


2023 / ISSUE 1

The Westonian Magazine

**THE
STUDENT
EXPERIENCE**

**In their
own words**





Behind the Cover: Some of the Upper School students who shared their experiences with us for the article on page 18 are featured on the cover and here in the Uptown Lounge.

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The Westonian, a magazine for alums, parents, and friends, is published by Westtown School. Its mission is to capture the life of the school, to celebrate the impact that our students, faculty, and alums have on our world, and to serve as a forum for connection, exploration, and conversation. We publish two issues a year.

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We welcome letters to the editor. You may send them to our home address or to westonian@westtown.edu.

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“More than anything, though, the sum of my Westtown experience helped me come to know that there truly is that of God in each of us, and that it is our role to seek it out and honor it.”

Dear Friends

I find the world both a beautiful and sometimes daunting place. And much of what sustains and fulfills me as an adult, I realize now, I learned decades ago as a young person at Westtown. Living closely with my peers on dorm, I learned to be open to and curious about others' experiences, perspectives, and beliefs. In spaces as different as the Meeting House and baseball field, whether listening for the still, small voice within or reminding myself to focus on “this pitch... this pitch...this pitch,” I practiced being fully present. As I have done so many times on these 600 acres, I still find peace and joy in long walks, both in solitude and good company. As countless Westtown faculty helped me discover, I remain energized by critical thinking and active engagement with new ideas, appreciative of nuance and ambiguity, and impatient with pat, simplistic answers. More than anything, though, the sum of my Westtown experience helped me come to know that there truly is that of God in each of us, and that it is our role to seek it out and honor it.

Though some specifics of the Westtown experience have appropriately evolved, the learning of current Westonians shares much in common with mine from decades ago. And that divine connection, I am convinced, is the basis for all the rest: the experience of community so many of us live (or lived) and love, the tireless aspiration to know that best version of ourselves—individually and collectively, and the grace we must allow ourselves and each other when we fall short.

In this fraught, fragmented era, when deep connection seems both harder to access and as important as ever, I think of the Seamus Heaney lines, “Dangerous pavements. / But I face the ice this year / With my father's stick.” And when I do, I know that the stick that I count on to support me as I navigate the pavement ahead is the one I've inherited from the Westtown community and its many members past and present. If you are an alum of Westtown, I encourage you to consider what of your own everyday use has Westtown origins. And in the pages that follow, I hope all readers will be heartened to see what is shaping our current students and how they, in their turn, will move through and shape this world for years to come. **W**

OUTDOOR EDUCATION HIKING TRIP

This fall, 10 Upper School students hiked 14 miles with heavy packs on steep and rocky terrain on the Appalachian Trail during the Outdoor Education Fall Backpacking Trip. Students carried everything they needed for the weekend on their backs, and learned how to live and travel in the backcountry, including how to work within a group to treat their water, set up camp, build a fire, protect their food from bears, and navigate with a map and compass. **Chris Costa**, Director of Outdoor Education reports, "Our overnight/morning temperatures were in the low 40s to mid-30s and students layered up and stayed positive. They spent time reflecting together and laughing a lot. They showed great leadership in their support for one another and their ability to meet and push their edges."

News from Around 'Town



Art and Faith Exhibit

This fall Westtown's Center for the Living Arts Gallery hosted the "Art and Faith" Exhibit to mark the 70th anniversary of Fritz Eichenberg's *Art and Faith* Pendle Hill pamphlet, which considered the role of art at Westtown School. The exhibit featured original prints by Eichenberg from Westtown's permanent collection, and works by Quaker artist Todd Drake, students, and faculty.

In 1954, Fritz Eichenberg, a German-born committed Quaker—and one of the most prominent visual arts educators of his time—visited Westtown's campus to speak about the arts as an extension of the school's essence. Two years prior, Eichenberg published his thoughts in a Pendle Hill pamphlet, *Art and Faith*. This is the 70th anniversary of that radical little work.

Fritz Eichenberg (1901-1990) was a popular German-American illustrator, speaker, and educator. Eichenberg held prominent posts at the Pratt Institute in New York City and the University of Rhode Island. He fled the rise of Nazism in 1933 and was involved in the Works Progress Administration's Federal Arts Project during the Great Depression. A committed Quaker, Eichenberg's art often focused on social justice topics. As a writer, Eichenberg composed radical pamphlets for the nearby Quaker education and retreat center, Pendle Hill. As a teacher, Eichenberg was well-known for his "The Art of Teaching Art" lecture. Perhaps, though, Eichenberg is best known as an illustrator of classic novels and for Dorothy Day's *The Catholic Worker* radical newspaper. In the 1950s, Eichenberg visited Westtown's campus as part of his ongoing participation in The Society of Friends and arts education.

Todd Drake (b. 1961) is an American interdisciplinary artist, activist, and

educator who lives in New York City. The recipient of multiple grants and fellowships, Drake has traveled globally to facilitate social justice-oriented arts projects. Alongside his wife, Drake is the co-operator of a Quaker intentional community in Manhattan, Penington Friends House. Drake's most recent solo exhibition was "Rising," a series of prints and pen and ink drawings dealing with the issue of Global Warming. His surrealistic imagery links his experiences growing up on the Outer Banks of North Carolina with his concerns for what will be lost due to the rising tides of the Climate Crisis. Recently, *Friends Journal* published Drake's "The Leading of Hope."

Director of Visual and Performing Arts **Alex Ates** was instrumental in bringing this exhibit to life, and the idea came to him during his visit to Pendle Hill, a Quaker retreat and conference center. "The exhibit was inspired when I read Eichenberg's Pendle Hill pamphlet *Art and Faith* while I was on retreat there," says Ates. "I was stunned by the clear and vigorous way that Eichenberg connected Quakerism and art. I was further surprised to learn that Eichenberg has strong ties to Westtown, as the school invited him to speak on campus in the 1950s and purchased several of his prints for our permanent collection. When I visited the pieces in Westtown's Archives, I was struck by the fact that Westtown has been exploring the relationship between artistic creativity and faith for quite a long time—and the past can help embolden our future as we continue those conversations today. And, it just so happened, this year marked 70 years since Eichenberg's pamphlet was published! Immediately, I knew to pull in my colleague **Lizzy Oxler**, who just completed her doctoral research on Folklore, to support this exploration as curator."



And His Strength Went With Him by Fritz Eichenberg, 1955

Listen to Zhao's exhibit opening piano piece by scanning this QR code.



The *Art and Faith* exhibit ran from September 16 through October 22, 2022. The exhibit's opening celebration included remarks from curator and English teacher Lizzy Oxler, Head of School Chris Benbow '90, and Pendle Hill Executive Director, Westtown trustee, and parent **Francisco Burgos**, along with an original piano composition entitled *Looking for the Light*, by **Mandy Zhao '24** (listen to Mandy's composition by scanning the QR code on the left). During the exhibition, students from across divisions had interactive experiences with the work, from an image scavenger hunt and question series for Lower School students to reflective writing prompts for Upper School English classes.

As highlighted in the exhibit's opening note: "Eichenberg wrote that while he lives in the Age of the Atom 'under the shadow of the Terrible Cloud,' he remains hopeful at the promise of art and what art can do, noting that art itself 'has survived all cataclysms.' In our own community, we reflect on our own version of the 'Age of the Atom.' We continue to live in a world of nuclear volatility and political vulnerability. And, not to mention the ever-present hum of the COVID-19 pandemic. Still, we came together during Meeting for Worship, we still created productions; those practices continued and they can live together—they do right here, right where you stand. This exhibit is a timeline of the progression of these twinned spaces of art and faith, a meditation on the relationship as perceived by members of the community.

The arts have flourished at Westtown. We live in a space where art and faith are intertwined and cohesive. Bold arts education will grow at Westtown because the seeds have already been planted. So, we invite you to look forward to our past and our present."



Twelfth Night

The Upper School production of *Twelfth Night* was amazing! This new, energetic adaptation of *Twelfth Night* — Shakespeare's beloved comedy of mistaken identity, love triangles, music, and mischief — was a delight. Kudos to all the students, both center stage and back stage, who brought this play to life!

Westtown commissioned this original adaptation by the New Orleans-based writer and actor James Bartelle. Bartelle came to campus to have conversations with students about Shakespeare, acting, playwriting, and the process of adapting *Twelfth Night*. He stayed on campus for the run of the performances and engaged with classroom activities and events along with teacher **Alex Ates**, Theater Director and Director of Visual and Performing Arts. Our thanks to James Bartelle for sharing his time with our students!

ARTS AND ACTIVISM

In teacher **Megan Rose's** Middle School class "Arts and Activism," students explore artists who use their mediums for expressions of activism and to bring attention to social issues. They studied artists like Andy Goldsworthy, Keith Haring, Jean-Michel Basquiat, Michelle Angela Ortiz, and others. They created their own stencils, posters, and natural artworks inspired by these artists. Some of the projects in this class also supported Fairhill Burial Ground, including field trips where students deepened their acknowledgement of Lenni Lenape culture and heritage.



Serving the Community

At Westtown, service learning is an integral part of curriculum and all students have a variety of opportunities to engage in service projects throughout their school careers. In the Upper School, Service Network, a co-curricular offering, provides regular and ongoing projects for students. This fall, students in Service Network and a group of upper-level Spanish students took on some special community projects.

Last spring, Service Network students worked on the Chester County Food Bank farm (grown on Westtown's farm in partnership with Farmer Pete Flynn). They planted kale, beets, and a variety of greens. Just before Thanksgiving this year, the plants were harvested providing quite a bounty for the CCFB.



The Service Network's partnership with Cradles to Crayons has also continued. Students recently spent an afternoon at the Philadelphia location to rehabilitate and clean used shoes to be distributed to children in the area. Service Network Coordinator **Lara Freeman** shares, "The work was tedious and required much elbow grease but the students were joyful and committed to the task!"

Service Network offers donation boxes around campus collecting items in support of the West Chester Food Cupboard. So far this year, over 150.5 pounds of food and personal care items have been donated. If you're on campus and would like to contribute, there is a box on the East End of the Main Building.

Service Network co-curricular students also provide tutoring for the New Directions Program at the Melton Center in West Chester twice a week, they work at the SPCA in Brandywine once a week, and they make regular visits to

volunteer at the Habitat ReStore on Saturdays to support the fundraising leg of Habitat for Humanity. Upcoming service opportunities will include a build project with Habitat for Humanity and a seed sorting project through the Cooperative Gardens Commission in which students will sort and make small packs of seeds for individual gardeners that will be sent to Seed Hubs around the country.

Ten students participated in a unique service partnership at the Iglesia Buen Samaritano in West Chester. The members of this church are primarily Spanish speaking and a number of them wanted to either improve their English or begin to learn English. Students involved in this project are: **Alena Zhang '24, Luke Cogswell '24, Dane Clunk '23, Noah Bay '23, Chloe Costa-Baker '23, Melanie Flynn '23, Antonio Ubiera '25, Bailey Tuckman '25, Helena McConatha-Rosle '24, and Maya Jain '24**, all of whom have completed Level 4 or above of our Spanish program and wish to practice both their linguistic and cultural competency in Spanish in the local community.

Each Monday evening, these students met with Spanish teacher **Cynthia Voorhees** to reflect on the previous week, and make their lesson plans for the week. On Tuesday evenings, they went to the church to teach English from 7:00-8:30 p.m. Voorhees stresses that this is a significant time commitment for students on top of their regular course work.

Eight students were paired with adults or children at the church to teach them English, and two students also taught a basic technology skills class to the Spanish-speaking adults in the community. These classes were to help adults become more comfortable with creating gmail accounts, sending emails and files, and creating Google slide presentations. All teaching in this program was done in Spanish. In February, our students began volunteering as child-care givers while adults in the church community are engaged in another course at the church.

Voorhees shares, "The mutually beneficial partnership that we have formed with this church is truly a beautiful thing. We are serving them, but they are also serving us by allowing us to learn more about their culture, practice our Spanish, and to grow as teachers and care-givers. I love that our kids are making friends outside their age bracket, socio-economic bracket, and their own culture." Just before Winter Break, students gathered with the members of the church enrolled in the English program for a holiday dinner sponsored by Lara Freeman and the Service Network program.



LOWER SCHOOL

Mask Parade

During Lower School art classes, students worked hard on designing and creating masks for our Halloween Mask Parade – a Westtown tradition that is over forty years old. Students’ families lined the parade route, cheering on our masked artists. While our parade coincides with Halloween, it is more than just a spooky surprise. The parade showcases our young artists and their creativity. Visit Westtown’s Smugmug to see more photos of the parade!

7TH GRADE CANOE TRIP

In September, 7th graders traveled to the Delaware Water Gap for their canoe trip. These annual trips have been a signature program in the Middle School for over 40 years, and students experience a trip in each grade of Middle School, with the challenges deepening as the students get older. The placement of the 7th grade trip at the beginning of the school year is intentional, as this trip is often a formative experience for students, resulting in deeper relationships with peers and faculty, an increased sense of self-confidence, and a belief in their ability to overcome obstacles both individually and as a group. This canoe trip is also an integral component of community building as they enter their 7th grade year. >>



Learning to Build Healthy Communities

Third graders gave presentations of their community maps depicting communities that they created that represented their ideal. Third grade teacher **Kristin Hayman** explains, “Our Community Unit started with the essential question, *How can we make the world a better place?* We started with discussions on perspective and map skills, including learning about map keys and the compass rose. Many picture books were read to the class to gain a better understanding of a variety of topics: imagined communities, clean energy, trash removal, and stories focused on diversity. [We talked about the] concepts of rural, suburban, urban, and the importance of sustainability. The students went on a field trip to Swarthmore where they experienced walking through and learning about community helper’s jobs, sustainability, and how a community can use their environment renewably. We also went on a field trip to Republic Services Conestoga Landfill to learn about how much trash people generate and what we are doing to handle the incredible amount of garbage created. [Groups of] students then created individual maps about what their ideal community would look like. They prototyped buildings and other structures, which led to the creation of 3D maps of their communities.” Art teacher **Kelly Nicholson** taught the students how to draw a geometric compass rose, which they illustrated and colored with watercolor pencils. Additionally, Science Teacher **Amanda Jeane Strode** taught a unit on electricity and circuits, which allowed the groups to “electrify” their maps using light bulbs and motors. At the presentation for their parents, each of the groups described their communities, read their “constitutions” and missions, and shared what they were most proud of on their community maps.

QUICK NOTES

ECHO HILL

Fifth graders [1] got back to their annual camping trip to Echo Hill Outdoor School, an outdoor education camp by the Chesapeake Bay in Maryland. Students had a blast canoeing, attending ecology classes, learning survival skills, engaging in bay studies, and more. The experiences help them build independence, learn about themselves and classmates, and do things they may have never done before. Science teacher **Amanda Jeane Strode** shared some of the highlights this year which included: “kissing fish, night hiking, and weighing the S.L.O.P. (stuff left on plate) at each meal.” What a great trip!

MID-AUTUMN FESTIVAL

Students in Middle and Upper School Mandarin Chinese classes learned to make one kind of mooncakes as part of the celebration of the Mid-Autumn Festival [2]. In China, Mid-Autumn Festival is a celebration of the rice harvest and many fruits. Ceremonies are held both to give thanks for the harvest and to encourage the harvest-giving light to return again in the coming year. Mooncakes are offered between friends or at family gatherings while celebrating the festival.

METAL MOOSE SPECIALTY DRIVE TEAM

Back in September, a contingent of the Metal Moose Robotics team [3] traveled to an off-season competition which featured all-women drive teams. Westtown’s Metal Moose ran the field and won the competition! Team faculty advisor **Steve Compton** says, “The event offered both returning and students new to robotics opportunities to learn to drive, operate, and fix the robot. The operators for this competition: were **Liana Jimenez ’25**, **Lucia Sanchez ’24**, **Emily Kessler ’25**, **Aveline Heryer ’25**, **Jessie Wang ’26**, and **Zoe Malavolta ’23**. Congratulations!

INTERNATIONAL FESTIVAL

Sunday December 3, 2022, was our annual International Festival. This long-standing event celebrates our diverse community at Westtown [4]. Our students, families, and faculty set up stations in Main Hall classrooms and offered snacks, games, presentations, and opportunities for connection and conversation about their cultural heritage. Our thanks to teachers **Bei Zhang** and **Rose Koenig**, International Student Coordinators, who made this event possible, and to all the students and families who shared their cultures, foods, and languages with us! Visit our Smugmug gallery to see more!

MODEL UN

Model United Nations participants, along with Upper School history teacher and MUN advisor **Dan Burger-Lenehan**, went to East Brunswick, NJ, in November for the Princeton Model United Nations Conference, an annual event that, prior to the pandemic, Westtown’s Model UN Club had attended for many years [5]. This was the first time since 2019 that the conference was held in person and the students were very excited to participate. Over a series of weeks, they researched their assigned countries and topics in preparation for the conference. Thank you to our student delegates: **Dane Clunk ’23**, **Parker Coates ’25**, **Aidan Eager ’25**, **Mar Saro Gomez ’25**, **Kendrick Kang ’25**, **Logan Luo ’24**, **Shawn Sprott ’25**, **Sara Timofiejuk ’25**, **Auden Vosburgh ’25**, **Angela Wang ’26**, and **Steven Zhao ’25**.

NATIONAL MERIT SCHOLARS AND COMMENDED STUDENTS

Congratulations to our National Merit Scholarship Semi-Finalists (left to right) [6]: **Sean (Zihan) Dong ’23**, **Milo Salvucci ’23**, **Eric Ochis ’23**, and **Chloe Costa Baker ’23**! Each year, the National Merit Scholarship Program “recognizes individual students who show exceptional academic ability and potential for success in rigorous college studies.” We also offer our congratulations to the National Merit Scholarship Commended Students [7], seniors **Sahil Mitra**, **Taehyung Kim**, and **Sam Tan**! These students are recognized by the National Merit Scholarship Program for “exceptional academic promise demonstrated by their outstanding performance on the qualifying test.”

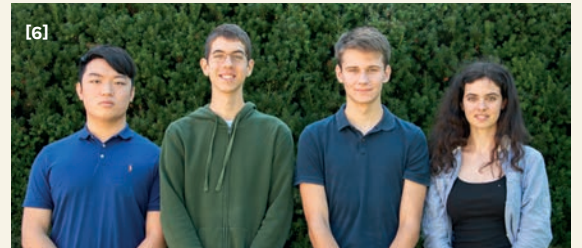
CAMPUS NATURE WALK

In November, we hosted the Second Annual Campus Nature Walk. The nature walk was led and curated by **Chris Costa**, Director of Outdoor Education, and **Marta Willgoose Salo**, Middle School faculty member and naturalist [8]. Participants got the opportunity to learn more about the flora and fauna of our campus, and simply enjoy being together in nature. Thanks to all who joined us for this educational, community-building event!

WESTTOWN IN PICTURES

Would you like to see photos from these stories and more? Visit Westtown’s Smugmug via this QR code for all our school and community photos!





ARTS GALLERY

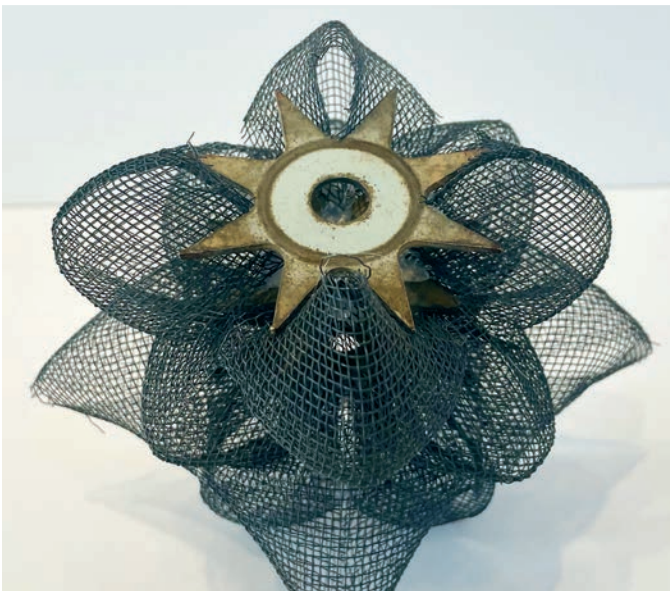


Learn more
about the Arts at
www.westtown.edu/upper-school/arts



The Arts Gallery

In this issue, we feature work from students in the Intro to 3D Art's "Alter/Repair" project. Teacher **Stephanie Wilhelm** challenged students to work with a manufactured or found object and repair or alter it in an unconventional manner. Students were invited to explore items that represented their interests as well as interact with them in an unusual way. Students were able to consider how process, materials, and the presentation of a piece contribute to an idea or concept. The project emphasized conceptual thinking and consideration of the significance of materials, as well as curiosity, play, and collaboration between artist and object.





