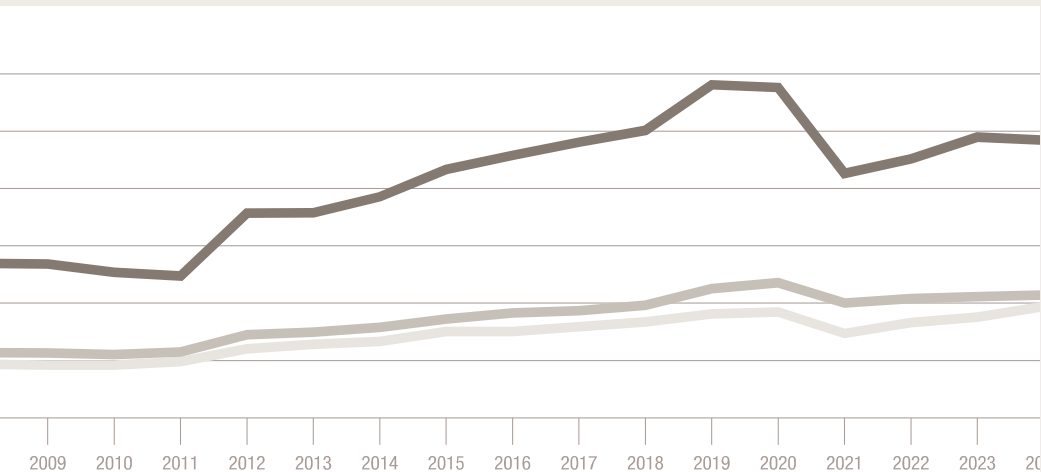




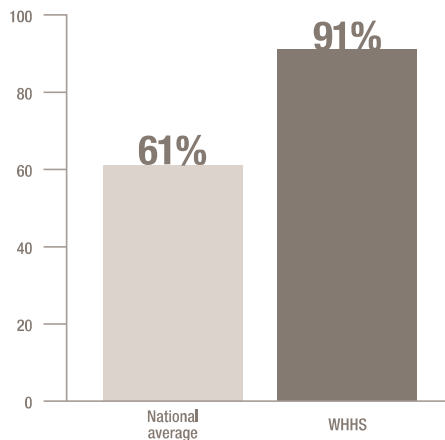
2024 Annual Fund



38
AP classes
offered

How are we doing?

“... I feel completely prepared to face the challenges Princeton.”



“I first discovered my passion for STEM at Walnut Hills.”

Dear Alumni Family,

We are back for the 2024-2025 school year and the campus is alive with a plethora of activities. We have welcomed a new class of approximately 400 seventh graders and we start all over with the process of introducing them to the WHHS experience which we know can be intimidating to many. I am sure you remember those days of being lost, making new friends and figuring out just how you are going to get all your assignments completed. The reality is we are always trying to make a big school smaller, make each individual student and their family feel at home and give them the tools to succeed.

Sounds easy right? It is not.

It takes a team of educators, staff, parents and yes, you, who have had a profound effect on the programs/opportunities we can provide to our students to enhance this experience. You consistently have enabled us to fill the gap in our ongoing vision.

From the beginning in 7th grade to the end as a senior. We evaluate how we are doing, how we are doing it and if we can do it better. Fine tuning what works, finding new ways to address things that don't, or facing new challenges that arise—and they inevitably do. We reread our mission statement every year to remind ourselves of our goals:

Walnut Hills High School, a classical six-year college preparatory high school, is dedicated to the pursuit of academic excellence in a culturally diverse community. Academic ability, a respect for learning, and a will to achieve are tools for the student body and faculty alike. Analytical and creative thinking skills equip students to draw upon the knowledge of the past, to weigh the questions of the present, and to envision the possibilities of the future. Involvement in extra-curricular and co-curricular activities provides additional opportunities for pursuing intellectual, social, and athletic goals. We believe that intellectual achievement is intrinsically valuable in a democratic atmosphere of mutual respect, social equality, and personal responsibility.

