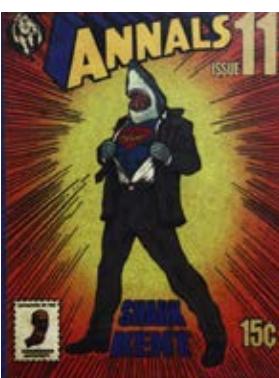
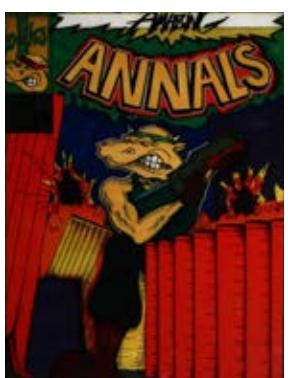
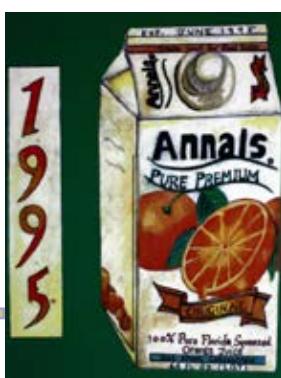
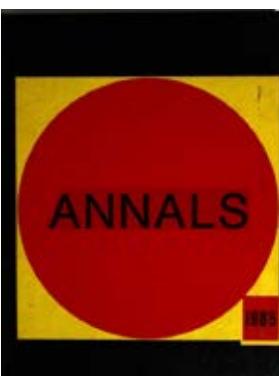
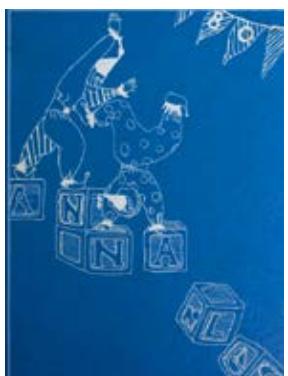
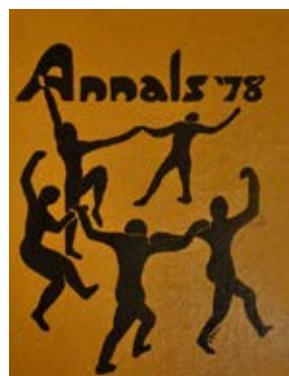
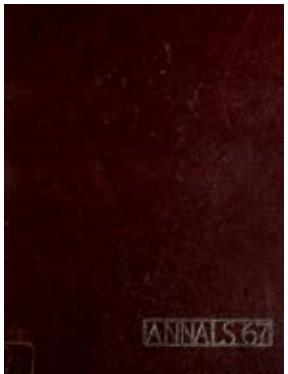
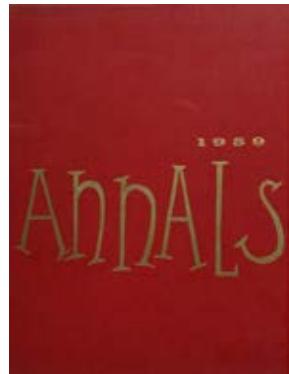
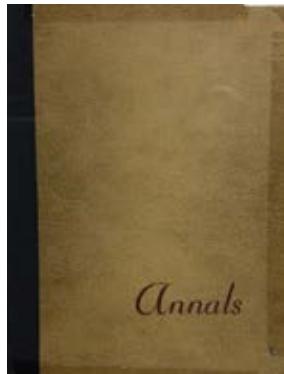


Spring 2020

# HJ AlumNotes

Hunter College High School Alumnae/i Association, Inc. • Volume 46, Number 3



150 YEARS  
A PROUD LEGACY



It's seems unbelievable that two months ago we were about to host our first ever Comedy Night, emceed by the Board's **Claire Friedman '03** and featuring a number of Hunter alums and surprise guests, Decision 2020 featuring **Adam Berinsky '88, Nick Confessore '94, Jamal Greene '95, Chris Hayes '97, and Amy DAVIDSON Sorkin '88**, and very much looking forward to Reunion 2020, including a special 466 Lexington Reunion. Who could have known that within a few weeks all of our planned events would be postponed or canceled, we would be sheltering in our homes, and we would be struggling with the illness and loss of so many, including co-workers, friends, and family?

But we Hunterites are resilient and resourceful. We can be proud that our numerous alumnae/i in the medical field, including the Board's **Adam Stoltz '99**, were on the front lines, fighting to keep patients alive and to comfort them, and to help "flatten the curve" so that scarce resources and precious capacity would not be overwhelmed while we continue to seek a cure and prevention. **Anna Kovner '92** has been working tirelessly at the Federal Reserve to limit the economic damage from the pandemic and facilitate and support relief programs, including those designed to keep paychecks flowing at small businesses.

By the time you receive this issue of *AlumNotes*, the HCHSAA will have created an Emergency Fund and launched a campaign to raise \$250,000 so that the HCHSAA is able to quickly respond to grant requests from the high school for unforeseen expenses related to the pandemic, and to continue to provide support for existing programs and priorities of Hunter. This Emergency Fund is consistent with the purpose statement that we adopted just last year, focusing our efforts and resources on "The Recruitment, Development, and Advancement of the gifted students and alumnae/i of Hunter College High School." I'm very proud that the HCHSAA was able to respond so quickly to some of the urgent needs the high school had during the first weeks after suddenly being forced to a remote learning model. I can think of no better way to support the Development and Advancement of Hunter students than to provide support to ensure that all students, especially the economically disadvantaged, are able to establish and maintain a proper learning environment. For updates and to make a donation in support of the Emergency Fund, please go to <https://www.hchsaa.org/hunteritstrong>.

There is a saying that adversity doesn't build character but reveals it. I'm also proud that so many of our alumnae/i, rather than simply accepting the disappointment of a canceled slate of in-person events, have instead, with the help of AA staff, created a number of online ones. **Beth JACKENDOFF Harpaz '77**, hosted a virtual sing-a-long. **Lawrence Chan '99**, co-hosted a HunterConnects webinar on the Paycheck Protection Program to help alumnae/i with small businesses or independent contractors to obtain relief funding, **Jean Kwok '86** hosted a book discussion for her new novel, **Pat GORDON Lamanna '65** gave an online concert, and **Olya Voronetskaya '13**, held a virtual meetup for recent graduates. We're looking forward to a book talk with **Judith Matloff '75/'76 ICY** hosted by **Sewell Chan '94**, a second sing-a-long, this time including co-host **Lee (Ilene BERGER) Morris '75**, and an artist's presentation by **Hallie Cohen '65**. Thank you to **Ann Starer '75** for being the spark behind some of these events. And of course, we are also looking forward to a PREunion for Milestone reunion classes, including an address by **Lisa Siegmann**, Director of Hunter College Campus Schools, along with an opportunity to congratulate and welcome to our alumnae/i rolls the graduating Class of 2020. I hope many of you will join us for the online Annual Meeting of the HCHSAA, where we will introduce a slate of new and returning Board Members. I have witnessed and attended, these last several weeks, a number of class happy hours, recipe exchanges (including lots of freshly baked bread pictures), and supportive posts by our alumnae/i. I'd like to think that our Hunter community, while practicing what is commonly called "Social Distancing", has in reality been experiencing "Physical Distancing" but "Social Proximity". I believe the adversity we've faced has revealed this quirky, strong social bond that we share with one another. It's what keeps us all #HunteriteStrong.

I wish you and your loved ones safety and health.

See you next time,

Raymond Tsao '84

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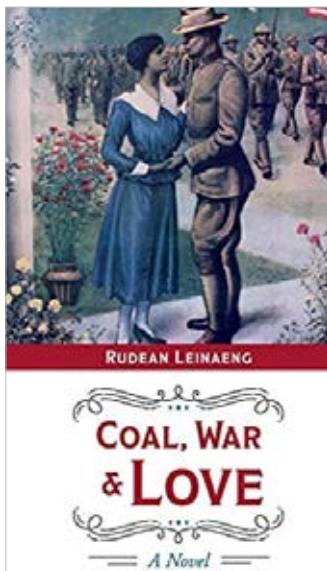
## AlumNotes

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## **LETTERS TO THE EDITOR**

I thought that the Fall [2019] Issue of *AlumNotes* was fabulous. I had other things to do but I couldn't put it down until I finished the entire magazine. It was so well done and interesting!

Thank you.

**Phyllis LE KASHMAN Glantz, Jan. '50**

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## **CORRECTIONS**

On page 16, **Eli Attie '85** was mistakenly given a byline for an article drafted by AA staff.

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## **OMISSIONS**

After the publication of the Fall 2019 issue of *AlumNotes*, our staff learned of two other alums in the film and television industry. **Wolf (Eileen) Schneider '70**, a unit publicist who has performed services for dramedies, political satire series, and dramatic works, was omitted from the list. **Mark Kondracki '90** was also not included in the list. He is principal of Outloud Audio, a sound engineering studio based in Los Angeles and New York that provides recording services for films, television series, animated features, and video games.

## Dear Alumnae/i,

When I wrote to you for the Fall edition of *AlumNotes*, none of us imagined the circumstances we now find ourselves in as we prepare this Spring issue. The COVID-19 pandemic has disrupted and reinvented how we live and how we "go to school" in NYC. Many in our school community and in the alumni network are grieving the loss of family and friends. All of us have faced differing struggles of our livelihood, health and ability to adapt to life under social distancing. During this difficult time, I am deeply inspired by the generous ways students, parents, faculty, Hunter College and our amazing alumni have all pitched in to help support our students and families.