See more sports updates online at www.westtown.edu/athletics



Fields & Courts

There were many team and personal achievements of our student athletes on the fields and courts this fall. Among the highlights of the season was the **girls varsity soccer team** [upper left] who clinched the Friends Schools League Championship AND were also semi-finalists in the PAISAA State Tournament! Congratulations to the team and to all our hard-working athletes. Go 'Town!





Past is Prologue

The Center for the Living Arts (CLA) was built in 1970 and included new art studios with lots of natural light, and it wasn't only Upper School students who benefitted. Middle School students in the 1980s enjoyed a variety of art classes, including drawing, painting, and ceramics. Sixth graders worked with clay, learned basketry, and made texture collages. In seventh grade, students were instructed in drawing, printmaking, painting, and had the option of taking a sculpture course. Art curriculum in eighth grade included still lifes, tempera painting, and drawing.

1980



2023

Today, Middle School students have a dedicated art space in the Middle School as well as shared studio spaces in the CLA. Students are encouraged to employ their sense of curiosity, creativity, and problem-solving to explore the art-making process. Cornerstones of the Middle School Arts curriculum include Creative Process, Studio Art (2-3D design), Sculpture, Film & Animation, and a range of electives like Arts & Activism, Art & the Environment, and Digital Design. These offerings give students opportunities for instruction in drawing, painting, printmaking, artist books, collage, ceramics, assemblage, paper and fiber, digital design and production, photography, stop-motion animation, and public art. In their exposure to various artistic mediums and materials, coupled with personalized studio-based instruction, Middle Schoolers develop their expressive voice, ability to think critically, convey and receive feedback, and more deeply appreciate the arts.

Ted Freeman

Sui Generis: One of a Kind

STORY BY LYNETTE ASSARSSON • PHOTO BY ED CUNICELLI

With closed eyes and outstretched arms, he paces as he describes an epistle from Pliny to Tacitus for students, his joy and enthusiasm palpable and contagious. Ted Freeman wears his passion for Latin on his blazer sleeves, but it is one that is not loud nor performative; it is as deep and genuine as his care for his students, his colleagues, and this community.

Freeman has filled numerous roles in his 22 years (so far) at Westtown—teacher, international trip leader, tennis coach, dorm head, faculty clerk, and class dean—and in each he has made an enduring impact, bringing to bear his quiet wisdom, devotion to the community, and, of course, his signature dry humor.

Freeman has a gift for bringing Latin and the classics to life for students, for helping them appreciate the significance of them in history, politics, and the human condition. “[Ted] made the subject of Latin so much more than just the language—it was a lens through which to think about culture (ancient and modern), philosophy, identity, and politics,” says Ainsley Bruton ’17. “We were able to apply what we were learning to our own lived experiences in meaningful ways.” Francis Miller ’09 agrees. “His undying passion brought Latin alive for us. The unique combination of ancient philosophy, Roman badassery, raunchy poetry, and Ted’s unique sense of humor meant we looked forward to Latin every day.” Latin and classical literature are scholarly subjects, and Freeman is adept at making them accessible to students as well as inspiring kindred passions. Julia Richards ’16, who went on to major in the Classics, says, “Latin is so much more than just a language—there are the cultural/political implications, the history, and the mythology—and without Ted taking the time to explore that in class, Latin would have been one dimensional.”


Freeman’s colleagues view him as a superlative teacher and leader with *gravitas*, one who is also humble. So it’s no surprise when Freeman describes the role humility plays in his teaching. “Countless myths warn humanity of the dangers of *hubris*. I hope to capture the

enlightenment of intellectualism, but equally important is the wisdom gained through humility,” he reflects.

“I think what most drives my love of teaching Latin is finding that path between intellectualism and humility and leading my students on it.”

Freeman develops meaningful relationships with students that extend far beyond the classroom. His students, past and present, say he is deeply invested in their wellbeing and their regard for Freeman is apparent. One describes that throughout the pandemic, Freeman would Zoom with him and his sister weekly to play Latin Scrabble, a comforting, fun activity during an uncertain time. Bruce Mao ’22 shares, “As an advisor and one of the adults with whom I’ve had many thorough conversations, he has been a blessing and a gift to me. He is always patient and responsible. He is the person I rely on the most.” Jake Richards ’22 sums it up well: “[He] is the kind of man who understands the power of language in its capacity for engendering action and...weighs his advice with a sense of great forethought.”

When colleagues describe Freeman, they note his ability to make those around him and his students feel seen and heard, to challenge them intellectually. “Ted has a wealth of institutional memory and experience that make him an incredible educator,” says Mauricio Torres ’08. “He has a way of ‘talking up’ to students—he treats them like the adults they’re striving to be.” Ellen Abbott, English Department Chair, shares, “He loves these kids and connects with them. He really wants to know their stories and they feel it.” Fellow Latin teacher LJ Scurfield adds, “Ted pushes his students to stretch their minds, to dig deep and pull from that hidden truth lying beneath the surface.”

“Westtown has shaped me in profound ways—as an educator, colleague, and leader,” shares Freeman. I’ve built countless relationships with students, friends, and colleagues, and each of them inform who I am.” And his students, colleagues, and the school have been profoundly shaped by him. He is, indeed, *sui generis*. 



Stewarding the Land and Making History

STORY BY ANNE BURNS • PHOTO BY ED CUNICELLI

The school's 600-acre campus allows students abundant opportunities for learning, exploration, play, and stewardship. It features a 14-acre lake, a frog pond, an arboretum, playing fields and courts, an organic student farm, a wooded cross country course, and more. Stewardship of the land and the educational potential of this land is a consistent theme echoed by many. This intentional work is prioritized in the school's Strategic Vision alongside a commitment to fostering equity, access, inclusion, and belonging.

The soil around the school has been cultivated for hundreds of years, starting with the Lenni Lenape people. When the school's longtime farm lessee announced their retirement, the school convened a Farmland Task Force to deeply consider the use of farmable land on campus and make mission-aligned recommendations for future use. The membership of the Task Force reflected a wide swath of the school's population and comprised community members who are alums, trustees, school leaders, current and past parents, and employees. As part of their work, the Task Force created a comprehensive request for proposal (RFP) for a new farm partner. The RFP shared Westtown's desire to partner with a "community-minded farmer with a commitment to a reciprocal, regenerative, and restorative relationship with the land." This opportunity was met with great enthusiasm from the external community, resulting in a deep pool that was eventually narrowed to three strong finalists. Through careful consideration and a thoughtful discernment process, Christa Barfield rose to the top as the

school's choice for a new farm partner. Head of School Chris Benbow shared, "The task force was impressed by Barfield's experience, approach, and strong alignment with the school's mission and Strategic Vision and is pleased to invite her to campus as our new partner."

Christa Barfield is a dynamic entrepreneur and a passionate advocate for healthy, organic food, and regenerative farming practices with a vision to restore access to farmland and farming for Black farmers. She shares, "My journey to self care and peace led me to a reincarnation of my healthcare career to continue to serve others using agriculture." Barfield currently operates two Philadelphia-area businesses, FarmerJawn Agriculture and Viva Leaf Tea Co., which she defines as "earth-born brands," to reintroduce farming into the lifestyles of urban people, which helps individuals improve their health by providing knowledge regarding where their food comes from." Her organization includes a retail and garden learning center in Northwest Philadelphia, a community-supported agriculture (CSA) business, and five acres of farmland in Elkins Park.

Barfield will farm 123 acres of the school's land and will use the crops to stock the farm market already located on the premises. The farm market will include a community supported agriculture (CSA) program, organic prepared foods, and other locally grown and sourced products. "The best food for people is that grown nearest to them with a focus on organic cultivation. Our goal is to transform this land and farm 100% organically to create a just food



system that perpetuates regenerative and organic health for our customers and the community at large," she shares. The remaining acreage will become a "food and farming incubator," comprising a host of cooperative farms operated by a cohort of Black farmers who will be chosen and trained through the FarmerJawn and Friends Foundation Fund, Barfield's non-profit organization. This incubator model will offer educational development opportunities and a "pathway to entrepreneurship" via sales at the farm market.

Barfield and her organization are committed to disrupting the industry. She shares, "Farming in America included slave owners using enslaved persons and sharecropping, with Black farmers working in exchange for food and a place to live. In the 1920s Black people owned over 1,000,000 farms in



America. In 2023, Black people own under 35,000 farms in America. FarmerJawn is creating serious change. We are looking to be a successful representation of Black farmers in America. We are determined to be definitive agents of change.”

When asked about the incubator, Barfield shares, “FarmerJawn maintains a farmer incubator for Black and Brown adults. It launched in 2022, and the goal was to create a group of people who are practicing agripreneurship (entrepreneurship in agriculture) while learning how to farm and impact urban networks and food systems. In its first year, 10 people were chosen out of 50 applications, and seven have graduated. Coming from an urban community to farm in a rural community to help unite the food system that exists in the region, with

nutritional security for local citizens is one of my top priorities. The incubator offers educational development opportunities and a ‘pathway to entrepreneurship.’ Providing spaces where people of color can feel safe in the outdoors is essentially us decolonizing the outdoors, so that we can bring people back to the land.” She continues, “The incubator will be operated by a cohort of Black farmers who will be trained to develop educational opportunities through organic farming. We focus on being able to teach people how they can do this, how to integrate agriculture into your everyday lifestyle. The 2023 Agripreneur Cohort Program will

Many thanks to the Farmland Task Force Members for their work on behalf of the school:

Emily Abels '07, *Trustee*

Judy Asselin '71, *Former Director of Sustainability at Westtown*

Chris Benbow '90, *Head of School*
Martha Bryans '68, *Trustee (Clerk)*

Kate Donnelly, *Director of Facilities*

Carolyn Hapeman, *Dean of Finance and Operations*

Will Hildreth '81, *Trustee*

Tim Mountz, *Sustainable Agriculture Educator & School Farm Manager*

bring forth new farmers who will work together and gain knowledge and access to our urban micro farm and large-scale rural farm operations as well. Our cohort members will be learning aspects of launching an agribusiness and/or food related business centered around urban regenerative organic agriculture. Our cohort in the future will change lives and impact their community and local food systems, national and international.”

In the future, Barfield looks forward to “curating school-based programming that Westtown students will conveniently be able to participate in [and having] the campus energy extend to FarmerJawn and vice versa.” The school community heartily agrees, we are excited to work in partnership to steward the land and see what grows as a result.

26 YEARS OF PARTNERSHIP

Since 1996, the school has leased more than 100 acres to Peter Flynn, known fondly as Farmer Pete. The school has enjoyed a longstanding relationship with his organization, and would like to thank him for his partnership and work on the land. Pete has been a longtime member of our community not only as a lessee, but also a Westtown parent with his wife, Amy. This spring his daughter Melanie will graduate in the Greenwood with the class of 2023 and we look forward to celebrating with him. We are grateful for his work and wish him well in retirement.



The Student Experience

STORY BY
LYNETTE ASSARSSON

PHOTOGRAPHY BY
ED CUNICELLI

[IN THEIR OWN WORDS]



AT WESTTOWN, WE ARE CLEAR-EYED ABOUT OUR GOALS AND ASPIRATIONS.

The adults in our community are guided by our mission statement and Strategic Vision, and not only by our desires to be steadfast to our Quaker foundation and heritage, but also to innovate and grow, to deliver to our students the transformational education we promise. And adults in our community talk a lot about them—our mission, vision, and our educational promises—on Admission tours, in our promotional materials, and in our communications which, of course, showcase the best aspects of the school. Alums have their memories of the school, often nestled in the sweetness of nostalgia or, sometimes, in lingering pain, that are attached to a certain era, a certain time, and certain people. Teachers, who are the day-to-day deliverers of our education and have the closest experience with students, have their beliefs about how students experience Westtown, too.

All of these are valid, important, and honest in their own ways. But to know Westtown as it is now, to understand how it is actually experienced, we must look at the consumers of a Westtown education—the students themselves. How do they find the academics, the school culture, residential life, and the community? Most importantly, is Westtown, for them, all that we say it is? We asked a variety of students across divisions these questions.



THE YOUNGEST WESTONIANS LOWER SCHOOL

As they disembark the bus or their cars. Each Lower Schooler is greeted by a teacher who says, “Good morning, friend!” They scurry or amble, as the case may be, into the building, packs bouncing on their backs. They put their belongings in their cubbies, gather their papers, enter their classrooms where they are greeted once again by their teachers, and take their seats where an activity awaits them. In some classrooms, it’s a fun word jumble that elicits giggles and mumbled chatter. In others, there are some math problems to solve, some working together to find a solution. In still others, students don headphones to listen to music or a special lesson. In the younger grades, students engage in quiet play with blocks. What is common for all the students is that the day begins with activities that help them center, and



ease them into the day of learning that is ahead. There is a sense of prevailing calm, remarkable for a building full of 201 elementary students. Evident, too, on their countenances and in their behavior, is their joy to be at school, and their readiness to engage.

On Mondays, after this settling in period, all students and teachers assemble for Gathering. Lower School Gathering is a longtime tradition, a beloved expression of community. It is a kickoff assembly for the week which is led by fifth graders—the “elders” of Lower School. A small group of students, different each week so every child has an opportunity to lead, call for announcements. They announce the students who have birthdays that week, each receiving a round of applause. Sometimes there is a special presentation, or cultural celebration. And Gathering often ends with shared music and song.

These morning moments of the day and the week represent some of the overarching themes in Lower School: student-centered, mission-based curricula, community building, and nurturing leadership skills.

Fifth graders, Marcy and Keira, and fourth grader, Gabriel, were eager to share their impressions of and experiences in Lower School. They were especially enthusiastic about teachers, and all pointed to how evident it is that their teachers care about them and their interests and pay attention to their wellbeing. “Lower School teachers are very supportive,” says Keira, who came to Westtown in Kindergarten. “If you are passionate about something, they want to help you learn more about it.” Gabriel, who enrolled in third grade, adds, “They are also very kind and, like Keira said, are supportive of us.” Marcy, who also entered Westtown in Kindergarten, appreciates that every teacher she has



“TEACHERS HERE FIND FUN AND VERY CREATIVE WAYS TO HELP US LEARN.”

had makes learning exciting. “Teachers here find fun and very creative ways to help us learn.” Keira enthusiastically adds that “they take ‘normal’ things they have to teach and make them interesting. “Yes, they do! Our math teacher does Skittles math sometimes!” laughs Gabriel. “It’s about teaching us fractions, you know, but it’s fun.” Keira nods and notes, “Teacher Marc [Dear, Math Specialist] has a lot of math jokes—he starts each lesson with them.”

They each have favorite subjects, of course, and among this group, science is a favorite. The science curriculum in general uses the Next Generation Science Standards. Students from second to fifth grade will explore chemistry, physics, and



“LOWER SCHOOL TEACHERS ARE VERY SUPPORTIVE. IF YOU ARE PASSIONATE ABOUT SOMETHING, THEY WANT TO HELP YOU LEARN MORE ABOUT IT.”

biology over the course of their Lower School years as well as coding and robotics. The curriculum is inquiry based and provides students with hands-on projects so they can make real connections with what they're learning. In fourth and fifth grades, the curriculum becomes more challenging and students encounter a wider range of topics, doing more group work and projects. "I love the science special, and the days we have science" says Gabriel, "because I'm going to be an astronomer." Marcy says she loves science because they have the opportunity for hands-on learning. "We get to do so many cool experiments," she says, "like making elephant toothpaste, which is so interesting and fun."

For Marcy and Keira, the time they spend in Writing Workshop is especially important to them. In Writing Workshop, a feature of the fifth grade curriculum, students hone their writing skills through a variety of exercises and

prompts, focusing on persuasive writing skills and personal storytelling. Keira says that the reading and writing time is exciting for her and at the end of the day when they "get to keyboard," she writes stories on the computer. "I love writing stories, and I'm working on one now."

Building reading skills and nurturing lifelong readers is a focus throughout Lower School. By fourth grade, the goal is for students to develop into competent, independent readers and they are encouraged to explore a variety of genres. In fifth grade, the Reading Workshop helps students become stronger readers and exercise independence to find books that are at their "just right" reading level. Through the Library and Media Program, literacy, research, and digital citizenship skills are built; students have access to a wide variety of literature that helps them explore different perspectives; and they are encouraged to feel a sense of belonging in the library.



Keira, Marcy, and Gabriel look forward to their weekly "library day," and to the opportunity to explore and check out books. And, it turns out, even fourth and fifth graders haven't outgrown being read aloud to. "Teacher Heather [Tannenbaum, the librarian] is so good at reading to us," enthuses Gabriel. "She uses voices and everything." Marcy and Keira agree and say that they also appreciate that she chooses interesting books to share with them.

Marcy points out that the academics change as you get older. She says that, "The school work gets harder as you move up, obviously, but I still love coming to school. I love Westtown." For her, art is one of her favorite subjects. "Last year in art class, Teacher Kelly [Nicholson] decided what we would work on, but this year, she said the students



Lower School Gathering on the playground last fall.

should get to decide what projects we want to do. She gives us some general rules or materials we need to use and then we get to choose what to do with them. I like that we get to decide.” Gabriel jumps in: “I like that we get to make choices, too, and now I’m working on a model of the planets because, as I said earlier, I’m going to be an astronomer.” Indeed, the arts curriculum is one that encourages students to see themselves as artists by giving them the power of decision-making in how they express themselves creatively.

These students say that field trips are a significant part of the Lower School experience. “It was sad that we missed so many trips during COVID!” says Marcy. They all share that they are happy to have off-campus adventures once again. Fifth graders went to Echo

Hill this year, a three-day camping trip on the eastern shore of Maryland. Students learn about the ecosystems of the area, participate in an adventure challenge course, and have Meeting for Worship on the beach under the stars. Marcy and Keira say it was a “very cool adventure,” even if some students didn’t like the bugs. The fourth graders, as part of learning about the Lenni Lenape and the history of this land, had an overnight at the lake, and a Meeting for Worship at sunset on the dock. Gabriel says, “I didn’t get much sleep in my tent, but it was so much fun!” He also helped make the stew that the students shared.

While all students in Lower School have age-appropriate opportunities for leadership, in the fifth grade, students take on larger leadership roles. They lead the weekly Gathering, lead and sit

on the facing benches during Meeting for Worship, are reading buddies with younger students, and help organize the equity, justice, and belonging displays. “We are fifth graders now and we have to be examples for the younger kids,” says Keira. “Teachers started talking about this with us in fourth grade, how we would be leaders.” This is especially true for Gathering and for Meeting for Worship. All three speak about Meeting for Worship both as the children they are, and as young people who are learning to appreciate its purpose and importance. “Sometimes, honestly, it’s hard for me to sit still,” says Keira, “but it’s always interesting to hear what people have to share.” Marcy echoes this sentiment, “I really do like hearing what people say.” Gabriel says, “Meeting for Worship is hard to get used to at first, but I think of it as time to think about things and to reflect on what we’ve been doing over the past week. It is kind of cool to see what other people are thinking. Sometimes you just sit down the whole time, but sometimes you [stand and] speak and you have a really good message. I love when people speak. Also, you need to be very brave. Speaking exercises your bravery and courage.” Marcy speaks like an elder: “Sometimes when the tiny kids stand up to say, ‘I love Westtown!’, then all the kids pop up and say the same thing. But we’re not going to do that anymore. They need to say *why* they like something in their messages. But they’re learning.”