In this particular publication we focus on academics. That said, the WHHS experience is a combination of academic rigor but also instilling a core value system that shapes students on their way to adulthood and stays with them for life. We nurture an environment of diversity, where the only stratification is based on achievement. We offer a balance to the academics by providing a wide array of opportunities in the fine arts, athletics and extracurriculars that build confidence and are horizon builders. This equation has withstood the test of time as exhibited in our alumni family of recent graduates and those of preceding decades spanning over 125 years. Our standard is set as we continue to deliver a classical education in this modern age. Your help along the way has been invaluable in your generosity of time, talent and resources and we hope this inspires you to support this institution that has the ability to change individuals and their life projectory.



How are we doing?

A look at academics



Photo taken by Nico Daniels for *The Chatterbox*



We are the #1 public high school in the state of Ohio

This is based strictly on test scores. We continually are listed in *Newsweek's* "Top Public High Schools in the Nation." This is not entirely an even playing field as we are judged with schools that have several hundred students versus a couple thousand.

We are diverse..very

40% of our students are minority students.

20% are on free and reduced lunch.

We firmly believe that our strength and success is rooted in our diversity.

We are an Exemplary High Performing National Blue Ribbon School

In 2023 we were named an Exemplary High Performing National Blue Ribbon School by the US Department of Education. This honor was not solicited and awarded by merit and facts. In 2023, 353 schools were recognized—313 public schools and 40 private schools.

Our Advanced Placement program is second to none

We offer more Advanced Placement courses than any school in the nation

This year we have added the AP African American Studies Course. This brings our total to 38. The only two courses we do not offer at this time are AP Japanese and AP Italian. To give perspective on how the program has grown over the years, in the school year of 2003-2004 we offered 25 AP classes.

Completing an Advanced Placement course is a WHHS graduation requirement

You might recall that in 2010-2011 in a very bold vision, we changed our course of just allowing our upper level students to take AP, to require all students to take at least one AP to graduate. If you look at the chart you will see the progression in the number of students following suit. We created pathways by discipline to AP. No longer did you have to have straight A's to participate. Find the subject you excel in and have passion to learn more and go for it. We set the bar and they followed.

Advanced Placement courses offered at WHHS

English

AP Literature and Composition
AP Language and Composition

Classics

AP Latin

Math

AP Statistics
AP Computer Science A
AP Pre-calculus
AP Calculus AB
AP Calculus BC
AP Computer Science Principles

Fine Arts

AP Studio Art: Drawing
AP Studio 2D
AP Studio 3D
AP Music Theory

Science

AP Biology
AP Chemistry
AP Physics 1
AP Physics 2
AP Physics C
AP Environmental Science

World Languages

AP French
AP German
AP Spanish
AP Spanish Culture
AP Chinese
AP Russian

Social Studies

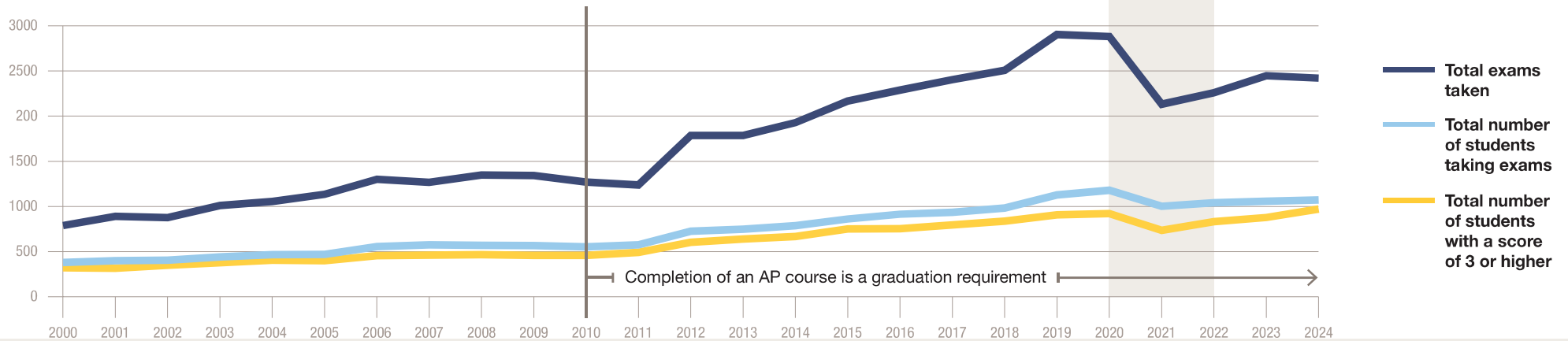
AP US History
AP Human Geography
AP Micro Econ
AP Macro Econ
AP US Government
AP Comparative Government & Politics
AP European History
AP Psychology
AP World History
AP Art History
AP African American Studies

