries with it the absolute certainty of failure. The only way to avoid failure is to live so cautiously—so shallowly—that you might as well not live at all: in which case you fail by default. If you are lucky, failure teaches you that life goes on. And sometimes you'll look back on what you believed was a terrible failure only to discover it was really a turning point in your life—a fabulous opportunity to make different and even better choices."

— Dr. Linda Lear '58, WT Commencement address, June 2011

Five years later, E.E. Ford generously stepped forward again to help WT build on its years of research and development, awarding the school one of only four Educational Leadership Grants. A \$250,000 matching grant, the funds provided resources to expand, enhance, and institutionalize City as Our Campus. In 2010-2011, Teresa DeFlitch was hired as Director of City as Our Campus, and Dr. Michael Naragon introduced the first dedicated City as Our Campus course, Urban Research and Design. A new type of course, it married traditional classroom learning with independent research and community immersion, challenging students to take intellectual risks and to engage as citizens.



"The idea is that City as Our Campus must include some sort of interactive, dynamic give and take...To open up the community to the students and then let their vision push, as much as possible, the program itself...you're not in control anymore as the teacher, which is exciting. It's like a Nantucket sleigh ride in some respects...you never know where it's going to go. [And it] isn't simply...an add-on...it's [teaching and learning] differently...[and] we have allowed students the opportunity to fail...I believe the phrase is 'failing forward,' but the idea is that if we really want them to participate in the experiential part of experiential learning then the teachers have to get out of their way, and the teachers have to let the students design the program..."

— Michael Naragon,
History Department Chair



2009

WT receives an Edward E. Ford Foundation Leadership Grant to create partnerships with other Pittsburgh institutions (one of only four schools nationwide).

WT realizes its long-standing desire to create a council of young alumnae/i to serve in an advisory capacity, and to act as a liaison to other WT young alums.

2010

The Middle School MathCounts team wins the Pennsylvania state championship.

2012



The Cardinal Dearden Center, a residence for retired Catholic Priests, and former location of The Winchester School for Girls and Winchester Thurston School, is bought by Carnegie Mellon University for more than \$5 million.



"I encourage you to resist the tendency to view your relationships with your families and friends, your politics and religion, your sense of community and your education, as solvable problems. I encourage you, instead, to reclaim the mystery in each of these, which although insoluble, is not senseless."

— Jared Rashford, Upper School Biology Teacher,
Science Department Chair, WT *Cum Laude* Induction Ceremony
address, 2012

Points of Entry

In 2011-2012, City as Our Campus has leapt forward, with Upper School faculty members introducing additional City as Our Campus courses—Research Science and Urban Art—and a significant City as Our Campus project incorporated into the Advanced Computer Science course, the Android App Lab, in which WT students learn to program Android devices and then in turn teach students from other schools. Faculty in Lower and Middle School take advantage of summer workshops offered by DeFlitch to develop new programs geared toward younger students, and DeFlitch has led a process to create an impact statement and learning objectives for City as Our Campus.

Perhaps most exciting and compelling, students' passion and curiosity led to a new kind of partnership with Braddock, PA. For two years, students have conducted their Urban Research and Design research projects in Braddock and developed relationships in this distressed former steel city south of Pittsburgh, through intensive service learning. In 2011-2012, third grade faculty extended their Pittsburgh history unit into Braddock, creating a buddy program for third grade students and children attending Braddock's 4Kids Learning Center.

Relevance,





Below, left: Sally Loevner '11;
right: Teresa DeFlitch, Director of City as Our Campus



"When I was...first inspired by the initiatives...to recreate Braddock...I was thrilled when Dr. Naragon supported my idea and encouraged me to move forward with it. I was nervous...that my classmates would not share my dream [of getting involved with the Braddock community]...and that I would not have the support necessary to make a real change...I work[ed] with Heritage Community Initiatives to formulate our first volunteer day. It went better than I...expected, and I was...excited by the enthusiasm, effort, and interest [of] my fellow classmates...Volunteer days became easier to plan and our impact more noticeable. When I left WT, I hope[d] that the ties between Braddock and WT would remain strong...[I'm] amazed by the degree to which they have...The City as Our Campus experience is greatly important because it gives us the resources, motivation, and support to explore our community and truly make a difference in something that matters to us...And [when we] infuse that passion into [our] peers, there is no limit for how far it may grow...I have never considered myself a leader until I took on the Braddock project. Every step of the way was a learning experience and I faced many difficulties, but I have earned many valuable skills along the way..."

— Sally Loevner '11, on a community service initiative she started in Braddock, PA, in 2010-2011, which has continued and grown in 2011-2012 under student leadership

"City as Our Campus is about empathy, and the diversity of the world, and trying to understand...how systems work...We're willing to have that conversation...in an open way...and we force ourselves to ask those hard questions...And this is an exciting time because we have so much participatory media, it really empowers everybody to be involved...[Today,] our youth has a larger voice in their education, and we need to look at the gap between what we're teaching and how relevant it is to their world and to the world they're going to inhabit...That's what guides me: this idea of bridging the relevancy gap and taking the content—whether it's AP related, SAT-related, or content from our electives—and...finding those entry points [and] making it relevant to them."

— Teresa DeFlitch, Director of City as Our Campus

"I had never really done active community service before this project...and I fell in love. I learned so much about the human spirit, and how something small can make a huge difference...It can happen anywhere if enough people stand together and decide to make a change...It has given me a perspective on my life, and on others' lives. 'Why do I have opportunities that others don't?' It makes me humble and thankful, but that's also injustice that has to be fixed. That's a global question that we say will define our generation, so we must all get ready as the leaders of tomorrow."

— Michael Booker '12

voice, impact. . .

"To what extent are we willing to revise certain elements of the curriculum to set up some of the skills and...habits of mind that are necessary to do City as Our Campus? That's probably where the next historic moment is coming... It's a different type of skill that's being privileged...We talk about leadership a lot, and it's a different type of leadership...it's more than just 'I read this book and here's what I think about it'; it's the courage to go out and contact folks in the community...We try to get students to develop a voice in print, and [now] they're developing a voice within the community...And the number one thing I combat is the notion that, 'Because we're students, we're invisible. Who would take us seriously?' The biggest interpersonal change I try to create is that, 'Because you're citizens...you should be taken seriously'...As student voices become more prominent, and as energizing students grows—to put them as much as possible in charge of their own education—the program, [and the students, will] reflect that decision..."

— Michael Naragon

"The desired result...is what Gary Niels has referred to as 'interesting human beings'—interesting in that students will have investigated one of several pursuits more deeply than they might have done without direction and encouragement, interesting in that they have a strong sense of self-awareness and motivation that will serve them well in their own lives and enhance their ability to contribute in meaningful and positive ways to our world and society."

— David Seward, Director of College Counseling, "Student Development at WT: A Philosophical View," *ThistleTalk*, Spring 2003



Class of 2012

William David Allen, Jr.
 Emma Thompson Bangs*
 John Aaren Barge
 Allyson H. Bartlett
 Jessie Rachael Block
 Michael Wesley Booker II
 Benjamin Milton Chait*
 Connor Raymond Charney
 Michael Anthony Curry
 Antonia Marie D'Emilio
 Amani Ali Davis
 Alexis A. Davis-Jones
 Madeline Ruth Dressen
 Abigail Summers Edenborn
 Carly Anne Eisner
 Lisa Joanne Fierstein*
 Elizabeth H. Friedman (Legacy)
 Lauren Taylor Goldsmith

Rebecca Ilana Kirilova Greenhouse
 Max Orie Gross
 Grace Elizabeth Hamilton-Vargo*
 Thomas Henry Holmes
 Jacob Paul Hopper*
 Gabriel Post Isaacson*
 Malcolm Adair Juring
 Devin James Kalanish
 Ben Stein Kelminson
 Sung Woo Kim
 Noah John Lafferty
 Charles Fain Lehman*
 Chong Li
 Joshua Charles Loevner*
 Yilin Lu
 Dylan Adrian Lukes
 Daniel F. Lupariello*
 Maya Miriam Muenzer
 Kevin Jeffrey Muschar

Lauren Akemi Nakamura*
 Emily Anne Onorato
 Isabela Ortiz
 Samuel E. Otto
 Camille Pauline Petricola
 Samuel Robert Pollack*
 Nicole Marie Roque*
 Elan Kenner Rosenfeld
 Samuel Andrew Russell
 Colin Miles Rutenbar
 Jack F. Stein
 Ian Patrick Thompson*
 Noah Altair Vito
 Samuel Waters
 Justin Alec Weinstein
 Allison Leigh Wright
 Natalie Alexandra Yanko
 Zoë Hunter Zissu*
 Alexander John Zukoff

* WT Lifer (attended WT since Kindergarten or Pre-Kindergarten)



125th Commencement Speaker: Mayor John Fetterman

A Quest for Fulfillment

Humility and gratitude resonated through the Twentieth Century Club on June 3, as the WT community converged to celebrate the Class of 2012 at the 125th Commencement exercises. This year's Commencement speaker, John Fetterman, Mayor of Braddock, PA, addressed the class with splashes of humor and a wave of humility, conveying the importance of leading a fulfilled life.

"Thank you everyone in the WT community, which has given so much to [the Braddock] community," Fetterman remarked in his opening. He made it clear: the relationship that has been nurtured between students—many of them part of the Class of 2012—teachers, parents, and the community of Braddock is rare and meaningful. In fact, Fetterman's address celebrated not only the graduating class, but also the ways in which WT has become intimately involved with his city.

To warm up the audience, Fetterman used visual aids and a little humor. Noting that he was currently marking 25 years since his own high school graduation in 1987, he used props and references that reflected his times. "This is what we call a cassette tape," joked Fetterman, flashing an image of a Sony Walkman. "And this is a Walkman, which played said cassette tape." While much has changed in the last 25 years, Fetterman pointed out that in some fundamental ways, much hasn't. "Bill Gates was the first computer-based industry billionaire; now, there is young billionaire and Facebook founder, Mark Zuckerberg...The stock market crashed in '87, much like the recent crash of 2008...So, where will you be in 25

years?" Fetterman asked the Class of 2012. More importantly, what events in the next 25 years—whether new or just a recycled version of the past—will determine where each WT graduate will end up?

Reflecting back, he admitted to sitting through his own high school graduation feeling rootless, with no idea of what he was going to do with his life. The path he eventually took was one he could not have imagined. A Harvard Kennedy School graduate with a Master's degree in Public Policy, Fetterman was attracted to Braddock by the town's "malignant beauty," and moved there in 2001 through the AmeriCorps program. By 2005, Fetterman had become the town's mayor, and he has been at the forefront of a massive effort to revitalize the once prosperous town ever since.

A relentless advocate for reimagining and redesigning Braddock, Mayor Fetterman has pursued his vision by creating youth-oriented programs attracting the "creative class" to the community, and pursuing green urban renewal and economic development; he has been recognized in *The New York Times*, *The Atlantic*, and *The Guardian*, and on "The Colbert Report" and "Real Time with Bill Maher."



Sharing some of the struggles that have plagued Braddock—unemployment, property depreciation, the closing of schools and employment training offices—Fetterman rejoiced and saluted WT students for their "back-breaking" efforts in this community. "Author Nelson Henderson once said, 'The true meaning of life is to plant trees under whose shade you do not expect to sit.' Not only is this one of my favorite quotes, but this is also exactly what Winchester Thurston School has done in our community. Students have planted trees, cleaned up fields, spent time with children and families in the community, and toured the Carnegie Library to learn about the rich history that Braddock has to offer...No other school in the area has brought an entire class—WT's third grade—to our community. They asked questions that wouldn't even have entered my mind in third grade, let alone in 1987!"

Closing on a poignant note, Fetterman shared: "My cousin and I both graduated from Harvard. He works for a company you may have heard of—Facebook—and, as you may know, that company went public last week...[He's now] a millionaire." Pausing for a moment, he then continued, "I wouldn't trade places with him for all of the money in the world. Last week, Braddock celebrated the fourth anniversary of not having a murder." The crowd erupted in loud applause as Fetterman closed by urging members of the Class of 2012 to pursue their dreams and goals, not based on a paycheck, but rather on a quest for fulfillment.



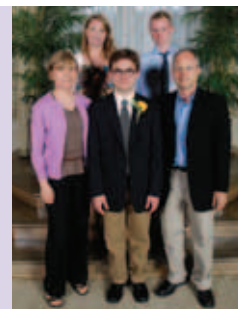
College List

Members of the Class of 2012 will attend the following colleges and universities:

Allegheny College
American University
Baldwin-Wallace College
Beloit College
Bucknell University
Carnegie Mellon University
Colgate University
Denison University
Dickinson College
Earlham College
Hiram College
Illinois Institute of Technology
Indiana University at Bloomington
Kent State University
Kenyon College
Lehigh University
New York University
Northwestern University
Oberlin College
Pennsylvania State University, University Park
Purdue University
Rensselaer Polytechnic Institute
Ringling College of Art and Design
Skidmore College
The College of Wooster
The George Washington University
The University of Arizona
Trinity College
Tufts University
Tulane University
University of Colorado, Boulder
University of Illinois at Urbana-Champaign
University of Maryland, College Park
University of Miami
University of Notre Dame
University of Pittsburgh
University of Pittsburgh Honors College
University of Virginia
Washington College
Washington University in St. Louis
Wheaton College (MA)
Yale University

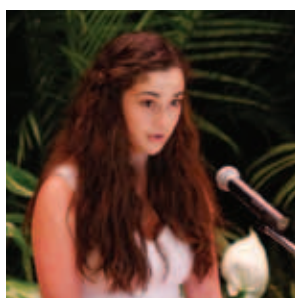


Student Council President Ben Chait, flanked by his family including sister Hanna A'13, mother Barbara, father Jerry, aunt Clare Meehan, and cousin Bill Meehan, Jr.



Josh Loevner (front, center) surrounded by his parents India and Steve, sister Sally '11 and Will, Class of 2016.

Addressing Their Classmates



"We will cherish the memories we have created together as we move on to the next stage of our lives, and we will never forget the years we have spent at WT. Winchester has been an immensely unique and exceptional community to spend my high school years in. I hope you all enjoy yourselves today, and get the most out of such a pivotal moment in our lives."