Early in the crisis, I was proud to see alumna **Simone Policano '12**, who with friends from Yale, responded to the crisis by creating the organization Invisible Hands Deliver. With over 2,700 volunteers enlisted, they offer to bring shopping and prescriptions to those most at risk. Their website explains the thinking behind the organization:

As young, able-bodied citizens with time and compassion to spare, we want to shoulder some of that responsibility within our communities. We're here to do the grunt work while others focus on tackling the bigger issues.

<https://www.invisiblehandsdeliver.com/>

During the initial days of moving to remote learning and adapting to sheltering at home, so many wonderful resources were made available to our students. Hunter College rapidly organized a generous program of technology support for Hunter College students and HCCS families who can sign-up for loaned laptops to be shipped to their homes. On the first day of sheltering-in place, members of the HCHSAA Executive Board reached out to offer assistance when needed. Already that support has included the acquisition of sight-reading software so that our choral program can continue remotely, shipments of modeling clay to our senior art elective students, and the purchase of e-licenses for critical texts needed by the English Department for the spring term. I am so grateful for this support and the continued connection between our alumni and our current students.

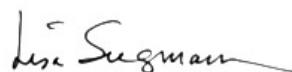
Perhaps you are wondering what remote learning looks like at HCHS. The HCHS faculty, administrators and our IT team accomplished nothing short of a miraculous transition over two days and a weekend in mid-March. Students have a mix of on-

line classes and off-line assignments that can be done on their own time weekly. Teachers connect with their classes multiple times a week—sometimes in full-class formats with class discussions and lessons and other times through office-hours type meetings. The PE Department is dedicated to finding ways to bring physical activity into our stay-at-home lives. The Art and Music Department and the Theatre Arts programs have found creative ways for students to connect with each other by posting digital art on the school website and by sharing remotely recorded choral arrangements. The G.O. has been creating online competitions to foster school spirit and connectedness; this week, the students were challenged to share pictures of their best quarantine culinary accomplishments.

In this issue, you'll see articles from six current Journalism Practicum students, a program that has been funded for several years by alumna **E. Mildred Speiser, Jan. '49** through the Institute for Responsible Media at Hunter College High School under the faculty guidance of Ms. Nicole Cusick of the English Department. Sophomores **Victoria Freeman '22, Tiffani Mezitis '22, Maren Wong '22, Ian Heft '22** and **Mariah Szabo '22** (sibling of alum **Brennan Szabo '18**) and junior **Kate Griem '21** wrote articles covering what it's like to go to school during a pandemic, but also pieces on events that had happened earlier in the school year like the black box production of *Arsenic and Old Lace*, the founding of our new Ethics Bowl team, the trip to France over the February school vacation and a special AP Statistics Project that delved into real time data examining the socio-economic disparities seen through the lens of water quality in NYC.

One last note: the class of 2020 will soon join the HCHSAA community. Their senior year is turning into a very different experience than what they expected and their sense of loss about not being together at school is palpable. But the creative optimism of Hunter students found life through a group of seniors who are recreating the 71 East 94th street campus in a virtual scale model using the open-world platform, Minecraft. <https://www.goodmorningamerica.com/living/story/high-school-students-build-replica-school-minecraft-host-69684622> Only at Hunter!

Wishing you and your family the best of health this spring and looking forward to the days when we can gather together again.



Lisa Siegmann  
Director, Campus Schools

# NEWS FROM THE SCHOOL

## Students Speak Out About Missing Hunter: Perspectives on Distance Learning

The COVID-19 pandemic has upended the way we go about most aspects of our lives. This is perhaps especially felt in the academic community, where teachers and school administrators have been challenged to rapidly adjust to teaching their classes and conducting other affairs online, while still supporting the emotional needs of students.

The changes from attending school physically to taking classes online while practicing social distancing at home can be difficult, even for students who have grown up using apps such as FaceTime and Instagram. In this article, we check in with current HCHS students **Zachary M. '23** and **Imani C. Y. '24** to gain their perspectives on distance learning.

What Zachary and Imani both miss most are the casual interactions with friends that take place in between classes. Walking through and studying in the hallways of Hunter has been replaced by reading textbooks at home, sometimes on their beds. Instead of having lunch together every day, those in-person exchanges have now been replaced by a stream of text messages, emails, or video-chats.

From her experience, Imani feels that in-person classes move much more quickly as there are no technological issues to be addressed before classes begin. Zachary has found that it can be more difficult to focus on classwork

while learning via distance, particularly if the teacher is having trouble engaging the students through a video screen. Imani shared that students are able to ask questions by using the "Raise Your Hand" feature on Zoom. Due to the nature of the platform, though, there are times where many students' hands will be raised at once because they forgot to turn off the "Raise Your Hand" feature.

Imani shared that for gym class, physical exercise has been replaced with a discussion of sports that students are doing at home. Quizzes are given sometimes during class and, at other times, writing assignments are issued. She is a competitive gymnast who trains four hours per day during the school week, and it has been difficult for her to find a space to work out in at home. Her coach has held Zoom meetings to keep her gymnastics team connected.

Homework assignments have also changed in this new means of learning. The school's website lets students submit written work electronically, often through shared Google folders. For math, Khan Academy lessons are used. For Imani's classes, she has found that the amount of homework she has remains the same, but some of her teachers have chosen to give one large assignment that is due weekly.

The worst part of online learning for Zachary has been what he believes to be its repetitiveness. "In regular school, every day is different, because there are so many more ways to teach in person," he stated. Imani said that the worst part of distance learning is that there is no experience talking to people face-to-face.

On the other hand, Zachary thinks that the best part of online learning is that students have much more control. In in-person school, a routine develops where homework follows the conclusion of a school day. With online learning, homework assignments can be completed whenever students want to. Imani thinks that there are many positive features offered through the Zoom platform and through a quiz related program called Kahoot.

When in-person classes resume, Zachary feels that students will be more attentive, even if for a short period of time. For Imani, she is certain that she "won't take being in school every day for granted, and that [classmates] will be more appreciative of their time in class."

We all wish Hunter's students a speedy return to the classroom, as we wish a return to "business as usual" for ourselves and our communities.

## Reflections on Remote Learning

By Maren Wong '22

Pop songs do not make good alarms.

I discovered this fact early in my remote learning process. The Wednesday I first woke up for school-away-from-school, I almost didn't -- wake up, that is. The lyrics to Taylor Swift's "Clean," rather than startle me out of sleep, became part of a vivid dream. I had set my alarm to this aptly-named song -- seeking small amusements, an early-morning reminder to wash my hands -- yet waking up exactly a minute before first period began, I was too exhausted to even consider singing at the sink. I had a lingering cough, and I'd been in bed most of the previous day, laid low less from sickness than from my own shock at the present situation. I was not only bleary; I was also anxious.

Up until recently, Zoom was the name of a picture book sitting on my shelf; the idea of a camera watching my every movement was absurd; and the thought that my cat

might partake in English class was a distant longing. Surfing social media in days before quarantine, I'd heard talk of "school friends": friends whom you might not call on the phone, but whom you wave to and converse with when walking down the school halls. I missed them. I was afraid I would no longer know these people following weeks, or months, apart. How would it be to see everyone -- close friends, school friends, and teachers, people who are the fiber of my everyday Hunter existence -- in little boxes on a screen?

I can't say my anxieties were assuaged the moment I entered my first period class, barely on time despite the shortest commute I have ever encountered: 30 seconds, merely the time required to open my computer, nervously rub a crack in its floral casing, and log on to Zoom. What I can

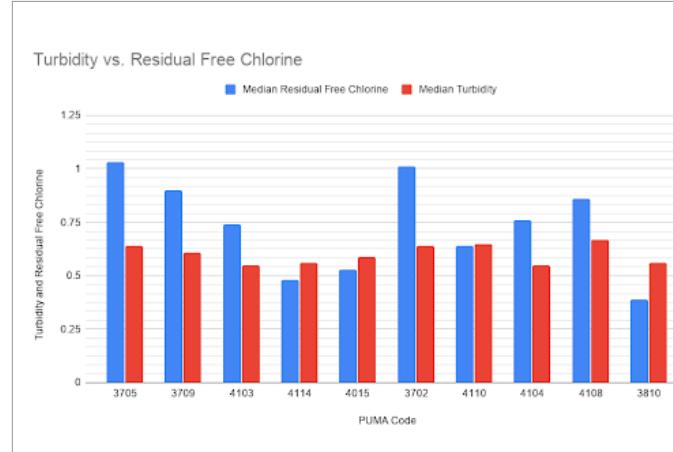
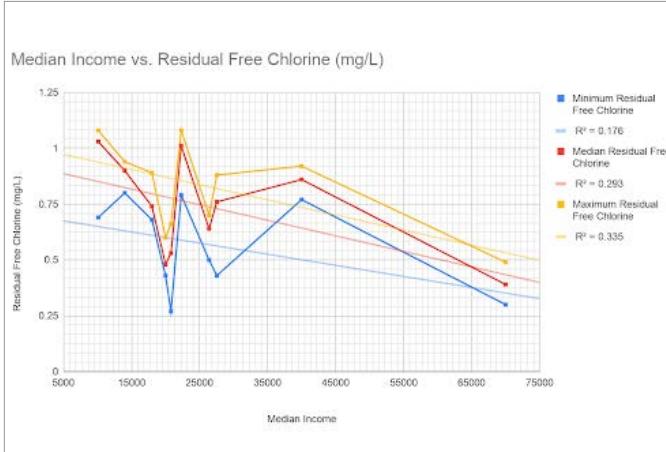


say is that despite the weirdness of an electronic medium, I soon grew comfortable in our new "classrooms." My teachers have been nothing but kind and understanding. My English teacher instructs us from the kitchen of her childhood home; my Latin teacher repeatedly checks in about our mental health; my U.S. History teacher has introduced us to her young children, and reserves Friday classes for online trivia games that at once solidify our learning and allow everyone in the class some human contact.