The students then turn the conversation to the “I to I” method that teachers use when students have conflicts. An I to I is using “I” phrases to express feelings, such as “I felt mad when you grabbed the ball away from me” instead of “You stole the ball!” Marcy says the I to I method is good because, “everyone has conflicts sometimes. If a kid does something that makes someone feel sad or angry, the teachers have kids do an I to I about it so it doesn’t keep happening.” Gabriel adds, “They want us to learn how to solve conflicts peacefully.” When asked if



Free play time is an important component of Primary Circle (right). Hand-on experiments make science fun (right).

children are good at resolving conflicts on their own, the trio laughs. “Not at all!” and “Not naturally!” they giggle. “But Westtown helps them learn to,” says Marcy with a grin.

When the question is posed, “What has Westtown taught you or is teaching you, in general?” they become, momentarily, quiet and pensive. Their answers belie their youth. “Westtown teaches us to give and receive respect. And to be completely aware of different people and cultures,” shares Keira. “I would say Westtown has taught us to be kind people,” says Marcy. “Yes! To be friendly and kind,” adds Gabriel. “Everyone here is very friendly. You can make friends very easily and that’s something I would want someone who doesn’t know Westtown to know about this place.”

EMERGING LEADERS MIDDLE SCHOOL

Students pile out of cars and off the buses, are greeted by the teachers on morning duty, and organize themselves into teams for games of bench ball, basketball, four square, or soccer. Other groups of students chatter as they await the morning bell. It’s a scene characterized by the unmistakable, particular noise and energy of middle schoolers who are in that unique, sometimes fraught space between childhood and young adulthood, between dependence and independence. And while it’s a decidedly different feel from the Lower School, Middle School teachers maintain the student-centered approach, setting the stage for the academic, social, and personal growth that happens in these years. Mission-driven academics

focus on broadening perspectives, developing critical thinking skills, problem-solving, scientific literacy, and collaboration and communication. Students are availed of more academic choices in the Middle School, where four levels of math are offered, World Language study begins, and where they can explore or deepen their interests in the visual and performing arts through a robust selection of electives. Athletics and other co-curricular options begin in Middle School, so every student participates in building and deepening the skills unique to athletics and team sports, and can also explore opportunities in theater, set design, dance, robotics, and outdoor education. Opportunities for leadership, collaboration, and community building abound. Through the Student Clerks, Work Program, service learning, affinity groups, and signature field trips, such as the famous canoe trips, students gain independence, confidence, and leadership skills.

We talked to groups of students about their experiences in Middle School. Some are new to Westtown, and some have been at Westtown since Lower School. The students who are new to Westtown all describe something similar: that Westtown is dramatically different from the schools from which they came, from the quality of teachers and academic offerings to the diversity of the student body and its welcoming environment. One seventh grader says that from his first day, he knew things would be different for him. “At my old school, I was bullied harshly. That’s not happening here.” Another echoes, “I have felt so welcomed here, and I didn’t expect that.”

“If you’re new, people make new friends quickly, even those who don’t usually make friends quickly,” says Morrison, a sixth grader who arrived in the fall. “It’s a roller coaster coming to a new school, but it seems like everybody’s having an amazing time here. Since there’s a bigger variety of



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people, it's easier to make friends.” Also new this year is sixth grader Nathan who says, “Westtown is very different from my old school. There are a lot more different cultures and different groups, so you can meet people like you.” Seventh grader Zoe emphasizes the point, “I think Westtown is very different from my last school because it is a lot more open about different

racess, sexualities—everything, really. So this is a lot different and a lot better.” Seventh grader Tommy adds, “There are a lot more opportunities here, like the co-curriculars, because we didn't have that at my old school. There's also a lot more student diversity here.” The diversity of the student body was a common theme among all the students, and they expressed appreciation

for being in a community in which racial, ethnic, religious, identity, and socioeconomic differences are both valued and celebrated.

In Middle School, the academics become more challenging. Curricula across subjects emphasize critical thinking, problem-solving, effective communication skills, and growing independence. Students say that while the school work can be hard, they enjoy it. They are also quick to describe how faculty are exceedingly supportive. “Westtown is a very rigorous school,” says eighth grader Jamila. “There's a lot of homework, especially as you go up in grades, but teachers do a very good job of reaching out and they know if you need help. They pull you aside if they see you are struggling, and, no matter how much work they have, they help you.” Leila, an eighth grader who's been at Westtown



“BECAUSE CLASSES ARE SMALL, YOU CAN CONNECT WITH ALL YOUR TEACHERS. AND OUTSIDE OF CLASS THEY’LL COME AND LOOK FOR YOU IF THEY THINK YOU NEED HELP. THEY ARE SUPER FRIENDLY, JUST GREAT PEOPLE.”

for four years adds, “Yes, there is a lot of work, but at the same time, the school wants you to be the best when you graduate. So at the end of the day, I think it’s all about helping you no matter how you feel at that exact moment.”

“The teachers are good at teaching their subjects. Even math! They explain it well for students who don’t like it or don’t understand it at first,” says Zoe. “Each class has its own environment and feeling, but they’re all good and well structured.” Seventh grader Aneesa agrees. “I don’t have a favorite teacher

because all of the teachers are great and really understanding. I also like that there is more variety in the classes, more options. I’ve only been here a year, but so far I see that we can elaborate on so much more. I really like that.” Tommy shares, “My favorite course is probably science, because I love learning about different formulas and things like that. And also history. I love both Teacher Josh [Reilly, science] and Teacher Angie [Cook, history]. They are able to explain things well, and they make learning fun. And for all of the classes, even the ones

that I struggle with, all of the teachers do a really good job of working with me to help me understand better.”

Eighth grader Turner says, “I think it’s great that the classes are small in size. It means that the teacher can really connect with all the students. It means there’s more face-to-face time with teachers so you can get more feedback.” Leila, who enrolled in fifth grade agrees, “I think the teachers do a very good job of connecting with the students and the small class sizes have a big part in that. They can really get to understand and know the students and what they might be having difficulty with, and find ways to help them.” Fola says, “Because classes are small, you can connect with all your teachers. And outside of class they’ll come and look for you if they think you need help. They are super friendly, just great people.”

The co-curricular time is a favorite among students as it is the time each day where they can engage in interscholastic athletics, theater, dance, outdoor education, or robotics. “I really like co-curriculars because they allow me to express myself in certain ways,” says Morrison. Fola agrees: “I really like my co-curriculars and I’m doing theater currently.” Nina adds that co-curricular time is her favorite part of the day. “I’m really athletic so I love it. I’m playing basketball now.”

The Middle School faculty puts a lot of emphasis on leadership, and from the Student Clerks to Work Program to affinity groups, there are a host of opportunities for students to take on leadership roles, which fosters both ownership of and investment in the Middle School environment. It is a way for students to explore different kinds of leadership styles and hone the skills associated with being a leader—communication, listening, and collaboration.

Many of the Middle Schoolers that were interviewed are student leaders and they were adamant about the importance of students having leadership roles. “Teachers can’t see through a student’s eyes so they don’t see what we see,” says Nina, an eighth



grader. “So being a student leader helps them, too. I also think leaders help students who may not feel like they have a voice.” Leila talks about what being a student leader requires. “You have to be willing to take the risks, to put yourself out there. Because in order to be a leader, you have to have some vulnerability. And I think that if we, as eighth graders, show that to the sixth and seventh graders they’ll think, ‘Oh, it’s okay for us to put ourselves out there a little bit and show others a little bit of who we are and what we want for this community.’” Reese says that being a leader is about people. “A big part of being a student leader, too, is connecting with people. Giving other people a voice who might not feel like they have one. And raising money for people who need it in a fun way. We also plan events and games to connect people with each other.” Eighth grader Laila believes that, “being a leader gives you a chance to really be a role model for the sixth and seventh graders, and even your own grade. Not to say that you want them to look up to you, but when in Meeting for Worship or classes or homeroom, you want them to feel like being a leader is

something they want to do when they get older. I think that’s one of the best things about being a student leader.”

These students had a lot to say about community, and consider the feeling of community as one of the most important things about Westtown. “My favorite part of the school,” says Nina, “is the community outside of academics. I like being involved in sports, I like being with my friends, and going to the varsity basketball games, where it’s really fun to be with everyone in the community. Being on my basketball team is really fun, too.” Jamila also believes that the events outside of the Middle School also build community. “The Westtown community is very vibrant. If you go to events outside of school, like FallFest or sports games, you can really see how no matter the grade, whether you’re in high school or Lower School, everyone cares, and everyone supports everyone else, no matter what,” she says. “Because Westtown is a boarding school, there are a lot of people from other countries. And with that there are events where you can learn about different traditions and different foods, which is really cool.”



Lower School library day (right). Middle School four square (above).

“This community is very diverse,” says Laila, “because there are a lot of different people from different places. Everybody here is very supportive when it comes to anything, but you see it in sports, like when you go see the varsity games. You see a bunch of the students there cheering on their classmates and friends...It is really nice.”

Several students point out that strong communities are made up of good people that share values. “It’s a good community because there are a lot of great people here,” says Felix. “The community is just so close,” adds Fola. “It feels like a little family, and it is really great.” Tommy says, “I think this community is strong because everyone accepts you for who you are without being judgmental.” Students agreed with this particular sentiment, that being oneself feels safe, that this is an environment that is warm, welcoming, and supportive of all individuals.

PREPARING FOR THEIR FUTURES UPPER SCHOOL

The Upper School is, of course, where independence blossoms, preparation for college and life beyond Westtown takes more shape, and students take the helm in creating their four-year



academic plans. The students, along with the guidance and support of their advisors and the Dean of Academics, can build a schedule that reflects their talents and interests. The variety of course selections and opportunities for concentration in an area of passion make for a rich and challenging academic experience. Many classes are scholarly subjects that you might not find until college. Upper School curricula as a whole are designed to foster inquiry, pique intellectual curiosity, hone critical thinking skills, and broaden students' world view.

The Upper School is—by nature of having both day and boarding students and of being populated by teenagers in throes of burgeoning independence and self-discovery—a most complex

place. Students converge from across the street and across the globe to gather and share in their journeys toward adulthood. Their experiences can vary, but what is significant are the common threads that unite them.

Seniors Ali Zahm, Liam Sayer, and Melanie Flynn, lifers who started in Kindergarten, have experienced all three divisions at Westtown. They share that the feeling of community and the school's guiding principles have remained constants as they've grown up at Westtown. "The value system is similar at every level, and so are teaching styles and the way that teachers build relationships with you," says Ali. "I see a lot of similarities as you move through the divisions, the teacher support and the sense of community,"

shares Liam. "Community here is a very special thing, it really is. There's intentional community building. I think a lot about the required canoe trips in Middle School. It seems like something that's not that big, but that's what builds community—your whole grade out there in the wilderness together." Events and activities like that, he says, make community such an important aspect of the whole Westtown experience. Melanie says that the interdivisional work she's experienced—such as being both a kindergartener with a book buddy and being book buddy herself in seventh grade—has been rewarding. "Being on both sides of that makes me feel a special connection." Melanie says, too, that the individualized experience with a smaller student body

Design Engineering (left). Research lab (right).

is common through all the grades and that good, lasting relationships with teachers happen throughout Westtown. “Building strong connections with your teachers is certainly a theme. My Middle School math teacher, for example. I haven’t taken a class with him since eighth grade, but we still talk in the hallways every time I see him. I value those kinds of connections.” It goes without saying that as students rise through Westtown, “the academics certainly become more challenging,” says Ali. “But you definitely get more freedom as you grow up. As you go into the Upper School, there’s more academic flexibility in the classes you take and that flexibility grows even more between your freshman and senior years.”

The majority of students in the Upper School enter in ninth or tenth grade. Students coming from other schools have something to compare Westtown to. “Compared to my old school, I think the education I’ve gotten at Westtown is so much better, because there are a lot more resources,” says senior Emily Harris. “When you need help there’s The Learning Center, which offers a great range of academic support. There’s access to teachers since a lot of them live on campus. So I think it’s unique how much support there is at Westtown.” Muhammed Abdul Azeez, a senior who came in ninth grade says, “Westtown is different from my former school in so many ways. Academically it’s different because there’s a wide array of subjects you can take, like multiple languages, for example, and classes that are highly specialized. I think it’s different spiritually, too. At my old school, there wasn’t any involvement in spiritual life. But here we have Quakerism, Meeting for Worship, learning to be in silence. So it’s been a very different experience. It’s great.” Senior Chloe Costa Baker says there are many elements of Westtown that make it different from her previous experience. “I used to go to my local public school and the community



“WESTTOWN ALSO HAS VERY GOOD STEM CLASSES—THEY ARE VERY HIGH LEVEL. I LOVED BIOCHEMISTRY, AND I TOOK ANATOMY AND CHEMICAL REACTIONS. THOSE COURSES ARE SO FUN, AND WE DO A LOT OF EXPERIMENTS.”

here is more unified, where everyone knows pretty much everyone. The role of the adults in the community is also very different. We call them by their first names, and we have more of a relationship, almost like friendships, with them outside of the classroom and outside of their official administrative roles. This is something that I appreciate very much. To have a lot of individual support from the adults, like an academic advisor, a college counselor, and a lot of resources—it is very unique.”

Shawn Sprott, a sophomore, enrolled at Westtown last year. “The academics are pretty challenging, especially coming from my old school. I was just cruising through school and I didn’t really have to put in a lot of effort. But at Westtown, I spend hours on homework and studying. And it’s really nice, because it’s challenging and I know it’s all setting me up for my future.”

Students appreciate the depth and breadth of the academic offerings and each refers to a rich selection of courses



that further their learning both in areas that they are passionate about and in subjects that they might choose to focus on, but are interesting nonetheless. They also said that being able to have increasing freedom in choosing their course of study was significant to them. While there are required credits and courses in subjects for every student, there is a vast selection of courses within them. “I really appreciate the diversity of choices,” says Melanie. “You can take any number of electives after getting your requirements fulfilled. For example, I had to take the two required history classes, but then I could take any of the various history electives after that. So it’s really nice to be able to cater to your own interests and create your schedule. And there is something interesting for everybody in all the departments.”

The Upper School also offers an expansive array of advanced courses and electives, independent research and study options, as well as the Deep Dive Certificate Program in which students design their own independent,

interdisciplinary course of study on a particular topic. Students report that the academic program is rigorous and they feel they will be well prepared for college. “As we started the college process, the rigor of Westown really started to stick out to me,” said Liam. “As you’re filling out college applications, there’s a section of your academic record where you put in all your classes. We’re so accelerated in what we do academically; it really made me feel proud of myself.” Senior Chelsea Louis concentrates on the sciences, but she also has a deep appreciation for the electives that are preparing her for college. “I am a math and science girl for sure [because] I want to go into the medical field and my electives show that. But I’m also taking the African American experience now, which is one of the classes that is really preparing me for college. This would be a class that you would take in college. You take notes, you write essays, and I think the subject is super important. It’s really interesting as well.” She notes that she’s always taken advantage of the advanced offerings. “Chemical reactions,

Advanced Calculus—I’m always in advanced classes.”

Senior Santiago (Santi) Benbow lifts up the quality and methods of teaching, and appreciates the seminar style of many of his courses. “I really like small discussion-based classes where people have intense dialogues,” he says, “I took a class on genocide studies and it was a very powerful class. I wouldn’t be doing the trip to Europe were it not for that class.” Over spring break, Santi will be going on the school-sponsored trip to Germany, Poland, Austria, and the Czech Republic exploring the Holocaust. Even though Santi’s academic passions and strengths lie in the humanities, he has enjoyed the requirements and electives in other subject areas as well. “I’ve struggled more in STEM and math, but I have been super tight with the teachers and I take full advantage of meeting times to make sure that I’m all prepared for tests and assessments. As far as all the electives we can choose from, I think of a class like Environmental Science. Now, I’m not going to be sort of studying that in college, but learning about sustainability with teacher Dana [Jensen], who is awesome, and its connection to Westown is so interesting. Because the teachers care about what they’re teaching, because they are excited by it, you get excited about it, too.”

Sophomore Coco Chen says she values being able to tailor her schedule to her interests, taking advantage of the many offerings. “I’m really an arts person and I’ve taken a lot of art classes. I’m planning to take Art History for my independent study, because I’m passionate about it and I’d like to study art history in college.” She is also planning to enroll in the Multidisciplinary Arts Deep Dive next year when she’s eligible. “Westown provides a really good system for independent study. I get a chance to design my own course with my mentor.”

“I’m really involved in STEM classes the most because I plan to be an engineer,” says Muhammed. So I enjoy the classes here like Design Engineering with Teacher Steve [Compton]. It’s a very hands-on, experienced-base class.

Woodworking is another great class as is Computer Science which are both hands-on classes. I like courses that throw you into it—you're not listening to lectures or writing notes or typing essays, but you're doing the work yourself."

"I think the academics are definitely strong here. I am very much interested in the humanities. What I really have appreciated, especially as a junior and senior, are the English and History electives, because as you progress through the grades, you get more choice in your course selection," says Chloe. "So last year, I was able to take two English electives. I'm going to be taking two again this spring and for history, I'm taking five this year, which is a lot, but they're all so different and interesting to me. It's a really good opportunity to learn about topics that probably aren't taught at all schools. Certainly not like the Gender and Queer Studies class or The African American Experience. I'm taking The Asian American experience in the spring. I also have another history class, U.S.-China relations. A lot of the work we're doing is very high level, even college level [based on] what we're reading. We look at a lot of scholarly materials and I appreciate that very much."

"Westtown teaches me a lot about social issues. We talk about racism, about gender, and other issues...that are really related to our daily lives," says Wilson Kuang, a junior. "In China, we would never learn about this. The teacher would just ask us to memorize books, and I didn't like it. I love the social science classes here, and the history classes too, especially Peace and Justice. I didn't even like history before I got here. Westtown also has very good STEM classes—they are very high level. I loved Biochemistry, and I took Anatomy and Chemical Reactions. Those courses are so fun, and we do a lot of experiments."

"Academically, I've been able to find what really piqued my interest," shares Emily. "This year they've introduced an ethics and philosophy course, which I'm really excited about because I want to major in philosophy and psychology.

"THE ACADEMICS ARE PRETTY CHALLENGING, ESPECIALLY COMING FROM MY OLD SCHOOL. I WAS JUST CRUISING THROUGH SCHOOL AND I DIDN'T REALLY HAVE TO PUT IN A LOT OF EFFORT. BUT AT WESTTOWN, I SPEND HOURS ON HOMEWORK AND STUDYING. AND IT'S REALLY NICE, BECAUSE IT'S CHALLENGING AND I KNOW IT'S ALL SETTING ME UP FOR MY FUTURE."

I'm able to tailor my classes in that way. Honestly, I've been really happy with all the classes I've been taking. They've all taught me something, the teachers have been great, and the education here has been great, too." Ali continues, "I agree. Westtown allows you to find what you want to do, and what you might want to study in college. I love English and history. Last year I took an intro journalism course, Writing with Power, and now I know I want to be a journalist. So I'm applying to college with journalism as my intended major, and I'm doubling up English this semester. As you work your way up the grades you have time to experiment with what you want, so I took my science and math courses, but I have room and flexibility to explore other topics."

These interviews revealed remarkable unity on the accessibility, support, and talent of faculty. "Not every teacher is excellent—some are better than others. But the faculty as a whole make themselves available to students," said one senior. Each of the students interviewed gave examples of this care and support and each remarked on the teachers and advisors that have impacted them the most.