Capstone Diploma Program

AP Seminar
AP Research

38 Total

WHHS Advanced Placement results



COVID delivered a set-back

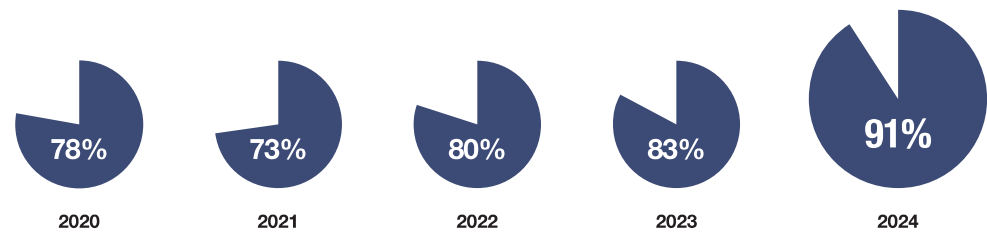
The pandemic came along and we were nervous about how this would effect our ability to deliver our program remotely and still stay our course. We took a dip in the number of students taking classes and their scores but have rebounded accordingly.

Students performed

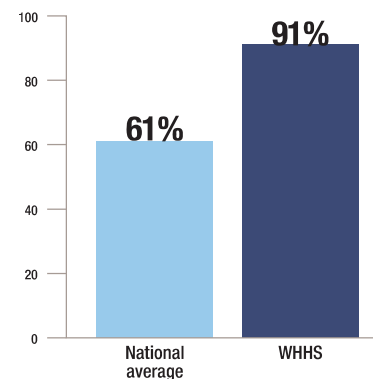
Also telling is the number of students that received college credit (Scores of 3+, Rating is 1-5, 5 being the highest) for AP courses. Our students achieved 90.58% an increase from 82.99% of last year (see chart from the College Board at right).The national average of students receiving college credit is approximately 61%.

The most important advantage to taking these classes is that students are prepared for the academic rigor of college. Even if they do not receive credit, they are still exposed to college curriculum. If they do receive credit, they may accelerate their studies and take more advanced classes or graduate early. There is also the financial aspect of saving college costs for our parents.

% of total WHHS students with Advanced Placement scores of 3+



% of students receiving college credit for AP courses



What do APs look like for students?



Three students weigh in.

“I first discovered my passion for STEM at Walnut, through classes like AP Calculus BC, Physics C and CCP Engineering. I was captivated by the problem-solving process, and decided I wanted to continue studying the applied sciences in university. This led to my decision to apply to Georgia Institute of Technology, a top engineering school.”

Amira goes on to say that her involvement in many extracurriculars that focused on community service further pushed her towards engineering, a field well known for its ability to positively impact society in innovative ways. She plans on getting involved in community service projects in college as well.

Amira Malave '24

“I began taking AP courses my junior year, but during my senior year I discovered one that really struck out to me and ultimately has become my passion. Having dealt with mental health issues myself as well as those I love, I knew I wanted to learn more about the causes, treatments, and symptoms associated with these disorders. So I decided to take AP Psychology and fell in love with it. I immediately knew that I wanted to major in psychology and pursue a career of helping others that are struggling with mental illnesses. By choosing to attend the University of Louisville, I hope to continue on this path and eventually get my PHD in Psychology so that I can become a psychologist.”

Emma Hartlaub '24

Students top to bottom:
Emma Hartlaub, Amira Malava, Angelina DiPaola



“The AP Capstone program from tenth to twelfth grade allowed me to explore my passion in environmental sustainability. My final research project allowed me to conduct my own research at Walnut on how the school could utilize current resources to place more focus on creating a culture of environment sustainability. I am incredibly grateful to have taken full advantage of the rigorous curriculum Walnut provided because I feel completely prepared to face the challenges at Princeton.

My plan is to major in Electrical and Computer Engineering with a minor in Sustainable Energy. I hope to make a meaningful difference in the world while also being challenged by what I do everyday. Thank all of you for supporting me.”