I've found myself engaged in class material through adapted forms of learning. I've had the time -- stolen from my commute and extracurriculars -- to delve into research for a history paper about which I'm incredibly excited. Many of my friends have had

similar experiences exploring new activities that they've never had the time to do before. That first Wednesday, I most feared I would lose friends from lack of contact. Yet I've found myself reconnecting with many and drawing closer to others as we support each other through this time.

Remote learning isn't wonderful. I miss our Brick Prison dearly; I wish every day for those tired, retrospectively blissful weeks before quarantine. Until that time when we prowl the prison halls again, I am grateful. Grateful for my virtual classrooms, and those little boxes on my screen, for my far-away friends, for Hunter students who are, as ever, doing their best to lift each other up.



## HCHS Juniors Take AP Stats into the Real World

BY KATE GRIEM '21,  
WHAT'S WHAT OPINIONS EDITOR

"Income and Water Quality: A Programmatic Study." It's a title that you would likely expect from experts at a university or think tank — not, say, from two teenage students in a high school AP Statistics class. But, using the investigative and analytical tools given to them by Stats teacher Miriam Ong Ante, Hunter juniors **Shubh K. '21** and **Chris McC. '21** designed a project that allowed them to expose a little-seen flaw in their city: socioeconomic disparities in water quality. In Shubh's words, "we wanted to use data science to uncover this social issue and [understand] how that can be used to engineer public policy."

The students were struck by how recent events highlighted that low-income communities often face disproportionate exposure to pollutants, with the example of Flint, Michigan's lead crisis sparking concerns about water contaminants in particular. "In a lot of countries, water quality is associated with income, or how well-off a country is," Shubh explained. "We thought that might be true in metro areas too, where there is a super diverse population." The polarized distribution of wealth in New

York City pushed the students to use it as a case study, and they searched for a connection between an individual, where they live in NYC, their median income, and the quality of the water they have access to.

After her class had looked into the basics of observational studies and surveys, including components such as how to identify basic biases and what metrics and programs to use, Ms. Ong Ante assigned the fairly open-ended project, giving students almost full reign over their project's design and two weeks to complete and report on it. "I fell in love with teaching stats because, especially in our current society, we have a ton of misinformation out [there]. A ton. People want to hear certainty in forecasts — they want to know that our world actually can be modeled," Ms. Ong Ante explained. "That's great, but I truly know we can only get better as a society if we understand that we don't know everything, that there's a ton of uncertainty out there." She hopes that her students will learn that a lot of the information we have access to "is noise: if we do our best, we can get something useful

out of it, but we can easily be distracted. I want my students to see that it's difficult to look at what's currently happening, and it's necessary."

Finding that no study regarding the correlation between the median income of a neighborhood and its water quality existed, Shubh and Chris found two other studies: one published by New York City Open Data connecting location and water quality, and another published by the American Community Service connecting location and income. After writing a Python coding script to filter the data sets, the students graphed correlation using two metrics: residual-free chlorine and turbidity. "For turbidity, there is not much of an association because the data sample had a low standard deviation, and thus less responsive to local change — [that was] taking what we learned in Stats class to determine that turbidity isn't a good metric," Shubh explained. But with chlorine "there is a pretty significant correlation: people who live in poorer areas have worse water quality, and vice versa."

Shubh believed that the project was "pretty successful. [We created] research on water quality in NYC that hasn't been done before, which can be used in public policy. We also got to incorporate Python and coding, so that was fun." He added on: "One of the main reasons I chose statisti-

tics is because it's focused on applying what we learn in the classroom to the society around us — how we can use math and data analysis to make discoveries that we can't otherwise. The point of our curriculum is all about using examples in the real world, even in routine problems and worksheets. I love that."

When asked what teaching at Hunter for the first time was like, Ms. Ong Ante said, "I believe that many, if not most, of the students — if given the tools — will do something meaningful." To her, the word meaningful indicates that students "are doing something that fosters curiosity in that subject matter. They start with a simple idea, but with tools, effort, and purposeful time, they've found something deep and [high] quality about that simple question."





## Hunter Starts an Ethics Bowl Team

BY IAN HEFT '22 AND MARIAH SZABO '22

Hunter's Ethics Bowl Team, created for the 2019-2020 school year, is one of the newest additions to the school's list of over 130 clubs and academic teams. As a form of debate, Ethics Bowl focuses on specific ethics cases as both teams work together to find solutions to unique moral quandaries. Advised by Grades 10-12 Vice Principal Sarah Heard, the Ethics Bowl Team provided a unique outlet for students to work together and develop critical problem-solving skills.

As described by the University of North Carolina Parr Center for Ethics, which manages the National High School Ethics Bowl, "the National High School Ethics Bowl and the regional Ethics Bowls it supports are competitive yet collaborative events in which students discuss real-life ethical issues." During the competition, two teams alternate by giving constructive responses based on their analysis of real-life ethical dilemmas for a panel of judges.

Ms. Heard had advised the Ethics Bowl team at her previous job at the Collegiate School.

As she explains, "about midway through my first year, I realized we didn't have any club or activity that really focuses on ethics and offers up a mode of competition to explore ethics, so it seemed like something I could add to the school."

This year, the team was made up of around fifteen students from grades 9-12, eight of whom participated in the annual New York City regional competition. While seventh and eighth graders cannot participate in the competitions, Ms. Heard hopes to attract some younger students to the team going forward. One of Hunter's two teams placed a strong third in the city but fell just short of qualifying for the National competition.

While there is only one competition yearly that takes place in late January or early February, the team practiced for most of the school year meeting nearly once a week. Members of the team highlight the respectful and friendly environment at the meetings, as well as the conversational nature of the competitions. Sophomore **Josie W. '22** said, "I really like that Ethics Bowl

is more about two teams working together to develop their ideas and to gain a deeper understanding of ethics and morality than it is about the competition."

Unlike traditional debate, the style of discussion at competitions is very constructive. Responding to the opponents' point of view and amending your own is often more important in Ethics Bowl than strongly arguing your opinion. Ethics Bowl also allows students to select their own stances and create their own solutions to problems, unlike debate. As Ms. Heard explained, "the judging criteria includes points for listening, and they measure listening by the way you respond to your opponent."

Junior **Alex V. '21**, who participates in both Ethics Bowl and on the Debate Team, found that Ethics Bowl helped his debating skills. He

also emphasized how Ethics Bowl helped participants view their own lives through a different lens. As he explained, "Ethics Bowl helped a lot with my understanding of what values or rules I generally abide by in my moral decisions; the nature of the competition renders it crucial that you can systematically explain why you're convinced of morality (or lack thereof) of the decisions you make."

When asked if Ethics Bowl would continue at Hunter, Ms. Heard expressed her confidence that it would be back next year, and hoped that Hunter would take fourteen students to the competition next year, the maximum number of students allowed. "If those eight [students] were to come back, wow," said Ms. Heard. "We could have an Ethics Bowl powerhouse!"





Victoria F. '22 as Martha Brewster, Clarissa F. '22 as Mortimer Brewster, Anabel G. '22 as Elaine Harper, Aleksandra M. '20 as Abby Brewster



Victoria F. '22 as Martha Brewster, Dev A. '25 as Mr. Witherspoon, Aleksandra M. '20 as Abby Brewster

## Arsenic and Old Lace: A Student-Run Production into the Real World

BY VICTORIA FREEMAN '22,

The senior class gift of 2017 allowed for the creation of the black box: what used to be room 215 is now a second performance space for Hunter theatre productions. Theatre teacher Dr. Rebecca Deans recommended the black box as a gift idea; she said, "I thought having an alternate performance space, so students could experience making theatre in different ways, would be cool." The black box is a wildly different setting from the auditorium, allowing student actors and production staff members to explore new areas of their craft. Deans also added that in Communications and Theatre classes, students now have access to upgraded lighting equipment, opening up opportunities for more students to become interested in technical theatre. In addition to the black box, a more recent improvement to Hunter theatre was the alumni-funded overhaul of the props closet, which, previously disorganized and messy, is now clean and of greater use for Hunter's productions.

Beginning in the 2017-2018 school year, the added space meant that Hunter could add a fifth annual production to the typical four. What is unique about the annual black box show, though, is that it is a full-length play directed by a student. The most recent director of a black box play was senior **Sophia F. '20**. She is extremely grateful for the opportunity to have had her own space to direct a play, saying, "It's really nice to have a space for student directors to work with the resources of a larger production. The black box really gives you a space to take on something more challenging, and I love that the theater department trusts students enough to give them this opportunity." The addition of the black box creates a fully student-centered theater environment.

This year's black box production was *Arsenic and Old Lace*, a classic Broadway comedy written in 1939 and subsequently turned into a film. In the story, Mortimer Brewster discovers that his two old and endearing aunts are serial

killers. The play's Hunter production was truly Sophia's brainchild, as she explained she was given the freedom to select and cast the play on her own, except for the help of her assistant director, stage manager and faculty advisor.

The smaller, more intimate size of the black box allows for the audience to form a greater bond to the characters in the play, making a show about a family a perfect fit for the location. "*Arsenic* is, at its core, about a quirky family, and it's so important that the audience really get attached to them and get to know them really well," said Sophia. "Because the black box theater is such a small space, and because I chose to use that space 3/4 in the round, the audience was

really up close and personal with the characters."

Even more important than the high quality of *Arsenic and Old Lace* was the unforgettable experience it gave the students involved. Director Sophia F. had the freedom to feature a fully-developed lesbian relationship on stage, creating LGBT+ representation that is important to her. She added, "I want to direct for the stage when I grow up, and this experience just proved to me how much I'll love it if I get there. The experience of creating a work of art with everyone was so wonderful. I think this was something that is unique to the black box—how we all worked together."