Chelsea has immense praise for her favorite teachers. "I took Teacher

Lizzy's [Oxler] Writing with Power class my junior year and it's the best class I've taken in all four years here. It's not 'read something then write, read then write.' We did so many creative assignments...learning about things that happen outside these walls. She was always available and flexible for one-on-one time, always making time, even outside her office hours, for us to meet. She understands the balance and the workload and everything else that happens, but I appreciate her also keeping us on track. She's not going to say, 'I'm going to change the assignment from five paragraphs to two.' But she will say, 'What can I do to support you?'" As a student who is focused on the sciences, Rose Koenig has made a deep impact on Chelsea. "I don't even know how to describe her! She's the best teacher that I could ever ask for. I wish I had her in every single subject. What I love about her is that she's flexible, but also her work is hard. And while the classes are hard, she teaches in a way that brings it back to real life and why what we're learning matters. She also makes herself available for one-on-one time and I am so grateful for it."

"Teacher Reece [Mauricio Torres, history] was huge in developing my academic maturity," shares Liam. "I took



his Peace and Justice class freshman year. And that was a really intense class. Learning about sociology as a 14-year-old is crazy, in a good way. And not only has Teacher Reece been important to me academically, but he works up on dorm. He loves sports and we've been able to bond over that. He's just easy to have conversations with. He's an alum who embodies this place. Like if Westtown were a person it would be him—academic rigor but also very chill," he says with a laugh. "I think a lot about the net teachers provide here. That teachers are here to catch you when you fall is amazing. My middle school grades weren't weren't top tier and freshman year was a tough transition for me. But my advisor, Teacher Brian [Blackmore, religious studies], really stuck his neck out for me and he taught me how to advocate for myself. I think that's one

of the biggest things at Westtown is the student-teacher relationship. It's truly amazing."Coco notes that, coming from China and being very close with her mother, she has, at times, been very homesick, but has worked through it with her advisor. "I love my advisor, Teacher Jonathan [Ogle]. He talked with me a lot when I was adjusting to a new environment and he really gave me a lot of help and support. And Teacher Stephanie [Wilhelm, art] is my favorite teacher.

Shawn says there are several teachers that stand out to him. "Teacher Jay [Farrow] is really the reason I came to Westtown, and has been such an important person in my life. Teacher Reece, who is my advisor, has been incredibly welcoming. I call Teacher Jen [Dorfman] my Westtown mom because she's been so supportive. Academically, Teacher Lizzy [Oxler] has made writing

fun and she makes it easy to learn. And Teacher Omar [Otero], well, math isn't my favorite subject, but he makes it fun and explains well. Obviously, I think the teachers here are great," he chuckles. Continuing on the "teachers are great" theme is Santi. "The teachers are generally really invested in their work and get excited about what they're doing. They have hundreds of kids, but they take the time to get to know each and every one of their students and become invested in their success. Honestly, no one particular person stands out because they are all like that. It's pretty incredible."

"I adored Teacher Ellen's [Abbott] classes. She's an amazing English teacher and she's also my advisor," says Chloe. "She's incredibly supportive and very proactive about checking in. I can go to her with any problem and she'll get back to me almost instantaneously and help solve it immediately. I don't know what I would do without her. I've really enjoyed Teacher Mauricio's [Torres] classes, too. The materials he incorporates are very high level. I enjoy how Teacher Dan [Burger-Lenehan, history] structures the advanced section where he brings in sort of more advanced, scholarly papers or essays that he challenges us to analyze. I had Teacher Elson [Oshman Blunt] for calculus last year, and I really appreciated how comprehensive his teaching style was and how he really strived for everyone to understand fully."

Upper Schoolers are busy outside of the classes as well. The co-curricular program—or "check out" as alums may remember it—is robust, offering athletic teams, eSports, robotics, outdoor leadership, organic farming, theater and scenic arts design, and Service Network. All students are involved in the Work Program as well, doing rotating assignments in the Dining Room and other spaces in the school. There are a multitude of clubs and organizations that represent students' interests in a variety of areas—literary arts, STEM, visual and performing arts, affinity and culture groups, hobbies and gaming, social action and philanthropy. There is essentially something for

everyone. “All the clubs and activities definitely helped me become more integrated in the community when I was new because I started going to different clubs that interested me and exploring that. We have so many here. And they’re very student driven. So I think that is such a positive community feature,” says Chloe. Wilson has been involved with the Metal Moose robotics team. “I have had a really impressive experience with the robotics team. Last year, we got into the world championship. We work really hard together, and I love my teammates and I love my mentors. Our math club is very fun as well. We are in competitions every week with other schools, like Peddie. We’re always trying to beat them,” he laughs. “I’m also involved with photography for the yearbook!” Shawn says that clubs and co-curriculars he’s involved in have added to his experience tremendously. “I’m in Model UN, BSU [Black Student Union], soccer, track, I’m a basketball manager, and I’m part of *Brown and White*, the school newspaper. What I’ve mostly focused on is Model UN and track. Those have been really fun, especially Model UN. Last year, during my second conference ever, I got really lucky and won Best Delegation! So that gave me confidence to keep going.”

Student leadership is an important facet of school life, and there are roughly 60 leadership opportunities available each year. Students take their leadership roles seriously. “I like being a leader and for all four years I’ve been in different leadership roles,” says Chelsea. “I have been a freshman and sophomore class officer, a dorm proctor, admission tour guide, and orientation leader. I’m currently a Black Student Union [BSU] Head and a Chief Prefect now. I like collaboration, and working with faculty and other students. As a BSU head, I enjoy working with different affinity groups as well, working out different things.”

Santi reflects on his leadership roles. “I’m a two-time Chief Prefect on dorm. I really enjoy it and wow, there are some incredible moments, learning about other kids and cultures! But there are tough moments, too. I spend a lot of

time and am invested in helping peers work through all kinds of stuff, like roommate or other conflicts. So it’s not all awesome all the time, but that’s part of that role.” Ali, Emily, and Muhammed are the Student Body Presidents [SBPs]. They say that while being an SBP is a tremendous amount of work, they enjoy being able to impact the community and liaising with faculty.

The strength and impact of the residential program cannot be overstated. Developing lifelong friendships, learning to be independent, and living with different kinds of people in harmony defines the boarding experience. It also defines Westtown in many ways. For these students, residential life has been transformative. “Westtown is truly a second home for me,” says Liam. “I love boarding so much. I’m living with another lifer, so it’s kind of the perfect ending. It’s been great going through the college process together and figuring out the highs and lows of being a teenager.” Emily shares, “I think boarding is truly one of the best things I’ve ever done in my life. We do a lot of things together.... whether it’s cooking mozzarella sticks or all participating in white glove [room inspections] and all complaining together about how terrible it is,” laughs Emily. “There’s definitely a great community aspect to boarding and the dorm parents are also really cool. They’re always there for us.” Coco appreciates the sense of family that is built by boarding. “Westtown is the first boarding school I have attended, so this is the first time I’ve been so far away from my family. But one thing I’ve found is that Westtown really can feel like a big family. All the teachers, my classmates, my neighbors on dorm, have made me feel like it’s a big family. So even though

it’s far away from home, far away from family, Westtown gives me a sense of community and family.”

Shawn and Wilson talk about the practical things students learn on dorm. “You learn to live with other people, how to share things, how to deal with not having everything go your way,” says Shawn. “You have to accommodate other people around you. But I’ve made great connections and people that I really care about.” Wilson adds, “Being in a boarding school, I have a lot more freedom; it helps make me be more independent. It’s good to learn to wash your clothes and do simple things by yourself. I’m not joking! My parents used to wash my clothes for me!”

Ali, who has been both a day and boarding student, mentions an important issue in the Upper School. She notes that the Upper School, “is designed for boarders in a way. So it can be kind of hard to be a day student if you want to be involved heavily in the community because a lot takes place at night, like during study hall or outside of the academic day. And if you want to be involved in leadership and attend meetings and all your friends board, it can be hard. Sometimes, as a day student, you get FOMO [fear of missing out]. All three SBPs note that conversations concerning the whole school often, quite naturally, happen on dorm or at night after school, and it’s hard to get around that fact. But the divide between day and boarding students is something that the SBPs and school administrators are sensitive to and are actively trying to solve. “I do think it can be challenging,” says Muhammed. “But we’re trying to plan fun events for all Upper School students, maneuvering around the full academic days.” And, the SBPs say, it

“I THINK A LOT ABOUT THE NET TEACHERS PROVIDE HERE. THAT TEACHERS ARE HERE TO CATCH YOU WHEN YOU FALL IS AMAZING.”



has helped having Day Student Prefects to both represent the day student population and to help plan events open to all students. and they are committed to helping day students feel welcomed to all events.

Community is something everyone talks about at Westtown and it's fostered in many ways, from nurturing understanding and acceptance across groups and identities to intentional programming to simple, everyday social activities to the experience of Meeting for Worship. These students' impressions of community were varied, even if they all agreed, ultimately, that Westtown's community is strong. They admit that being in community can be difficult and some say that, in one way, Westtown is a very close community and in others, there remains work to do. "Compared to my old school, the community here is much better," says Emily. "But again, in this community we still have our flaws. Sometimes we

“SOMETHING AMAZING HAPPENS HERE. WE RALLY TOGETHER. IT’S A SMALL PLACE AND EVERYONE KNOWS EVERYONE. AND TEACHERS PLAY AN IMPORTANT ROLE BY ENCOURAGING CONVERSATION AND RELATIONSHIPS.”

can't reach consensus. Sometimes it's really hard to disagree with others... this is a complex community. But there are also a lot of things that we agree on. And overall, we have good community spirit. It's what made me choose the school in the first place—the welcoming community.”

Liam notes that because teenagers are opinionated and, at Westtown, teenagers are encouraged to voice their

opinions, things can get complicated. “There can be controversy that comes with being at Westtown. But I also think that that happens in every school. We're teenagers. We think we're untouchable. We're messy. But all in all, I do think that the good far outweighs the bad by a mile.” Melanie reflects, “There's definitely work that can be done in our community and, as with anything, it's not perfect. But I think, as an

institution, Westtown is doing a pretty good job of making kids feel welcomed, feel safe, and like they are at home. Overall, I think that the community is a really integral part of Westtown.” Shawn says the community has been how it was advertised when he interviewed. “The ‘community’ that was talked about in my interviews is definitely present. I thought it was a recruitment tactic, the same as other schools use, but I came here and I found that everyone knows everyone else, there is a level of respect for everyone, and I have found myself a strong group of friends. I’m comfortable talking to seniors, or freshmen and juniors, and we’re all having a shared experience, which is really cool. The community Westtown preaches about is evident, even when it’s not perfect.” Coco says that the feeling of community is the main reason she’s at Westtown. “I chose Westtown because it’s like a big family. It was the community and the people here that made me want to come.” Santi says that it’s “absolutely accurate” how we talk about community. “Something amazing happens here. We rally together. It’s a small place and everyone knows everyone. And teachers play an important role by encouraging conversation and relationships.”


We are a Quaker community, and for most students, even those new to Quakerism, Quaker values, and Meeting for Worship, the “Quakerness” of Westtown is significant. “Shawn says that “Quaker roots are present at Westtown,” and has learned how they have impacted him and the community. “At first, Meeting for Worship was super weird for me, sitting in silence. But after a while, not only did I get used to it, but I started to find the value in it. My parents always say that I come back home different and I think that’s Quaker values being instilled because I definitely think I’ve changed. I also think people do actively incorporate Quaker values, even if they don’t realize that that’s what they’re doing, because there is always the presence of community and kindness here.” Melanie says, “I really appreciate Meeting for Worship

and Meeting for Business where students can like air feelings and make change in our community. Students are part of the decision-making processes and it is really helpful to feel like you actually have a say.” Chloe, a Quaker who is involved with the Quaker Leadership Program adds, “I really appreciate Meeting for Worship, both as a Quaker and as just a community member, and how many people share vocal ministry who I might not hear from or even interact with outside of that.”

Finally, these Upper Schoolers were asked what Westtown has taught them. Their answers were thoughtful and ranged from independence to self-advocacy to openness to new ideas, to skills in communication, collaboration, adaptation, and leadership. But perhaps most importantly, they cited respect for others, kindness, and love. Liam concludes, “I feel prepared to go out into the world and radiate what Westtown has given to me and try to make the world a better place.

IN THE END THE PROMISE KEPT

We asked each of the interviewees to describe Westtown in three words. The words they chose indicate that how we talk about Westtown and how we believe and want it to be is, indeed, how they experience it. Their words, often repeated, were: *community, kind, diverse, respectful, inclusive, joyful, sanctuary, challenging, activism, fun, acceptance, open, safe, complex, striving, family, love, and home.*

Although every student’s Westtown experience is unique, throughout the conversations, several themes emerged: the quality of the academics; dedicated and supportive faculty; the clearness of the school’s values; a welcoming, diverse community and, a sometimes imperfect institution that endeavors to—and mostly succeeds at—living up to its promise. 

WORDS THAT DESCRIBE WESTTOWN:

COMMUNITY

KIND

DIVERSE

RESPECTFUL

INCLUSIVE

JOYFUL

SANCTUARY

CHALLENGING

ACTIVISM

FUN

ACCEPTANCE

OPEN

SAFE

COMPLEX

STRIVING

FAMILY

LOVE

HOME



LOWER SCHOOL

All in the Family

CF=Current Faculty / FF=Former Faculty /BOT=Board of Trustees
All IDs left to right

LOWER SCHOOL

Bottom: Tommi-Faye Tyler '35 (Thomas Tyler '08/CF), Vera McRae '35 (Kelly McRae '03), Willa Burger-Lenehan '35 (Beah Burger-Lenehan '02/BOT); Elizabeth Shants '66; Robert Burger '65), Alex Castaños '35 (Leigh James Castaños '98; John Robert James '55) Gabriel Salo '35 (Adam Salo '97/CF) **2nd row:** Rex Martin '33 (Margaret Peloso '01), Maggie Schlimme '34 (Henry Schlimme '04; Rebecca Davis Schlimme '04; Paul Schlimme '73), Sam Rankin '34 (Matthew Rankin '99) **3rd row:** Luke Westerman '30 (Frederick Ralston '65), Elise Westerman '33 (Frederick Ralston '65), Graeme Nicholson '32 (John Nicholson '70), Maggie McConnel '33 (Blair (Mary) McConnel '96), Woods Salo '33 (Adam Salo '97/CF), Owen Milberg '33 (Adam Milberg '03) **4th row:** Betty Rankin '30 (Matthew Rankin '99), Tristan Thorpe '31 (Christopher Thorpe '95), Ellie Schlimme '31 (Henry Schlimme '04; Rebecca Davis Schlimme '04; Paul Schlimme '73), Caroline Adey '31 (Kendra Adey '01), Joslyn Seagers '31, Tommy Jordan '32 (Samantha (Thomson) Jordan '01/CF) **Not pictured:** Noelle Jordan '35 (Samantha (Thomson) Jordan '01/CF), Brooks Pressman '36 (Sarah Pressman '05; Benjamin Pressman '05; Roland Woodward '65), Emsley Ritchie Levinn '35 (Emilee Ritchie '00)

9TH GRADE CLASS OF 2026



MIDDLE SCHOOL

Front row: Ollie Thorpe '28 (Christopher Thorpe '95), Jamila Burgos '27 (Renee Seitz Burgos '96/FF) **Back:** Colin Adey '29 (Kendra Adey '01), Avery Nicholson '28 (John Nicholson '70), Lev Bryans '28 (Lydia Bryans '92; Martha Bryans '68/BOT), Michael Ireland '29 (Emilie Steele '62), Lawrence Hartley '29 (Mary Hartley (Townsend) Hartley '03) **Not pictured:** Kayla John '29 (Sony John '98), Levon Lenat '27 (David Lenat '86) Tristan Schroeder '28 (Nathaniel Thayer Schroeder '91), Ryder Tookes '27 (Ryan L. Tookes '96/BOT)



MIDDLE SCHOOL



11TH GRADE
CLASS OF 2024

UPPER SCHOOL

9TH GRADE:

Betty Savage (Paul Savage '79; Deborah Furnas '44), Callum Eager (Marpa Eager '86; George Eager '61), Kenneth Waltman (Douglas Waltman '87), Charlie Saenger (Cari Adams Saenger '97; Chris Saenger '97; Susan MacDonnell '68; Peg Saenger '65) **Not pictured:** Nico Garcia (Sarah Garcia, '96; Johnny Garcia, '97; Nathan Cox Jr, '66)

10TH GRADE:

Emily Kessler (David Kessler '90), Sofia Burgos (Renee Seitz Burgos '96/FF), Mira Hartmann (Heather Burt '88), Sandra Vohburger (Jan Vohburger '89), Francisco Benbow (Christopher Benbow '90/CF), Aidan Eager (Marpa Eager '86; George Eager '61), Nathaniel Schroeder (Nathaniel Thayer Schroeder '91) **Not pictured:** William Bradley (Melinda Wenner Bradley '88/FF), Lyon Hancock (James (Jamey) Hancock '91), Owen Searl (Stephen Searl '96; Parnell Wickham '60, John Sharples (William Sharples '83)

11TH GRADE:

Devin Swarthout (Erika Davies Swarthout '98), Byerly Midyette (Buxton Midyette '83/BOT), Ryan Tookes II (Ryan L. Tookes '96/BOT)
Not pictured: Mark Ham (Scott Zukin '81), Dylan Koloski (Sitka Koloski '92)

12TH GRADE:

Front row: Sophia Bradley (Jovi Fairchild '87), Amelia Eager (Marpa Eager '86; George Eager '61), Ella Goldstein (Carol Wetherill Goldstein '86; Richard M. Wetherill '42), Priyanka Acharya (Karabi Achara '82) **Back:** Santi Benbow (Christopher Benbow '90/CF), Ian Ekesen (Priscilla Richie Keene '57; James Keene '57) Sophia Hammond (Charles Hammond '87; Charles Hammond '8X), Bea Saenger (Cari Adams Saenger '97; Chris Saenger '97; Susan MacDonnell '68; Peg Saenger '65), Kate Eriksson Ruth (Magoon) Eriksson '90), Owen Eriksson (Ruth (Magoon) Eriksson '90) **Not pictured:** Jasper Grenager (Trond Erling Grenager '89), Alex Krawchuk (Lara Rogers Krawchuk '88/FF), Livia Resnik (Kerry Lynn Butler Resnick '86)



12TH GRADE
CLASS OF 2023

Creating A Haven

STORY BY DOMI WALDRON • PHOTO BY ED CUNICELLI

After graduating from Westtown in 2016, Jair Bolden, an NCAA Division 1 basketball athlete, went on to play for Butler University. But rather than join the NBA after college, Bolden transformed his own passion for basketball into a mission to make it more accessible to young people in under-resourced communities, and to nurture the same passion in them.

Bolden discovered his love for basketball as a boy. For Bolden and his friends, basketball was a catalyst for their futures as student-athletes. “We would play ball day after day to reignite the self-awareness and determination that basketball inspired in us. Our haven was the game.” He felt he could be himself on the court, and playing basketball gave him a sense of inner calm that he could not find anywhere else.


Bolden came to Westtown in ninth grade where his basketball skills shone—he was one of few players to score 1,000 points during his career at Westtown. He says his mentor, Andrew Landes, and his coach, Seth Berger, instilled in him what it means to be an athlete and leader in the community. Not only did Westtown elevate Bolden’s abilities on the court, but also it helped him develop confidence and succeed off the court. He excelled academically and was co-Student Body President. “My time at Westtown shaped me in more ways that I could imagine. I learned about the world. I learned a great deal about myself and what was important to me,” he says. “I did not realize until later that I was not only being taught how to be a better student, player, and leader, but also a better person.”

As an adult, Bolden recognized that the game that had changed his life was not as accessible to many children in under-resourced neighborhoods as it was for him when he was young. Children in these communities are often impacted by lack of access to programs and equipment and underfunded educational systems. Bolden saw these inequities and it became his mission to make basketball more accessible, sparking the vision for the Grey Rose Foundation. “There are a lot

of talented kids who don’t have the opportunities I had. I’ve learned so much through the game of basketball. It is a beautiful game that teaches you so many life lessons. If you can play basketball at a competitive level where you care about the game and give it your all, then basketball is a window to your soul and your personality. That was a perfect way to give back to the next generation.”