— Natalie Yanko '12



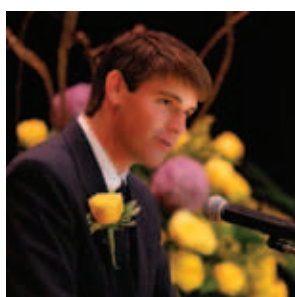
"Throughout it all, my teachers and...my classmates empowered me to stay focused on my goal and to finish stronger than I started. This interworking of everyone in the community to sincerely empower and enrich one another helps students more than anyone could imagine. WT truly works together to build us into the leaders of tomorrow. It has allowed me to be a leader in organizing involvement in Braddock, PA, with fellow seniors, to leading the 4x4 relay on the track team my junior year, to simply leading warm-ups before a spring musical performance. No matter the scale of the task or challenge, the school has prepared me to lead and help attain goals set by myself and with others."

— Michael Curry '12



"We're at the point when we can finally take a deep breath and use this moment as a time to reflect on how our years at WT were an ever-evolving process rather than just a race to the finish line. We've looked forward to this moment, and we are finally here. Feel proud that you have reached this moment, but also feel proud of what has brought you here as an individual on your path to personal success. WT creates the foundation that allows us all to distinguish ourselves as individuals in a community of unique minds that contribute to a distinctive learning environment—one that is truly, uniquely WT."

— Lisa Fierstein and Elizabeth Friedman '12



"There are many schools that provide rigorous academics. There are many schools that have remarkable facilities. There are even schools with countless banners noting their sports titles. There is only one school that I know of where a graduate can say, 'I am a better human being by virtue of having attended Winchester Thurston.' Our alma mater says, 'Through the years, we ask this—Keep us worthy of thee. Symbol of our ideals, dear old WT.' It is my hope that the class of 2012 will move forward armed with knowledge and experience while remaining true to the ideals of dear old WT."

— Gabe Isaacson '12



The Onorato family: Daniel, Kate '09, Emily, Shelley, and Dan.



Michael Booker with his parents Michael and Charmaine, sister Nickia '04, uncle Louis Freeman, Jr., and grandfather Louis Freeman, Sr.



Elan Rosenfeld receives his diploma from his mother, Trustee Ilana Diamond.



The D'Emilio family: Michael '07, Deanna, Nia, Thomas Horner (grandfather), and Matthew.



Charles Lehman with Board President Douglas Campbell.



Elizabeth Friedman with her family: brother David, Class of 2015, and parents Iris Angerman Friedman '81 and Dr. Laurence Friedman.



Allyson Bartlett with her father, Trustee Ron Bartlett.



Daniel Lupariello with WT Board President Douglas Campbell.



J. Aaren Barge is congratulated by Gary Niels.



Trustee Ralph Bangs congratulates his daughter, Emma.



Thomas Holmes with Gary Niels.



Nicole Roque and Gary Niels.

Students Honored at Commencement 2012

The Emily E. Dorrance award

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

Antonia Marie D'Emilio

The Mary A. Campbell award

for outstanding scholarship, given by Katherine Houston Rush:

John Aaren Barge

The Mary A. Graham Mitchell award

for character, personality, loyalty, and scholarship:

Charles Fain Lehman

The Alice M. Thurston award

for integrity, courageous leadership, and service:

Michael Wesley Booker II

The Ruth S. Gamsby award

for citizenship, kindness, and courteous helpfulness, given by the Daniel F. Mullane family:

Emily Anne Onorato

The Nina Wadhwa Student Council

award for a student who best exemplifies Gentle in Manner, Strong in Deed, endowed by the Wadhwa family:

Antonia Marie D'Emilio



Leadership in an Unscripted Future:

Dialogues on Preparing Students to Innovate

On May 23, 2012, Winchester Thurston's 125th anniversary culminated in true WT fashion: by looking forward. Seven distinguished alumnae/i returned to WT for an array of festivities held throughout the day, crowned by an exhilarating evening forum that enthralled a crowd filling the Upper School's Hilda Willis Room.



Entitled "Leadership in an Unscripted Future: Dialogues on Preparing Students to Innovate," the forum featured WT's seven alumnae/i guests and the school's dynamic Advisory Board [see inset].

"We are in the midst of an educational revolution, preparing our students for a world marked by vast unpredictable change," said Head of School Gary Niels. "A rigorous academic learning environment is certainly essential to developing the next generation of scholars, citizens, and entrepreneurs, but so is an environment that instills critical dispositions and habits of mind that develop visionary, ethical...effective leaders."

Applying a kaleidoscopic range of perspectives, the panel rose to the challenge of defining and dissecting foremost elements of leadership exuberantly and with passion. Kathleen Buechel, Vice President of Winchester Thurston School's Board of Trustees, served as moderator. The two-hour dialogue touched on three key themes: "Vision When There Is No Roadmap," "Knowledge Building for Frontier Shaping and Problem Solving," and "Moral and Ethical Leadership in an Unscripted World." Drawing the discussion to a close at the end of the evening, Buechel spoke for many when she observed, "If the indication of the quality of this conversation is a measure of what's gone on here during the last 125 years, then... Winchester Thurston is a rocket on its way to making new paths... in this very much unscripted world."

Septmeber 2, 2011



Pittsburgh City Council declares it Winchester Thurston School Day in the city of Pittsburgh! We hold a birthday party at the City Campus complete with an 800+ person all-school picture, our WT Bear in birthday regalia, bagpipers, and extra special guests Councilman Bill Peduto, Miss Thurston, and Miss Mitchell!

October 6, 2011



Sixth graders, as part of the Middle School Leadership Academy, plant 125 trees and shrubs as a birthday gift from WT to the City of Pittsburgh. With the Pittsburgh Parks Conservancy, students help to revitalize a section of Highland Park that had been cleared due to oak wilt.

October 14-15, 2011



Reunion Weekend has a 125 twist, including world-renowned installation artist Catherine Widgery '71 as our 125th Anniversary Distinguished Lecturer and exhibitor. The weekend also showcases talented alums through an Alum Art Show and Alum Revue. More than 200 alumnae/i and guests join in the celebration.

Reflections from the Panelists



Elizabeth Baker Keffer '80, on *The Atlantic's* turnaround from deficit to dynamism:

"It's a story of needing to run toward change. We realized...if we were defending, we would be losing, so to defend the print property wasn't going to be a strategy that would be successful for us. We defined ourselves at that point as a digital-first media company, and...catapulted ourselves into the 21st century."

Audrey Russo:

"The piece about confronting, rather than running away, is woven into everything. Don't be afraid of these transitions."



Nathaniel Doyno '01, on being welcomed by established business and community leaders:

"[Their message was], 'It's OK to be scared and it's OK not to know... We want you here because that's fresh perspective and you don't have to unlearn as much.' I think that's absolutely one of the most important things about emerging leadership and what WT does...that we could come and ask questions, that we could be uncomfortable."



Jonathan Mahone '95:

"To me, leadership is about coming together and finding the strength in each other and our callings and bringing that all together for one thing!"



Distinguished Guests, Dynamic Panelists

Angela Ambroz '01

Research Manager, Abdul Latif Jameel Poverty Action Lab's Global Offices at Massachusetts Institute of Technology

Elizabeth Baker Keffer '80

Vice President, The Atlantic and Atlantic LIVE

Dr. Zoë Malka Leinhardt '94

Astrophysicist, STFC Advanced Fellow, School of Physics, University of Bristol

Jonathan Mahone '95

Performance Artist, Actor, Diversity Educator

Nancy Kamin Schlossberg, Ph.D. '47

Professor emerita, University of Maryland, author, consultant, expert on adult transitions

Claudine Schneider '65

Former Congresswoman, U.S. House of Representatives (RI), consultant, Emmy-winning producer, author, and lecturer on energy issues and other global challenges

Catherine Widgery '71

World renowned installation artist

Winchester Thurston School Advisory Board

Heather Arnet, *Executive Director, Women and Girls Foundation of Southwest Pennsylvania*

Carol R. Brown, *Founding President and CEO, Pittsburgh Cultural Trust*

Esther L. Bush, *President and CEO, Urban League of Greater Pittsburgh*

Ronald Cole-Turner, *H. Parker Sharp Chair of Theology and Ethics, Pittsburgh Theological Seminary*

Aradhna Dhanda, *President and CEO, Leadership Pittsburgh Inc.*

Patrick Dowd, *Member of City Council, Pittsburgh City Council District 7*

Nathaniel Doyno '01, *Director, Business Development, AllFacilities Energy Group*

Lee B. Foster, *President and CEO, L.B. Foster Company*

Judith Hallinen, *Assistant Vice Provost for Educational Outreach; Director, Leonard Gelfand Center for Outreach and Service Learning, Carnegie Mellon University*

Tori Haring-Smith, *President, Washington and Jefferson College*

John T.S. Keeler, *Dean and Professor, University of Pittsburgh Graduate School of Public and International Affairs*

Jim Roddey, *Chairman, Allegheny County Republican Committee, Former Chief Executive, Allegheny County*

Alan J. Russell, *Highmark Distinguished Career Professor, Carnegie Mellon University*

Audrey Russo, *President and Chief Executive Officer, Pittsburgh Technology Council*

Lisa Schroeder, *Executive Director, Riverlife Task Force*

Steven Sokol, *President and Chief Executive Officer, World Affairs Council of Pittsburgh*

Tom Sokolowski, *Arts Innovator, Former Director, The Andy Warhol Museum*

Janera Solomon, *Executive Director, Kelly-Strayhorn Theater*

Jane Werner, *Executive Director, Children's Museum of Pittsburgh*

Leadership in an Unscripted Future: Dialogues on Preparing Students to Innovate



Zoë Malka Leinhardt '94 on testing hypotheses about the formation and evolution of planets and small bodies.

"This whole process took about four years to do from inception to publication, and the reason this was successful was because we had a long term vision and a big picture that all of us got into, and we had the tenacity to see it through...It's very important to think outside of the box, but it's also very important to think around the box...it may not be a solution to that problem, but it may get you to your goal in a different way...It's also very important to teach how to make a community successful...so if somebody is falling behind, then somebody needs to help that person...everybody has to succeed, not just a select few."

Angela Ambroz '01:

"As Yoda said, 'you must unlearn what you have learned.' And I think that's perfect for the work I do. The ultimate lesson is approaching a problem with the assumption that *you're* probably the dumb one, and that *you* need to learn what's going on...As a general philosophical [approach] we need to teach that failure is a good thing, or [can] lead to good things."



Nancy Kamin Schlossberg '47:

"I think the most important thing that a school should do is to keep hope alive and to remember that there is a lifetime of possibilities."



Aradhna Dhanda:

"I did not get a lot of creativity in school. I learned how to memorize... What artists do is capture the visionary aspect of leadership. All leaders throughout history dream big...delicious, ferocious dreams... but...the best dreamers, the best leaders, also *act*."



Jim Roddey:

"All leaders are great communicators...There could not be two more different people ever created than Patton and Gandhi, and yet both were great communicators."



Janera Solomon:

"Slice that fear right out of your body. Leadership is evolving. You're not a great leader all the time in every moment...People see something, but don't ask the question about why it is the way it is, or how it came to be that way, and definitely not 'what can I do about it?'"

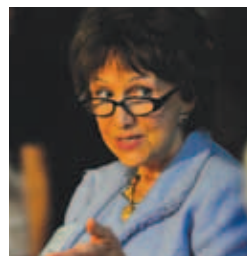
I'd love to see kids be encouraged to be disciplined about being curious."

John Keeler on Abraham Lincoln:

"He selected the right people; he had a passion; he had vision; he had the strategic ability to put things together; he persevered, and there was some luck."

Judith Hallinen:

"[All children] need someone to help them find their passion, and to support them in getting to that passion no matter what, and to believe in them."



Claudine Schneider '65:

It was my father who told me I could do anything I wanted to do, and it was my husband whose idea it was that I should run for Congress—and you're talking to a feminist here. But I think it's important to understand the roles that daddies play in little girls' homes, and I think the same holds true for mothers and little boys."

Patrick Dowd:

"Provocation. I think it's important that every day students be provoked to figure out what they care about, what it is they're passionate about, provoked to think not about themselves but about a larger community, whatever that might mean...provoked in lots of ways."



October 26, 2011

WT's Urban Arts class learns about the career and the life of Henry Kissinger and showcases its work at the American Middle East Institute's annual event. Students meet Kissinger and present him with a collaborative silk screened portrait from WT.



December 2, 2011

The WT Bears track a polar bear in the Arctic with help from the World Wildlife Federation, also celebrating a birthday. More than 60 entries are submitted to "name that bear." Her name? Winnie!

March 16, 2012

The 125th day of school! Two Miss Mitchells and a Miss Thurston appear at the third grade's Wax Museum. The names of all 6,000+ students who have ever attended WT are unveiled on the Word Cloud (see inside back cover).

March 2012

Alums join Mr. Maione and WT students on stage for two special 125th Anniversary Orchestra and Jazz Band concerts. Alums hold their own on some standard favorites from the recent past.

IN FOCUS

Juniors Dialogue with Distinguished Alumnae/i

Students took full, respectful advantage of the opportunity to have lunch with WT's seven distinguished alumnae/i guests. They listened raptly and took notes as the alums—well-seasoned from life experience—candidly shared struggles and successes, and offered sage advice peppered with reflection, encouragement, and dollops of humor. The luncheon culminated with a student from each table presenting highlights of the group's discussion so that everyone could share the alums' collective wisdom and insight.

Zoë Malka Leinhardt '94 marveled at WT's current math and science offerings. Responding to a question about research, the University of Bristol astrophysicist said, "I'm working with international collaborators from Japan, England, and the U.S. on a project on how to detect young planets outside of the solar system. We're investigating how planets form around binary stars...It's more than we could do individually." Citing differences in both the cultural and scientific backgrounds of her team, she said, "The most challenging thing is not the research, but trying to get the team to work together."

Elizabeth Baker Keffer '80, who remembers WT for being challenging and for encouraging close relationships with teachers, revealed that the two qualities she prizes most in prospective employees are force of intellect and spirit of generosity. *The Atlantic* Vice President also urged students to gain international experience: "Take opportunities when they present themselves!"

Angela Ambroz '01 gave students a philosophical nugget rooted in Buddhism—"Fake it till you make it"—and advised them to "become illuminati." The research manager of the Abdul Latif Jameel Poverty

Action Lab at the Massachusetts Institute of Technology also counseled students not to panic about the college process and encouraged them to find their own path, perhaps taking a gap year to discover their passions.