# Hunter Students Travel to France

BY TIFFANI MEZITIS '22

The Eiffel Tower. The Louvre. Notre Dame Cathedral. The Arc de Triomphe. Sweet, buttery croissants and chocolate crepes from Parisian bistros. These examples of sites and food are just a taste of what the culturally rich country of France has to offer.

On February 16th, twenty-eight students and three teachers from Hunter landed at Charles de Gaulle airport in Paris, France to explore the city's sights, food, and culture. Each year, Hunter Latin teacher Christopher Unruh, along with the rest of the Language Department, organizes a trip to a foreign country. The department announced in an email during the summer before this 2019-2020 school year that this year's excursion would be to France. In order to prepare for the trip, the department made sure to meet with the students who wanted to attend, along with their parents.

After arriving in Paris, students eagerly grabbed their suitcases and congregated at their first hotel, Mercure Paris Gare Montparnasse. The cozy atmosphere of the hotel and the wonderful French people welcomed them as they settled into their rooms. Students spent five days in Paris and three in Normandy and Brittany, a trip of eight fun-filled days in four hotels. Each day, Mr. Unruh, Christopher De La Ossa, and Michael Keleher supervised the students to ensure their safety. Some of the exciting, tour-guided excursions included The Louvre, The Eiffel Tower, Versailles, and the chateaux of the Loire Valley.

One night, students and teachers split into groups to dine in local Parisian homes. Dining with native French speakers allowed students



Hunter Students and Faculty at the Eiffel Tower.



Hunter Students at Mont Saint-Michel.

to practice their French language skills, as well as experience an authentic dinner in a typical French household. Students enjoyed an art lesson in watercolors on Ile St. Louis and a boat tour of Paris. On the Northern coast, students and teachers climbed the twisting path to the monastery on Mont Saint-Michel in Normandy, travelled to the port city of Saint Malo, and even to Omaha Beach used by allied powers in WWII.

Students were able to blend prior knowledge of France's history with each of their smaller experiences on this trip. As Mr. Unruh notes, "It was really cool to see students make those connections between what they've studied and what's right in front of them. And it's an amazing experience to see them outside of Hunter and witness how thoughtful, brilliant, artist-

tic, and kind they can be."

The 2020 France Trip allowed Hunter students to immerse themselves into an authentic, French society, grasping French culture and history first-hand. Meeting and connecting with native French people transformed the students' tour of the beautiful country into living the everyday French life. As junior **Dieu Sam B.-D. '21** recounts, "I found the trip very inspiring and culturally informative. Seeing all those historical sites helped a lot with my understanding of how cultures develop and enhanced my general perception of European history by seeing things in person."

Mr. Unruh adds, "One way or another, the students get to learn something new about themselves and the world around them. They come away changed. You may not

remember everything at the end, but your head is filled while you're there." As students made their way home to New York City, they returned with new, fascinating stories to share with their friends and family.



# ALUMNI NEWS

## DISTANCE LEARNING IN BYGONE DAYS

### MEMORIES OF THE NEW YORK CITY TRANSIT STRIKE FROM THE CLASS OF 1966

On New Year's Day, 1966, New York City's Transport Workers Union initiated a strike that shut down the city's subways and buses. Led by TWU President Michael Quill, an Irish immigrant, the twelve-day strike coincided with the first days of the administration of Republican Mayor John Lindsay and cost the region over \$1 billion.

Before the days of the Internet, mobile phones, and telecommuting, the strike paralyzed the city's workforce, rendering many employees unable to get to work and affecting students' ability to get to school. HCHS students who lived outside of Manhattan were particularly affected. How did Hunter girls from the Class of 1966 meet the challenge? Read about their accounts of longer travels to school and distance learning, 1960s style.



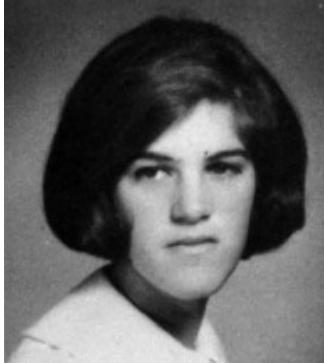
**Claudia Justy** lived in the north-east Bronx - an hour away from the school at 68th Street. There was no local High School to attend without also traveling by public transportation. She remembered receiving lessons in the mail, run off on a mimeograph machine in purple ink! She also recalled getting back to school in enough time to enjoy the last part of senior year and June graduation in the Hunter College auditorium.



**Frances Stern** remembered getting rides to Manhattan and walking up to school or taking the railroad (now Metro-North) back up to the Bronx. She and other classmates remember that they had to take the SAT on a Saturday during the strike and had to figure out how to get to the testing centers.



**Suzanne Fass** also got driven to Manhattan by her father from Queens every day on his way to work.



**Dale WOLINSKY Wolff** also attended a local Queens school and found the local neighborhood restaurants more interesting than the classes she attended.



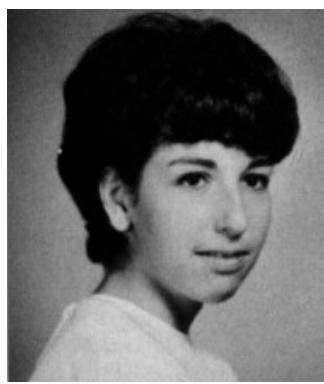
**Susan DEIN Bricklin** recalled getting a ride to school from lower Manhattan and hitchhiking home.



**Rita Sherman** wrote and performed a folk song for the 1966 Senior Sing entitled "Catastrophe" (sung to the tune of "Talking Blues."). She referenced the strike as follows:



**Helene BLACKMAN Herman** remembered receiving the lessons for a mandated Regents class (as everyone expected a Regents diploma in addition to their HCHS diploma). She, like several other students in the boroughs, attended a local Queens High School during the strike and felt completely unchallenged in a World History class after taking Hunter's AP History.



**Joan Friedman** recalled walking from Stuyvesant Town to the 42nd Street Library to work on a term paper during that time.



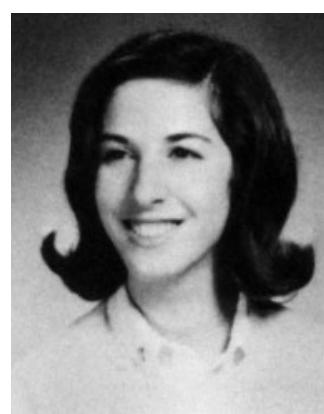
**Rona LEHMAN King** and her friends rode bikes up from Stuyvesant Town or hitchhiked.



**Deborah Bloom** recalled being taken to the SATs on a weekend by a Hunter teacher who escorted a group to the test center.



**Rosa BLITZER Oppenheim** attended her local High School in Brooklyn. Having only entered Hunter in the 10th grade, as was possible then, she had plenty of time to catch up with junior high friends.



**Laura Drager** and **Gretchen SLOATE Garrett** lived on the Upper West Side and took local buses to school.



## Justice Kagan Receives Gold Medal for Distinguished Service

Supreme Court Associate Justice Elena Kagan '77 was named the 2020 recipient of the New York State Bar Association's (NYSBA) Gold Medal for Distinguished Service in the Law. Presented annually, the award is given to a lawyer who has achieved "outstanding legal accomplishments and holds an active interest in and positive influence upon the profession."

The NYSBA first issued its Gold Medal award in 1952. Prior recipients include former U.S. Attorney General Eric Holder (2012); former New York County Attorney General Robert Morgenthau (2011); and Supreme Court Justices Sandra Day O'Connor (2008), Ruth Bader Ginsburg (1995), and Thurgood Marshall (1976).

Justice Kagan received the award at a gala dinner held on January 30, 2020 at the American Museum of Natural History.

## Alumna Appointed to NYS Board of Regents

Frances SCHIFF Wills '59 was appointed to the New York State Board of Regents in March 2020. Wills, a retired schools superintendent, has served in education for over fifty years; twenty-five of which were spent in Maine. In New York, she had most recently served as schools superintendent for the Briarcliff Manor and Putnam Valley school districts.

The seventeen-member board sets education policy for the state. A key topic Wills has focused on is mental health support for students, describing the issue as a form of "social justice" in education. She has also called for change in high stakes standardized testing.

Regents, who serve for five-year, unpaid terms, are chosen by the state Legislature in a joint vote by the Assembly and Senate. Wills will represent New York's 9th Judicial District, encompassing Westchester, Rockland, Putnam, Dutchess, and Orange Counties.

## Insights into Business Operations

Sari LEVINE Wilde '97, Managing Vice President at global research and advisory firm Gartner, has written a ground-breaking book that identifies the working style of managers. In *The Connector Manager: Why Some Leaders Build Exceptional Talent – and Others Don't* (Portfolio 2019), she details the results of a worldwide, first of its kind study of over 9,000 people.

Following the conclusion of the study, a team of in-house analysts was deployed to assess the compiled data. Their results identified that all managers could be classified into one of four types. Of the four groups identified, it was the Connector Manager, an individual whose training style connects employees with leaders of other departments to benefit from additional areas of expertise, that outperformed all groups.

Wilde rounds out the data-driven research with case studies, including interviews with managers and employees at firms such as IBM, Accenture, and eBay. She illustrates behaviors that define a Connector manager and identifies why other types of managers are less effective. In the book, solutions are also provided for all types of managers to achieve greater success.

## Luke Melas-Kyriazi '16 Named Rhodes Scholar

Luke Melas-Kyriazi is among thirty-two Americans named as Rhodes Scholars. Currently a senior at Harvard pursuing a B.A. in Mathematics and an M.S. in Computer Science, Melas-Kyriazi will attend the University of Oxford where he will undertake studies culminating in a D.Phil. in Computer Science.