The mission of the Grey Rose Foundation is to help those in need through basketball and to use the game to engage with young people in disenfranchised communities. The Foundation hopes to close the gap many young basketball athletes face. Not all young athletes have access to the funds needed to participate in basketball camps, programs, and tournaments, so by the time they reach high school and can play at a much more competitive level, they are behind.

Bolden has a deep sense of community and strives to help others. “Applying the core values of stewardship, equality, and community into daily life [and] using my passion for basketball through Grey Rose is me putting into practice what I learned from my time at Westtown from staff, teachers, and fellow students.” And, he adds, “The emotional skills that I learned at Westtown were some of the big driving forces for me to create the Grey Rose Foundation.”

While he still loves playing basketball, Bolden finds new joy in spreading his love of the game through coaching, mentorship, and running the Foundation. He is committed to making the sport available to all young athletes regardless of their socioeconomic status, and is grateful to be able to lead an organization that helps ensure that the next generation of basketball players can enjoy the life-changing sport that changed him. 

To learn more about the Grey Rose Foundation visit: www.greyrosefoundation.com.



Class Notes

Class Notes are compiled by the Alumni/ae/x Office. The submission deadline for this issue was January 9, 2023; information received after that date will appear in the next issue of *The Westonian*.

1944 Jean Ardis Michener Nicholson '44, age 95, died peacefully on the morning of July 19, 2022, at the Medford Leas Retirement Community embraced in the love and presence of her family. Her children and several grandchildren were able to speak with her in person or on the phone on the last day of her life. All of us are so grateful for her long and wonderful life, filled



with love and joy. As one cousin put it, "We all have an inner light, but Jean had an outer light, a flood light, a galaxy of light." She was kind to the core, generous, empathetic, and deeply committed to racial and social justice. Everyone

who encountered her loved her. Her family was her chief priority—raising six children was a fulltime job, followed by twelve grandchildren and ten great grandchildren—but she also made time to advocate for people who are struggling. She taught and tutored students from low-income families in Pennsylvania, Virginia, and California, supported the families of prisoners when she worked at Friends

Outside in California, and did countless hours of volunteer work at many organizations. A lifelong Quaker, she was a member of Montclair Monthly Meeting, NJ, during her childhood, then in her adult years, Lansdowne Monthly Meeting, PA; Orange Grove Monthly Meeting, CA; Barnegat Monthly Meeting, NJ; and Medford Monthly Meeting, NJ.

Jean entered Westtown as a sophomore in 1941 while her parents, Dwight and Ardis Michener, were volunteering for the AFSC in southern France at a feeding program for children. When German armed forces invaded Paris, the AFSC called on all volunteers with children to return to the US. Jean consequently spent her junior year with

her parents back in Montclair, NJ, where she had grown up. She spent that whole year begging her parents to let her return to Westtown. Fortunately, her pleas did not fall on deaf ears, and she returned to Westtown for her senior year and graduated in 1944. Westtown's impact on Jean was profound. Her experience at weekend work camps in Philadelphia made a huge impression, and she consequently devoted much of her volunteer and professional life to helping people who are struggling. Five of her six children went to Westtown, and so did her husband, Francis ('42). Although they did not connect until they attended Swarthmore College together, Westtown was a deeply shared and loved experience for them both. *Submitted by Jean's daughter, Judith Nicholson Asselin '71*

1947 Nancy Strickland La Fountain '47, a former member of the General Committee, passed from this life on August 1, 2022, in Williamsburg, Virginia, where she had resided for the past 22 years. Previously a member of Yardley and Medford Monthly Meetings, she was a member of Manasquan Monthly Meeting since her move to Virginia. She was the widow of the late Alfred A. (Bud) La Fountain, Jr., and is survived by her sister **Peggy Strickland Adair '48**, her brother **Robert A. Strickland '54**, her sons **Tad '68**, Neil, and **John '80**, her daughter **Debbie '69**, and her nephews **Otis Strickland Sawyer '76** and **Robert A. Strickland, Jr. '80**, as well as many other non-Westonian family members.

Nancy came to Westtown from Bay Head, New Jersey, shortly after the beginning of her junior year and quickly entered into the school's life. An avid swimmer, she also became a cheerleader and headed the squad her senior year. After graduation, she attended Wilson College, but left to marry the boy next door. Later in life, she became an enthusiastic traveler; by the time

her granddaughter Emi entered Blair Academy in 10th grade, Nancy had taken her to 42 countries on four continents. Physical deterioration eventually curtailed her jaunts, leaving her with a deep regret that she never made it to Africa. Even dealing with dementia and the forced isolation of COVID did not get in the way of maintaining friendships that dated back to Westtown, which always meant the world to this world traveler. *Submitted by Nancy's son, Tad La Fountain III '68*

1949 Joan Forbes Koponen '49 is enjoying life at the homestead in Fairbanks, Alaska. She sends along her hellos to old friends. Her daughter, Chena, writes that Quaker values from Mom's childhood and time at Westtown have been impactful. The kids love hearing, too, about field hockey in the olden days.

1951 John Beideman '51 writes, "Cindy and I are doing well. Cindy still works two days a week to support me. She works at her first cousin's store: Garrison's Mens and Ladies Store in Wellsboro, Pennsylvania. We like living in the mountains of Northern Pennsylvania. There is no traffic, only deer, bear, and turkeys."

Ann Edmondson '51 writes, "It's a lovely fall day in New England where I find I now have my home. My husband, Bob, died in June of 2020. Since then I have sold my house in Woodland, California, and rented a home on a vineyard for a year while a mother-in-law unit was being added onto my daughter's house in Holliston, Massachusetts. I moved in on October 1, 2021. Since then, I have been getting acclimated and have had the joy of reconnecting with my Quaker roots by attending the Wellesley Friends Meeting where I find a number of Westtown alumnae are members. I have had the pleasure of visiting with one of them, **Peg (Janey) Bruton Batista '52**.



SUBMIT A CLASS NOTE...

Mail:
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Attn: Alumni/ae/x Office
975 Westtown Road
West Chester, PA
19382-5700

E-Mail:
alumni@westtown.edu

Online:
westtown.edu/classnotes

We look forward to hearing from you!



Hal Weaver '52 at Haverford to receive a Haverford Alumni Lifetime Achievement Award.

I am happy to be with my daughter and her family, though I do miss visits with my friends of 61 years in California.”

1952 Scientists' demystification of COVID allowed **Anne Steere Nash '52** and **Hal Weaver '52** to return to travel on behalf of Hal's ministry, the BlackQuaker Project, and sojourn in Oaxaca, Mexico, during the winter months while organizing and presenting the inaugural 2022 Black Quaker Lives Matter Film Festival and Forum; Mount Desert Island, Maine, in June for nature and camaraderie with Friends on MDI and from afar. They also had the chance to visit Hal's daughter, Aisha, and new grandchildren, Malia and Kendi, in Ottawa, Canada, in July; and, in collaboration with the Quaker United Nations Office, present, consult, and research in London, Paris, and Geneva in late September and early October, allowing their 2020 Pendle Hill pamphlet, *RACE, SYSTEMIC VIOLENCE, AND RETROSPECTIVE JUSTICE: AN AFRICAN AMERICAN QUAKER*

SCHOLAR-ACTIVIST CHALLENGES CONVENTIONAL NARRATIVES, to serve as a guide for applying our notion of retrospective justice/reparations to harms and exploitation of South African workers in the 1980s by the UK Quaker company Rowntree. They are blessed to be back in Oaxaca, Mexico, for winter 2023, gathering outdoors weekly in a Quaker Worship Group that Hal co-founded about a decade ago. This is the ideal place for our ministry's organizing and curating the 2023 Black Quaker Lives Matter Film Festival and Forum, starting Saturday, February 4, 2023, which they invite Westtonians to attend on Zoom: www.TheBlackQuakerProject.org.

1953 **Douglas Kinsey '53**, artist, teacher, counselor, and friend, died at home on Saturday, May 21, 2022. Douglas was born in Oberlin, Ohio, on March 4, 1934, the middle child of Dan Chapin Kinsey and Dorothy (Gross) Kinsey. The extraordinary wealth of classical music and fine art in the tiny college town of Oberlin were

the perfect incubator for his involvement in the arts. The tradition of social concern of the college and the town, along with his parents' involvement with social justice and the Religious Society of Friends, built the value system that he would express through his art. After graduating from Westtown, he returned for a BA at Oberlin College (1957) and continued for an MFA at the University of Minnesota (1960).

Before Douglas came to South Bend, he had teaching appointments at Oberlin, the University of North Dakota (tenured), and Berea College. Trained under the process ideas of Abstract Expressionism, he found figures creeping into his own work. His concern for those in crisis, dispossessed by war or natural disaster, made him turn to news photographs as an inspiration, not to copy a photograph, but to find a posture that might pique a composition. He had more than 70 one-man shows, not only in America but also internationally. He provided illustration for more than two dozen books, often books of poetry in which he worked closely with poet friends. His work was shown frequently at the Snite Museum at Notre Dame and at the South Bend Museum, both of which hold collections of his work. In addition, he and Jake Webster began the series of Art and Social Justice competitive shows at the Colfax Cultural Center, providing a place for others to show their concerns.

Douglas was also among the Quaker sympathizers who discovered each other in South Bend and subsequently founded the South Bend Friends Meeting in 1978. The Meeting was an ongoing expression of his values to which he contributed much work and wisdom. His love for classical music has been a continuing solace in our times of turmoil. While his early performance skills have been backgrounded to his profession in art and



CLASS NOTES

education, his musicality and his facility with flute and recorders have been used with performance groups wherever he has been, often focusing on early music. He is survived by his spouse Marjorie Schreiber Kinsey and his sister Dea Kinsey Andrews. *Submitted by Marjorie Schreiber Kinsey*

1955 Cynthia Hillsley '55 writes, "I enjoyed our class Zoom get-together we had over last Alumni Day weekend. Since then, I have been told that I will be a great-great-grandmother for the second time in July. My one 'small' keeps me feeling younger and then older whenever visiting the family in Arlington, Virginia."

Kathleen Scott Shuster '55 writes, "Through the 68 years since graduating, I treasure special memories of Westtown, which was my rock, after about a dozen schools and places to live before I came. In life, my three children (ages 58-61) and four grandchildren (ages 15-31) are by far the most wonderful, important, central part of life! I started at Swarthmore, finished at Columbia in New York City for Occupational Therapy, and later got two Masters Degrees from the University of Pennsylvania for Gerontology and from Drexel University for Information Systems. I worked in various fields until age 78, the final 20 being my favorite, as an OTR with children in public schools who had special needs. Remodeling houses, totally rehabbing one, has been rewarding and exhausting. Now, with my second husband, Charles, we live near San Francisco and are working to build on a lovely hilly parcel, nearly 6 acres, in Grass Valley, California."

Thomas Towe '55 writes, "Although I am officially retired from the practice of law, family businesses, community organizations, and several other things keep me busy; I go to the office every day. I organized a coalition of organizations attempting to reduce racial discrimination in Billings with the support of the Billings Friends Meeting and the sponsorship of the community of churches in Billings. I still maintain the Democratic Study Group which has met every



Cynthia Hillsley '55 with Otto in April 2022



Anne Thacher Adami Bruenn '56 and her husband Steve at the family beach house near Santa Barbara.

Wednesday morning for almost 46 years now. As a former State Senator, I have a little pull to get good speakers. What used to be a breakfast meeting now meets entirely by Zoom and we have a larger attendance—15 to 30 people every week. My wife, Ruth, and I are Co-Clerks of the Billings Monthly Meeting. The pandemic put a kibosh on our world travels. No more visiting lectures at fascinating overseas law schools. My goal is to do some writing about my time in the legislature and some family history. I have two stories in a book recently published entitled *To Make a Better Place*, which is a compendium of stories about the 'Glory Days' in Montana when we were able to accomplish great things in the early 1970's. We are in the process of organizing meetings to talk about the stories and provide an opportunity for book signings all over the State. Our health is reasonably good and that keeps us going. It doesn't do any good to complain."

1956 Anne Thacher Adami Bruenn '56 writes, "Westtown in the mid-50's: pin curls, ponytails, crinolines, and penny loafers.

Being from California, so far away, for nine months of the year, I was homesick for much of my time there. My best memories are of the few lifelong friends I made (Judy, Ann, and Josephine), and wonderful classes with Masters Al, Bernie, Tom Brown, and Teacher Anne. Now Steve and I live in a condo in a retirement community in Walnut Creek east of San Francisco. We enjoy visits there, and to a shared family beach house near Ojai where I grew up."

R. Melvin Keiser '56 writes, "Beth and I are doing well in Black Mountain, western North Carolina, in the winter and summering in New Hampshire amidst lakes, loons, and mountains. We both are writing books, engaged with nearby children and grandchildren, active in our Quaker Meeting, and doing what we can for truth and justice. Beth's book is on a Palestinian poet, Taha Mohammed Ali, whom we met in Nazareth, who amazingly holds joy and sorrow together having experienced destruction of his village in the Nakba, and ongoing oppression living in Israel. Her book is also about traveling among Palestinians and Jews and visiting biblical sites in 2007 and 2009. I recently published *Seeds of Silence: Essays in Quaker Spirituality and Philosophical Theology*, now have another forthcoming: *Paths to the Personal: Thinkers on the Way to Postcritical and Theopoetic Depths*, and am working on another one on wisdom from a Quaker perspective. We traveled last February with Grand Circle Travel to Spain and Portugal, and on our own to England to visit a Lancashire f/Friend. We are deeply concerned about the violence, threat to democracy, and denial of women's (and therefore all of our) rights in our country and the world. We seek leadings of what to do and how to be actively responsible. In our Friends Meeting we have been doing an archeological dig into our own subconscious white racism. Our son, **Christopher's '91**, two daughters (**Jahniya '20** and **Ondessa Kiliru '21**) recently graduated from Westtown. Our daughter, **Megan's '86**, two have gone the public school route (Sam having done a 10th grade semester last year at a soccer



Class of '57 Reunion: Debby Bacon Cassady, Peggy Zook Wright, Sam Wagner, Hugh McLean, Kate Niles McLean, Joan Silver Ewing, Brandon James, Joan Sasche Himstead, Eleanor "Hutchie" Dawes Cummin, Peter Lane, Betty Nesbitt Robinson, Jon Wilda, M. Christine Boyer, and Joann Clark Austin.

school in Barcelona, Spain). We had a good visit with Jim and Jean Matlack in Maine this past summer. We have enjoyed our class reunions, being back on our beautiful campus and seeing friends from various generations, and look forward to future connecting. I am grateful for the engendering and transformative education Westtown has provided to me and my family."

Judith Marriner '56 writes, "My husband, Ken, died at the end of August 2022. We built and moved here in 1975 so I hope to stay as long as I can. My new venture is Yoga, but it's hard at this age. I'm still painting watercolors but have gone back to abstract. I hope to travel to Santa Fe in the winter to visit my son **Nathaniel Marriner '84** and his family."

Jean and James Matlack '56 continue in good health considering inevitable aging processes. They feel blessed to have moved to an excellent retirement community in Camden, Maine before the onset of COVID. Both are active in local groups and endeavors and track on public issues more broadly (including, for Jim, the Philadelphia sports teams). They welcome visits by any classmates who happen to travel in the Penobscot Bay area.

1957 The Class of 1957 had a robust turnout for our 65th reunion last May, with 15 classmates in attendance. On Friday evening, we

gathered at Crosslands, where Sam '57 and Mary Ann '58 Wagner hosted the Classes of 1957 and 1958. Then on Saturday evening, Hugh '57 and Bertie '60 Bonner hosted the classes of 1957, 1958, and 1960 at their home near Media. The weather threatened, but it did not dampen our spirits. What fun to see friends from different years!

On campus, we attended the Alumni Annual Meeting in the Barton-Test Theater and then proceeded to lunch under a huge tent erected on the lawn near the Greenwood. During lunch, we were serenaded by former teacher and local musician David Cain, David's wife, Katrin, and Pete Lane.

1958 **Henry Chen '58** writes, "In August we moved from our home since 1985 into a retirement community: Roland Park Place in Baltimore. It's been a huge change, and we're not yet 'at home.' Greetings to all Westonians."

Katherine Raiford Smith '58 writes, "Still alive and well, still married to Jerry Tarver, still living on our ~70-acre farm in the Blue Ridge Mountains east of Lexington, Virginia. While I have given up my market gardening, I'm still active with our Master Gardeners and with our local chapter of the Virginia Native Plant Society. For the past two years, I've been very much involved in Baltimore Yearly Meeting's 350th Anniversary, which led



Outfall from the Duck Pond

me to revisit the histories of early Friends in Virginia, from the 1600s on. Then last fall, I was invited to speak at the Raiford family reunion in Sedley, Virginia. My grandfather was **Rufus L. Raiford, Class of 1901**. Upon completing his medical studies, he and his wife went back to that part of Virginia and founded a clinic. The clinic grew to a hospital when it moved to Franklin, Virginia. She became the administrator. He was also an initiator and supporter of continuing education for physicians, of health care for all through programs such as Blue Cross/Blue Shield of Virginia, and of creating what became Eastern Virginia Medical School. I am still asked, randomly, 'Are you kin to the Doctor?' I'm happy to say, 'Yes, I am!'"

Michael St. John '58 writes, "Greetings from California! Life after 80 has shifted dramatically for me: new partner, new home, new profession. Patty and I moved last November into 'the Supervisor's House' in the tiny but robust one-time lumber mill community of Caspar, midway between Mendocino and Fort Bragg on California's North Coast. The house came with 55 acres of farmland, three ponds, and an impressive stand of 'old growth' gorse — an invasive species that we are determined to eradicate or at least control so that the land can be returned to productive agricultural use, as it was a century ago. We are developing a deer- and gopher-proof garden and imagine goats, sheep, and guard dogs on the restored grasslands. Building on Patty's expertise in permaculture, we hope to host permaculture workshops for adults and children. We also plan to resume teaching Nonviolent

Communication and to offer NVC-based mediation to couples and families needing help resolving interactional challenges. We love visitors! Come stay in the 'Casita' — the 19th century original home now being restored, and share with us your reminiscences of the past and hopes for the future."

1959 **Aimee Bellows '59** writes, "Several years after my husband's death, I left our little Cambridge apartment and, in 2015, moved to Durham, North Carolina, to be close to our daughter's family. I am living in a wonderful condo with a wide balcony and flowering window boxes. My delightful grandchildren, the boy (8), and the girl (4 ½), and their parents live close by. I've been attending Durham Friends Meeting and was pleased to meet **GINNY BRENDLIN '60**, there. John Baird, the Westtown Headmaster of a few years ago, is a very weighty Friend. I've lost several very dear friends and relatives this year, but I've made new friends over the past few years who are a warm support. Several of them are hiking buddies as we walk in the nearby woods. I especially miss email contacts with my old classmate, **ARTHUR KINCAID '59**. I visited him and his wife in the English Cotswolds several years ago. Because of COVID and health vulnerabilities I can now travel only by car. But we emailed back and forth, reminiscing about our Westtown experiences and especially the Masters and Teachers who helped us on our way. I'm not sure if I'll

be able to attend our reunion but wish you all the best. I'd be delighted to host any Westtown visitors to Durham, which is a lovely town."

Thomas Hilberth '59 passed away in March 2022. He enjoyed

life with his wife Joanne and their three children, which included skiing, playing tennis, attending soccer games (especially the Cosmos), and enjoying fireside meals while listening to a range of music from classical and opera to Willie Nelson. He especially loved the trips back to Budapest, happy to be sharing his roots with his children and grandchildren.



Tom had a thriving law practice where he was well known for his sharp mind but also his caring disposition and charitable ways. Throughout his life, he devoted his time to the Hungarian community to preserve his Hungarian heritage. He was chairman of a New York charity ball for the past six years for the benefit of the Piarist schools in Hungary. The schools provide excellent quality education to underprivileged children free of charge. Tom's extensive work led to his receiving two awards: the Ellis Island Medal of Honor, which celebrates the importance of the contributions of immigrants to our nation, and the second was the Hungarian Gold Cross of Merit. The latter is similar to our Congressional Medal of Honor but only awarded to civilians and was presented to him personally by the Consulate General of Hungary in 2021.