"I learned more at Winchester Thurston than I did in college," said Claudine Schneider '65, the first woman from Rhode Island elected to the U.S. House of Representatives, adding that WT instilled in her the drive to set her sights higher—a quality that has shaped her life. Among other things, she taught at the John F. Kennedy School of Government at Harvard University, prevented an already-licensed nuclear power plant from being built in Rhode Island, and is currently writing a book entitled *Fed Up With Congress*. The key to leadership, Schneider told students, is optimism.

Nancy Kamin Schlossberg '47, an expert on adult transitions, forged a long and respected career as a professor of counseling psychology. Now a Professor Emerita, she has authored nine books on various aspects of adult transitions. Schlossberg spoke insightfully to students about working through transitions resulting from expected events not happening, and described how one's goals and the understanding of one's goals can change throughout education and life.

"For every time you're accepted, you are rejected 10 times," said world-renowned installation artist Catherine Widgery '71, stressing the importance of passion, persistence, and resilience. In answer to students' questions about how WT prepared her for her career, the *cum laude* Yale graduate credits WT for giving her the tools to be rigorous and always seeking to improve herself and her work.

Jonathan Mahone '95, a performance artist, actor, and diversity educator, described himself as a "creative catalyst," inspiring people to think outside of the box through his work. Exhorting students to think for themselves, Mahone said, "people will see you through their lenses, so what's important is how you see yourself"—a realization, he said, that freed him. "The choice is always there. You have a choice all day, every day. The people at this table, in this room, will be running things, making things happen." The first African American male to graduate from Winchester Thurston, Mahone—who shelved law school aspirations to pursue his passion for art and working with children—told students, "You only live once. Some people want to start living when they retire. That's the craziest thing. Live it now. Don't wait—your life is happening right now."



April 23, 2012

In honor of Earth Day, students and the Parents Association Go Green Committee create 125 recycled WT t-shirt bags for the Pittsburgh Tote Bag Project.

May 11, 2012

Spring Fling: a special birthday themed logo, Miss Mitchell's kitchen, and inflatables inspired by WT's Scottish heritage. Great weather makes for a day of community and fun!



May 23, 2012

Leadership in an Unscripted Future: Dialogues on Preparing Students to Innovate



June 3, 2012

125th Commencement Exercises

CLASS NOTES

125 Teacher Tributes

Great teachers bring out the best in their students, instilling a love of learning in the classroom and beyond. For WT's 125th anniversary, we asked 125 alumnae/i spanning the generations to share their stories and achievements in light of lessons learned from WT faculty. These tributes honor the dedication and enduring successes of both WT's faculty and its graduates.



1941

Ruth Weimer Tillar writes, "I fondly remember Mildred Smart, physical education teacher. Miss Smart was one of several teachers who took care of boarding students, supervising our activities after school. She often took us ice skating at Duquesne Gardens, an activity that I enjoyed greatly. Miss Smart encouraged me to attend camp in Vermont on Lake Willoughby where she worked in the summer. I would go for two months each summer and loved it...I am appreciative of her interest in me and the influence she had on my life."

1944

Nancy Succop Schroeder writes, "The saying goes that if you have a bent for English you are not good at math, and vice versa. That probably is debatable, but it certainly was true in my case. I became a part of WT in the ninth grade—and a part of Miss Campbell's life after my first test...I would spend a good part of afternoon study hall in Miss Campbell's room, where she taught me again what she had taught me in our morning class. Poor Miss Campbell! It must have been exasperating to work with someone who found figures so incomprehensible! But her efforts were successful. I graduated with a respectable grade in math and went on to college, where I majored in English, of course!"

Jean Ballard George writes, "As I look back on my days at WT, it was Helen Moore and Marie Chalfant (later) whose instruction was so valuable to me. Without the grounding they gave me in English composition and grammar, I would not so easily have switched from lab technician to writer/communicator for the development activities of a

university medical school, and later the private-sector fund-raising needs of the Institute of Medicine, National Academy of Sciences in DC."

1946

Rita Gould writes, "After two years of Latin, I was going to start learning Spanish as many girls in my class were doing. One day I was told that Miss Mitchell wanted to see me. She said, in a gentle voice, 'Don't you want to be considered among the cultured people of this world? You have done well in Latin and should continue to take two more years!' I took her advice and I feel my four years of time spent translating Latin developed my concentration and helped me to understand the roots of many English words and improve my grammar too. All of this helped me in my long career with *TV Guide* magazine."

Jane Callomon Arkus writes about Miss Mary Philput: "She would say, 'Engrave this on the tablet of your memory,' as she quoted a particularly insightful or lyrical verse from Shakespeare or Wordsworth or Blake. Miss Mary Philput, a small woman, almost ethereal in presence, didn't just recite the lines, she



performed them, with heart and soul. To my mind, she was the English Literature teacher without peer. Certainly she passed on to me a love of words that has stayed with me all my life. Although the tablet of my memory may have chinks in it, I can still recite the first eight lines or so of *The Canterbury Tales*—in Middle English!”

Jean Ayars Pohli writes, “Miss Philput was quite an inspiration to me...As a class, we flew on our magic carpets to Anne Hathaway’s Cottage, to Shakespeare, to any location we were studying. She literally made all of our journeys to these literary greats a joy, an inspiration, and for me, a desire to major in English in college. On to a lifetime of the excitement of reading a new book, of hours spent in bookstores, selecting a bestseller, or the recommendation of a friend to read a particular book, or researching a particular subject for a presentation. All began, oh so many years ago, with this diminutive, inspiring, exciting teacher, Miss Philput.”

1947

Gerda Rice Whitman says, “I never would have gone to Vassar if it wasn’t for Miss Lida B. Johnston. Often Latin is approached as a rote learning activity, but Miss Johnston made me appreciate Latin as a language and as a means of communicating. Miss Chalfant taught me English and also tutored me in ninth grade when I was ill at home for several months. She came to my house...and got me out of my funk. I appreciated her lessons, especially how to diagram a sentence—a great way to learn grammar. Recently my daughter, who is a journalist and a copy editor,

called me about a grammar question. I flashed back 65 years and was able to answer her question; to this day, I mentally diagram sentences!”

1951

Lois Graham Tingle writes, “I don’t have a specific teacher, but more of a tradition. Specifically, it is the act of shaking hands with each student as they leave at the end of the day. After college, I taught school for seven years...I always shook hands with each child as they left the classroom at the end of the day...A year or so ago I got a letter from a former student. I hadn’t heard anything from or about her since she was in fifth grade. She said she remembered me shaking hands with each student at the end of the day, and always took it as a sign of respect. I guess some good things do carry on.”

Constance Smith Franklin writes, “I have always felt deeply indebted to Miss Philput, who was Headmistress of WT when my twin sister and I applied for admission. We had visited several ‘prep’ schools and they wanted us to repeat a year because they thought we were not academically prepared. Even though she probably agreed...she took an interest in us and admitted us on the condition we attend summer school with some extra tutoring. For her, we were a risk—which made us determined to work hard and prove her decision a good one. We succeeded and both my sister and I graduated from WT and went on to graduate from Vassar. I will never forget that we mattered to her; she cared and she had faith in us...I have tried to follow this example that had such a profound effect on me.”

1952

Suzanne LeClere Barley writes, “My favorite teacher was Rachel McCormick Houston, who taught geography. When I went to Rollins College, I took Central American studies and I was the only student who knew all the countries and their capitals. The professor was so impressed! I believe I had Mrs. Houston for eight years. When my daughter Sally was at WT, she won the Rachel McCormick Houston Award!”

1953

Betsy Riddle Ruderfer writes, “I shall never forget Miss Woodbury...a person who had tremendous curiosity about life...She remarked in class one day...that her favorite spot in all the world was a pretty little town in Wales, called *Bets-y-Coed*. I wrote down the name...and kept it in my



mind and heart for many years...In 1980, I dragged my then 80-year-old mother, my eight-year-old son, and my dear, long-suffering husband to this small town in Wales...We bought a bottle of wine and some cheese buns in a shop in the main street and we sat down on the ground on the riverside and had a picnic toast to Miss Woodbury. Miss Harris’s...class was an education in...the value of past art, the interest in present art movements, and the thought that art, including music, must be a major

part of a balanced and educated life. I think of her so often when I visit the National Gallery...I have spent some time in Florence in the last couple of years and as I visited the famous galleries and saw the world-renowned art works, I mentally gave thanks for Miss Harris having taught me to think carefully and note critically the beauties of these works...she did not allow us to simply buckle under to world opinion...she taught us to criticize and to form opinions of our own.”

1954

Darin Geise Snyder writes, “In a recent article in the *Cleveland Plain Dealer*, it was stated that the most important teacher in a child’s life is the fourth grade teacher. This leads me right to Mrs. Houston. Our small class settled into her room every morning, and we stood when Mrs. Houston came in. Geography was a subject we learned during the rest of our Lower School years. American Geography, World Geography, and maps, maps, and more maps...We learned the capitals and we learned the mountain ranges and the major rivers. We learned about the agriculture and the manufacturing that were influenced by the geography. We learned about the climates and how it influenced the people in different areas of the world...To this day, I have a World Atlas and an Atlas of the United States in a shelf in our family room so I can check on locations that are mentioned in books or on the television or the internet.”



1956

Rosanne Isay Harrison writes, "When I think back on my 15 years as a WT student, I had many excellent and inspiring teachers. Miss Ellis taught tenth and eleventh grade math with joy and enthusiasm; however, I really was grateful to her for a different reason. Depending upon the season, we played field hockey, basketball, and softball after school. If we needed a player, Miss Ellis joined the team!"

cases, I even knew what paintings to look for in a particular museum, from the information I learned in her class."

Selma Erving Jansen writes, "My favorite teacher was Mrs. Houston, who taught geography. I came to WT in sixth grade from Linden School and was not as prepared as I could have been. Mrs. Houston recognized this and taught me how to study. She also taught me to love geography and I credit her for my eventual ownership of a travel agency."

Bee Jee Epstine Morrison writes, "Jean McCullough taught at WT for just a few years, and I was fortunate to have her as my favorite teacher. She opened my eyes to the world of the arts in an inspiring way. I never had an art course again like Jean's. Her effect on me went on through my life. I used our History of Painting text as a guide when I traveled around the world with my husband; I wanted to see the art everywhere. Later, when my children were very young, we took them along with us, sharing the insights I gleaned from Jean. Now they seek art everywhere, too. She fostered within me the ability to look at art and appreciate it. She is the kindest human being I've ever met. She's also the smartest person I've ever known. Years after my time at WT, she became my friend when we reconnected at a party, and our husbands immediately formed a lifelong friendship, because they were both violinists. I'm grateful for her wonderful and inspiring teaching. I'm honored to be her friend."



Jane Hooton Ince writes, "My all-time favorite teacher was Mrs. McCullough. History of Art was a very tough course with a daily outline on the blackboard to guide us through the art history topic of the day. Mrs. McCullough launched my interest in the arts. As a result, I took a variety of challenging advanced art history courses in college. Finding art exhibits wherever we have lived or traveled brings great joy. In some



1957

Carole Oswald Markus writes, "Teaching writing has been a strength of WT forever, and Mrs. Hutson taught us extremely well in the last years of Upper School. She was a scholarly person with swept-up salt-and-pepper hair. She conveyed her enthusiasm for



what she was teaching through her high expectations. She wasn't intimidating, but she was formidable. The level of response expected was challenging and made me want to live up to her expectations. I wanted to emulate her. She inspired me to go on to major in English Literature."

Jane Arensberg Thompson writes, "I'll be celebrating my 55th reunion in October 2012, so remembering each teacher by name is not so important as remembering those qualities that made them such good teachers: A passion for their subject. Love of teaching. An expectation that each student would do her best. Enjoyment of each student. Encouragement of good studying and learning habits. Command of the classroom—knowing exactly what was going on, and ensuring that everyone was learning. A sharing of life experiences. Knowing that failure is an opportunity to learn.

1955

Melinda Brown Beard writes, "Mrs. Washburn's History of Art class was the most difficult in the school and many students dropped it after the first two weeks. I loved it. Mrs. W. was paper thin before it became the trend, beautiful, urbane, caustic. We who survived the first test aspired to be exactly like her. She would point her painted fingernail at one of us and challenge: 'Cherry pie, you've got a brain; use it!' Many of us are still accepting the challenge."

Betsy Forstall Keen writes, "I was blessed to grow up in a family that valued education, but it was not until 1953 when I entered Miss Dunlevy's Latin III Cicero class that I ever had a teacher so enthusiastic and excited about teaching. Her genuine love for Latin and for Roman history was so special. I have never forgotten her. Thank you, Miss Dunlevy!"



Encouraging
lifelong
learning.

Some of the
teachers who
exemplified
these

qualities were Mrs. Houston, Miss Zeigler, Madame Yagodkin, Miss Fisher, Miss Chalfant, Mrs. Shupp, Mrs. Kress, and Mrs. Wilmurt. Thanks to them, my Winchester education was strong and challenging, preparing me for the world in which I live.”

Judith Rohrer Davis writes, “Hazel Shupp was my English teacher in tenth grade. We had an assignment to write a paper with very specific directions on how it was to be structured. I was certainly not the brightest nor the best writer in my class, but I remember that I was the only one who followed her instructions to her satisfaction and was enthusiastically praised for my efforts; in fact, I was asked to read my paper to the class as an example of ‘how to follow directions.’ I was so proud and pleased by the unexpected accolades I received, that I vowed to try my best from then on to be an exceptional follower-of-directions and a fantastic writer.”



1958

Alex Navarro Alexander writes about Mrs. Ruth Washburn, “She looked as though she could have been a painting of one of the Medicis of Florence. Her blue eyes sparkled, her hair was quite beautiful with glimmers of gold among the braids which wound all over her head and fastened with lovely understated clips. She meant business and she knew her art and she made it all come alive...We started at the beginning with the cave drawings and progressed to the glories of Florence and she would tell us little tales that one would never find in an art history book. We all grew to love her...It didn’t take long for everyone to realize that she was looking for real detail and an understanding of what the artist did to give us such amazing visualizations that had lived through the centuries. She was amazing, and that class opened up an entirely new and wonderful world which today still excites me as I enter a museum...She was the best teacher I have ever had...I hope she is never forgotten.”

Barbara Work Stroh writes, “For some reason I keep thinking about Ruth Washburn, our History of Art teacher. It was a hard course for me as Mrs. Washburn would go back and forth between French and English. Her class, I believe, gave me a real appreciation of the arts which has filled my life with an awareness of expression and beauty through many art forms. Thank you, WT, for that gift in my life.”