Angelina DiPaola '24



Advanced Placement course profile

A look into a non-traditional class: **AP Research**

(part of the AP Capstone Diploma program)

The College Board's description:

AP Seminar is a foundational course that engages students in cross-curricular conversations exploring the complexities of academic and real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles; research studies; foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to give students the power to analyze and evaluate information with accuracy and precision so that they can craft and communicate evidence-based arguments.

What makes it unique?

This course is unique from most other AP courses because your AP score comes predominantly from a portfolio, versus a 1 day high-stakes test score. The portfolio consists of 2 research papers and 2 presentations, including a group

presentation. Students are given approximately 6 weeks of in-class time to work on each paper and presentation. Most students find these tasks very manageable, and often comment about how they have become better researchers and writers having completed the process.

We asked Joe Gerth, our esteemed faculty member who teaches this course, to provide an example of one of these research papers....

“A research project, and student in general, that really sticks out/with me was Nadya Ellerhorst (class of 2000) and her work on the “Pink Tax.” I think she was way ahead of the curve with her research that demonstrated there was an unfair tax on feminine hygiene products, while many other general daily necessity products received a tax exempt status. She ultimately argued that laws should be passed removing taxes on such items...and within the next few years that is exactly what happened! Many states exempted feminine hygiene products from sales tax—it was cool to learn about this topic first from my own student, and to see that Nadya had her “finger on

the pulse” of an issue that was so important that eventual legislation was passed helping to solve the issue.

Nadya is not in isolation though; I find this kind of experience happening over and over again. Our students are really great at identifying modern day issues and concerns, and through their extensive research, they propose what they think is the best potential solution, and often these solutions are eventually enacted in the real world. Over the years, our students have taught me about a wide range of issues that normally I would not have been aware of, and when their proposed solutions

Our students are really great at identifying modern day issues and concerns, and through their extensive research, they propose what they think is the best potential solution, and often these solutions are eventually enacted in the real world.

match that of what happens in reality (keep in mind, our students are often suggesting solutions years before reality catches up to what they have suggested), it is very validating. Simply put, their hard work combined with the skills they learned through AP Seminar often leads to them beating the policy makers, and that is exciting to see as an educator—they are well on their way to being future leaders.

How do alumni support our AP program?

Alumni dollars play a crucial role in the development and maintenance of our AP program. Below are examples of how alumni donations are spent:

Student AP Fees

The cost of each AP exam is \$90. Most students take multiple AP classes in their junior and senior years. These exam fees can become prohibitive for students which is where alumni funds step in. The Alumni Foundation will cover the cost of AP exams for any student that is unable to pay the fees.

AP Textbooks/Resources

This year AP African American Studies was added to our AP course offerings which meant that new books and curricula enhancements need to be purchased. The Alumni Foundation covered the cost of these materials. The Foundation also purchases new editions of textbooks when curriculum is updated.

AP Training for Teachers

Each year we have several teachers that apply for funds for AP

training. Some are teaching the course for the first time and others are going for refreshers as curriculum changes.

August 2024

Hello Debbie and the Walnut Hills High School Alumni Foundation!

On behalf of the AP Psychology teachers here at Walnut, we would just like to thank you and the alumni department for purchasing the new and updated test bank for our Psychology textbook. The College Board quickly rolled out this course for this school year and hasn't been very forthcoming with resources and materials for us to use to teach the course and assess student learning. A big change in the course this year will be the changing test question formats, and this test bank will help us better prepare students for the AP test in May. We appreciate the generosity of the alumni, and thanks again for all that you do to support student learning and achievement at Walnut Hills.

Mike Cabral

How are we doing?

What else
sets WHHS
apart?



Photo taken by Bareen Abdulrahman
for The Chatterbox

Approximately 95%
of our students
attend 4 year
colleges/universities
upon graduation

Access to college-level classes



College Credit Plus (CCP) courses are added to the mix

In addition to our extensive AP offerings, our students also have the opportunity to participate in CCP.

In 2015, the State of Ohio introduced a program called College Credit Plus (CCP), which allows students in grades 7-12 to take college courses and earn high school and college credits simultaneously. The program is run by the Ohio Department of Higher Education (ODHE). The classes are free to public high school students.

This program was developed to give all students in the State of Ohio access to college level courses. Students have the opportunity to enroll in classes at any university or college in the State of Ohio.