Tom always spoke highly of Westtown as the beginning of his life in this country. The school offered him an opportunity after escaping a war zone and he forever appreciated it. He shared fun stories of his experiences there and went back with the family for several reunions. He loved life and enjoyed every minute. He will now forever rest in peace. *Submitted by Tom's wife, Joanne Hilberth*

Arthur Kincaid '59 died July 24, 2022, in England following a two-year acceptance of terminal cancer. He leaves his wife, Deirdre Barber. Arthur was born in 1942, son of a poultry farmer and a professor of history. He combined work as a professional actor and director with that of a university teacher and Scholar. Having graduated Cum Laude from Westtown School in 1959, he obtained a B.A. in English from Columbia University in 1963, an M.A. from Tufts University in 1969, and a D.Phil. from Oxford in 1973, sponsored in gaining admission very late by Robert Speaight, who created the role of Becket in *Murder in the Cathedral*. At Oxford he took up ballet, was President of Oxford University Ballet Club for two years and in a production in the Oxford Playhouse, so impressed a reviewer in a *pas de quatre* that she offered to discover him as a dancer. While studying on a summer course in Stratford with the

University of Birmingham's Shakespeare Institute in 1964, he was confirmed in the path he was beginning to take, combining Shakespeare scholarship with practical production, which bore fruit in his later teaching. During his time at Oxford, in 1969, he studied at the British Drama League in London for a qualification in teaching and directing drama, becoming an Associate of the British Drama Board.

He taught, specializing in Shakespeare and 19th century poetry, at Idaho State University, the University of Saskatchewan, the Universitat Erlangen-Nurnberg, and the University of Bristol. He later moved to Estonia, where he spent 12 years at Eesti Humanitaarinstituut, leaving when it became part of the new University of Tallinn. He brought two productions from Tallinn to England: *Midsummer Night's Dream* with his university Shakespeare class and *Macbeth* with pupils from a Russian-speaking primary school. In Estonia, where he was happiest, the full range of his interests flourished: he taught not only Shakespeare and 19th century poetry, but also medieval drama, American drama, Chaucer, and analysis of poetry.

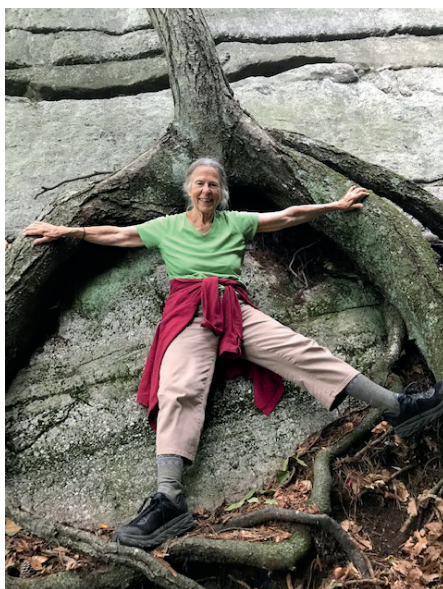
Meanwhile he co-founded Oxford Chamber Theatre with his second wife, Deirdre Barber, which toured Europe and North America with classical British theater, after which he was quite successful as John Wilkes Booth in Deirdre's one-man play *Tell Mother I Died for My Country*, directed by Bill Homewood, touring in it internationally for several years. Before becoming a professional actor, he had been active in amateur theater, co-founding A Group of Oxford Players. After retirement he returned briefly to amateur production, directing and starring in *Dr. Faustus* at Oxford. His most influential academic works were his edition of Sir George Buc's *History of King Richard III* and a seminal article, twice anthologized, *Dramatic Sources of Sir Thomas More's History of King Richard III*. He was for 15 years Contributing Editor to Shakespeare Newsletter and for eight years, Editor of Browning Society Notes.

In 2013 he moved to the Lake District. A member of the Society of Friends from the age of 12, he was commissioned to write *The Cradle of Quakerism*, about sites in the northwest of England associated with the founding of Quakerism. He gave talks to the Wordsworth Trust and Wordsworth Winter School about relations between Romantic authors and Quakers. He sang in several choral societies and, a lover of Gilbert and Sullivan from the age of 12, performed eventually in all the operas, usually as a chorus member, once as a soloist, with the Burford Singers, the Cotswold Savoyards, and Savoynet.

1960 Renate Riede '60 writes, "My husband and I are still living in the same place in Bavaria, Germany, we moved to 45 years ago. We are grateful for and enjoy every day. We currently limit our travel plans to England, where our two sons live, because of the Ukrainian War. The situation is scary and challenging, having a huge impact on lives across Europe!"

Francy Williams '60 writes, "The past three years (2020-2022) have held major transitions for so many! My memories of it are marked with the passing of my beloved Randy on March 17, 2020, just as lockdowns were being required. My brother **Fred Swan '57** also passed in July of that year. It gives me pause to reflect on the many changes and shifts that have occurred worldwide in these past three years. In spite of it all, during this time, my life was quiet and uneventful. I remained healthy and able to enjoy the company of family and friends. I spent much time outside, hiking, gardening, and walking to town. Last Thanksgiving, I hiked to the top of Stony Man in the Shenandoah National Park, Virginia, by myself, along with an interesting collection of international fellow hikers.

About a year ago, I began reading to my sisters, **Nancy Bernhardt '55** and **Betsy Peacock '63**, every day via conference call. I started with the books our mother, **Sarah Cope Swan '27**, read to us as children. Both Nancy and Betsy are developing dementia. Separated by the



Francy Williams '60 on a rock scramble at Mohonk Preserve, New York, in the summer of 2022

miles between Indiana, Pennsylvania, and Virginia, it seems a good way to keep in touch. Presently, we are reading *A Bundle of Elder Sticks* by Helen Slonaker (formerly the boys' nurse at Westtown). It is an account of her early childhood growing up in the mountainous backwoods coal country of western Pennsylvania, living close to the earth, transitioning from wood to coal heat and from horse and wagon to cars as roads slowly arrived. They farmed and raised their meat, or hunted or foraged. The title of the book refers to the bundle of elder sticks that was delivered in the early spring, by a man they called Indian John. The hollowed out elder sticks were used to make spouts for tapping maple trees for their sap.

In the summer, I live in Woodstock, New York, next door to my daughter and family. In the winter, I live across the street from my son and his family in Luray, Virginia. I have my own space but am close enough to share visits and meals; we continued to socialize throughout the past three years. In 2018 Randy and I joined a worship group in Front Royal, Virginia, and found that there was a sister group in Woodstock. When 2020 hit, the Woodstock group turned to Zoom which continues today. This is great because I participate with them wherever

MILESTONES

MEMORIAM

1941
Martha Thomas
September 2, 2022

1942
Elizabeth Emack
September 9, 2022

1944
Jean Michener Nicholson
July 19, 2022

1945
Julia White Reynolds
February 18, 2022

1947
Nancy Strickland
LaFountain
August 1, 2022

1951
Ludwig Seith
May 24, 2022

1952
Evelyn Kwok Canilang
2022

1952
Nils Ohlson
March 29, 2020

1953
Charlotte Penfield
Gosselink
December 10, 2021

1953
Douglas Kinsey
May 21, 2022

1953
Charles Thompson
October 3, 2022

1959
Thomas Hilberth
March 2022

1959
Arthur Kincaid
July 24, 2022

1961
Joseph Montgomery
December 9, 2022

1965
Walter Lenk
October 7, 2022

1966
Margaret Rabin
July 28, 2022

1969
Judith Jones McGhee
June 23, 2022

1969
Lucia Whittelsey
August 7, 2022

1973
Victoria Perry Robinson
January 6, 2022

1998
Benjamin Chappell
November 23, 2021

2005
Stuart Littlefield
August 5, 2022

BIRTHS

2003
Karl Vela '03 and
Sarah Evans '03:
William Ernesto Evans Vela
July 1, 2022

2009
Samuel McCauley '09
and Kayla McCauley:
Logan McCauley
April 2022

WEDDINGS

1974
Don Horton '74 and
Martha Jenkins '74
December 2019

1986
Josh Foster '86 and
Michelle McClendon
March 20, 2022

2006
Emily Ferris '06
and Thad Eagles
July 16, 2022

2010
Tracy Hewitt '10 and
Stephen Roche '10
July 9, 2022

2014
Manny Vilmateo '14
and Sophie Streitwieser
October 2022



61ers together!



Samuel Ashby Sholl '62 on the left.

I am at the moment. In May of 2022, it was a pleasure to see members of the Class of 1960 face to face as we gathered around two tables for lunch near the Greenwood, at Westtown's reopening to onsite celebration of Alumni Day."

1961 Nancy Stratton Van Worman '61 writes, "I am grateful to my hearty classmates who keep our class in close touch through Zoom meetings monthly. We seem to be just who we were so many years ago, just more eloquent. I enjoy a wonderful life of family, gardening, working for a local non-profit connected with the Village-to-Village organization, and getting out and enjoying the beauty that surrounds me."

Laurie Worth '61 writes, "I had a great visit with Sally St. John Volkert and Margie Burgess Waite in Phippsburg,

Maine, on September 5, 2022. Sally was East from California to spend some time at her family place in Phippsburg while Margie trained up to join Sally for a few days. I drove the hour or so down from our cottage at Pemaquid Point. Weather outside was frightful, but lovely and warm inside with such nice folks. A great lunch and a wonderful catch up time."

1962 Samuel Ashby Sholl '62 writes, "After two days of driving from Madison, Wisconsin, I finally made it to my 60th Reunion. It had been several decades since my last visit to Westtown and needless to say there had been many changes. It was a delight to see and talk to those class members whom I recognized. After the reunion, I was on a motorcycle tour of the U.S. Southwest (Nevada, Utah, Colorado, Arizona) and later was able to tour temples and pyramids in Egypt, mostly along the Nile. This was truly a marvelous experience."

1963 Jane Elliot '63 writes, "I'm still practicing criminal defense but only part time. I only take court appointments and usually only very serious felony cases. Last year, I finished an 18-month, three co-defendant, gang-related murder case. The kind of case is fairly typical of the cases I get, although 18 months is the longest trial I've ever done; about six months in, I was beginning to feel as though I'd moved into the courtroom permanently. I'm finally thinking of retiring, after the first two attempts didn't 'take,' but I'm really only thinking about it. I keep telling myself the way to do it is to get off the appointment list and finish up the last three complicated cases I have, but so far I haven't done either of those things."

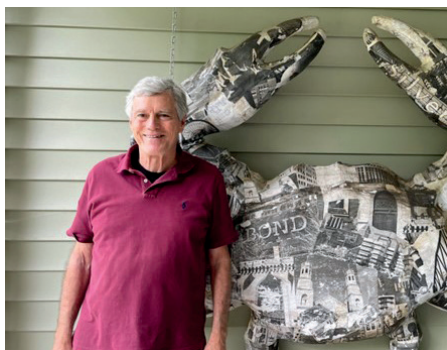
After almost 15 years of having my nephew, his girlfriend, and their baby (now almost 8) living with me, my rescue dog and I are finally back on our own! About every 3-4 weeks the Small Person comes for a weekend. She's a delight, 'helps' me cook and bake (which takes six times as long as if I didn't have help), keeps the two-year-old rescue busy playing ball (he loves playing ball so much

I named him 'Yaz,' for those of you who are familiar with Red Sox baseball), and generally brightens up the house. Life is good (except for my back). The very young doctor who read the MRI bowed to me when I asked him what exactly was wrong and said, 'It comes with the wisdom of years'."

Claire Perricelli '63 writes, "We are still here in far northern California, enjoying the spectacular coast and redwoods, dunes and lagoons, rivers and bays. Fortunately, my health is holding up well enough for walking, hiking, biking, and gardening. Our granddaughter started her college education this year at UC Santa Cruz. Time marches on. We also continue to worry and work for a better, saner, more peaceful and sustainable world."

1966 Will Parker '66 writes, "The latest news is that I'm no longer on Facebook as something happened where I got hacked or something. Frankly, I don't miss it. Nobody has contacted me about my absence and that says a lot. I'm a writer and not a chatter anyway. The other change in my life is that I'm getting back into my miniatures and model railways after 10 years. I feel a new sense of freedom and creativity that I had been missing. I had kept everything and not tossed anything out, so this makes it easy. I felt like Indiana Jones in my barn loft and attic digging for treasure. I've been dealing with this museum out of town for 30 years now and am restoring some projects this winter. This means more craving for isolation. These are the main changes in my life since I last wrote."

Edward Paull '66 writes, "Twenty twenty-two was quite a notable and fun year. My son, Daniel, (eldest of three) got married in March; my youngest, Ali, got married in September; and my middle, Mackenzie, made me a grandfather the year before so this year Raidin is in that perfectly wonderful year of growth and exploration between 1 and 2. I published a book I had been working on for five years: *Stop the Road, Stories from the Trenches of Baltimore's Road Wars*. Response has



Edward Paull '66



Will Parker '66 in his Halloween costume



One of Will Parker '66's miniatures.



Stephen Hale's '67 sisters Margie and Susie at Margie's mountain home in Cullowhee, North Carolina.



Back row: Stephen Chidester '99, David Chidester '97, Joshua Cope '97, Christopher Nicholson '02. Middle Row: Katy Nicholson '00, Trish Cope '73, Eddie Cope '66, Marie Cope Nicholson '72. Front Row: Marianne Cope '67, June Cope Chidester '65, Caroline Curtis Cope '68, Hannah Cope Richter '74, Heidi Richter '06

been really good! My wife Rosemarie and I are happily retired, traveling a bit, enjoying good health, good friends, and our growing web of in-laws."

1967 Charlotte Donaldson '67 writes, "I live in Woodstock, Vermont, where I have lived for 30+ years. I have wonderful friends here. I had a stroke on Oct 31, 2021, but came out of it only feeling sad as I lost half my energy. I play pickleball still, but it is different. I had a second stroke July 7, which affected my speech for 30 min and that was all. I am very lucky. I have two granddaughters and see them fairly often. They live in Boston, which is fabulous! My oldest daughter and her husband have isolated me from their lives along with my grandson, which is painful but some things one cannot control. Hope all is well with everyone and look forward to another reunion. Oceans of love to you all."

Stephen Hale '67 writes, "After dodging COVID for two and a half years, we were caught when a dear friend from California visited! Our symptoms were mild; however, Judy has lingering long COVID. Judy is extremely busy with delicate Maine landscape watercolors. Our son, Aaron, has married a peach named Pao; they live in Philadelphia. Our

daughter, Anna Rose, is off to work on her Masters in Psychology. I serve in our community as a Trustee at our JP Community Center and advise on architectural and planning matters with neighborhoods fending off aggressive Boston developers. Sorry to hear of Don Weightman's passing. I admired his superb Latin scholarship! Westtown has always been in my dreams!"

1968 Caroline Cope '68 writes, "In early July 2022, the descendants of **Jim Cope '39** had a family reunion in upstate New York. Two descendants of **Harold Cope '36** were also in attendance. We believe the most recent Cope family graduates of Westtown were 7th generation (but perhaps 8th). The 'contemporary' family association began with **Joshua Cope, Class of 1908** (Jim and Harold's father). After he graduated in 1908, he went back to teach, and married Westtown Latin teacher Edith Cary in 1917. The line goes backwards from Joshua through his mother, Anna Huldah Kite, to John Letchworth Kite who was at Westtown from April 1809 to April 1811. There is some recollection that a family member may have been a teacher in 1799."

Susan MacDonnell '68 writes, "Bob and I moved, again. Our new address is:

CLASS NOTES

711 Wollaston Rd, Kennett Square, PA 19348. Phone: 610.470.3233. Email: smacdonnell@verizon.net

1969 Maryann Patterson Ingersoll '69 writes, "I appreciate our Class of '69 monthly Zoom catch-up calls so very much during and now after the worst of COVID. It's been a rough five years ending with the loss of my husband of 47 years, D. Scott Ingersoll, to depression, cognitive decline, and possibly a form of non-military PTSD as he was in the Middle East for over 14 years for work. Our grown kids are well but challenged with his loss so young and so strangely. Beth raises two beautiful pre-teens, Reagan and Stephen, whom I hope will tour Westtown School soon. They are talented in many things but soccer, math, the arts, and ice skating stand out. Our son, Chris, is busier now after COVID with FX spot production film editing, dog dad responsibilities, and regular but interesting Los Angeles life! I feel so blessed to have had Westtown in my life and the amazing people who come with it. Peace and thanks."

Cynthia Lovell Larson '69 writes, "Saying hello to everyone! Glad you're still there! What a time, it's been very tough but we're learning to live with it in terms of day to day. I still concentrate on the positive wherever possible to squeeze it in and then to pass on. We have one foot in New Orleans where the young people are awesome and positivity abounds in spite of all you've heard. We have two gorgeous mixed-race granddaughters beaming and leaping into the world that provide shining hope in slivers but also in bucketsful. Hurricanes have been a challenge here but were relatively minor at home in the Florida Keys—the water and winds periodically just think they own the place. Otherwise, I got a new dog, an awesome rescue Tibetan Spaniel whose breed would twirl the prayer wheels for the Dali Lamas over the centuries ... works for me. Time passes on and Westtown still provide solace and a strong foundation. I'm sending much appreciation to you all."

Mary Ellen Betz Meyer '69 writes, "2022 has been a year of adventure and



Pandemic painting (March 2022) of the hillside by our house—the Monongahela Valley from Summerset at Frick Park vantage point.



Last dinner in Sweden, June 2022 in Gothenburg with family. From the left: Daughter-in-law Sarah, son Eric, Mary Ellen Meyer '69, husband Mark, daughter Meredith, granddaughter Effie, son-in-law Alex

new beginnings. After a few decades of research and postponed travel because of the pandemic, our family (my husband and six of our children/grandchildren) traveled to Sweden in June to visit the home of our Swedish ancestors and explore the culture. Our family is in the process of selling our business of 12 years—Wigle Whiskey and Threadbare Cider—in our Pittsburgh hometown. I look forward to having more free time to spend with our children and grandchildren in California and Iowa as well as more time to paint. We welcome visitors if you are in southwestern Pennsylvania."

Jeffrey Peckham '69 writes, "As with many of you, 2020 and 2021 held little in the way of travel. So, this year was a break-out year for us, with over 80 travel days. Because we were in Alexandria, Virginia, visiting family, we headed up to Westtown for the reunion weekend, which was graced by luscious spring weather and the ever-beautiful campus. We had some personal time with **Diana Hare '69** hosted at the home of **Lisa Ogletree '69**, and returning to Alexandria, time with **Quentin Riegel '69** and **Ken Orvis '69**, who live close by. Finally feels like I'm retired."

Valerie Peery '69 writes, "This has been a rough year. Two hip replacements and rehab (the first one malfunctioned). Good part: another grandchild! There's a total of 10 now. It looked iffy during the pregnancy but turned out well. I like having my own apartment adjoining the house of a couple of my kids with their spouses and some grandkids.



Just a few miles from Westtown. I retired a few years ago because of breast cancer but I sure miss delivering babies (about 3000 or so total)."

Barry Prince '69 writes, "The 65 and over USTA team that I captain in Richmond, Virginia, finished second in the recent Mid-Atlantic Championships."

Leslie Trich '69 writes, "Here we go again! Can we think outside our hereditary boxes? Do we have at least six friends of African heritage who are welcome to spend the night under our roofs, sleeping on our sheets, and breaking bread at our tables when we break bread? Asian/Pacific Rim? Indigenous Peoples? Latin/Hispanic? Semitic? LGBTQ? If not, why not? Just because your previous generations only had white friends—think outside your boxes! Let us walk the walk; otherwise, you merely are talking the talk, which is a double standard."