The Rhodes Scholarship allows for study at the University of Oxford in the United Kingdom. A press release issued by the Rhodes Trust describes how the newly named Rhodes Scholars will go to Oxford in September 2020 "to study in fields broadly across the social, biological and physical sciences, and in the humanities. They are leaders already, and we expect their impact to expand exponentially over the course of their public-spirited careers."

Melas-Kyriazi's research agenda on machine learning has included work analyzing demographic diversity and blood laboratory data in order to improve clinical decision-making. As treasurer of the Harvard Student Agencies, the largest student-run company in the world, he manages a \$1.2 million reserve fund to support educational and business opportunities for students. He also organizes hackathons for computer science undergraduates across the U.S. and Canada.

The Rhodes Scholarship is a global program through which U.S. scholars join an international group of scholars from over 60 countries. In the U.S., applicants for Rhodes Scholarships must first be endorsed by their college or university. This year, out of over 2,900 applicants, 963 students were endorsed by 298 different colleges and universities. Out of those endorsed students, two students were selected as scholars from each of sixteen regions across the country.

Melas-Kyriazi is the sixth HCHS alum awarded a Rhodes Scholarship. Those who preceded him include **Nnenna Lynch '89; Sean Campbell '98; David Bauer '05**, who was also winner of the 2005 Intel Science Talent Search; **Alexandra Rosenberg '06; and Gabriel Zucker '08**.



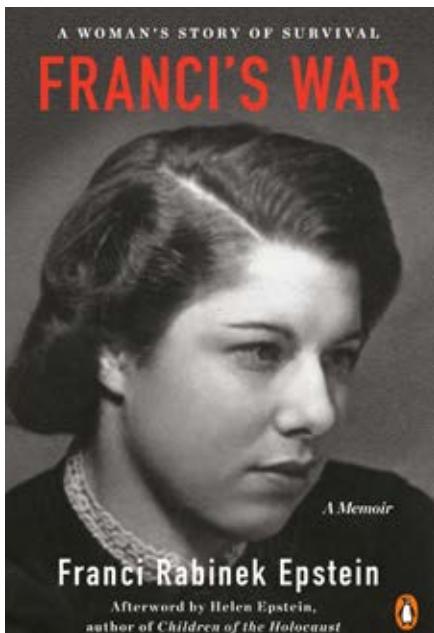
## A Woman's Story of Survival

Helen Epstein '65 is pleased to share this review of a book she worked on this past year. For information about where she'll be speaking see [Helenepstein.com](http://Helenepstein.com).

Born in Czechoslovakia in 1920, Franci Rabinek Epstein was a secular woman caught up in the maw of the Holocaust. Baptized Catholic and brought up to think of herself as a citizen of the world with no religious affiliation, she describes in this memoir—originally written in the 1970s but published here for the first time—of how the 1939 Nazi invasion of her country rechristened her Jewish, as she had four Jewish grandparents. Epstein recounts her journey from concentration camps Terezin and Auschwitz-Birkenau to German labor camps and Bergen-Belsen to postliberation Czechoslovakia. In a compelling voice, she illuminates the horror, shock, small graces, and capriciousness of surviving the Holocaust. Her daughter Helen Epstein, author of *Children of the Holocaust*, contributes an afterward detailing her mother's eventual marriage and life in the United States. She places this account in context of other exceptionally honest portrayals of what happened in the death camps.

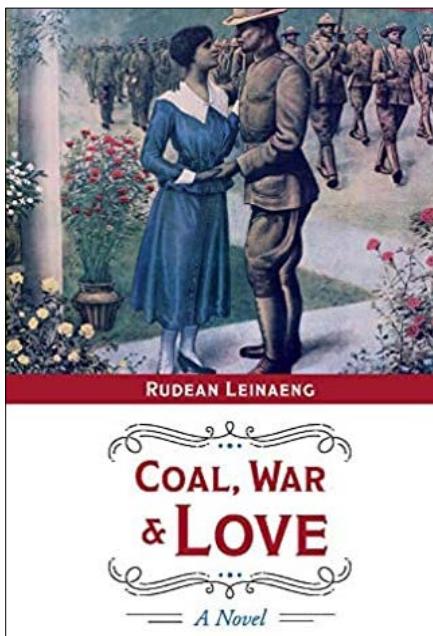
*Franci's War* (Penguin Books, March 2020) is testament to why it is as important as ever to read about the impacts of xenophobia, anti-Semitism, and racial hatred, as well as the beliefs that cause some people to commit atrocities while others pretend to look away.

- Library Journal, February 2020



## A Portrait of African American Lives in the Early Twentieth Century

Rudean JOHNSON Leinaeng '55 has written a novel set at the dawn of the twentieth century. *Coal, War and Love* (BookBaby 2019) is based on a true story about the lives and loves of America's "colored" citizens. A man and woman, who meet and marry, struggle in their life together as the husband labors to meet the needs and expectations of his wife. The book also details the impact that global events have on the young couple, such as World War I, and the health crisis posed by the Spanish Flu.

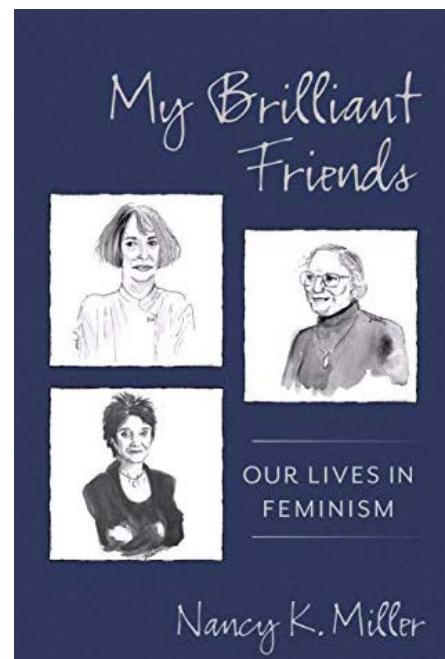


## A Tale for the Ageless

Derek Chin '97 has published a science fiction book entitled *Time Epic: Life. Knowledge. Future.* (Time Lock Books 2019). It is a tale about the enduring friendship of four immortals who experience a series of adventures and journey through several historical periods. The book was written under the pen name Derek McKewan.

## Finding Strength in Women's Bonds

An intimate portrait of women's lives is depicted in the book *My Brilliant Friends: Our Lives in Feminism* (Columbia University Press 2019). Nancy KIPNIS Miller '57 writes of her close bond with three lauded feminist scholars and literary critics: Carolyn Heilbrun, Diane Middlebrook, and Naomi Schor, and shares the ways in which the group interacted with one another. As they forged new paths into a then male-dominated world, Miller writes that their relationships were given life in the days of second-wave feminism. Through documenting their personal experiences, she shows the strength of friendships in sustaining oneself amidst "aging and loss, ambition and rivalry, and competition and collaboration."



## Miranda's Plays Come to Film

In February 2020, Lin-Manuel Miranda '98 tweeted that the film adaptation of his Broadway show *Hamilton* would be released by Disney in the fall of 2021. The much-anticipated movie release of *In the Heights*, originally due in June 2020, has been indefinitely postponed due to the outbreak of the coronavirus.



## A Grammy Award for Classical Music

Recording Engineer **Barry Werger '87** is among the 2020 Grammy award winners for Best Classical Compendium, *The Poetry of Places*. The album features works for solo piano, two, pianos, percussion, electronics, voice, and toy piano that have been inspired by exquisite architecture and places. The eight compositions each reference a different structure, including, among others, The American Visionary Art Museum in Baltimore, Louis Kahn's National Assembly Building in Bangladesh, and Newgrange Ancient Temple in Ireland.

## Robert Lopez '93 Receives Award and Works on a New Musical

**Robert Lopez** has received another award for his songwriting, this time for the compositions that he and his wife, Kristen Anderson-Lopez, created for *Frozen 2*. Now in its sixth year, the Variety Artisans award recognizes distinctive contributions to the filmmaking process by artists who have "exhibited the most exciting and innovative work of the year in their respective fields." The awards were presented in January 2020 in Santa Barbara, California.

Lopez and his wife are also currently composing songs for a new movie musical. An adaptation of the graphic novel *The Prince and the Dressmaker* is being developed; the plot centers on the life of a young prince who, in the evenings, goes out in fabulously costumed drag thanks to the talents of his friend, a young dressmaker. His nighttime adventures are a secret to all but her. Things get complicated when she expresses the desire to gain recognition for her work. A release date for the movie musical is yet to be announced.

## A Look Back: Vintage Photos from Helen Epstein

We thank **Helen Epstein '65** for sharing some photos of bygone Hunter days. Pictured on page 15 are **Marzy TOLMACH Bauer**, **Helen Epstein**, **Ann MAYER Sergott**, and **Arny Bender** at a Field Day held in 1963. The photograph of the girls above, who are also from the class of 1965, was taken by Miss Anastasia Pappas, later known as Mrs. Stacy Nicholas.

## First Young Alumni Meet-Up for the HCHSAA!

The HCHSAA hosted its first event in its new series of programs for **Young Alumni** (those who graduated in 2009-onward) over Thanksgiving weekend, 2019, at *Gertie's* in Williamsburg, Brooklyn, and it was a success! Nearly fifteen alums joined us for the evening and we hope to continue connecting our young alums for networking opportunities, mingling, catching up, and meeting other alums in their area. We have plans for future events focusing around careers, connections, and most importantly, comradery!

Stay tuned for more **Young Alumni** news and event updates to come.