WHHS faculty teach four CCP classes on campus

Last year our students took 1131 CCP classes. **Interestingly, out of this total over half of these classes are taught on our campus** and have received CCP college level certification. The classes taught by WHHS faculty on campus are: Anatomy and Physiology, Engineering and Multi-variable Calculus.

The total of AP exams and College Credit Plus tests this year exceeded 3500 tests where college credit was given.
This is extraordinary.

1,131

CCP classes were taken by WHHS students in the 2023/24 school year

Support services



While our expectations have risen, so have the number of support systems available for students

Part of our continued success is attributed to a change in philosophy. It is no longer a “sink or swim” atmosphere but rather, “need help?”. All teachers offer help nights and tutors and mentors are available too.

Programs designed to help 7th graders

Lowering 7th grade attrition is an ongoing goal and we continue to refine and expand student support services to help students make the transition from elementary school to junior high. As you know, students come from hundreds of feeder schools, all who passed the entrance exam but may not have sufficiently developed the study skills needed to thrive at WHHS. To give you a perspective, in 1995 our attrition rate was 25% of seventh graders failed out of WHHS. Today, it averages between 1-2%. We have developed a number of programs that have made a tremendous difference:

Ready, Set, Go...

Our 7th grade academic boot camp, that introduces students to the beginnings of Latin, as well as Math and English reviews to give them a jump start on their first year. We have also expanded our orientation

program to include students as well as parents so everyone will be on the same page with expectations and knowledge of support systems if needed. Every new 7th grader is provided with a planner, an essential tool, provided by the Alumni Foundation.

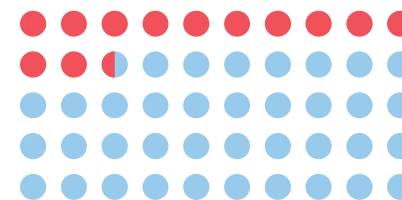
Student Success Center

The Student Success Center Program is an extension of the successful Study Skills Program that has been in existence in various forms for over 20 years. The program was designed to provide support specifically to junior high students who may be at risk for or who are currently struggling academically. The supports have proven, year after year, to increase student grades, social and emotional well-being, and overall success at Walnut Hills. Goals of the Student Success Center

- Increase academic outcomes for all junior high students
- Increase social emotional learning awareness for all junior high students. (SEL competencies: Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, Relationship Skills)
- Ensure all junior high students have equity of access to the top ranked and rigorous education and opportunities provided at WHHS.

7th grade attrition rate

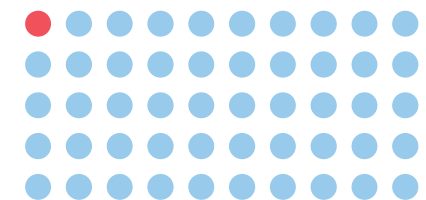
1995



25%

of 7th graders failed out of WHHS

2024



1-2%

of 7th graders failed out of WHHS

- Teach junior high students how to problem solve and advocate in order to obtain the resources and skills they need to succeed.

Effective study skills for WHHS students are taught throughout our curriculum and are the foundation of the center's work. We know they are essential to students' success and can ensure an easier transition to a more rigorous program. Key components are: Manage Time Effectively/Maintain a Planner, Keep Good Study Habits, Take Good Notes, Set Goals and Meet Them, Review Notes on a Regular Basis, Stay Organized, Make a Commitment to Learning.

Programs that benefit all students

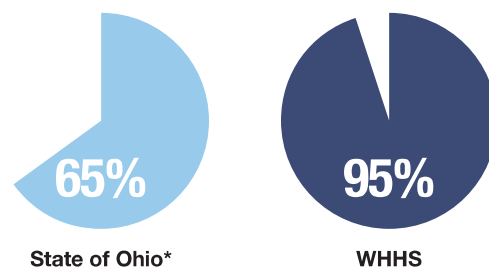
The Martha Surnbrock Christopher '44 Writing Center

The Martha Surnbrock Christopher '44 Writing Center was founded in 2005 by Robert Christopher '47 to honor his wife, Marty, to provide all students who need assistance, given on an individual basis, with their writing. Students may be referred to the center by their teachers, schedule an appointment or just walk in. The Center has grown over the years from meeting with hundreds of students to thousands of students annually. Below are some of the ways the center is helping our students with English:

- Research papers for History, Latin and English
- Creative writing and the other narrative pieces
- Explicating poetry with students from all levels of English classes
- Help for English Language Learners
- Film and drama analyses
- Grammar and punctuation review
- State testing preparation for English
- Persuasive essays and AP essay practice
- Portfolio preparation
- Scholarship applications (college, internships, summer jobs)

The Center is staffed by Dr. Cindy Carlton-Ford, who holds a PhD in English, Terry Cheeseman, a retired WHHS English Faculty member, and lots of peer tutors!