1970 Peter Bauer '70 writes, "We have been living in a popular mountain resort area in the foothills of the Cascade Mountains, which contains the nation's largest cross country ski area - 120 miles of trails connecting two towns and a four-star lodge. It has been an amazing nine years, but as our bodies age and our sons move to New York City, we wonder how long we should stay. It snowed 15 inches the other day and more is coming down now. Lovely, but hard to shovel. We'll be transitioning to some less challenging lifestyle in the next five years, but haven't yet figured out just what. We loved the entries from our 52nd reunion, sorry to have missed it."



Chateau Puy Vidal in Southwestern France



Crossing into the Northwest Territories

Bob Leach '70 writes, "I've spent 45 years, yes 45, working in the same field, namely developing visible light and infrared digital cameras for astronomy. At long last, I'm embarking on a much different adventure: retiring and moving with my family from San Diego to a historic chateau. It was first built in 1267 AD as a defensive fortress with four circular towers and expanded two centuries later. Many times the chateau has been passed from women to women as dowries. It is located in the southwest of France, 130 km northeast of Bordeaux. We're setting up a hospitality business to host workshops and retreats in film production, painting, yoga, cycling, and French culture. Several links can be found by googling Lady of the Chateau.

Tony McQuail '70 writes, "Fran and I continue to live at Meeting Place Organic Farm near Lucknow, Ontario, Canada. Our younger daughter is now the owner/operator of the farm. She lives in a renovated barn that is now a lovely home with her husband and two young daughters. We live in the house we built and provide childcare and farm support. Our older daughter lives an hour and a half away in Kitchener with her husband and our 12-year-old grandson and 10-year-old granddaughter. I continue to do some of our farm work with a team of Suffolk

Turn Your PA Tax Dollars into Scholarships For Westtown Students

Through Westtown School's membership in the Friends Collaborative, friends of Westtown have the opportunity to be a part of the Educational Improvement Tax Credit (EITC) Program and receive tax credits for supporting need-based scholarships for Westtown students.

Last year, Westtown received more than \$900,000 in gifts through the EITC program for scholarships supporting our community. Many thanks to our EITC donors for making a Westtown education more affordable for our families!

Participants receive a Pennsylvania state tax credit for up to 90% of their contribution amount. For example, a \$10,000 gift to the Friends Collaborative to support tuition assistance has a net cost of just \$1,000 to the donor – making this a win-win for donors and for Westtown!

Friends Collaborative tax credits are in high demand and we are actively building a waitlist for donors interested in participation for the 2023 and 2024 tax years. Credits are available on a first-come, first-served basis. This opportunity will close when all available credits are distributed.

To learn more, please contact your financial advisor and Courtney Tyus, Director of Annual Giving, at 610-399-7922 or Courtney.Tyus@westtown.edu.

work horses and do most of the livestock pasturing. We got a small Prolite lounge trailer early on in COVID and used it this year for two trips. First, a month-long tour for two family weddings in May/June visiting friends and family on the route. Second, in July/August we did a six-week tour up to the Northwest Territories visiting a number of regenerative farms and friends along the way.

I serve on the board of Farmers for Climate Solutions, a national coalition of over 20 farm groups working to support regenerative agricultural policy and adoption as well as the board of Holistic Management Canada, which has been helping farmers and ranchers manage for triple bottom line results that yield healthy people, healthy land, and healthy income. I'm also on the board of one of the last independent weekly newspapers and publishing businesses in Ontario - North Huron Publishing. Fran is the Clerk of Canadian Yearly Meetings Finance Committee. She does much of the farm bookkeeping and looks

after the on-farm granddaughters three afternoons a week. She also has returned to weaving in some spare moments. We both are in pretty good shape and health. I recently gave an online seminar to the University of Manitoba Faculty of Agriculture and Food Sciences on 'thinking outside the box' about regenerative agriculture. You can watch it here: youtu.be/4jsMifHoyFA. If you happen to be traveling through Southwestern Ontario, we welcome visitors."

Donald Young '70 writes, "Thank you to the Westtown alumni staff for recently inserting my 50th Reunion Book submission of March 2020 which was inadvertently omitted."

1971 Eliza Allison '71 writes, "We are making great progress on building our house. Hope to be in before Christmas. We are so grateful for how this has all come together. Also grateful for unseasonably warm weather which has been beneficial for building. We will have a guest room for Westonian



Construction progress on the house of Eliza Allison '71

visitors next year. Best wishes, peace and love to all."

Chris Knowles '71 writes, "Between my wife Patti's new job and our near 'empty-nest' status, we're truly enjoying spending more time together and savoring the simpler things in life. I'm doing double-duty working at two local Friends schools, still teaching art and music at the one and essentially being a helper in the afternoons at the other. What I consider the biggest change at the moment is my rededication last November to my own painting. I try to do a painting a day and as much as I cringe at the word 'journey' these days, this actually *feels* like one. Besides the obvious, yet sometimes surprising, improvement routine brings, it has produced offshoots in my self worth and a kind of insulation toward things that just aren't worth getting bent out about anymore. Musically, I'm winding down the band work after playing bars, restaurants, and parties for almost fifty years. It just doesn't have the same allure. I am, however, having fun playing some regular, relaxed post-COVID jam sessions with classmates **Steve Prentice '71**, **John Gerbron '71**, and ex-faculty Dave Cain at Dave's new house!"

Peleg "Ron" Midgett '71 writes, "Greetings! [Here is a] brief update: I divorced in 2005. I closed my



Massachusetts music store in 2009. I moved to the Berkshires, then to Raymond, New Hampshire, then to Franklin, North Carolina, in with my brother Steve in 2021 due to neurological movement challenges that make many physical skills of a lifetime fleeting

(wooden boatbuilding, violin restoration, sailing, fiddling, guitar, banjo, contra dancing, yoga instructor, etc.). Now I'm focused on meditation practices for 'weeding the garden' of my inner world. Thank you for the times our lives crossed and shared inspiration at Westtown."

1973 Petra Doan '73 writes, "This year I retired after teaching for 33 years at Florida State University and am enjoying being a Professor Emerita. We have moved to Phippsburg, Maine, next door to Liz's mother and sister. I look forward to seeing as many classmates as possible at our 50th Reunion.

Chris Fowler '73 writes, "Despite hip replacement surgery in February (all those years falling down as a soccer goalie?), Lisa and I were able, as scheduled, to get to Finland in July and stay with my Finnish cousins out in the archipelago in the Baltic Sea where their summer houses are. My physical therapy was predicated around being able to get into and out of rowboats to get to the island. The tension with the Russians, by then, had eased somewhat. This was welcomed, since the two sons of one of my cousins were both of an age where they would likely be amongst the first called up. A Finnish fighter jet did fly over the island on two successive days, something that, in all the years we have stayed there, had never happened before—likely they were just showing their presence over the main shipping channel to Finland's west coast, which lies just beyond our island group. Back home I continue to have remarkable success getting my photographs into galleries all over the country; as of this writing, in Austin Texas, Kansas City, Montana, Providence, Rhode Island, and Hanover, Pennsylvania. I've also just finished a solo show of almost 30 pieces at a gallery run by the Unitarian Congregation in Frederick. Looking forward, with the usual disbelief, to our upcoming 50th reunion (already!?)."

Kathe Harbour '73 writes, "I'm so looking forward to our 50th reunion gathering in May. I remember being fascinated by those reunion gatherings when I was



Chris Fowler '73: Rowing to the house on the island



Tadhg and Niamh with Grandma (Kathe Harbour '73)

a student—imagine people old enough to attend a 50th reunion feeling the same connection to my school! Amazing! Now here we are. Retired life in Springfield continues to be peaceful. It's great to have time to travel and visit friends and family, though we see too little of the latter for me. We love being grandparents to Tadhg (10), Niamh (6), Hayes (4) and Cameron (20 months) and can't get enough of their energy and silliness. I've been involved with Rock Voices for the past five years and love having an outlet to sing great music from when we were growing up. Fun to gather every week with other old hippies! Hoping for a great turnout for our reunion and reconnecting with old, dear friends."

Anna Beardsley Walsh '73 writes, "I'm still teaching science in high school and loving it. I've had two knee replacements and am expecting to be dancing by Christmas. I live in Montreal and have three children and three grandchildren."

1974 Jean Heathcote Burke '74 (Westtown grades 1-8) toured Liverpool in September with her husband, Joe, to visit the childhood homes of John, Paul, George, and Ringo as well as the Casbah



Midnight in Paris: Don Horton '74 and Martha Jenkins '74



Joe Burke and Jean Burke '74 at John Lennon's childhood home, Mendips, on Menlove Avenue



Bill Carter '65 and Tater Carter Pitt '74



Bibbis McAndrews '75 and Deborah Kitchens '75

and Cavern clubs where the Beatles first performed. They continued their tour of key places in Beatles history in London. Their Airbnb was booked in Westminster before the queen's passing so the London portion of their Beatles walking tour happened to take place the day of the funeral. It was an interesting time, to say the least. She looks forward to connecting with **Patty Axsom O'Brien '73** in Massachusetts.

Don Horton '74 writes, "**Martha Jenkins '74** and I were married in San Francisco in December 2019. We live in Mill Valley and spend a lot of time in Chapel Hill and eastern North Carolina visiting family. I am working managing construction projects around the country for McDonald Horton LLC, including current residential projects in San Francisco, Aspen and Nantucket. Martha is managing internet operations for an interior design firm with offices in New York and San Francisco. We are loving life."

Jamie McVickar '74 writes, "After a year of retirement, I've gone back to work a few days a week, this time as a substitute teacher at the local public school, and am loving it! I'm looking forward to seeing everyone at our 50th."

Patricia Pitt '74 writes, "I've been doing lots of photography since the Trump election. It takes my mind off divisions in the country. Luckily, I live in Montana so there is lots to photograph. My brother Bill (class of '65) came for a visit a few years ago. This photo is of us at the top of Beartooth Pass, one of the most scenic drives in Montana, if not the country."

Pat Stabler '74 writes, "Hello Class! A 50th Reunion planning committee has been formed and we have had our first meeting. If you would like to help (in whatever capacity), let me know. Look for a survey [soon] regarding the reunion and please send in your responses. Ideas for a class gift are of particular interest. Do put the reunion on your calendar for 2024. It would be great to see as many members of the class as possible!"

1975 Deborah Kitchens '75 writes, "It's hard to believe we have been in the Washington, DC, metro area for 11 years! We love the area, my husband retired from the Navy and now works for a government contractor. We live in Alexandria and I am now a realtor, just like my mother, and am enjoying the flexibility of this new career path. I enjoy meeting new people, helping them, and have been super busy. We now have seven grandchildren, our youngest daughter had her third in February. We enjoyed a lovely reunion dinner in May at **Bibbis McAndrews' '75** home and look forward to the next reunion. Would love to see any fellow Westtown alumni in the area."

1976 Daniel Miles '76 writes, "I am happily settled in semi-retirement in Kaslo, surrounded by the beautiful mountains of British Columbia (though we have massive forest fires every summer around us due to climate change). We are enjoying our first grandchild. I still work part time as an Education Professor for University of British Columbia and I am a BC Offshore School Inspector for the Ministry of Education. I often think about getting to a reunion now that the border has re-opened."

1977 Spee Braun '77 writes, "Last I checked, a portrait of **Thomas Kite Brown (TKB), Class of 1868**, former faculty, and former head of school, hangs in Central at Westtown School. He's the person seated on the Lake House porch with a canoe behind him. For a summer job to supplement his meager earnings as a Westtown teacher and support his family, TKB founded Back Log Camp in 1895 and provided fine wilderness experiences in New York's Adirondack Mountains for adults and families. The descendants of TKB and his wife Caroline Cadbury Brown carried on the business until it closed in 1968, and since then, the family members themselves have enjoyed the camp on Indian Lake. For over 150 years, many of TKB and



Daniel Miles '76 is still enjoying the gift of nature

Caroline's descendants have attended, taught at, worked at, and served on the Board of Westtown School. At a recent Back Log Camp event, we gathered the Westonians present for this photo of fifteen of us, representing seven different decades of graduation classes!"

Edward Taylor '77 writes, "I am still working as an Administrative Law Judge for the State of California. My kid is applying for college. I'm enjoying life in the 'North Bay.'"

1978 Eric Stonestrom '78 writes, "I recently purchased a lovingly restored 1810 era house called Dill Farm in Kennett Square from fellow Westtown alumni and faculty member **Susan Scheider Temple '68** after searching far and wide and realizing once again how beautiful this part of the world is in its fall glory. My uncle **A. Dalton James '46**, brothers **J. Peter Stonestrom '68** and **David Stonestrom '71**, and I have been spending more time in the area as our mother **Barbara James Stonestrom '43** (former faculty) has recently relocated to Barclay Friends. **Sam Wood '79** already paid us a visit and we look forward to more time in the area and more runs on the Balderston track and the cross country course."



Westonians at a Back Log Camp Event - Front row: Natalie Lindop-Braun '06, Mary Alice Brown James '58, Janny Brown Sterrett '61, Michelle Beer Caughey '71, Zoony Beer Garrett '75, Nancy Brown Randall '66, Julie Keene '85, Anna Randall Painter '97, Cathy Hoffman Wickens '84, Spee Beer Braun '77 // Back row: David Borton '61, Devin Caughey '99, Ian Eskesen '23, Tim Sterrett '60, Nathaniel Sterrett '89

1980 Sandy Bak Baggot '80 writes, "My husband Bruce passed away in 2020 after a six-year struggle with cancer. Most of you got to meet him since we were married for 35 years, and I believe he came to all our reunions with me. He leaves a big void in my life, but I carry on and luckily have wonderful support from my children, family and friends. My son was married in 2021 and my daughter **Tori Baggot '09** will be married next year! So, I have new extended family to keep me present and busy."

Dennis Delduco '80 writes, "I want to thank **Bill Lee '80** for hosting our reunion. It was a long time coming. I'm living in Oxford, Pennsylvania, with my wife and daughter who both run our horse training and lesson program. I run

my family's antique mall in Chadds Ford and Lower Oxford Mini Storage. It was awesome to see some of my old friends at our last reunion, and I'm looking forward to next year."

Anne Talbot Rill '80 writes, "I have been a member of the small community of Frederick Friends Meeting for several years now. Life is full: great joys and deep sorrows and everything in between. My gratitude for what Westtown gave me over the course of 11 years continues. How different it is to be in silent worship at the age of 60 versus 8—it's actually ok to cough and sneeze! One of these years I hope to make it to another reunion."

Gwen Thomas '80 writes, "As our daughter finishes up her senior year at Dickinson College and plans for her gap year, I am midway through my own personal gap year. I took a year leave of absence from teaching middle school science (just about done-in from the double whammy of teaching through COVID and eldercare). I have been traveling, camping, hiking, biking and generally getting my life and health back on track. I am looking forward to a trip to Kenya next June to work on an elephant project—a trip I had been hoping to do since pre-COVID days. I haven't been back to Kenya since my family left in 1979 when I was a student at Westtown. We are still in Texas, just outside of Dallas. Tom is still inspiring future international business leaders at UT Dallas and loving it. It is hard to believe we have been here longer than anywhere else in our crazy, itinerant lives. I love being connected with Westtown on Facebook. Hugs to all."

Robert Whitehill '80 writes, "During the COVID lockdown, Mary and I were happy to have our son Beau (now 13) home for a remote learning school year. Ordinarily, most parents don't get that extended time with their children again until they move back home in their 30s! Since Mary and I both work at home, that year was a wonderful period of full-time reconnection. He's been back at school for 7th and now 8th grade, and so it's back to evenings, weekends, and holidays—smaller windows through which Mary and I can witness who he's becoming.

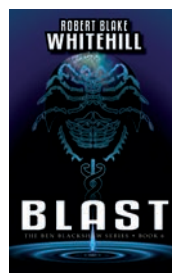


Sandy Bak Baggot '80 and her husband, Bruce

It took me a few years longer than usual, but I finally published the 6th Ben Blackshaw thriller, entitled *Blast*. It starts with Blackshaw's discovery of a murdered woman's corpse frozen in the Chesapeake Bay ice. Publication was delayed while I focused on two feature scripts now in development. One script, *Defiant*, is a biopic about Robert Smalls' escape from enslavement in Charleston by stealing a 160 ft Confederate gunship and sailing his family and crew past Fort Sumter to freedom at the Union Blockade. The other script is *Blue Rinse*, an absurdist dark comedy about how older women sometimes become socially, financially, and even romantically invisible in America.

Mary and I just celebrated 16 years together, and remain vividly and delightfully visible to one another every day. Her ad business thrives. Her passions for creating birthday cards, as well as detailed jewelry box miniatures as mementos of family travel and events, continue to fascinate."

1981 Mitra Morad Holer '81 writes, "After 33 years of living and working in Germany, I have picked up and moved to Lucerne, Switzerland. I am working in the private sector (quite a change after 20 years with the State Department!) and enjoying the gorgeous views of mountains and lake."



Samantha Atkinson Morris '81 writes, "What a great Alumni Weekend last May! Sharing celebrations with the class of 1982 was amazing—how great to see everyone, to laugh, to share, and to laugh some more. Thanks to **Karabi Acharya '82** for hosting Saturday night—and to Carlos Diaz for the photo booth and the karaoke set up! Spending time with **Lise Reid '82**, my senior roomie **Andrea Seidler Goryl '81**, **Jim Carroll '82**, and SO many more - what a fabulous time. Westtown continues to be such an important connector, and a shared experience that just can't be explained. I can't wait for the next reunion, but in the meantime, if anyone is in Denver, be sure to get in touch!"

1982 Ally Dalsimer '82 writes, "To everyone who supported Ally for Congress: THANK YOU! We didn't win, but our campaign resulted in positive policy changes, and that wouldn't have happened without you! As part of healing from the trauma of campaigning and the death of my mom, I wrote a short book—*It's Okay Not to be Fabulous Every Day!* which, at its core, is about navigating change and dealing with turbulence. It's due out in February. Huge thanks to **Beau Whitehill '81** for his invaluable guidance, to **Hope Clark '82** for her wonderful cover quote, to **Kat Yeh '82** for her inspiration, and to **Karabi Acharya '82**, **Dunie Righter '82**, **Mary Jones '82**, **Katherine Lane Suskevich '81**, and **Sam Morris '81** for offering to serve as advance readers!"

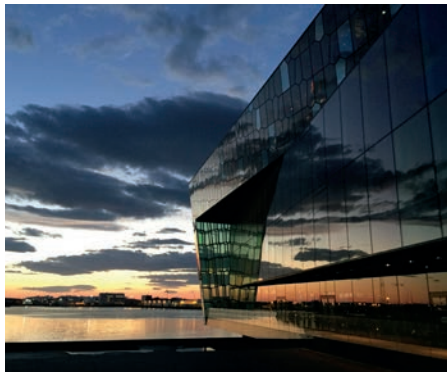
1983 Nathan Bohn '83 writes, "I am in my 13th year as Westtown's Dean of Enrollment and am blessed to work for the school I love. My child Auxen is a 2020 Westtown graduate and is now at Parsons as an illustration major and loving New York City. One of their pieces featuring Westtown is on their website (parsons.edu/undergrad/student-work/auxen-bohn). Jane volunteers for Project N95—a national non-profit working to protect people and their communities during the COVID-19 pandemic and beyond."



Cover Art for *It's Okay Not to be Fabulous Every Day!* by Ally Dalsimer '82



New 45 ft research vessel dive boat built by Rustin Cassway '84



Harpa concert hall at midnight in July

1984 Rustin Cassway '84 writes, "I moved to Cape May full time this year with my wife, Karen. We have been doing lots of diving here and built a new dive boat. Come visit."