Barbara Berkman Ackerman writes, “I began WT in seventh grade... Geography was a new course for me and taught by Mrs. Houston, Head of the Lower School, and

very strict. I failed my first test miserably, but soon after came to truly enjoy the course...By the end of the year I could identify most locations worldwide. I think of Mrs. Houston fondly because, with her direction and discipline, I came to appreciate the vastness of the world and its geography...In the Upper School I recall English classes with Miss Chalfant, who taught us to diagram sentences. I enjoyed learning about grammar, and today I am uncomfortable when words are used incorrectly...I remember other teachers for their personalities and their commitments to their subjects. I consider my WT education one of the influences that prepared me to become a good citizen and a contributing member of society.”



1959

Lyn Clark Pegg writes, “The two teachers who come to my mind immediately are Mrs. Kress and Mrs. Houston. They both were caring, talented, creative, and empowered women—and they had a joy for life. They set a high bar!”

An Unwavering Path

Cynthia Rosenberg Field '59

writes of Mrs. Ruth Washburn, “My career and my passion were set when I took Mrs. Washburn’s art history class. Her course was structured to give not only an appreciation for art, but the discipline of art history as well.

“From that time forward my path was unwavering. I majored in art history at a school with a renowned department. As a result of her course, I was given advanced standing...allowing me to start graduate level work in my last year of college. I took an M.A. and a Ph.D...specializing in architectural history. From there I started creating new ways to use my architectural history in the museum world at the Smithsonian. I founded and stayed connected to the National Building Museum from which I have received the Chairman’s Medal for Exceptional Service. Eventually I retired from the Smithsonian and have been teaching architectural history on an adjunct basis at universities in the Washington, D.C. area...

“My world is full of wondrous buildings which I share with my husband and children, making me a useful resource when planning trips of all kinds. Now I am working on introducing architecture to my grandchildren. Indubitably, the spark came from Mrs. Washburn. ‘How far that little candle shed its light.’”

Mary Lowenthal Felstiner writes, “I’d like to pay tribute to...Mme. Yagodkin, who anchored the French program for many years, and who taught French to my class in the late 1950s. She brought to us an entire ethos of European culture, including her smart suits and her chignon hairdo, as well as her profound respect for French civilization.



Because of her, I spent a summer living with a family in France, and continued French into my college years, then later relied on it as a historical researcher. None of this would have happened without her, and I remember her wry and kindly face to this day.”

1960

Alison Pedicord Schleifer writes, “I would like to thank Elmira Dunlevy who showed me I could learn Latin and enjoy it, after a dismal beginning. She taught me to overcome adversity through hard and consistent effort and inspired me to attend Mount Holyoke. Once there I had to thank Mrs. Washburn for her fantastic art history course that became my college major. Finally, in college and during junior year abroad in Paris, I had to recognize the excellent French preparation that Mrs. Hubbell and Mme. Yagodkin

gave us at WT. French opened all doors for my career and for mutual work with my husband over 47 years as he wrote on Alexis de Tocqueville. Finally, I cannot fail to mention the influence and later long friendship of Zelda Wilmurt, whose drama program made my high school years so rewarding as I had the good fortune to be cast in many plays at WT and with Shady Side. All of these wonderful women pushed me to be the most that I could be, and I am eternally grateful to them.”

1961

Eileen Mauclair D’Appolonia writes, “I have many good memories of WT. Our motto, ‘Think also of the comfort and the rights of others,’ has stayed with me, and I wish more people valued it. I think my favorite teacher was Mrs. Washburn, who was so sophisticated. She treated us so maturely. She gave killer exams. Her art history class changed my life forever.”

1962

Susie Kunz Heritage writes, “Mrs. Jeanne-Anna Widgery ’37 was my senior English teacher and she completely prepared me for English at Duke, which was not easy. In fact, all my elective courses as a Nursing major were in English and I went on to co-author a book about smoking cessation thanks to my WT background with Mrs. Widgery.”



Confidence and Belonging

Ellen Lehman ’62 writes, “Mrs. Millard...had an exquisite collection of old Navajo jewelry and it certainly piqued my interest in the Navajo people... When I moved to California in 1972, I began to go to the Navajo Reservation and to begin a collection of my own. That interest...was, no doubt, part of my decision to have an anthropology minor in college and it has led to a major collection...of Native American pottery as well as jewelry [and] Alaskan Native arts of all sorts. I am grateful to Mrs. Millard for this lifelong interest she sparked!



[In Miss Zeigler’s English class]... we took turns at the blackboard parsing sentences...Often, when I cannot figure out why a sentence does not work, I will still parse it...Miss Zeigler also had us memorize poetry and I find that I often think about the passages or whole poems, especially when I am driving long distances; for example, ‘The Jabberwocky’ still is very much alive and entertaining to me after all these years! I was quite fortunate to have had Zelda Wilmurt as my drama teacher from eighth grade

through junior year. Mrs. Wilmurt had a genuine concern for each of her students and worked to help each one develop confidence... Mrs. Wilmurt had a marvelous, infectious laugh, which resonated throughout the gym, where we met weekly...Just being around her put most of us immediately in a good mood!...Once in a while, Mrs. Wilmurt shared the fact that she had been a radio personality and her marvelous voice had portrayed a number of characters...In the Drama Club, Mrs. Wilmurt chose people to act in the plays, not necessarily on their acting skill, but as a reward for being a good team member and helping with stage sets, lighting, cueing, make-up, and the like. Each of these facets of the production was important to her because it all helped to develop a sense of belonging to the group as well as self-confidence and skill...Some years later, Mrs. Wilmurt had a cooking show on TV—and she was known for her wonderful culinary treats when she entertained at home... She was the granddaughter of a famous opera singer—Ernestine Schumann-Heink—and had learned a lot of stage technique from her grandmother...She often gave talks about her grandmother at local sites; I was fortunate to be asked to accompany her on many of these outings and loved hearing about her grandmother and seeing the voluminous, jeweled gowns worn by Mrs. Schumann-Heink. From these talks, I learned how to portray a woman almost larger than life, and also how to read an audience. And, more importantly,

I learned how wonderful a good mother-daughter relationship could be—a relationship we had until she died...I first knew [Dr. Earl



Morey] as our Lower School Chaplain, then as Upper School Chaplain, and...as our ninth grade

ancient history teacher...His class was TERRIFIC! He had a knack for fueling our imagination, and we felt as though we were actually in ancient Athens or Rome. He gave daily quizzes which meant that I, for one, actually had to read the book, something I rarely did until the night before an exam...His essay questions were memorable: 'You are a Greek goddess, what do you see in your city?' Thus, he encouraged integration of material and not just the regurgitation of material...Dr. Morey's enthusiasm for ancient history was partly responsible for my own later interest in Biblical archeology and my being part of the staff of four seasons of excavation at Ashdod; I later took classes in archeology at both Harvard's Divinity School and Pittsburgh Theological Seminary... When we were approaching graduation from WT, Muffie Marshall (Knight) and I decided that it would be ideal to have Dr. Morey as our graduation speaker. By this time, he had moved to Virginia, but he returned for our graduation. His talk was about the play *The Rhinoceros* and, as he had done as our history teacher, he was encouraging us to go forward and THINK for ourselves."

Linda MacMichael writes of Miss Elmira Dunlevy, "What a wonderful character she was. Whether reading aloud to us from Catullus's poem about his lover's sparrow (*Passer, deliciae, meae puellae...*) or Aeneas's talk to his men after surviving many hardships (*Forsan et haec olim meminisse iuvabit*), she brought feeling to a dead language. She also brought life to dead poets by celebrating Virgil's birthday with a Roman Feast. I made Roman cheesecake for the party using her recipe. All my adult life, I have used what she taught me and how she taught it. My career as a proofreader, editor, writer, and communicator depended on a solid knowledge of language, spelling, context, and vocabulary. She gave me the skills that made me successful, and just as important, she gave me joy in applying them."

1963

Karen Wolk Feinstein writes, "There were three outstanding teachers who deserve recognition. Miss Dunlevy brought Latin to life. Her celebrations of Virgil's birthday were memorable, and the prayer of Mary Queen of Scots on the eve of her execution still runs through my head. Miss Virginia Ann Sheppard '41 in modern history and Mrs. Beebe in English literature were also



inspirational. Because of Miss Sheppard, I decided to major in history at Brown, a satisfying choice that I've never regretted."

1964

Lynda Stern Coslov writes, "I have so many wonderful memories of the WT faculty in the early 60s...My interest in literature began with my English class with Mrs. Beebe, my decision to major in music in college was guided by Mrs. Kress's encouragement, and I've never worked as hard in any

class as I did in Miss Sheppard's history class. They were all such wonderfully dedicated teachers!"



Susan Finkel Wechsler writes, "As I think back on all my school years, I will always remember Mrs. Houston's famous geography class. By the end of seventh grade, we all knew and were able to discuss, spell, and locate all of the major mountain ranges, rivers, countries, and capitals of the world on blank maps. In an

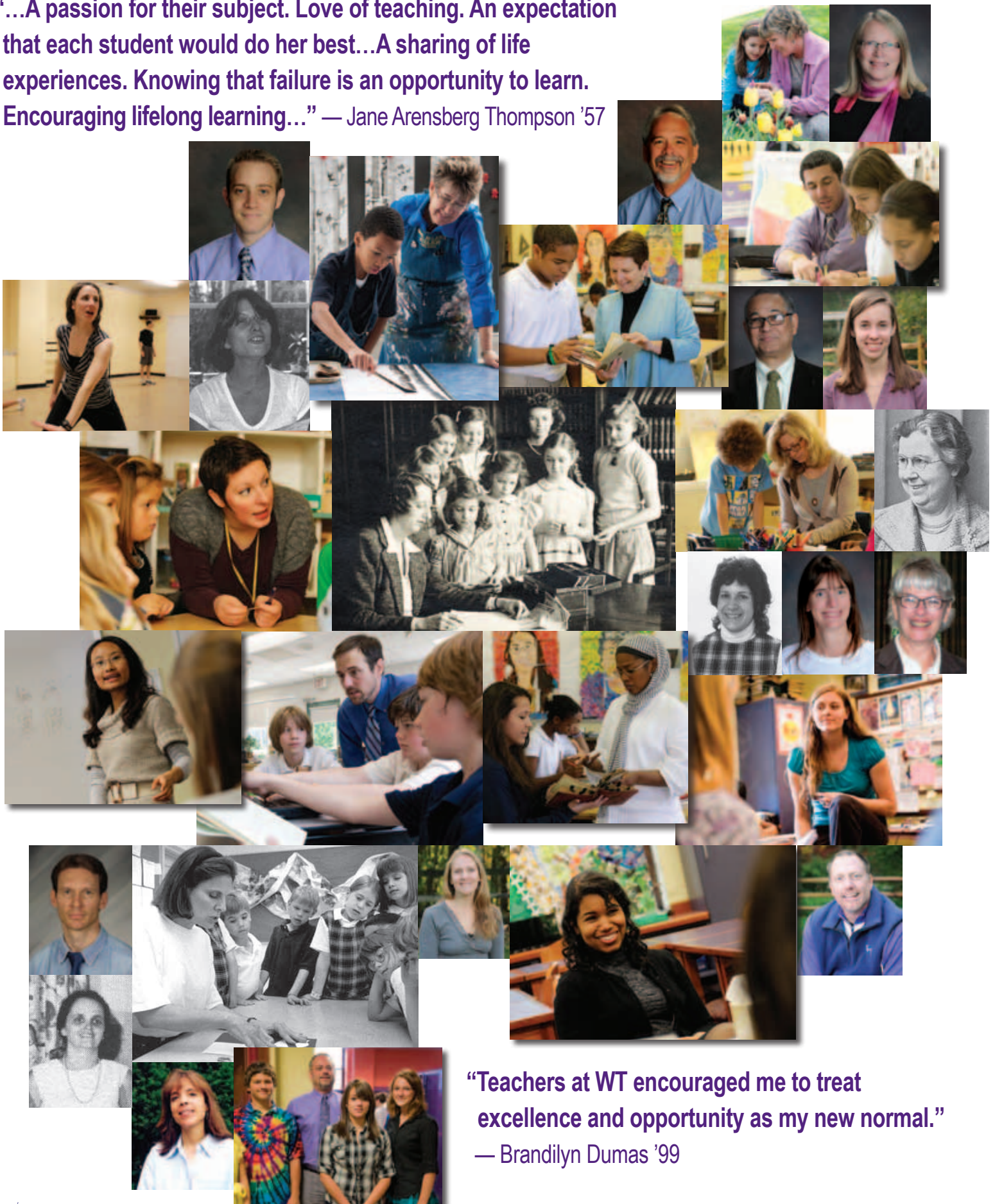


ever-changing world, this knowledge has only become more valuable."

Nancy Hickox Wright writes, "I thank our wonderful fourth year Latin teacher, Miss Elmira Dunlevy, for forcing us to memorize *Forsan et haec olim meminisse iuvabit*: perhaps someday it will give us pleasure to remember even these things! I have said this more times than I could possibly count with the added smile of remembering the one and only Miss Dunlevy as I recited the phrase during the 'crisis!'"

Jennifer Davies writes, "In my high school years...Mrs. Widgery represented the lightest of the light... There was a sense of equality in her relationship with her students, a respectful friendship, in which there was no hint of any power struggle...It was all about offering the knowledge. Even in my dim adolescent mind, I realized that I should take whatever course she was teaching, that what mattered was the teacher, not the subject. Thus I took both the Bible as Literature course, and History of Art. Both were very consuming and eye-opening. History of Art, despite the rudimentary equipment—a shadowy overhead projector—was a delight to me and helped prepare me for the immense History of Art course required at Rhode Island School of Design. The Bible course gave me

“...A passion for their subject. Love of teaching. An expectation that each student would do her best...A sharing of life experiences. Knowing that failure is an opportunity to learn. Encouraging lifelong learning...” — Jane Arensberg Thompson '57



“Teachers at WT encouraged me to treat excellence and opportunity as my new normal.”
— Brandilyn Dumas '99

contact with stories and ideas that echoed throughout the decades of my life in art and literature. But its immediate effect was that I could show off my superior knowledge of the old testament to my Jewish roommate when I arrived at college. Throughout it all, Mrs. Widgery stood at the front, calm and friendly, with a gentle smile...One of my Latin teachers was Miss Dunlevy. For us graceless sophomores, the passion she showed for her material was almost embarrassing. We were struggling with our own feelings and frowned on any excess. But we did learn our Latin, for which I am grateful, as it laid the foundation for my lifelong study and love of the Italian language. One of the pleasures of being at WT was the bountiful experience of literature. I remember reading book after book with Mrs. Beard. She would arrive in class in her red boucle suit, with matching red lipstick, ready to lead us through some more of *A Tale of Two Cities*, *The House of the Seven Gables*, or *David Copperfield*. I gobbled them all up, and as a result of such a diet, rendered myself forever intolerant of second rate literature."