Percentage of students attending 4-year colleges/universities upon graduation



* Midwest High Education Compact 2023 State Performance Update

The College Information Center (CIC)

Along with our Counseling Department, the CIC provides an central umbrella for students and parents for all things regarding the college process. Approximately 95% of our students attend 4 year colleges/ universities upon graduation. The process can be daunting and these resources are invaluable. Some examples of how the CIC helps:

- ACT and SAT test prep sessions, resources, individual review
- Word of the Day vocab enhancement
- Informational sessions and individual meetings for students and parents about finances, testing, colleges, interviews, essays, the application process
- Common Application Bootcamps
- Essay Writing Workshops
- Analysis of school ACT and SAT data
- Maintain a scholarship reference list
- Manage applications and nominate students for nomination-only scholarships
- Host college fair and weekly rep visits during the fall semester

Mental health help

In addition to the academic support systems highlighted above, professional mental health services are available to students.

WHHS Alumni Scholarships

Our Walnut Hills High School family has supported our students by funding college/university scholarships. Last year we awarded over \$400,000 to our senior class.

You have helped students realize their dreams and potential.

Listed to the right are the names of the scholarships awarded last year with **new scholarships in bold**.

\$400,000

Amount of alumni-funded scholarships awarded to the WHHS 2023-24 senior class

The William Irwin Baldwin '33 Memorial Scholarship
The Perry '44 and Betty Bartsch Memorial Scholarships
The Phillip M. Bates Memorial Scholarship
The Leon Bohn '35 Memorial Scholarships
The Brokamp Family Scholarship
The Burlew Family Scholarship
The John '59 and Jean Campbell Scholarship,
In Memory of Joel Thomason '59
The Chaiken Family Scholarship
The Mary Ann Coleman Scholarship for Women in Business
The Grace Cook and Henry Grad '47 Memorial Scholarship
The Anjali D'Souza '00 Scholarship
The Siddharth D'Souza '96 Scholarship
The Laura Domienik Memorial Scholarship
The Drs. Henry J. and Bonita R. Durand '66 Family Scholarship
The Friends of Frank Duveneck Society Scholarships
The Wylie Ferguson Memorial Scholarship
The Frank Foster '46 Memorial Scholarship
The Kim Gaulding and Jerry Gaulding Scholarship
The Dean Giacometti Memorial Scholarships
The Glesen-Pelton Memorial Scholarships
The Gwynne Shilling Goldberg Memorial Scholarship
The Stanley Goodman '49 Memorial Scholarship
The Rev. Malcolm Grad '47 Memorial Scholarship
The Linda and Walter Grayman '63 Scholarship
The Daniel B. Green '54 Scholarships
The Cheryl Hatch Memorial Scholarship
The Elizabeth Cassin Hattemer Scholarship
The Ted Hattemer Memorial Scholarship
The HBCU Bound Eagles Scholarship
The Clyde E. Henderson MD '69 and Family Scholarship
The J. Brian Horton '68 Memorial Scholarship
The Irwin '48 and Richard '54 Jaeger Scholarship
The Dorothy Jones Josephs '36 Memorial Scholarship
The Marvin O. Koenig Memorial Scholarship
The Kerry Kruze, Music Lives On, Instrumental Scholarship
The Judith McCarty Kuhn and Beverly McCarty Waitz '55
Scholarship
The Andrew J. Laurens '84 Memorial Scholarship
The Robert A. Lavercombe '68 Memorial Scholarship
The Jeff Lazar Family Chemistry Awards
The Grant Luebke '27 Memorial Scholarship
The William H. Levison '54 Scholarship
The Magistra Vitae History Scholarship
The Robert G. Moore '41 Memorial Scholarship
The Wendy K. LaTour Morone '66 Education Fund
The Kedar Murthy '80 Engineering Scholarship
The Thomas Myers '58 Memorial Scholarship
The Erik and Eleanor Nelson '57 Memorial Scholarship
The Thomas J. Newbold '81 Memorial Scholarship