-Claudia Beard

## Tribute to a Jazz Legend

Pianist and composer **Roberta Piket '83** and her sextet performed a tribute concert honoring celebrated jazz pianist and NPR radio host Marian McPartland in December 2019. The show, held at Flushing Town Hall, was a return to the borough for the musician who was born in Queens to a musical family. Her father, from Austria, was a composer and her mother was a singer of standards in the Great American Songbook. Piket was trained in piano by her father from age seven until his death when she was eight years old. Her mother continued with her daughter's musical instruction, where she learned to play the tunes of Gershwin, Porter, and Rodgers by ear. In her teenage years, she began learning jazz.

As Piket evolved as a performer, she crossed paths with McPartland while performing as a finalist in the Thelonious Monk Composers Competition. McPartland invited Piket as a guest on her program, *Piano Jazz*, and the two formed a close friendship. She considered McPartland, who passed away in 2013, as an important mentor. For the tribute concert Piket and her sextet played a set of tunes composed by McPartland.



## Defying the Bounds of Reality

Larissa Shmailo '74 has published a new novel, *Sly Bang* (Spuyten Duyvil 2019). Self-described as a feminist experimental work, she goes beyond the limits of reality in defining the world in which her lead character lives. Shmailo weaves poetry and fantasy into the narrative while detailing the trials and tribulations that her protagonist has endured.

## Preparing to Guide Your Parents through Life

The role of family caregiver is often lifelong and can change as we progress through the years. Attorney and social worker Jane WOLF Frances '64, J.D., M.S.W. has written a book drawn upon her own experiences of caring for her parents as they aged, in order to help others. In *Parenting Our Parents: Transforming the Challenge into a Journey of Love* (Rowman & Littlefield Publishers 2019), Frances shares insights that may help one grow to embrace the role of caregiver for those who guided us in our youth. She offers advice for individuals struggling with issues including their parents' need for medical care, housekeeping and financial management, and with degenerative health conditions such as dementia.

## The Consequences of Family Secrets

*These Ghosts Are Family*, a debut novel by Maisy Card '00, tells of the emotional entanglements that have arisen from a long-kept family secret. Central to the story are the decisions of a patriarch, whose actions have had a powerful impact upon his descendants. Card's book also examines the challenges posed by migration to the U.S. through the lives of a family that has relocated from the West Indies to Harlem.



## An Update from the Museum of Chinese in America

There is good news to share from the Museum of Chinese in America (MOCA), which is led by alumna Nancy YAO Maasbach '90. The January 2020 fire that gutted a nearby building housing over 80,000 items from its archives was less severe than expected. While portions of the collection were lost, and others damaged, the museum has been able to salvage many more objects than was thought possible in the initial days following the calamity. Read a New York Times article about the ongoing work to conserve their historical objects at <https://www.nytimes.com/2020/03/23/arts/design/chinatown-museum-fire-archives.html>.

Like many other cultural institutions, it is now possible to experience a digital tour of MOCA's permanent exhibition, With a Single Step: Stories in the Making of America. Visit <http://www.mocanyc.org/visit/digitaltour> to see the exhibit.

## A New Role at the Los Angeles Times

Sewell Chan '94, who left *The New York Times* to serve as the *Los Angeles Times'* Deputy Managing Editor, has transitioned into a new role at the organization. In April 2020, Chan assumed the position of editor of the publication's Editorial, Op-Ed, and Sunday Opinion pages.

# PARENTING OUR PARENTS

TRANSFORMING  
the CHALLENGE into a  
JOURNEY of LOVE





150  
YEARS

# A proud legacy

In the days before electronic databases and downloadable PDFs, Hunter's alumnae/i directory was contained in a bound, purple book that presented a detailed history of the high school from its founding until the 2000s.

Excerpts from the 2005 Alumnae/i Directory appear below.

## In the earliest days...

What is now Hunter College High School evolved from the first public, free institution for higher education for women in New York City, Female Normal and High School, established in 1869. Thomas Hunter, a primary school principal and founder of New York's first evening high school, was chosen by the city's education commissioners to be its president. Hunter not only had a reputation as an educational innovator but was also the father of three daughters (and one son), obvious qualifications for heading the new institution.

Hunter and the new school's vice president, Arthur Henry Dundon, had only two months to prepare for the opening day. They scouted schools from Maryland through New England for curriculum ideas and potential staff, located classroom space and planned how to ready it for its new occupants, prepared an examination and alerted girls' schools to the possibility of additional education for its best and brightest seniors. At the time, elementary school education was still racially segregated, but Hunter insisted that the new school admit all students on equal terms. More than 1,000 young



women qualified with scores of 75 percent or better on the examination, although some people believed competitive tests were too taxing for them. President Hunter, a consummate diplomat, offered to retest anyone who failed the exam because of nervousness. There is no record of any takers.

## A reflection on society at large...

In the 1950s, Dr. Cyril Woolcock became principal of the high school. During his tenure at HCHS, which lasted from 1951-1965, he published a book entitled *The Hunter College High School Program for Gifted Students\** (Vantage Press 1962). In his treatise, he stressed the importance of special education for gifted students and the contribution of those students to society at large.

To quote his text: "It has been written that 'in the present international tug of war, survival itself may depend on making the most effective use of the nation's intellectual resources.'

Recent developments in Russian education and the great manpower and talent needs of this country make imperative the full development of every gift and talent to be found among our present young population for possible use and service..."

\*We extend our thanks to **Kathryn KANAREK James '66** for sharing this work with us. To view the full publication, visit <https://babel.hathitrust.org/cgi/pt?id=uc1.b4003476&view=1up&seq=9>.

## February 1870:

School opened with 1,095 students admitted. Called "teacher-pupils," initial instruction for these young women was three years long and prepared them to teach in New York City's public elementary schools.

## 1879:

The three-year curriculum was expanded to four years and, later, to five years in 1888.

# 1870

# 1879

# 1873

# 1902-03

## Fall 1940:

Construction of Thomas Hunter Hall, also known as "The Castle," was completed at 68th Street and Lexington Avenue and students were admitted for classes. The building remained home to the high school for approximately thirty years.

## October 1873:

Dedication of a new building bounding the block of 68th Street and 69th Street between Park and Lexington Avenues, serving as the first site for Hunter College Campus Schools. Students and teachers travelled to the new building by horsecar or on the newly built Third Avenue Elevated Railway.

## 1902-03:

A four-year high school department was established.

## 1972:

Efforts were organized to mobilize the high school's alumnae, along with the Campus Schools' community of parents, teachers, students, and friends to petition the city and state. An announcement of the first ever "reunion" was issued. Hundreds of alumnae attended.

# 1940

# 1972

# 1970

# 1973

## 1970:

The college's need for additional classroom space required use of the entire Lexington Avenue building. High school classes were abruptly moved to the 13th and 14th floors of an office building at 466 Lexington Avenue.

## Spring 1973:

Due to extreme cuts to the city's operating budget, a decision was made to close the high school. In response to this crisis, the Hunter College High School Alumnae Association was founded. It was led by **E. Mildred Speiser, Jan. '49**, who was the organization's first President.

### **1906:**

Thomas Hunter retired at 65 years of age.

### **1920s-1930s:**

High School classes were held in several office buildings and religious institutions' classrooms around Manhattan while a permanent location was sought.

# 1906

# 1920s-30s

# 1913

### **1913:**

High School Department became the College High School. Grace Beach was its first principal.

### **January 1974:**

Twenty-five boys joined over a thousand girls to take the HCHS entrance exam. Eighteen were admitted and began classes in September 1974.

### **1977:**

Due to unceasing pressure from students, parents, administration, alumnae, and influential friends, a former intermediary school building was acquired at 94th Street and Park Avenue. Informally known as the "Brick Prison", it is the home for today's HCHS and HCES students.

# 1974

# 1977

# 1977

### **1977:**

After the third year of co-ed instruction at Hunter High, approximately equal numbers of boys and girls entered in seventh grade.

# 1920S/1930S

## Through the Decades

Our trek through history begins with the Roaring Twenties, when the Jazz Age was born. Women dressed as flapper girls and gained the right to vote. Mass media emerged, with radios in most homes. The Great Depression ended the decade. In the 1930s, the Star-Spangled Banner was named the national anthem of the United States. Franklin Delano Roosevelt was elected President and the New Deal was enacted. The Golden Gate Bridge was completed.

### Betty BARTH Elman '29

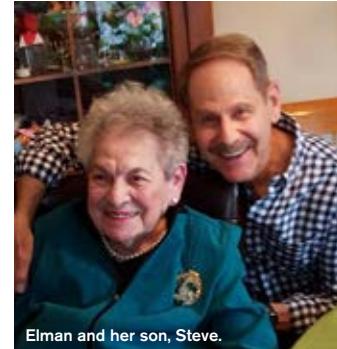
#### MEMORIES SHARED BY HER SON, MARK ELMAN

Now 108 years of age, **Betty BARTH Elman '29** attended HCHS in a wholly different era. A retired teacher who grew up on Washington Avenue in the Bronx, her longevity is due to the caring and support of her devoted sons, friends, attendant nurses and other family members.

Elman graduated from Hunter College and first worked part time as a substitute teacher. In this role, she met her husband Hyman, who was a teacher at her school in the late 1930s. Subsequently, Elman became a master teacher who trained other teachers at P.S. 57 in the Bronx; she was later appointed the school's acting assistant principal.

In speaking with her son, Mark Elman, he relayed an important experience from her Hunter HS days:

In their senior year, Elman and her classmates petitioned the school's administration to request that they stop wearing midis, the ankle length skirts that were part of the students' uniform in those days. As their senior trip to Washington, DC was coming up, they wanted to express their independence. The administration declined to approve their request, and, in response, the Class of 1929 elected to cancel their senior trip!