1965

Susan MacMichael Zuntini writes, "Having lived in Switzerland for over 40 years, I still thank the excellent French education I received at WT. Mme. Guentner made sure we learned our new vocabulary and knew how to pronounce it right! Mme. Yagodkin had such class, and seemed to be a part of the defunct French



aristocracy. My Geneva University entrance exam was contingent on my knowledge of French, and with a little revival from the Alliance Française, I passed with flying colors. Thank you, dear teachers! But I must also mention Mrs. Seif, and her patience and passion for Biology, and awakening our experimental attitudes and curiosity. A visit to her home out in the wilderness...showed me that we could dare follow our stars, be different, be outstanding. Mrs. Widgery's advanced English with Russian authors gave me a taste for other cultures. I remember many more great teachers...WT was a wonderful experience."

Carolyn Slease Frahm writes, "I cannot walk through a museum anywhere in the world without thinking about Mrs. Peterson. I knew nothing about art history prior to the classes in our junior and senior years. Mrs. Peterson inspired me to take art history in college and...I have carried the knowledge from those classes with me throughout my life. Thank you!"



1966

Jane Soxman writes, "Mrs. Peterson was passionate about teaching art history to us. She made it very interesting, had a very conversational style of teaching, and

I just thought she was precious. She was a precious lady. She gave me an interest in art that I never would have had otherwise."



1970

Jane Cauley writes, "I would like to send an acknowledgement to Mrs. Susan Brownlee. She taught me American history during my junior year in high school. I think it may have been her first year teaching at WT. I thought she was so smart and I wanted to be like her. I remember that she encouraged us to read the Sunday *New York Times* "Week in Review"...and to this day, I cannot read the "Week in Review" without thinking of her. She inspired me to know what is going on in the world both here and abroad. She gave me so much to think about that I began to broaden my horizons and to be engaged. If it was not for Mrs. Brownlee, I might never have made it to be a university professor! Thank you, Mrs. Brownlee!"

1972

Barbara Fink writes, "I thank nearly all of the teachers I had during



the two years I spent at WT. Most exceptionally, I thank Dorothy Seif, who taught my mother Biology as well as me about 20 years later. Mrs. Seif reached out to me, a student who was something of a troubled outsider, and asked me to be her lab assistant during my senior year. She also exemplified the characteristics of an outstanding educator and human being. It would be hard to find a more inspiring role model for me at that time in my life. I never was strong in science, but her encouragement supported me in so many more important ways over the years."

Molly Cannon Stevenson writes, "Sue Hershey probably had the most influence on me. She was my ninth grade English teacher...Sue taught me to write well and a lot about life. I am reading *The Tiger's Wife* right now. I have thought several times that I would be getting so much more out of it in my English class at WT!"



1973

Wendy Zillweger McDermott writes, "I have to thank two teachers at WT for instilling in me the desire and the confidence to write. Mrs. Linda Goorin Marcus '55 was highly influential during my most formative years and encouraged me to write...journals, poems, short stories, anything I enjoyed. I first discovered my love for writing under her gentle guidance. And Mrs. Widgery opened many literary doors for me throughout Upper School,

introducing me to the great writers in history and teaching me to appreciate the craft. She nurtured me as an artist and helped me to set some high standards for my work. I thank them both for inspiring me to believe that I have what it takes to be a truly talented writer.”

1974

Carolyn Rundle Field writes, “I will be forever grateful to all of my English teachers at WT, including Mrs. Gurtin and Mrs. Widgery, for



inspiring me and encouraging me to write. From all of them I developed my love of writing, and I owe my current career, as editor of *Wilton Magazine* and a freelance writer, to all of them...I also want to take this chance to remember Mrs. Paylor, my beloved math teacher, who died tragically when I was in seventh grade. She was one of the most dedicated, inspiring teachers I have ever had. I will never forget her smile, her courage and her creativity. To this day, I tell people about Mrs. Paylor and what a wonderful teacher she was, and how despite her advancing illness, she continued to come to class every day she could to teach us and make us smile.”

Visions of Excellence

Meg McKean Taylor '74 writes, “WT gave me a measuring stick for all other educational experiences...In Middle School in the late 60s I learned that I could challenge myself to use my mind. I found out that I could make new friends, learn to negotiate a new culture, and become known. Mrs. Paylor...taught me to check out sports statistics to learn math [and] that the world was a big and fascinating place. Dona Luede taught me to love science. She taught us middle schoolers about sex—even though later she was dismissed for her openness... Mrs. Clement Paylor...taught us the children’s street chorus from *La Boheme*, which we performed on stage at the Syria Mosque with the Pittsburgh Opera Company! I still remember ‘*Aranci, ninnoli, caldi i marrone, e caramella, torroni!*’ Mrs. Walters taught



me to write anecdotes, to button a sweater properly, and to push back my cuticles...

Mrs. Nauhaus taught me about political cartoons. I fell in love with the library. In high school I learned that I could be a leader... Mrs. Hein worked with me on algebra every day after lunch throughout junior year. Mrs. Seif’s good humor helped me continue my love for science, even dissecting frogs. Mrs. Peterson taught me how to see. Mrs. Brownlee took us into Pittsburgh neighborhoods to sample ethnic



food. Mrs. Guentner, Mrs. MacCamy, and Mrs. Widgery challenged us...to think more deeply, to write and

to analyze. And they all had a sense of humor and a love for us. Mrs. McLean put me on stage as a



concentration camp victim—and as a rooster. We were given so much freedom! The senior musical was completely produced by seniors. I don’t remember any teachers there at all, except cheering us on.

“Fast forward to 1991 when my oldest daughter entered second grade at WT North. The school nurtured her love for learning, allowing her creativity to thrive... WT’s vision and creativity in opening the North Hills Campus



and fostering learning in a natural setting was a wonderful leap of faith...There were geese, fish, frogs,



snakes, and turtles! The teachers, who became my colleagues as I learned to be a teacher and [became] the Campus Director, have inspired me ever since. Lynne Raphael taught me to ask children questions. Nancy Rogers taught me that kindergarteners are sophisticated thinkers. Heather Capezzuti taught me how much fun children have learning science outdoors. Sally Allan taught me that everything is possible. The professionalism, superior standards, the passion for learning and for children, and the sense of fun shown by every



teacher, inspire me still. WT and WT North are my touchstones for the best in education. I draw on their examples now as Head of a Pre K–8 independent school on 77 acres outside of Albany, NY. The teachers at WT gave me a vision of myself and of great education that has shaped my life!”

1975

Anne Bolanis Standish writes, “I am grateful for the inspiration of Dorothy Seif in my conservation work in the Wissahickon Creek and its watershed. Mrs. Seif sparked my awareness of Rachel Carson and helped shape my lifelong interest in conservation and horticulture.”

1976

Susan Davis Claus writes, “I graduated from Carnegie Mellon with a Bachelor of Fine Arts, but everything worthwhile I know about painting, drawing, and art history I learned from Ann Peterson.”

Lynn J. Snyderman writes, “When Mrs. Walters taught us how to diagram sentences in eighth grade, I viewed it simply as a fun, but probably unnecessary exercise. Now, as I write daily for a living, I find that I utilize the skills Mrs. Walters taught us with every word I write. I credit her with pushing me to be a better, more persuasive writer.”

Stacy Jannis Tamerlani writes, “I thank Ann Peterson, Dorothy Seif, and Jeanne-Anna Widgery for their teaching...Recently I directed and produced videos for the new exhibit “Life Lab” for the Marian Koshland Science Museum of the National Academy of Sciences in Washington, D.C. This effort required art direction, biomedical illustration, animation design, story-telling, script writing, and advanced science content research. In fact I use these skills every day. I can trace back to my WT teachers who believed in my intellectual and creative potential and challenged me to become a more serious student with each assignment. They taught me how to become more discerning and

disciplined, and to strive to be a better, more substantive critical thinker and learner. They pointed me toward a path...to a demanding college and then on to a long and rewarding career as a film/video producer, writer, director, and visual communicator.”

1978

Randi Coffey writes, “I thank Miss Virginia Sheppard for teaching me to write an essay. [In ninth grade] Ancient and Medieval History, our first test was an essay and Miss Sheppard essentially failed the whole class and proceeded to teach us how to write a proper essay. I...made a seamless transition to college, especially when it came to the first essay in English writing. Most papers were returned with numerous red corrections. Thanks to Miss Sheppard, mine had very few.”

Cynthia Bulik writes, “If it weren’t for Mrs. Acklin and Mrs. Walters I would never be able to write, teach writing, edit, and speak publicly so effectively. If it weren’t for Mrs. Seif and Mrs. Spencer I would never have become such an effective scientist. If it weren’t for Miss Sheppard, I would never believe that anyone could generate so much text in such a short period of time (remember the Roman Trends test). If it weren’t for Miss Zeigler and Miss Yost (now Mrs. Staley), I would never have developed the complete confidence that I could achieve absolutely anything I put my mind to. And, in their own ways, each of them modeled what it meant to be a strong woman.”

1979

Mason McKean Hoeller writes, “If it weren’t for Mrs. Peterson, I would never have majored in art history

in college. Mrs. Peterson treated us like adults—she expected us to think deeply and analytically. She also had a fantastic sense of humor and she shared that part of herself with us, which made us feel very mature. I took art history for two years and also took Mrs. Peterson’s studio art classes (in the bomb shelter!) for all four years in Upper School...I also remember a pivotal trip...to Washington, D.C., to see an exhibit of Matisse cut-outs. I was so inspired by the exhibit. We had been working on cut-outs that semester—staring at negative spaces, cutting out shapes with one continuous scissor cut. That experience really clinched it for me with art and art history.”

1980

Viveka Fox writes, “If there is one class that has been a lasting gift to me, it was tenth grade English with Martha Cussler...I learned to organize my thoughts, compose a draft, and edit my own work carefully and critically...It never occurred to me as a 15-year-old that what I was learning would be central to my adult life, and it certainly never occurred to me to thank Mrs. Cussler. I thought I was destined for a life as a doctor or research scientist, and therefore considered math and science most important. For the past 20 years, I have run a...small...fencing club and performed as a professional musician. I call upon the skills Mrs. Cussler taught me on a daily basis, writing newsletters and promotional material, corresponding by e-mail and adding content to websites...and on the more creative side, writing songs for my two bands. So, 30 years after the fact...Thank you, Mrs. Cussler!”

Anne O’Dair Holoracs writes, “I want to thank Barbara (Whitney) Holmes for having a huge impact on me during high school. Drama is a way of life for all high school girls, but for me it was my escape, my place to find self-esteem, and my introduction to life. Mrs. Holmes introduced me to the fundamentals of acting, and gave me the opportunity to express myself on and off the stage. She is smart, funny, and so talented and creative. It’s wonderful to know she’s been as incredibly important to WT as she was to me during my time there (and beyond). Thank you, Mrs. Holmes!!!!”



Lori Wiechelt Schwegel writes, “WT changed my life and it still impacts my life in a very positive way...All of the people: students, their families, administrative staff, teachers, and ‘headmistresses’...stay with me as I walk forward in life. This began my first day of school at WT and it continues now. I had lunch today with a lady who graduated in 1951. It was a wonderful reminder of what the girls (and guys) of WT are made of. As with every experience I had with everyone at WT back then, I felt so comfortable knowing we all come from a call to excellence in everything we do, we care about

Medri-Anne Ramsden Durr writes, “I am forever grateful to my art teacher at WT for giving me the confidence and the inspiration to believe in my talent and read Fine Art at University in South Africa. I was an AFS student at WT and the aim was that I would return home after graduating and read Law. [My art teacher’s] unfailing interest and support in my work inspired my career decision, work ethic, individuality, and endurance through creative stagnation to complete an undergraduate and postgraduate degree in painting, drawing, and art history. This in turn allowed me to support the creative talents in my daughters. Winchester allowed me, a white student during the deepest, darkest days of Apartheid, to feel accepted and free, and to succeed in viewing South Africa from an objective place. My husband, family, and I have continued to champion the South African Dream—I wrote often of the Emerging Pearl; i.e., a Democratic South African Future, in my letters to Winchester after my AFS year, but to many then, my dream must have seemed a naive impossibility! Annie Guentner instilled in me my continuing interest in foreign languages, food, and travel. Her French accent, openness, and love remained in my heart, and her inspiration followed me into motherhood. One of my daughters is fluent in Mandarin, and lives and works in Shanghai!”

Susan Vosburgh writes, “Miss Betsy Morgan taught an English class called Modern Drama, where we read plays...I was incredibly shy and didn’t start studying or performing music or theatre until the very tail end of high school, but went on to major in theatre in college, and to do it and teach it professionally for

a few years. Miss Morgan’s reading list was...all the preparation I needed to walk into a theatre class at Sarah Lawrence and act like I knew everything! Though I’ve been adding to it over the years, it’s still the basic reading list I force aggressively on my own drama students. Miss Morgan and also Mrs. Whitney Holmes, though I never took classes from the latter (I remember them as “Babs and Bets”), helped authorize and encourage my bizarre idea of



writing and producing a musical as my senior English project...Miss Morgan’s life-changing moment for me was letting me play Stanley Kowalski.”

1981

Iris Angerman Friedman writes, “One of the highlights of having both of our children at Winchester is walking into Parents Night, a play, or an event, and seeing Gaylen Westfall and Barbara Whitney Holmes. It takes me right back to my days at WT. They are both just as welcoming, kind, and fun as when I attended Winchester and I thank them for that! Now, we always enjoy reminiscing.”