The Id J. Nolte-Cornelison '39 Memorial Scholarship
The Jake Ober '07 Memorial Scholarship
The Freda S. and Wendell H. Pierce Scholarship
The Gabriel C.E. Robinson '98 Memorial Scholarships
The Vivian Ross Memorial Scholarship
The Ross-Litchfield '54 Memorial Scholarship
The Fred H. and Louise Lange Roth Scholarships
The Jessie Rue Memorial Scholarship
The Marguerite Stewart Rule '42 Memorial Scholarship
The Dr. Fred M. Sander '55 Memorial Scholarship
The Marcia Gessiness Scacchetti '77 Memorial Scholarship
The Mike Schacht '54 Memorial Scholarship
The C. Michael Schneider '56 Memorial History Book Award
The Dr. Cheryl D. Southern '62 Memorial Scholarship
The Steiner Family Scholarships
The Sursum Ad Summum Scholarships
The Warner '45 and Patricia Stewart Scholarships
The MaCio Teague '15 Student Athlete Scholarship
The Weiland Family Scholarship
The WHHS under the Dome Scholarships
The Winkelmann Family Scholarship
The Wuebling Family Scholarship
The Alex Young '54 Memorial Scholarship
The WHHS Blue and Gold Scholarships
The WHHS Class of 1952 Memorial Scholarship
The WHHS Class of 1955 Scholarship
The WHHS Class of 1982 Memorial Scholarship
The WHHS Class of 1986 Social Justice Scholarship
The WHHS Class of 1989 Scholarship
The WHHS Class of 1990 Scholarship
The WHHS Class of 1992 Scholarship
The WHHS Class of 1993 Scholarship

Photo taken by Mary Urbas for *The Chatterbox*



Our deep thanks to alumni and friends

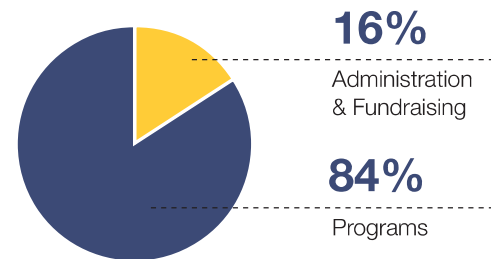
Walnut Hills High School Alumni Foundation

January 1-December 31, 2023

Annual Campaign \$852,799

Restricted Gifts \$4,177,076

Total \$5,029,875



2023 Donations by Class

Class of '41
Evelyn Shute Hecke

Class of '42
Warren Hinsch

Class of '43
Pearl Kessel Edelstein
Julian Silverblatt

Class of '44
Helene Greenwald Block

Class of '45
Betty Huttenbauer Heldman
Audrey Pastor Salzmann
Henry Wade
Betty Glas Wolf

Class of '46
Jack Gottschalk
Willis Gradison
Kathryn Jung Schmidt
William Schneebeck
Irwin Weil

Class of '47
Doris Bailey Clement-Burton
Alfred Cohen
Millard Mack
Patricia Pease Rice
Myron Schiffer
Parvin Titus

Class of '48
Joan Gradison Coe
Peninah Schulzinger Frankel
John Friedman
James Mauch
Alice Wehl Periman
Theodore Smith
Alan Travis
Mary Wolf

Class of '49
Ardyce Reischer Asire
John Avril
Annette Kirstein Fisher
Louis Green
Claude Gruen
Ann Moss Meranus
John Whitney

Class of '50
Donald Bear
Malcolm Bernstein
Neil Bortz

Gordon Burrer
Louise Okrent Gesmer
Shirley Fittro Rathemacher
Norman Shugar

Class of '51
Carter Bishop
Nancy Farrell Burrer
Judith Wurst Dittfurth
Janet Thie Koenig
Edward Mills
Hanno Mott
Maryjean Thrig Pawlowski
Donald Rose
Nancy Rhoades Schwab
Dolores Rheinbold Stegman
Janet Schadler Welch

Class of '52
Mary Roth Benioff
Gordon Bogdan
Ann Ehrenfeld Bornstein
Nancy Marx Bronska
Janet Kraemer Brunner
Stewart Dunsker
Joe Henninger
Elizabeth Benner Kearney
Susan Levy Klau
James Sammet
Barbara Grow Schanzle
Madge Herald Steagall
Jo Anne Rothenberg Travis
Maria Cooper Ward
Charles Young