Elman and her son, Steve.

## A Legacy of Service

### Alumna Enters Hunter College Hall of Fame Following Military Career

BEVERLY GUTTERMAN ROSENSTEIN, JAN. '39

Reprinted from the Fall 2018 Issue of *AlumNotes*

Beverly GUTTERMAN Rosenstein, Jan. '39, of Hillsdale, New Jersey died peacefully at home on May 26, 2018, at the age of 96. Born August 8, 1921, in New York City, she was engaged in many activities at the high school, serving as "Official Class" (home room) president, head of the Traffic Squad, and president of the Athletic Association where she played basketball, the school's only extracurricular sport. In a 2009 letter to then *AlumNotes* Editor **Marge Kolb '78**, she recounted walking to Lexington Avenue from the high school, which was between First and Second Avenues at 96th Street, to take the subway one stop to 86th Street to play in the gym of P.S. 6 as the high school did not have an adequate gym.

Rosenstein attended Hunter College where she was inducted into the Hunter College Hall of Fame. A lieutenant in the Women's Army Corps during World War II, Rosenstein was a proud veteran and served as Grand Marshal of the Hillsdale Memorial Day parade in 2015. She had a long career as a speech pathologist at River Dell Regional High School, where she also coached girls' varsity tennis and was the advisor to the literary magazine. Rosenstein was a founding member of the Bergen County Women Coaches Association and received the Lifetime Achievement Award from the Bergen County Scholastic Coaches Association in 2014. An avid theater lover, she was a lifetime member of the Bergen County Players in Oradell, New Jersey. Rosenstein was also an ardent fan of the Columbia University football team and attended games from the 1940s to the 2017 season. Rosenstein enjoyed over 54 years of marriage with her late husband, Solomon N. Rosenstein, DDS and is survived by her four children, eight grandchildren, and four great-grandchildren. Her family has chosen to donate her HCHS class ring to the Alumnae/i Association.



# Through the Decades

While Hunter's students went to class, politics and society were in full swing. We take a look at the lives of alumnae/i through the decades with a glimpse at some of the histocal events that took place while Hunterites were in school.

1940s

Hunter girls went to class in the midst of WWII. The song *Boogie Woogie Bugle Boy* was released. The USO was founded to provide entertainment to the troops stationed overseas. Mount Rushmore was completed. The Holocaust ended when survivors were liberated from concentration camps. Pearl Harbor was attacked by Japan. The U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The Cold War started. India and Pakistan achieved independence from the United Kingdom, and the state of Israel was founded.



## VICTORY CORPS

Chairman: Rita Heuler  
Assistant Chairman: Louise Bremner  
Faculty Adviser: Mrs. Lucetta E. Kelly  
All girls working in any war activity whatever  
are members of the Victory Corps. At meetings,  
usual service work is done.



A diller, a dollar  
A ten o'clock scholar  
You graduate first  
And then we will foller.

BEST WISHES FROM

THE LOWER SENIORS

# Through the Decades

## MEMORIES FROM AN ALUMNA'S 75th Reunion

MARGARET DAWSON '44

What an honor! What an honor to be an alumna of Hunter College High School! I want to remind my fellow classmates that when we were six years old and entered the first grade, Franklin Roosevelt was President. And when we graduated Hunter College High School, in '44, Franklin Roosevelt was still president! He would run for another term.

That's for the younger people, to get some sort of a historical perspective. I won't go through the history, but I do know that these gals of '44, June '44, we had come through quite a number of adventures. First of all, our childhood was through the Great Depression. And we knew, some of us, how it was to be hungry sometimes. But, thinking about Franklin Roosevelt, he had said at that time, "one third of the nation is ill housed, ill clothed, and ill fed." And that's for the younger people, to learn a little history.

But I'm going to remember, I came in September, and many of us came in September, others came in January. We were learning Latin and Geometry; those are two [good] subjects to have at the same time. And then some of us continued in French. In those days, [in junior high school], girls started to learn French; boys started to learn German.

[Some] came from the same junior high schools. But there was one girl in our class, and I don't know if a few others remember. Her name was Heidi. And we all had stories of our childhood and how we learned to read in English. But Heidi had an accent. An accent that said that English was a second language. And she told us of a November in 1938. I didn't know it was November '38. When she was at home in whatever land she came from, the Germans had hold of it. And one night she woke up with a noise of crashing glass. I didn't know what that meant, but later I learned that everything in her house that was glass was broken.

I'd like to honor the memory of that occasion because we were told at our graduation ceremony that we graduates were able to study in a land that was quiet. We were at war by that time. But the war was overseas, and we could learn our Latin and Geometry and continue in our studies in French.

We studied *Julius Cesar* in English class, and the teacher asked if we had seen the production of Orson Welles; *Julius Cesar* in modern dress? I had! And in that moment, I knew that the men prancing about the stage in gray flannel suits were not wearing the right costumes. I guess they didn't have enough money because of the Depression and now I knew.

I want to ask all the '44 graduates to stand please.

MARGARET DAWSON  
"What makes the stars stay in the sky?  
Whence come the mountain streams?"  
Are these the thoughts in Margie's mind  
As she sits in class and dreams?



# Through the Decades



## A perspective shared from Reunion 2019

BERNICE WORMAN HAUSER '49

My thrust will be on having a voice and making decisions...

In 1945, I fitted into the mold of the compliant female when around the opposite sex... that my demonstrating my "opinions" and "smarts", I surmised, would distance the boys from me and make them uncomfortable with a studious, high achieving young lady -- not too much single dating then--more of group functions and outings and get togethers-- but these covert and not fully formed impressions propelled me toward Hunter and not Bronx High School of Science which had just opened its doors to female applicants via a test --I chose HCHS to let my voice soar, to give me confidence, to have a chance to excel in academics, to fulfill my passions for the theatre and for community service and to embrace the diverse female student body that then made up HCHS.

Not blessed with well-equipped labs, no APs then--we took Regents exams-- nevertheless my classmates went on to become physicians, scientists, and prominent researchers. Each student revealed her unique talent and particular interest and skill-- each one blossomed to lead great and giving lives--and we celebrate those

who have departed and those who are here today for their 70th anniversary reunion for their individual achievement and contributions to the common good.

Which brings me to the 1970s-- a turbulent period in New York City... a time that one of my classmates brought a suit against the high school which resulted in having Hunter become a co-ed school. So fast forward-- is anyone minding the store to ensure gender equity in all the classrooms, in all after school activities, in each and every activity that permeates and ensures success? I do hope so-- and perhaps a future issue of *AlumNotes*, will discuss and reveal the statistics and issues that gender equality at HCHS entails.

Back to the 1970s again. Did you know that Dean Wexler of Hunter College, for many reasons--money being an important one-- decided that our school was too elitist and began proceedings to shut it down. I bring this important fact up as it was **E. Mildred Speiser, Jan. '49**, who rose up and coalesced a coterie of dedicated supporters who petitioned, wrote letters, and obtained the necessary signatures and interested politicians which, fortunately for you



and I, forestalled the closing of our beloved alma mater. This individual then went on to form the HCHS Alumnae/i Association, she becoming its first president, and I becoming its second president.

Active, opinionated, resilient young ladies rescued this school and active, opinionated, resilient young men and women now drive the school with their intelligence, energy, loyalty and charisma.

Bravo to all of you!!

# Through the Decades

Another war started, this time in Korea. Girls wore bobby socks and calf length skirts. McCarthyism and the anti-Communist scare took hold, blacklisting many creative individuals. Queen Elizabeth II was crowned. Color television was introduced. Racial segregation in public schools was ruled unconstitutional by the US Supreme Court. Rock and Roll's earliest days dawned, and Elvis issued his first single, *That's All Right*. Allen Ginsberg wrote *Howl*. The birth control pill was introduced in clinical trials. The Soviet Union launched Sputnik. Alaska became the 49th State and Hawai'i the 50th.

## Irma JAFFE Becker

It was a school secretary at P.S. 54 in Queens who recommended that **Irma JAFFE Becker, Jan. '53** take the Hunter test. As with many other Hunter students, attending the school provided her with a life changing opportunity, particularly as none of the students from her elementary school went on to college.

Her older brother, who attended the same K-8 school, travelled from Richmond Hill, Queens to Brooklyn Technical High School. It was also a long trip to Hunter for Becker, who took the bus to the subway to reach the 68th Street building. Their father, an immigrant from Lithuania, was an auto mechanic. He did some boxing with the Golden Gloves and in 1925-1926 he worked in Alaska where he was in charge of the machinery for a gold dredging company. He read newspapers and kept up with politics. Their mother, a homemaker, loved to read and do crossword puzzles.

Becker entered the high school at a time of change; at that time Hunter was a four-year institution for girls. Her class was the last one to begin coursework in the winter. She was admitted in the ninth grade, and, in those years, some students were admitted in the tenth grade. Being the last winter graduating class, the number of girls enrolled in 1949 was markedly lower than others and totaled about 100 students. Some of her classmates chose to finish in 3 1/2 years and graduated in June 1952.

In the top 10% of students, Becker appreciated much of what the school had to offer. She recalls the high school as a welcoming place and that the student body represented a variety of backgrounds. In those days, she described that "nothing differentiated one person from another, and that [we] didn't see color or religion." In addition to the academic courses, she also appreciated the opportunity to explore cultural venues in Manhattan.

She enjoyed learning Latin, which was a three-year requirement, and felt that the teachers were dedicated to their work and cared for their students. Becker was also active in the G.O., serving first as secretary and then as president.