Susan Levy writes, “Mrs. Acklin spent time in class and outside of school making me shut up and learn to read. I will never forget her patience and dedication. As a lawyer, it certainly helps to be able

Where It All Came Together

Deb Acklin ’80 writes, “As a ‘lifer’ at WT, there were so many teachers who positively influenced me for 13 years... Their individual influences made a complete, wholistic impact on me. I work in non-profit media creating content and doing fundraising. What I do now every day has deep roots in those amazing teachers. Imagine the lessons in leadership and relationship-building I learned from Miss Zeigler, who used to stand in the corner

of the beautiful lobby...and greet EVERY student personally every day. Miss Zeigler gave me my first ‘announcing’ job when she pulled me out of first grade to

announce the school’s presidential election results. I think McGovern won! Mrs. Paylor nurtured my love for performance and knew what to do with my low alto voice. Mrs. Checkley was warm and wonderful and introduced me to storytelling and culture. Mrs. Benowicz was the first person to put a video camera in my hand and the first person to show me a personal computer. Mrs. Handel [Laudan] introduced grammar and diagramming to teach me how to write well. She didn’t take it all too seriously—and used the silly and the absurd to get our attention—with made-up characters like the Big Blue



Kangaroo. Her fellow English teachers, Mrs. Reaves and Mrs. Brownlee, taught me the classics and kept teaching me how to write well and to speak in public. And of course, Mrs. Acklin taught me EVERYTHING. Leadership,



performance, announcing, video production, computers, storytelling, public speaking, and writing. It all came together at WT. But the most important lesson was the lesson instilled by the WT culture and the school motto that communicated it: *Candide Modo Fortiter Re*. That one has never steered me wrong. Thank you, WT!”





to read. Kudos and thanks to Jane Scarborough and Susan Brownlee who also came through for me when I needed it most.”

Amy Tenenouser writes, “When I visited as a prospective 13-year-old, I saw [Mrs. Peterson’s] class and was impressed by her expertise and knowledge, which is what made me want to attend WT. Ann Peterson opened up different worlds and new possibilities for me. Today I am a professional artist with a studio in Brooklyn, and recently had my own show at the Smilow Gallery at NYU Medical Center. I think Mrs. Peterson would find my artwork and my Facebook postings very interesting. Each day I choose images

of artwork, including background information, and post it on my page. I alternate art work based upon when it was made, from the twenty-first century to prehistoric times—all while working my way to the middle of time. Once I am there, I start all over again. You can see my postings as a friend of the WT Alum page.”

1983

Eileen Heller-Stading writes, “I would like to thank Colleen Smith for her tireless compassion and engaging and challenging demeanor during classes which allowed me to thrive in my final two years at WT. College was almost ‘easy’ my freshman year due to the techniques and study habits I learned from Mrs.



Smith. She hands down is the most memorable teacher I have ever had.”

1984

Bari Weinberg Philips writes, “Mrs. Ines Schaffer was my Spanish teacher for four years. She was an amazing, loving human being who was totally devoted to the well-being of each of her students...During one day in class, she had mentioned that she came to America from Uruguay to escape the prejudice that had taken place against the Jewish people there. This showed me that, being in America, she was determined to live life to the fullest since she was free to be who she was born to be. I guess that is what she had taught me the most. While her memory will live on in the halls of WT, I know her memory

will also live deep inside my heart.”

Josephine Podolsky writes, “Mrs. Petersen taught me to appreciate visual art...Mrs. Paylor taught me to appreciate music... (“How Lovely is Thy Dwelling Place,” I still think our class sang it the best!)...Mrs. (Carpenter) Pugh taught me to appreciate literature...Mrs. Acklin taught me not to be afraid of public speaking...Miss Sheppard, I thought Ms. Nixon took a risk and allowed me to join the sixth grade. I believe that decision changed my life. WT’s



Finding a Purpose and a Place

Sofia Agras '82 writes, “At WT, we were encouraged to always reach for the highest levels of excellence, to think independently, and to push ourselves beyond our limits and the status quo. WT is where we first discovered what it could mean to be ‘the best we could possibly be.’ We were given a solid foundation in literally every subject, and a supportive platform from which to speak and be heard. We learned that our opinions mattered, and that each of us had a purpose and

a place in the world. It was up to us to discover what that might be. I appreciate the individual attention and encouragement from my teachers. What mattered most is how deeply they believed in us. I truly felt witnessed and guided by them, which made me feel empowered. This mentoring gave me the confidence to trust that no matter what I chose to do in life, I could do it on my terms, and the expectation was that somehow, in the process, it was also important to give back, because they had given so much to us. Mrs. Ann Hoon, our eighth grade science teacher, gave us the opportunity to explore cutting-edge topics and



to deliver a formal presentation. I chose a controversial subject: nuclear fusion! She arranged for me to attend a university symposium where I met experts in the field, who, in turn, encouraged me to explore new frontiers, which is where I first realized my passion for innovation and emerging technologies...One

of the biggest lessons I learned at WT came from a journaling exercise with Mrs. Acklin. She stood in front of the class, wearing her proverbial black, and in dramatic tones, kept repeating the phrase, ‘Who are you? Who are you?’ and nothing else, stressing a different syllable each time, staring at us one by one, so that we might discover our own importance and the hidden nuances of ourselves. This self-reflective exercise moved us on a personal journey that still guides me today...that above all, it is most important to be true to myself.”

Oh and what can I say of Mrs. Guentner? I am amazed at how much French I can still read and write to this day. She made the best escargot I have ever tasted...Dear Mrs. Schuerger influenced me more as a homeroom teacher than my math instructor; she gave me two of the best confidence boosting pep talks and I still keep them both, close to my heart...My parents taught me to have confidence in myself; the constant reinforcement of that core value, by all of the teachers from WT, definitely had a positive influence on the person I am today."

1986

Claire Guentner Cohen writes, "I am a 'lifer' at WT and can honestly say that every single teacher [who] taught me had an impact on my life. The faculty always pushed me and encouraged me to do better. I did not have much self-confidence and they helped me see the talents that I had. I feel this has helped me be a successful adult."

Andrea Kann writes, "I thank Jeff Davis, who taught AP English my senior year, and who challenged me to think beyond the words on the page. His encouragement gave me the confidence to write and interpret



prose in a profound way that still influences my writing, whether professional or personal. Thanks, Mr. Davis!"

Carol Pena writes, "I would like to thank Mrs. Acklin for being a wonderful and inspiring teacher during my years at WT. I particularly recall taking her speech class as a senior (I think it was mandatory), where we learned to make public presentations and critiqued ourselves on videotape. In my current job as a scientist I give lots of presentations, some within the company and occasionally at public conferences, and colleagues often comment on my strong public speaking skills. (Note that in general scientists are not known for their speaking skills!) I credit Mrs. Acklin for this. I also have very fond memories of Mrs. Acklin from a WT trip to Europe one summer, for which she was a chaperone. Mrs. Acklin was a wonderful teacher whom I liked very much. Over the years I have thought of her often."

1988

Loretta Lobes Benec writes, "In Middle School, we learned...great study skills that could be applied beyond the classroom...Mrs. Colleen Smith taught us an organizational technique (using three ring binders with dividers) that I use often at work and at home. Mrs. Smith taught us that the time it takes to get organized pays off later, especially when you are in a time crunch or under stress. I have found that to be true repeatedly throughout my career. In 1981, I was struggling in my public school classroom and my parents made the unusual decision to consider changing schools after six weeks. After a serious conversation,

academically rigorous, but nurturing environment was the perfect place for me and set me on a productive and successful path. Thank you again, Ms. Nixon."

Jacqueline Marks Ledo writes, "From eighth through twelfth grades, I studied Spanish with Mrs. Schaffer



and really got a grasp of the Spanish language, in particular reading and writing. When I went to college, I decided to continue to study Spanish and even spent a semester abroad in Madrid. I really enjoyed increasing my knowledge of Spanish, especially my vocabulary! I graduated with a double degree in Spanish and Political Science. After moving to South Florida, I continued to practice my Spanish and have been using it for the past 12 years in my real estate career! If it weren't for Mrs. Schaffer's enthusiasm of the Spanish language and her phenomenal teaching skills especially when it came to reading and writing, I may not have been able to pick up the language as easily!"

Christin Zandin writes, "I have collages of my favorite writers on the wall behind my desk. There is one person there that has made more difference in my life than any other. And that is Mr. Davis, who taught us literature. He encouraged us to have our own opinions and to express them. He showed us that stories are a dialogue: between the writer and reader and between readers. With his

energetic teaching style he inspired and challenged. As for me, I have chosen to live a life of stories because of Mr. Davis. And he smiles at me, as he sits next to Hemingway, and reminds me of just how much I owe him."

Heather Robinson writes, "I would like to thank Mrs. Acklin for exposing me to some of the best (and juiciest) classics including *Romeo & Juliet*, *Inherit the Wind*, and Daphne du Maurier's *Rebecca*. I have thought of Mrs. Acklin numerous times through the years, especially when I was teaching creative writing and freshman composition. The depth of her love for literature infused all she did, as did her sensitivity toward and understanding of the adolescent girl's psyche."

1989

Annie Hanna Carson Engel writes,



"If it had not been for Mrs. Acklin, I would not be the thinker, writer, or speaker that I am today. Mrs. Acklin challenged me to use my voice...I recall starting freshman year in Mrs. Acklin's English class...too shy to let anyone in the class hear my thoughts on what *Inherit the Wind* really meant to me. What if what it meant to me was wrong? There was Mrs. Acklin, this very poised and glamorous teacher, who seemed quiet herself. She had wonderful posture, held her head high and walked with graceful purpose. Mrs. Acklin was

quiet, except that she asked the questions...She expected the answers even if they might not be right...Mrs. Acklin showed me how very fun it was to think and plan and organize my thoughts. How interesting everything suddenly became.

Twenty-three years later, I am a wife and a mother of three. I've completed another eight years of education, including a law degree and LL.M. in Insurance Law. Every day, I use the planning, process, and voice that I learned in Mrs. Acklin's classes. When I read to my children, I hear the inflection and expression that she taught. When they read to us, I hear that too. It is the best legacy of those years with Mrs. Acklin."

1990

Isil Arican writes, "My favorite teacher at WT was Mr. Davis. He helped me to look at the stories from a totally different perspective and taught me to read between the lines in a book. He also taught me to never give up even if the task looks impossible. I was not even fluent in day-to-day English when I took his class, but he encouraged me to read and understand Shakespeare. I remember ordering the Turkish copies of the books we were reading and comparing them to the indecipherable Shakespearean English. At the end of the semester, my papers improved from daisy scribbled sheets to proper essays."

Amy Katz Leaman writes, "I haven't been able to narrow down the choices. Do I thank Mrs. Bebb for allowing us to perform *A Midsummer Night's Dream*, in which I got to be Titania...Julie Koehler and I have

1998

Toby McChesney writes, "My favorite teacher was Debbie Reaves. She



been discussing Mr. Sisselsky, and how he kept confusing the names of our math groups—the Men Without Hats group and Talking Heads group somehow got merged into Men Without Heads. And I still remember putting on an abbreviated *Hansel and Gretel* in Mrs. Paylor's music class. I swear as a first grader, my class would sit out in the hallway—I had Mrs. Rollins—and she would play her guitar and sing 'A—You're Adorable,' among other tunes. These are snippets of memories that I recall from my time at WT."

1991

Alunda Grzybek Edmonds writes, "I thank Mr. Jeff Davis for my attention to detail. I'll never forget the big, fat, red F he gave me on the bibliography portion of my research paper my junior year. Mr. Davis simply explained that bibliographies are either right or they are wrong; there's no in-between. We were permitted a second attempt, but it came with another important life-lesson: there aren't always do-overs, so you should do it right the first time. I managed to get an A on the second attempt, but my final grade was still a C, which was the average of the two attempts. In the end, the C didn't matter much (although you wouldn't have been able to convince me of that at the time), but over the years those lessons have served me well both personally and professionally, and I still think about those little missing periods from the end of my citations."

April Lee writes, "When I was at WT I struggled through Madame Guentner's French classes more than any other. Although I never conquered French, I learned so many important lessons from her. Somehow she even managed to instill in me a lasting love of French culture (if not the language) that I still find rather surprising. Madame Guentner was always positive about where my strengths were, but didn't believe it bought me a free ride in her class or life. I have thought of her often over the course of my adult life."

1992

Susan Finkelpearl writes, "I LOVED library class. The Lower School library was a cozy little corner of the school and there was nothing better than gathering on the green carpeted floor around Mrs. Checkley (who always smelled like flowers) for what was always a good story. Every time I sing the 'Baby Bumblebee' song to my newborn son, I think of Mrs. Checkley singing it to us, very animated. I also remember Mrs. Checkley did not tolerate misbehavior in her library. More than once we were emphatically told, 'Get off my tables!' when we would sit on one of the long, polished library tables rather than properly in our chairs! [In second grade] I was sick with a terrible flu the week the chicks in our classroom hatched. Mrs. Davis arranged a special time for me to come in after school...to see the newly hatched fuzz balls. It was such a kind, special gesture. In sixth grade, Mrs. Parker taught us how to take notes and keep an assignment notebook. I've used those skills every day and am so grateful for them! Mr. Davis taught me how to write. His passion for literature was infectious! Mrs. Evans transported us from



Pittsburgh to the other parts of the world in Japanese and Russian history class. I still have *Zen Flesh and Zen Bones* and *The Japanese Mind* on my bookshelf! In Russian history class, she worked with a parent to provide us with pen pals from Eastern Europe as the Berlin Wall was falling. Mine was a teenage boy from then Czechoslovakia. Years later, I went to Slovakia as a Peace Corps volunteer, and I met my pen pal! No doubt, my desire to live abroad started in Mrs. Evans's classroom."

Mara McFalls Falk writes, "Mr. Davis, my ninth grade English teacher, called a parent-teacher-student meeting early in the school year. Sacred Heart Elementary School hadn't prepared me for the rigors of WT, and I was quickly slipping to the bottom rung...Mr. Davis (with sleeves rolled) brought my essays out of his folder, spread them before us and gently opened my eyes to the process of writing. Throughout my varied professional career as high-tech public relations pro, television host, and university professor, writing is my bedrock, and I think of Mr. Davis's lesson that day...and am truly grateful. Also, because of him I will never spell 'benefit' wrong again after he docked me half a grade point on my term paper. He was serious when he said he would not tolerate spelling mistakes (viva spellcheck!)."

1993

Lydia Caplan Blank writes, “As a lifer, I have a million memories from the teachers who influenced my life in quirky ways. Take Ms. Cohen (now Mrs. Wactlar). She introduced me to my very first popcorn ball when we made them in fifth grade science. I remember loving this new, sweet, crunchy snack that tasted so good... Mrs. Reaves is another teacher who I think of often. Not only do I appreciate the challenges she set before me, pushing me to read books like *Great Expectations*, *Lord of the Flies*, and *The Catcher in the Rye*, but she also drilled into my head that I should never end a sentence with a preposition! And what about Ms. Wasserloos!?!? I will never forget dissecting cows’ eyes and sheeps’



brains in her biology class. I was never a great biology student, but she encouraged me to try something I was scared to do—something that was smelly and slimy, but oh so interesting once I put the gross-factor aside... Little did I know that all that hard work and determination was early preparation for becoming a mom!”