Class of '53
Jane Hymans Bennett
Ellen Rifkind Blinder
Robbie Smith Johnson
Toni Eggenberger Kellers
Dottie Bidlingmeyer Lewis
Carol Frank Magnus
Robert Maltz
Carl Marquette
Carol Mayer Marshall
Lois Mandel Meyer
Johannie White Riley
Donald Roelke
Ivan Rosen
Donald Seltz
John Shepherd
Roger Strauss
Paula Holdt Traxler
George Wiley
Martin Young

Class of '54
Thomas Cochran
Paul Danner

John Denniston
Arlene Gottlieb Dryer
David Freytag
Morton Gusweiler Freytag
Daniel Green
Bernard Katz
William Levison
Sanford Martin
Lowell Reams
Edie Graller Slotkin
Martin Vitz
Sally Pattishall Wiley

Class of '55
Leslie Benet
Jack Bernstein
Sigmund Cohen
Patricia Riordan Connelly
Phyllis Scheinbaum Gabler
Mary Moss Greenebaum
Binnie Oscherwitz Kanne
Leah Stern Levy
Sylvia Moskowitz Maltz
David Porter
William Schaffner
Robert Schneider
Gail Safer Segal
P. Kenneth Seidelmann
Mary French Sweet
Alexander "Sandy" Thomson
Patricia Walters Vaughn
Beverly McCarty Waitz
Ann Southard Wierwille

Class of '56
Karen Pierce Barnott
David Baum
Mary Thomas Crary
Cynthia Taylor Curtis
Henrietta Lepsky Cuttler
Richard Dusterberg
James Ervin
Ashley Ford
Barbara Keck Forste
Leonard Fram
G. Rusty Frankel
Bella Goodman Freeman
Charles Glueck
Marilyn Moskowitz Goldberg
Tonia Tallmadge Grate
Isadore Beber Helburn
Winifred Lehman Hohlt
Sanford Holo
Fritz Hunting
Judith Hommel Jones
Kenneth Juergens
Thomas Kehler
Mary Wells Knox

Myron Koenig
Richard Levy
James Lloyd
Thomas Lounds
Hart Luebke
Karen Carlson Ogden
Bennett Samuels
Tom Schaumberg
Alice Lowenthal Shapiro
Lynn Reeseey Snarr
Robert Vitz

Class of '57
D. Laird Blue
Richard Coppin
Richard DeLon
David Hall
Lucinda Hess
William Huenefeld
Margaret Hilsinger MacGregor
Carol Zink Mann
Henryka Buyniski Maslowski
William Rosenthal
Ronald Rubin
Jacqueline Handler Snyder
Richard Sprigg
Roger Stiller
Joan Lutton Taylor
Clyde Zaidins

Class of '58
Charles Aring
Burton Davis
Judith Blackburn Epley
Margo Frey Evans
Edward Fine
Reva Pronin Fox
Louis Freeman
John Goldman
Esther Minson Grubbs
Jon Hoffheimer
William Hymans
Marlene Jenkins Jason
Gail Koizumi
Kathleen Butler Krug
James Lyle
Edward Marks
Joel Moskowitz
Monique Rothschild
G. David Schiering
Bernard Segel
Nancy Strikman Seltz
Ivan Silverman
Barbara Bluestein Simons
H. Louis Sirkin
Day Walters

Class of '59
David Anderson

Steven Bell
Ledlie Dinsmore Bell
Ronald Brown
John Campbell
William Carter
Kit Rippey Duval
Margaret Blatt Goldman
James Hamilton
G. David Hopper
Larry Kissel
William Liggett
Wood Lockhart
Gwendolyn Woods Manson
William McCauley
Sally Nieman Melcher
Jane Blumberg Meranus
Linda Freiberg Miller
Jane Collett Moeller
Sally Crandall Moore
Robert Nason
Maxine Blue Noll
Joseph Portnoy
Laurence Schneider
Sharon Johnson Sutton
Virginia Fuentes Walker
Carmela Jones Werner

Class of '60
Charles Benet
Christopher Birch
Kristen Hasz Brenner
Karen Waters Cook
Richard Cowett
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