1985 Naomi André '85 writes, "Greetings from Chapel Hill, North Carolina! After 27 years on the faculty at the University of Michigan, I have just accepted a position as the David G. Frey Distinguished Professor of Music at UNC-Chapel Hill. My family is still in Ann Arbor as I'm on a fellowship this year at the National Humanities Center in North Carolina and my daughter is graduating from 8th grade with her class. But we'll be reunited when I sell the house in Michigan and buy one in North Carolina this summer. My work focuses on race and gender in opera here in the US, Europe, and in South Africa. We're in a great moment with operas on Black topics—including *Blue*, *Fire Shut Up in My Bones*, *The Central Park Five*, *Factotum*. I'm excited to be writing about them and working with lots of opera companies across the US. It was a great honor to give the Shoemaker lecture at Westtown right before the pandemic in January 2020. I'm very grateful to Westtown for helping shape me as a young scholar and person who cares deeply about issues of representation and social justice."

Tony Fross '85 writes, "While I've continued to shepherd the Organization & Culture practice at Prophet, I've also been greatly enjoying working towards my certification as an executive coach with the Hudson Institute. The quality of the instructor coaches, the depth of the curriculum, and the sharp emphasis on psychology is making for a refreshing learning experience. Picturing happily ahead to next summer, we'll be returning for our third annual sojourn in Iceland. Anyone interested in what to do there in summer should feel free to reach out as we have a fairly large and up-to-date Google doc of recommendations at this point."

Paul Houghton '85 writes, "I'm still living in Helsinki and working in software, currently for a digital healthcare startup I co-founded. My daughters are 12 and 14. Please let me



know if you want to catch up or make it to the cool north! My email address is: paulirota@gmail.com"

1986 Josh Foster '86 writes, "It's been a busy two years: Michelle McClendon and I were engaged on the slopes of an active volcano in Iceland on July 16, 2021. We visited with **Tony Fross '85** in Reykjavik while there. Michelle and I eloped on the Spring Equinox, March 20, 2022. We now live with our dog, Cornelius, in the 'barely burbs' just across the DC line in Silver Spring, Maryland. After two years working on climate resilience for the Maryland Department of Transportation, I am now Senior Program Manager for Resilience and Climate Adaptation with Versar, Inc. in DC, focusing on coastal climate resilience and nature based solutions."

Ruth Goldstein '86 writes, "My wife and I are about to make a big move, from the cold dark north of New Hampshire to the land of warmth, water, birds and dolphins in Savannah, Georgia. We are both so excited for this new chapter. I'm also taking a three-month sabbatical from my career as a registered dietitian to explore what might be next. I look forward to connecting with Westonians in the Savannah area at rgoldstein1234@gmail.com.

Charles McCrone '86 writes, "I'm still running Kaleidoscope School of Music in Issaquah, Washington. I've been a music teacher for 31 years now. My new favorite hobby is running a music oriented YouTube channel. Come enjoy some cool videos! youtube.com/kaleidoscopeschool. I also recently self published a fantasy novel, *Siana's War*, available through Amazon."



Burch Wilkes '86 writes, "Hello Westtown Friends! The Wilkes brothers (**Christopher '89**, **Cabell '92**, and I) enjoyed a few funnel cakes and good times at Lake Makoma last summer."



Wilkes Brothers Summer 2022



Marriage engagement of Josh Foster '86 and Michelle McClendon at Fagradalsfjall Volcano, Iceland, July 16, 2022.



Ruth Goldstein '86 this past September, overlooking the marsh near our new home on Skidaway Island outside Savannah, Georgia.



Matt Struckmeter '87 with his sons

1987 Matt Struckmeter '87 writes, "I'm loving my second round of parenthood with my sons Henry (2) and Conrad (4 months). Daughter Anna attended Westtown for just 2nd grade (class of 2021) and is thriving as a sophomore at Sewanee. Say hi to us in Santa Barbara, California!"

1988 Cynthia Swartz '88 writes, "In 2020 I left my hospital employed position as a consulting psychiatrist and opened my own psychiatry practice serving children and adults in Vermont. My long-time dream of bringing together my medical training and my many years of study of Jungian psychology into my psychiatric practice is beginning to be realized."

1990 Jenny Riddle Doherty '90 writes, "Hello from Harrisburg! We've entered the 'Empty Nesters' phase of life, but we've been keeping busy visiting our daughters at their colleges in DC and Pittsburgh. I started a new job in July as VP of Community Engagement at a high-tech start-up focused on public sector supplier ratings and reviews called Procurated. If you're ever in the Harrisburg or Hershey (Park!) area, please reach out!"

1991 Jamey Hancock '91 writes, "My wife Inness and our two boys are doing very well. Home base is Bedford, New York, where we've lived since 2012. We spend much of the summer in Acadia, Maine, where she grew up. My wife and I both work from home. She's a fine artist and creates large, beautiful abstract paintings in oil and watercolor, and shows regularly in galleries in Maine and New York. Our oldest, James, is a freshman at Binghamton University studying Biochemistry and our youngest, **Lyon Hancock '25**, is a Sophomore at Westtown and thriving! I'm currently serving as the CTO for a health tech firm focused on improving the lives and outcomes for patients with chronic disease. I'm still playing music and have started a new band recently. We hope to be performing locally starting in the new year."

1992 Robin Niethammer '92 writes, "Last year I had submitted an essay entitled *Westtown School—Fond Memories* to the *Westonian* for possible publication. At the time, I was asked to shorten it but never got around to doing so until this weekend. As I loved each of my memories, I decided not to shorten my fond memories. Instead, I thought to approach the task by just focusing on the essential: What did I learn at Westtown? What did I experience? What stayed with me for life (besides improving my English skills)? In the end, I was able to identify one essential that provided me with an anchor and gave me guidance and direction even since my year at Westtown: *God is in each of us*. It really boils down to this simple sentence. I am not a religious person, yet the sentence 'God is in each of us' resonated and stayed with me over the years. What it conveys to me is what today many call diversity and inclusion in politics and the business world. To me, Westtown School was a melting pot where I was able to forge friendships with classmates of various upbringings, different nationalities, religious and ethnic backgrounds. And in each of these groups—in each



Katie Cloutman '94 and her family

human being—is a spirit / a part of God connecting and uniting all of us. The phrase ‘God is in each of us’ at times—in particular in moments of conflict—has served me as a valuable reminder that I should always strive to find the good in another person. The phrase—reinforced by the Westtown community daily life—also taught me that it is worth embracing life. It was at Westtown where I was far away from my German family and friends that I learnt with dedication, intention, and belief in oneself one can achieve a lot. Not having been a particularly good student prior to Westtown, this was a place for me to develop. There were so many opportunities to explore and develop one’s talents in academia, athletics, the arts, etc. Great teachers like my beautiful Spanish teacher or my tennis coach nurtured confidence and trust. In Westtown I also met my first girlfriend and my best friend.”

1993 Victoria Stone-Cadena '93 writes, “After having lived in Jersey City for the past 15 years, we have moved to New Haven, Connecticut, where I started a new job as Associate Director of the Center for the Study of Race, Indigeneity, and Transnational Migration at Yale University. My partner and I moved

up with our 11 year-old twin boys and assorted fur babies. I’d love to reconnect with folks if you are in the area and look forward to the reunion in 2023! Sending much love and light to all.”

1994 Katie Cloutman '94 writes, “I resigned from my 20+ years of teaching in June and am currently supervising student teachers. I am enjoying having more energy for Levi (10), Olive (8), Quintin (5), and my husband, Philip. We live right down the road from Westtown and have enjoyed returning to our walks around the lake after campus was closed during COVID.”

Katie Guest Pryal '94 writes, “Greetings, friends! My husband Michael and I just celebrated 15 years of marriage, and we are living happily with our two children (11 and 13) in Chapel Hill, North Carolina. I continue to write and do advocacy work in the area of mental health and disability. I’m pleased to announce my next book, forthcoming from the University of Kansas Press in 2023: *Darkness Interrupted: Reckoning with Mental Health in Higher Education*. If you are ever in Chapel Hill, I’d love to connect.”

1997 Victoria Williams '97 writes, “After several



Michael and Katie Pryal '94' in London in September of 2022

rough years since my divorce and COVID, what a beautiful year 2022 has been for our family. My youngest, Helen, hit double digits (10). My middle one, Joanna, made the transition from Elementary to Middle school and into being a full tween (attitude and everything). My oldest, April, graduated with a B.S. in Psychology from University of Central Florida. After 20+ years I also graduated Summa Cum Laude with a B.A. in Psychology from University of Arizona Global Campus. As a graduation present for April and me, we went on a mother/daughter graduation trip to Italy. It was April’s first time traveling internationally. We were able to see Rome, the Amalfi coast, the Isle of Capri, Florence, and Venice to name a few. I was able to buy my house after renting since my separation. I also enjoyed several quality visits with my parents Bill Frederick and **Carol Savery-Frederick '67**. They joined us for both out-of-state graduations, a trip to Florida, and over the summer I spent several long weekends in Connecticut helping them downsize. For Thanksgiving, Helen, Joanna and I traveled to Knoxville, Tennessee, to see family we hadn’t been able to visit in five years. To cap off the year, on December 13 it will have been 20 years since I moved to South Carolina. Should anyone want to reach out, my email is happyknitlife@aol.com.”



Victoria Williams '97 at University of Arizona Global Campus 2022 graduation.



William Ernesto Evans Vela

1999 Celeste Cookson '99 writes, "After the last few years of life transition, going back to school, and earning my Masters of Social Work at University of Georgia, I am working as a therapist at a private practice in Atlanta, specifically focusing on treating neurodivergent teens and adults with ADHD and autism. I facilitate a group specifically for adults not identified until later in life."

2003 Kelly Cunningham McRae '03 writes, "It's amazing to be back on campus, this time as a parent. My daughter, Vera, has joined the Class of 2035! She and I now live very close to campus and are enjoying (re) connecting with the Lower School and alumni communities. Drop me a line if you're in the area!"

William Ernesto Evans Vela AKA Willy Muffins was born on July 1, 2022 to parents **Karl Vela '03** and **Sarah Evans '03**.

2004 Ryan LaRoche '04 writes, "After working as a travel nurse for the past few years, I've settled down in Baltimore, Maryland, and became a first-time homeowner this year! Still working as an RN in cardiac electrophysiology. Looking forward to



Catherine Fuller '06, Hannah Gold '06, Dave Kloss '07, Emily Abels '07, Thad Eagles, Nick Silverson '07, Emily Ferris '06, Sam Cooper '05, Melissa McCourt '07, Kieran Ferris '12, Elizabeth Caumont '06, Molly Slotznick '06, Dorothy Hanrahan '06

finally putting down some roots in this dynamic city."

2005 Stuart Littlefield '05 passed away on August 5, 2022, at the age of 35, in Salt Lake City, Utah. Stu was born in Providence, RI to Christopher Nauer and Susan Jacke Littlefield and was raised on Block Island where he spent as much time as

possible in, on, around and under the water. He attended the Block Island School and graduated from Westtown School in 2005. An avid and proficient free-diver, Stu loved the ocean and his family jokes that he majored in spear-fishing while attending Eckerd College in Florida where he graduated with a BA in Environmental Studies in 2009. A talented metal artist, Stuart's fish, birds

CLASS NOTES

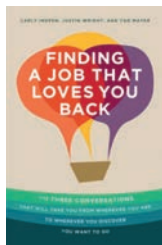
and Block Island silhouettes grace many island homes and businesses as well as those across the country. He exhibited at the International Gift Show in NYC in 2010 and had retail customers from Catalina Island to Cape Cod. He loved to laugh and he enjoyed meeting people from all walks of life at his Littlefield Fish Art stand at the BI Farmer's Market and by Sagem Pond and in his travels to Europe and across the US. He leaves behind many beloved friends and admirers of his creative endeavors

Justin Wright '05 writes, "After ten years of work and collaboration with colleagues Carly Inkpen and Tad Mayer, we've published *Finding a Job That Loves You Back*. The book seeks to equip job seekers, career changers, and folks feeling 'stuck' with a robust set of collaborative negotiation tools to move through each phase of their career journey. I hope that my fellow Westtown friends and family will find this book useful. Check it out at habitusincorporated.com/finding-a-job-that-loves-you-back.

2006 Rachel Brown '06 has been promoted to Associate Director of the Atlanta University Center Art History and Curatorial Studies Collective, an initiative based at Spelman College aimed to train the next generation of professionals in the visual arts.

Emily Ferris '06 writes, "Thad Eagles and I were married this summer in Philadelphia, Pennsylvania. We were thrilled to celebrate with friends and family, including many Westonians. And we are very grateful to **Emily Abels '06** and **Dorothy Hanrahan '06** for setting us up on blind date!" [photo page 49]

Kristin Oller '06 writes, "My husband, myself, and our two kids, Maddy (4) and Wyatt (2), are currently living in Allentown completing our residencies. I am training in general surgery and he is training in emergency medicine.



Life is crazy, but we love it! If anyone is in the Allentown area, we would love to meet up!"

2009 Sam McCauley '09 writes, "Twenty-two brought us many joys, but most notable would be welcoming our son, Logan, into the world this past April! He has been such a blessing and we have enjoyed becoming new parents every moment of every day since he has entered the world. I also am excited to say I've landed my dream career job of becoming a full time career firefighter; serving Lower Merion Township. I cannot wait to see what 2023 holds for my family and myself."

Samuel Peprah '09 writes, "I am happy to announce my engagement to **Lucy Guyver '10**. Thank you to our Westtown friends and family for the well wishes."

2010 Tracy Hewitt '10 writes, "**Stephen Roche '10** and I got married on July 9th, 2022, at Arch Street Meeting House with friends and family by our sides, including many friends from Westtown. We are happily living in Philadelphia."

2014 Alex Mull-Dreyer '14 moved to Chicago this summer beginning a Master of Public Policy degree program at the University of Chicago.

Manny Vilmateo '14 writes, "I recently got married in October 2022 to **Sophie Streitwieser '13**. We met at Westtown and have been together since 2012! We live in Brooklyn, New York, where Sophie is a school librarian and I am a rapper/producer."

2016 Mekhi Bryant '16, a Fall '21 initiate of Alpha Phi Alpha Fraternity, Inc. via Omicron Delta Lambda Chapter, currently serves as the committee chair of A Voteless People is a Hopeless People. This national program promotes voter registration as well as education throughout the community. Mekhi and his committee have been



Halloween 2022, Kristin Oller '06 and family



Rachel Brown '06 at the U.S. pavilion during the 59th International Art Exhibition of La Biennale di Venezia in October 2022



Tracy Hewitt '10 and Stephen Roche '10 celebrating their wedding with friends



Manny Vilmatelo '14 and Sophie Streitwieser wed in October 2022.

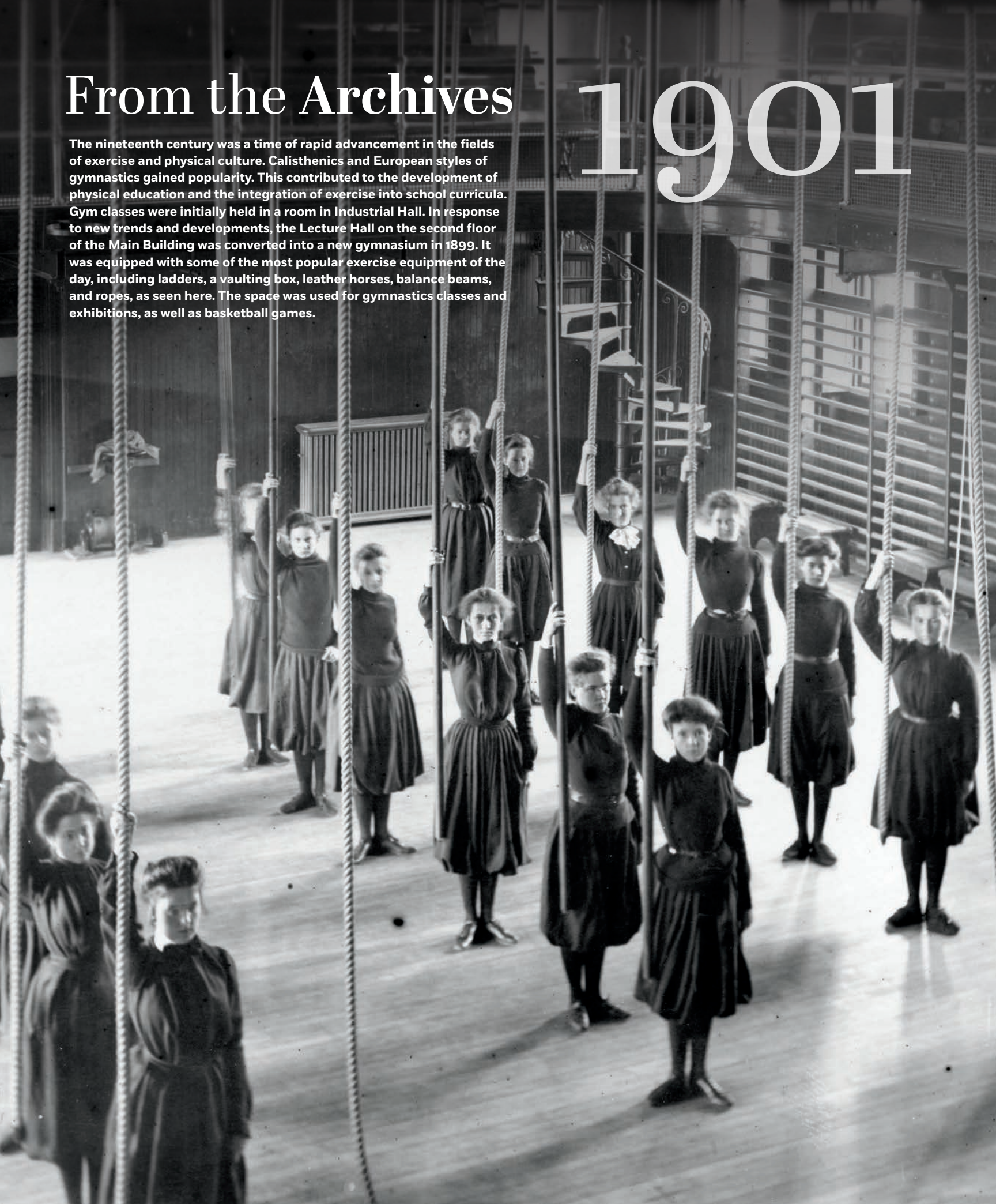
actively and intentionally working within Philadelphia to help high school students—and other members of the community—register for the general and primary elections. Naomi Jiménez '16, former Student Body President (SBP) and now a counselor in a local high school, assisted Mekhi. She and her team of faculty organized two morning sessions for voting-eligible students, where they had an opportunity to learn about the importance of voting and register to vote, if they opted to. Students also were afforded an opportunity to participate in a Q&A where they inquired about the importance, relevance, impact, and significance of voting in municipal, midterm, primary, and general elections.

2017 **Amaan Stewart '17** writes, “Why are all of you guys getting married? HAGS xoxo”

From the Archives

1901

The nineteenth century was a time of rapid advancement in the fields of exercise and physical culture. Calisthenics and European styles of gymnastics gained popularity. This contributed to the development of physical education and the integration of exercise into school curricula. Gym classes were initially held in a room in Industrial Hall. In response to new trends and developments, the Lecture Hall on the second floor of the Main Building was converted into a new gymnasium in 1899. It was equipped with some of the most popular exercise equipment of the day, including ladders, a vaulting box, leather horses, balance beams, and ropes, as seen here. The space was used for gymnastics classes and exhibitions, as well as basketball games.





Westtown Fund

2022 - 2023

Gifts to the Westtown Fund provide annual flexible funds to support every aspect of the Westtown experience, including academic programming, athletics, financial aid, campus care, professional development, and technology. **Last year, our generous community contributed \$1,438,627 to Westtown through the Westtown Fund.** We remain grateful to our loyal donors who are committed to providing our students with an education through which they discover their passions, and discern how they may become stewards and leaders of a better world. Thank you!

To learn more, please contact your financial advisor and Courtney Tyus, Director of Annual Giving, at 610-399-7922 or Courtney.Tyus@westtown.edu.

SAVE THE DATE FOR ALUMS WEEKEND MAY 19-21, 2023