Robin Rockman writes, “Whenever a math concept seemed difficult, Mrs. Feigel always said to start the problem and give it our best attempt. Until we started working through it, she couldn’t help us...It also encouraged us to focus on the actual problem, as sometimes we found that once we got started, the concept actually wasn’t that difficult after all.

She was strict about this and at the time I remember thinking I would like her so much more if she could just tell me the answer and make it magically appear in my brain. But...instead I actually ended up learning not just math, but valuable skills that go way beyond the WT classroom. When I recently found myself back at school in my mid-30s, I heard her voice directing me to dig in and start the problem when I was faced with an assignment that utterly confused me...I find myself constantly thinking of her in situations such as when I am training people on a new computer program or helping my own children with their homework. When someone whines that they ‘don’t get it’ or ‘it’s too hard,’ I channel my inner Mrs. Feigel and firmly tell them that I can’t help them unless they start it and show me what they have attempted. Most of the time they actually figure it out for themselves and have a true ‘Aha!’ moment, where it all comes together and pleasure is derived from learning something new that previously felt unattainable.”

1994

Erin Herward Thurston writes, “My father wrote in his yearbook ad to me that in my time at WT, I grew from a shy little girl to a confident, intelligent young woman. What a beautiful tribute to the teachers who touched my life during my four years at WT. I certainly learned all the facts I needed to know in the rich college preparatory curriculum. And I was much better prepared for the rigors of academia than many of my classmates in college; I think I actually worked harder in high school than I did in college at times. But most importantly, my teachers



at WT helped me become the woman that I am. I gained confidence and poise and hope that I came to embody the old motto ‘Gentle in manner, strong in deed.’ To name a few special teachers, thank you to Joan Franklin, Lynnae Evans, Debbie Reaves, Michele Farrell, Steve Swett, Brenda Carnahan, and Cathy Russo. I was also fortunate to teach at WT early in my teaching career and my professional life was greatly enriched by my wonderful colleagues: Suzy Flynn, Randi Coffey, Kitti Whordley Fenk, Joan Flechtner, and Sue Scarborough. I think of you almost daily as I teach my Kindergarten class!”

Kate Masley writes, “I am so grateful for the extraordinary education I received at WT. Mrs. Evans, Mrs. Franklin, Mrs. Carnahan, Mr. Swett, Mrs. Reaves, Judi Bonacorso, Mrs. Oliver, and Coach Jennifer Donahue Kastroll ’90 have impacted my life in so many positive ways. Mrs. Evans was the very first teacher who introduced me to...anthropology. I remember writing a research paper for her Japanese history course that was essentially a cross-cultural comparative study. Her gentle

manner, her extraordinary stories, and her compassionate approach are what I remember most...Who knew that I would later pursue a Ph.D. in medical anthropology! Mrs. Franklin, Mrs. Reaves, and Mrs. Oliver were very influential in helping me develop my feminist consciousness. I will never forget receiving a book prize at the end of senior year, Gloria Steinem’s *Revolution from Within: A Book of Self-Esteem*. I cherish that book and refer to it often, especially when teaching my Women’s Health classes. Mr. Swett pushed me and really helped me become a better writer. He reminded me that I did not always need to use big words. I still use that advice today and share it with my students. He also helped coach me while learning to be goalie for the varsity lacrosse team. The lacrosse and field hockey team experiences that I had under the excellent leadership of Mrs. Carnahan and Coach Jenny Donahue are near and dear to my heart. I will never forget my experiences on the field and I think of them so often. Whenever I needed a break, needed to smile or laugh, I knew that I could always stop by Judi Bonacorso’s office. She was a supportive and

Life-Changing Guidance

Ian Gould '94 writes, “I was 15 and a refugee from a school with an incredibly bad drama department. I had just appeared in their fall musical in which I drank awful nonalcoholic beer at a shoddily constructed bar on a wobbly barstool with my back to the audience. For two and a half hours. I’m pretty sure the show had other characters, a plot, songs, all the trappings of a traditional musical, but I can’t be certain as I wasn’t involved in any of it. Hell, I couldn’t see any of it—it was all happening behind me. Not a promising career launch for a skinny teenager with a burning need to be an actor.

“I did make friends with the kid who played the bartender... and one day he said, ‘Why don’t you go audition for the spring play at Winchester? This drama program is a nightmare, theirs is really good, and they don’t have any boys, so...’

“He probably meant to finish that sentence somehow, but I was already off at a run looking for Morewood Avenue. I have a terrible sense of direction, so it took a while, but eventually I landed, panting, necktie askew, in the Falk Auditorium, where I was introduced to Mrs. Barbara Holmes...

“I don’t remember much about that first audition—it was a warm day and I was pretty dehydrated—but I remember filling out a form, looking over the script (*Nicholas Nickleby*, as

it turned out, though I wouldn’t have cared if she was staging a dramatic rendition of the Illinois State Tax Code), and reading a few scenes. I was delighted to be offered the role of Arthur Gride, though not being familiar with the script in its entirety my first reaction was ‘Wait, who?’ It didn’t matter. I was in. And (wait, check the script)...yep. Lines!

“That was the first of seven productions I did at WT; I transferred once they went coed (hallelujah!) and threw myself into the performing arts department with gusto...

“Mrs. Holmes was there through it all—from giving an out-of-breath ninth-grader a break to pep-talking me back from the edge when, three days before taking on a mammoth assignment in *Amadeus*, I was dead certain I had finally bitten off more than I could chew. I got two degrees in acting, and I’ve been...in dozens of professional productions, but I was in a fragile place in high school, as so many people are, and it was the guidance and support of Mrs. Holmes that helped me persist in a career that often seems to have more pitfalls than rewards. Had we not met that day, I’m not sure I would have stayed with it. Barbara Holmes changed my life.”

fun presence for so many of us...

Thank you to you all. Your support, compassion, extraordinary teaching, and mentorship will never be forgotten. I am truly grateful and I celebrate you all!”

1995

Mattie McLaughlin Schloetzer writes, “I thank WT for emphasizing the performing and visual arts in the school’s curriculum. I took my first art history course in high school from Michele Farrell and continued studying art history in college and graduate school. Now, I work at the National Gallery of Art in Washington. I love my work and am grateful for the early training I received in the arts.”

1996

Rupali Kotwal Doshi writes, “Debbie Reaves and Lynnae Evans taught me how to read critically and question the written word. They helped to lay the foundation for my work in oral history, medicine, and understanding patients’ perspectives. These are skills that I carry forward in the context of a medical career.”

Sarah Gross Fife writes, “Teachers at WT encouraged me to be proud that I am female, and encouraged me to strive for success without self-consciousness about my gender. I often find myself in conversation with women who hit glass ceilings in their school days and I can honestly say that...WT created a learning environment which allowed me to develop the confidence necessary to co-learn and success in a co-ed world. WT teachers imbued in me a deep sense of loyalty and commitment to the motto ‘Think also of the comfort and the rights of others,’ to the extent that both the alma mater

and the WT fight song still bring tears to my eyes. If it weren’t for my teachers at WT, I wouldn’t have such a strong sense of value for diversity and what it means to be a person in a multicultural community. Classroom learning certainly played a role, but the memory which stands out most in my mind is the beauty of the Winter Peace Assembly which included songs celebrating a variety of cultures. To this day, I can still remember the tremendous warmth I felt while listening to the hand-bells, singing *dona nobis pacem*, or watching others parade through the auditorium with those felt signs calling for peace in so many languages.

Mary Kate Thorsen writes, “I would like to thank Mrs. Reaves. The guidance and knowledge she imparted during my four years at WT have proven invaluable. ‘Debs’ is referenced fondly during many family dinners, and I never write so much as an email without hearing her editing in my head. Thank you!”

Meenakshi Rao writes, “Debbie Reaves defined my experience at WT. I remember receiving my first essay back from Mrs. Reaves in ninth grade English with a huge D+ in red lettering. I was aghast. I had never received such a low grade in my entire life! Mustering up all of my courage, I went to talk with her about it. ‘How could this have possibly deserved a D+?’ I asked. She responded simply, ‘I know you can do better, that’s why.’ She was right. She held us to a high standard and encouraged us to do our best every day. To this day, I think of Mrs. Reaves whenever I am writing something and pushing myself to make it better, whether it takes five revisions or 50. I am incredibly grateful to her and all of the teachers whose classrooms I passed through during my time at WT.”

1997

Anastasia Stanczak Smith writes, "There is not one teacher I can thank, it is every teacher that I had at WT. Each and every one of them gave me a gift that shaped who I am today. I would not have the confidence to...speak in front of a large group without hesitation...to have come out of my shell in Middle School and believe in myself...to do anything I wanted to do as I got older...Each and every teacher I had there gave me a gift that I am eternally grateful for and I hope that my children will have teachers that give them the same as I received through the years. I would not be who I am today without them and without WT."

Bryan Appel writes, "I still tinker around with my guitar on a fairly regular basis, [but] Mr. Maione taught me more than just chords and scales (and the importance of practice). As I work with kids and teenagers...the presence, care, and attention Mr. Maione gave me (and so many others) is the standard for which I strive."



Martin Kessler writes, "At the risk of hyperbole...I can't think of a single teacher at WT that didn't truly shine as an educator and provide a top-notch high school experience. However, as someone who tended to get into lots of trouble, I really want to thank Upper School administrators like Mrs. Franklin, Mrs. Hershey, and Mr. Fetter

for taking a sincere interest in my well-being, being fair and patient, and providing me with good counsel in times of difficulty. Although I made their jobs as disciplinarians as complicated as I could, their excellence as human beings made them more than a match for the challenge."

helped me to become a better writer and to think outside of the box. Without her strong focus on writing, I would not be where I am today. She also taught me to read effectively and in turn be able to read faster."

Sara Ruth Kerr writes, "Mr. Fetter was a great coach, teacher and friend. I still actively make art, ceramics in particular, and learned from him that art is not just about painting, but can also be functional, three-dimensional, and created out of most anything. Most importantly, I think back to all the weekends he committed to traveling with the crew team. He took us to Ohio, West Virginia, and even Massachusetts. Sacrificing a huge amount of his free time, even weekends, for a group of high school students was remarkable and much appreciated."

Azadeh Masalehdan Block writes, "If it weren't for Mme. Guentner, I never would have enjoyed French class. I wasn't the worst French student, but I was certainly not the best. She embraced my personality and my French abilities (or lack thereof) and helped me to succeed in her class and in my conversational French."

1999

Katie Lofquist-Dow writes, "A career in marketing and public relations seemed implausible, even when I enrolled in Mr. Bill Diskin's speech class in Grade 12. I vividly remember the panic that would set in as I would

approach the podium to deliver one of many impromptu speeches.

Yet with every day and every year that has passed since that course, I have increasingly realized its impact on the outcome of my career and my interpersonal life. Gone are the sweaty palms and racing heart, replaced with...confidence and creative thinking fostered by...Mr. Bill Diskin. Many would agree that a great teacher goes out of the way to impart more than what's between the pages of a book. Someone once said to me, 'When you remember a good teacher you think, "they taught me what I know today" whereas, when you remember a great teacher, you think, "they made me what I am today."' Without a doubt, Mr. Diskin is that great teacher."

Brandilyn Dumas writes, "Teachers at WT encouraged me to treat excellence and opportunity as my new normal."

2000

Andrew Santelli writes, "Bill Diskin has been a teacher, mentor, and friend to me...He approached life and teaching with humor and a love of new ideas...that rubbed off on me and sparked my pursuits...in academics and my career...Bill embodied the WT philosophy of intellectual curiosity and whole-person development before they were buzzwords, and my classmates and I are all the better for it. Because of Barb Holmes, I've had a lifelong love of theatre and the performing



arts and was imbued with the belief that the arts are everyone's business and enrich all of our lives. I work in public affairs, but still perform with an arts group here in Orlando, and that's only because of the positive experiences I had with Barb at WT. Annie Guentner taught me French, but did it so well that I didn't realize how much I'd learned until long after I graduated. When Disney sent me to France for work, it was a breeze!"

2001

Peter Scott writes, "Ms. Heinricher started out as my computer teacher in first grade at North. Later on, she became my math teacher in Middle School at the City Campus, and eventually helped run the Upper School when I ventured on to ninth grade. I used to joke that she was like the teacher in 'Boy Meets World' and that she would somehow be teaching me every year, no matter how old I got. It was great, though. As a kid, being 'friends' with a teacher would have been



considered 'lame' at any other school, but at Winchester I could embrace it. It was like growing up with a friend. Having someone like that to rely on made things a whole lot easier, and I hope everyone else who goes to WT gets a Ms. H. of their own."

Ashley Lemmon Gottwald writes, "In my 12 years at WT, there was always a string of consistency in teaching. Each year, a teacher pushed you to be the best student, classmate, and most importantly, person, you could be. Specifically, Dr. Naragon and

“Teachers at WT encouraged me to always think outside the box and to be ethical. This has led me to become an honest engineer.” — Nikhil Singh '06



“...Most importantly, my teachers at WT helped me become the woman that I am. I gained confidence and poise and hope that I came to embody the old motto ‘Gentle in manner, strong in deed.’”

—Erin Herward Thurston '94

Mr. Gee carried out their lessons every day with enthusiasm and excitement, which made me want to work harder and learn as much as possible. Teachers at WT are some



of the most selfless people I know and I feel truly lucky to have had such wonderful people shape who I am today."

Abby Ross writes, "One of the most memorable and influential teachers during my time at WT was Dr. Seward. Many knew him as the soft spoken, friendly teacher he was, but the special few of us who had him for Latin class knew him for his humor, his wit, his incredible depth of knowledge, and—perhaps most of all—for his unending support."

Gautam Ganguli writes, "Mick Gee was my freshman physics



teacher, my senior AP Physics teacher, my soccer coach, and my college recommender—in addition to being my principal. He influenced who I am today as much as any teacher I've had. He taught me academic material, discipline, humor, confidence, and compassion. I would not be the man I am today (whatever that's worth) without Mick Gee, and I am thoroughly grateful for his influence on my life."

Emily Flectner Wachelka writes, "Dr. Naragon was...the definition of an amazing teacher. He was very popular and well liked, but his



classes were really hard! He even put up with our shenanigans during free periods where we were known to take his fruit hostage and leave ransom notes. I always smile when I think about taking a class next door to his history class; we could tell when he was teaching something exciting because we could hear his chalk tap-tap-tapping through the wall as he underlined and emphasized something important. It made everyone in the room miss his class! Dr. Naragon's energy for teaching is unsurpassed and he always knew how to value a good comment or question in class."

Kerry Soso writes, "Ms. Farrell taught me art history and several different studio arts classes during high school at Winchester. She was passionate about what she did, and made class exciting. She also had a wonderful sense of humor and allowed us to have fun while we learned. Thank you, Ms. Farrell!"

2002

Rachel Gross writes, "I'd like to thank Mrs. Colleen Smith for being an example of a strong, intelligent, and graceful woman. I remember at a very young age always wanting to challenge those around me—I asked a lot of questions, and I never simply

accepted what my teachers taught me without thinking it through on my own first. Mrs. Smith showed me that there is nothing wrong with holding different beliefs than others, but that I should always 'think also of the comfort and the rights of others.' Because of that, I learned to embrace who I am and challenge those around me, but I always strive to do so in a respectful way. I thank her for always leading by example and for teaching me this important life lesson!"

2005

Ilana Toeplitz writes, "I thank Mrs. Holmes for being the incredibly creative, supportive, generous person that she is. She challenged me to be a graceful artist both onstage and off. I have the courage and knowledge to pursue my dreams in theatre because of Mrs. Holmes. I can't wait to thank her in my Tony speech!"

Sierra Laventure-Volz writes, "Coach C. [Jeff Cronauer] was like a father to me through some of the hardest times in my life, and for that I will always be grateful. Even better, he let me invade his office and tape everything to his desk. He will always be my 'second dad!'"

2006

Nikhil Singh writes, "Teachers at WT encouraged me to always think outside the box and to be ethical. This has led me to become an honest engineer."

Hannah Posner writes, "I thank Dr. Naragon for teaching me to question the significance and implications of events in the world around me. His favorite question, 'SO WHAT?' constantly pops into my head as I'm finishing a good book or discussing

a new policy initiative with co-workers. Thankfully, the phrase no longer triggers the same...panic it brought upon me in high school... However, it still brings back the screeching sound of a stub of chalk breaking as Dr. Naragon excitedly circled and underlined it on the chalkboard. Searching for answers to this question quickly made history my favorite subject, and led me to become a history major and to my current job working for progressive members of Ohio's state legislature. Thank you, Dr. Naragon!"

2007

Moiria Egler writes, "If it weren't for Dr. Naragon, I probably never would have believed I could succeed in AP classes in high school. He pushed me to ask questions and showed me that research could actually be interesting. Dr. Naragon showed me how to be a good student and active learner."

Siobhan Mahorter writes, "I remember Mrs. Ferguson's fourth grade class. There was always some exciting surprise waiting for us. From building a log cabin from scratch to smuggling fugitive slaves through the hallways, Mrs. Ferguson always had creative ideas to make school an



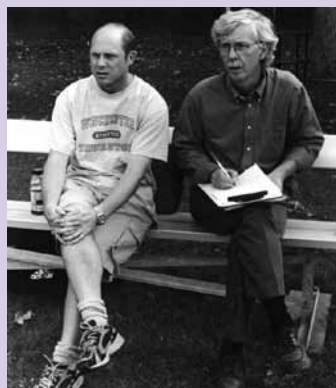
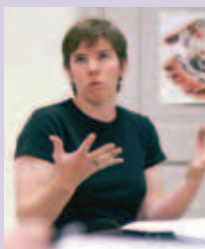
adventure. That year was by far the most challenging of my Lower School years, but I look back on it as a year that built my confidence as a young writer and historian."

Following in Their Footsteps

Patrice Alexander '06 writes, "I loved beginning my day with geometry...especially if Mr. Hallas hadn't had his coffee...I learned that patience is a virtue—or until it is, coffee can help supply that patience. I truly admire the incredible patience, diligence, and discipline that Mrs. Holmes and Ms. Maguire exhibited..."

Dr. Finseth is probably one of the wisest persons I know. In addition

to fostering a profound interest in chemistry for me, Dr. Finseth taught me to relish in the simplicities in life...He somehow had the ability to break down



any concept—be it moles or pH or bonds—and relate it to my life...I loved Spanish with Sr. Cañuelas-Pereira...My favorite memories include watching a Spanish soap opera and trying to reenact parts of it in class as well as writing and directing a script in Spanish for a final project. Ms. Kaz pushed me with my writing and thinking. Just when I thought I



gave an assignment 100%, Kaz pushed me to give 110% and then 120%...I adored every single class I took with Mr. Maione... My all-time favorite was the jazz band performance at Spring Fling senior year. Mr. Maione and I were echoing each other during our solos for 'On Broadway.' We were truly in the moment—living jazz—and nothing else mattered. Dr. Naragon is the reason I pursued the social sciences... Every single class with Naragon was so dynamic; his passion for teaching shines beautifully...And finally to the coolest of cool—the man we most respected and most feared—Mr. Gee...He was the man students wanted to become friends with, yet he was also the man that students respected and shaped up around. We always looked forward to his sharp sense of humor and pink ties. Without a doubt, my teachers at WT challenged me intellectually and morally. Even when I produced good work, my teachers... encouraged me to give 150% in everything that I do. I'm...utterly grateful to teach alongside many of my former teachers. One of my goals and prayers is to hopefully impact my students a fraction of the way in which my dub-T teachers impacted me."

2008

Yin Yin Ou writes, "I thank Mr. Maione for always giving me amazing support and encouragement throughout high school and even after graduating from WT. He has been there to talk to me whenever I needed advice or a little encouragement. His passion for life is an example for me every day."

2009

Laura Short writes, "I always hated math, and I was never any good at it. But I thoroughly enjoyed Mr. Davidson's Algebra class. His odd sense of humor, enthusiasm for the topic, and clear explanations made an impression on me. To Mr. Davidson, thanks for teaching the only math class I ever enjoyed!"

Kevin Nguyen

writes, "I want to thank Sharon Goughnour and Mick Gee for teaching me physics."

It is because of them that I want to learn more about physics and pass on what they've taught me by becoming a physics teacher as well. I wouldn't be who I am without them."



2010

Alema Heywood writes, "If it weren't for Dr. Michael Naragon, I wouldn't have chosen to pursue a career as a history teacher."

Isabel Zehner writes, "When I first met Mr. Davidson he was a WT newbie. I was a freshman. He was my advisor. I was standoffish. He was weird. But as time went on, Mr. Davidson proved to be more

normal than he had first let on. Advisory periods were never dull, usually included a Dwight Schrute quote, and on occasion, they closely resembled fun. On top of that, he was an excellent advisor. I never doubted that Mr. Davidson had our best interests at heart. Knowing that someone was in my corner made my troubles less harrowing and my successes more vaunted. I will always appreciate Mr. Davidson's rare genuine enthusiasm and care, which may have gone unappreciated at the time, but for which I would now like to say thank you."

Rosaleen Mahorter writes, "Without the support of Kristen Graham Klein, I don't think I would have stayed sane or grown as much as a student and as a person during my time in Upper School. She always held me to a high standard that I maintain for myself today. When I work with my own students I strive for the balance Mrs. Klein's classroom always had—high expectations, lots of patience, and enormous respect for her students."



Chris Schmidt

writes,

"When I first arrived at WT, I never would have thought that I could be an outgoing person. However, Dr. Naragon has a unique gift for noticing potential and fostering it. His students become scholars as well as people of strong character. Dr. Naragon showed me that there is more to academics than just grades, and I am forever grateful to him for helping me both to build my confidence and to learn how to honestly express myself."

Brea Allen writes, "If it weren't for Dr. Naragon, I would have never learned to effectively incorporate historical facts into my writing style, which has quickly proven crucial for writing on a college level."

2011

Molly Ostrow writes, "Mrs. Graham Klein helped me grow in my writing abilities and in a million other ways as well. She always challenged me in her classes, encouraged me to look at texts in new ways, and was always there to talk about anything from my essays to our favorite books or just life in general. Without her I wouldn't have discovered my passion for reading and writing (or how to use a comma). I thank her for all she did for me as a writer, an analytical thinker, a student, and a person."

Fred Egler writes, "If it weren't for Mr. Fogel, I never would have immersed myself in crucial world issues. He taught me ninth grade history and tenth grade European history...[and] educated me on many pressing issues, including the impact that globalization, climate change, and political unrest would have on the international community in the years to come. There was never a dull moment...From his nicknames to his open-ended essay questions, his ingenuity challenged me every time I walked through his door. I'd like to thank him for making my time at WT meaningful and enjoyable."



David Nicholson writes, "Mr. Nassar gave me a solid foundation in programming and computer science theories. He never gave me the answer, but guided me to a solution. Besides my work in the classroom, Mr. Nassar kept me busy in challenges

and internships. He believed in me, and that is something that I will never forget. Thanks, Mr. Nassar!!"

Honorary

Helen Scully writes, "My most vivid memories of WT are of these three extraordinary and competent educators who were role models for the students, faculty, and staff alike. Each one in their own way prepared the students to take a leading role in whatever career choices they made. At a time when single sex educational institutions such as WT were losing students, Head of School Jackie Clement encouraged the board of Trustees to open a coed lower school in the North Hills...This effort was successful and eventually the main campus became coed as well. Today WT is celebrating its 125th anniversary year. Ann Peterson was the art teacher extraordinaire for many years encouraging students to pursue their goals whether in the field of art or otherwise. Ann turned a bomb shelter into a charming art studio and gallery. Graduates were prepared to attend the country's premiere art schools and were very successful. Jane Scarborough came to WT in the late 70s when independent schools were experiencing major changes in the field of education. Jane enlivened the curriculum...She was innovative and forward thinking just as was her successor Jackie Clement. 'Pioneering spirit, idealism, tenacity, and innovation' were words written by current Head of School Gary Niels in relation to WT's founders in the recent...three-year strategic plan. I feel that these words certainly describe Jane Scarborough, Ann Peterson, and Jacqueline Clement as well."

In Memoriam

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

Nell Lile Glaws '47, October 4, 2006
Mercy Fung Ngai '91, October 27, 2007
Ann Bishop Fowler '47, October 5, 2009
Lucile Thompson Cruickshank '55, January 29, 2010
Marilee Ellis Richter '46, October 21, 2010
Virginia Lyne Sloan '39, November 2, 2010
Carol Pollock Johnson '59, February 23, 2011
Suzanne Robbins Barnes '45, June 30, 2011
Mary Cunningham Bailey '44, July 14, 2011
Nancy Crandall Schmidt '51, July 24, 2011
Joan Price Tanzer '43, August 5, 2011
Betty Thompson Reif '31, September 9, 2011
Margaret (Mardy) Edgar Sellers '44, September 29, 2011
Carole Gale '65, October 5, 2011
Jean Davis W'32, October 7, 2011
Elinor Cowdrey Rust W'33, October 28, 2011
Margaret (Peggy) Jackman Metzger '53, November 1, 2011
Mary Jane Langham Walling '50, November 5, 2011
Elizabeth Bradley W'33, November 13, 2011
Janine McCaslin Bergmark '52, December 8, 2011
Myrna Klee Robinson '65, December 21, 2011
Gretchen Mehl Deans '52, December 27, 2011
Nancy Davis W'32, February 22, 2012
Anne Rush Cook W'34, March 6, 2012

Condolences

Mary Lee Friday Rafferty '58, on the death of her father, Rupert H. Friday M.D., March 16, 2011
Thelma Levin Levine '46, on the death of her husband, Robert Levine, June 5, 2011
Dana Schron Jones '81, on the death of her father, Dean Schron, July 1, 2011
Jane Michaels '64, on the death of her father, Bernard Michaels, July 22, 2011
Shannon Lindemer '01, on the death of her father, Duane Lindemer, July 29, 2011
Jean Torlidas Willow '87, on the death of her father, William L. Torlidas, August 11, 2011
Wendy Hoechstetter '74, on the death of her father, Louis Hoechstetter, October 11, 2011
Ilana Toeplitz '05, on the death of her father, Gideon Toeplitz, October 17, 2011
Cynthia Pearson Turich '65, **Linnea Pearson McQuiston '69**, and **Chloe McQuiston Esparza '96** on the death of their mother and grandmother, Evelyn Bitner Pearson, October 25, 2011
Margot Hill Ball '64 on the death of her mother, **Elinor Cowdrey Rust W'33**, October 28, 2011
Elizabeth Jackman '48, on the death of her sister, **Margaret (Peggy) Jackman Metzger '53**, November 1, 2011
Nancy Kamin Schlossberg '47, on the death of her husband, Stephen Schlossberg, December 10, 2011
Lynne Crookston Stull '56, on the death of her partner, Donald Armstrong, February 22, 2012
Charlotte Rush Brown '38, on the death of her sister, **Anne Rush Cook W'34**, March 6, 2012
Susan Pekruhn Glotfelty '58, on the death of her mother, Nancy McMahon Pekruhn, May 29, 2012
Cathy Cohen Droz '67, on the death of her father, Jesse J. Cohen, June 2, 2012



CANDIDE MODO FORTITER RE. GENTLE IN MANNER STRONG IN DEED. 125 YEARS OF ACHIEVEMENT IN ACADEMICS, THE ARTS, AND ATHLETICS.

TO COMMEMORATE WT's 125TH ANNIVERSARY THIS WORD CLOUD HAS BEEN CREATED FROM THE FIRST NAMES OF EVERY STUDENT WHO ATTENDED WINCHESTER THURSTON SCHOOL FROM 1887-2012.



To commemorate WT's 125th Anniversary this "word cloud" was created using the first name of every student who attended WT from 1887-2012.

We are proud of our students and alumnae/i and are excited to celebrate them in this special way. Can you find your name in this incredible cloud?

THINK ALSO OF THE COMFORT AND THE RIGHTS OF OTHERS. WT ACTIVELY ENGAGES EACH STUDENT IN A CHALLENGING AND INSPIRING LEARNING PROCESS THAT DEVELOPS THE MIND, MOTIVATES THE PASSION TO ACHIEVE, AND CULTIVATES THE CHARACTER TO SERVE.



WINCHESTER
THURSTON
SCHOOL

555 Morewood Avenue
Pittsburgh, PA 15213
www.winchesterthurston.org

Nonprofit Org.
U.S. Postage
PAID
Pittsburgh, PA
Permit No. 145



Happy 125th Anniversary, WT!