After graduating from Hunter, Becker attended Queens College. She felt that the college's coursework was not up to Hunter's standards but enjoyed the offerings of the school's music department. Due to her college achievements, Becker was accepted to Phi Beta Kappa.

Later, she and her husband relocated to New Jersey. Her husband helped guide her towards a career as a speech language pathologist, and she worked at a special needs vocational school in New Jersey until her retirement in 1997. She has two daughters and seven grandchildren.

The Hunter community has remained an important part of her life. The camaraderie that took root in her four years at the high school has formed a lifeline through the decades. Becker is in contact with a half dozen alumnae in the New York metropolitan area and they meet regularly; she and her closest friend, **Elizabeth BROOKS Balsam, Jan. '53** met on the first day of school. There is another community of January 1953 graduates that Becker meets with in Florida, where she spends the winter months. These four snowbirds and two residents get together regularly, and she learned that her next-door neighbor is also a Hunter alumna, **Constance BLUMENFELD Liebowitz '59**.

Becker describes Hunter as an important part of her background, and still recalls school traditions, such as the Big Sisters who guided younger students; a practice that continues today in the school's Big Sib program. As a former G.O. president, Becker has maintained her connection to the school by serving as Class Coordinator, organizing reunions. When introduced by a Hunter friend, after all these years, she is still referred to as "Irma Becker, our school president."



Irma JAFFE Becker, Jan. '53, standing, center.

# Through the Decades

## Looking Back on 60 Years Since HCHS

DEBORAH HARTLEY FORCHIELLI '59

"Hunter, We Present You Giuseppe"  
(Sung to the tune of "I'm in Love with a Wonderful Guy," from *South Pacific*)

*Hunter, we present you Giuseppe,  
make way and hail he's the best of his kind.*

*Please do not laugh, he's a cultured  
giraffe with a highly superior mind.*

*He's a connoisseur of the opera, goes  
to the Met from September to June*

*Sings by the hour when he's in the  
shower although he can't carry a tune*

*He never misses a night at the opera,  
he's with the conductor on cue*

*He finds Aida more interesting than  
playing cards with his friends at the  
zoo!*

*Leonard Bernstein is singing his  
praises and Madame Callas throws  
tantrums for him*

*Wide is his fame, celebrated his name*

*He is handsome, disarming, he's suave  
and he's charming*

*Giuseppe the Senior Giraffe!*

A hard act to follow!

Greetings from the Class of 59 and Giuseppe.

My name is Debbie, and I'm here with thirty of my closest friends.

The theme seems to be a little bit of what it was like then and now, and that's kind of ironic because that's what I went with. We've been with the same people, on the same track, classes of "4" and "9," and after ten reunions we know all about everybody. So, we thought we'd change it up a little bit.

Sixty years ago, we delighted in being seniors. Today, we're 76, 77. We're seniors; we may not be so delighted any more. Looking back at 1959, a little of the history: Our income average was about \$5,000 dollars. A house

cost about \$12,400. A car cost about \$2,200 dollars. Think of that if you're only on a five-year track here. That's payment, right, a month. Gas was 25 cents a gallon. I think I filled up yesterday for something like \$40. And bread was 20 cents.

Our president was Dwight D. Eisenhower, in our period of time. The movie for the Academy Award that year was *Gigi*. And Alaska and Hawai'i became our 49th and 50th states while we were in school. Our favorite songs were anything by Johnny Mathis and music from *West Side Story*, *Ebb Tide*, *When I Fall in Love*, *Volare*, *Unchained Melody*. I gathered most of this information from a little quiz that I sent to my classmates, and I gave them twenty questions. So, many of these are their answers to the twenty questions and we had some vices also, surprisingly at 77 years old.

Most of them were pretty innocent vices: no self-confidence, self-absorption, worrying too much about grades. A Hunter girl, worrying too much about grades? We also, some of us, smoked. And some of us actually ate too many French fries and drank too much coffee. So, those were the things that we worried about at the time.

'59 technology, if there was such a word, certainly wasn't robotics, that's for sure. We were very proud to own a portable record player, have a hair dryer that was kind of bouffant, saved you a little time with the curlers overnight. Thinking about typewriters, portable radios, and the old brand-new stereo. Those were the things we had as technology.

Now, today, what do we wish we had? We wish we had the Internet; we wish we had PCs 'cause it would have made homework a heck of a lot easier, Kindles, iPads, women's rights. Those are the things we wish we had in '59.

In sixty years, have we changed at all? Over the course of those years, we've accumulated somewhere around 450 degrees, averaging two and a half a piece. We've had the typical jobs, like every Hunter graduate, that range



from professorial down to stay at home mom, or domestic engineer.

We have 8,000 years of marriage amongst us, averaging 40 something plus. We've lived in 450 different locations, averaging about 2.5 moves each. Our senioritis: we've been retired over 40 years, we've had over 500 surgeries, averaging about two and a half each. Many of us are still currently employed.

Things we've accomplished: one climbed Mount Everest, one climbed the Matterhorn. We've also had career and family as the greatest accomplishments we can think about.

Regrets: probably not learning foreign languages, not traveling enough, not having enough time with spouses that are gone, not learning to type.

What do we wish we could still do? Play piano, live abroad, multi-task, fight fires, run, swim, bike, all of those good things.

Thank you from the class of '59.

# 1960S

## Through the Decades

The U.S. became involved in the Vietnam War. The Beatles and the Rolling Stones came to America. Girls wore go-go boots and miniskirts; some did up their beehives while others sported afros. The Bay of Pigs invasion took place, and the Black Panthers and the Young Lords took up activist efforts. Civil Rights demonstrations were surging across the country, and the March on Washington was held. Assassinations resulted in the loss of President John F. Kennedy, Jr., Dr. Martin Luther King, Jr., Malcolm X, and Robert Kennedy. Timothy Leary urged youth to "Turn on, tune in, drop out." The moon landing was achieved. Woodstock took place in Bethel, New York.



# Through the Decades

## Keeping Connected

### A Lifetime of Service in Community and Cultural Development

FAY CHEW MATSUDA '67

Attending P.S. 63 in Manhattan's East Village, **Fay Chew Matsuda '67** was one of the top three girls identified in her class, based on IQ, who took the Hunter test; Matsuda was the only one that passed. Her grade-school teacher had gone to Hunter and did not have a positive experience at the school, and discouraged her from attending. After she had enrolled at Hunter, she spoke with her former teacher and told her how different her experience was.

Matsuda is the eldest of three sisters who went to the school. Following in her footsteps were **May Chew '68** and **Rose Chew '73**. Their parents were first generation immigrants from China. Their father worked in a Chinese hand laundry and later operated a family restaurant alongside their grandfather on Mott Street. Their mother was a garment worker.

At Hunter, Matsuda was struck by the "extraordinary creativity of students and faculty," as well as the diversity of the student body, who were from all boroughs. She had an affinity for the school's offerings in art with Marie Rosso as well as an English elective course with Richard Peck, *The Comic Spirit in Literature*, where they read works by Evelyn Waugh and other authors. She felt that Mr. Peck was more than a teacher; thinking of him as a personality in the school. He took a lead role in the High School's Carnival Day, as did many of the other teachers. In the school's Senior Sing, the graduating class adapted folk songs and show tunes in which they made reference to many of the school's teachers.

In a creative writing class with Ned Hoopes, she profiled her father, who had a limited understanding of English. She wrote honestly about her father, and Mr. Hoopes took exception to her father's lack of appreciation for Sunday religious sermons on TV. Matsuda also remarked that **Adrienne ANDERSON Barnhart '53** made 12X (Experimental) math accessible for her.

Attending high school in the middle of the 60s, Matsuda and her classmates were aware of societal changes. The British Invasion of the

Beatles had taken hold and affected how they looked at the world, from politics to fashion. The Vietnam War was also something that students paid attention to. Her class was given an exercise where they were to volunteer for the election campaign of a political candidate. Coming from a household where politics were not discussed, she chose to volunteer for a conservative candidate and, as most of her classmates came from liberal households, she was chided for supporting a Conservative!

For college, Matsuda chose to attend Barnard, which surprised some after spending six years in an all-girls setting. She studied sociology as an undergraduate student with the intention of becoming a social worker. In graduate school, she was in an environment of actors and lawyers, and realized that she could have majored in art history as an undergrad.

Upon receiving her master's degree, Matsuda went to work at the Hamilton-Madison House, a nonprofit serving Asian American and Latinx communities in Lower Manhattan. While there, she worked with senior citizens for thirteen years. By 1986, she was Education Director at the Chinatown Health Clinic (now known as Charles B. Wang Community Health Center). Following two years at the Clinic, she went to work as Executive Director for the New York Chinatown History Project, an institution that eventually became the Museum of Chinese in America (MOCA), now headed by **Nancy YAO Maasbach '90**. By 1997, following tenures at Brooklyn Children's Museum and the Asian American Federation, she returned to MOCA, leaving in 2004 to help care for her mother. She went back to social work in 2006, as Program Director of the City Hall Senior Center, a program of Hamilton-Madison House and where



her professional career had begun 33 years earlier. She retired in 2016.

Hunter's coursework laid the foundation for her service to the community, particularly a social studies class with Jane Greenspan. She felt a call to do what her "heart wanted to be doing," and to support the mission of organizations dedicated to addressing the needs of immigrants. She recalled a conversation that she had with a potential donor while at MOCA, who was not Chinese. He asked why he should support the museum, as a non-Asian. She replied that "the story of the museum is the story of America. It is your story too. Immigrants have added to the fabric of this nation."

Diversity comes to mind when Matsuda thinks of Hunter, noting that, at the time when she was a student, in a class of nearly 180 girls, there were approximately ten Asian students and ten African American students. She has kept ties to the high school through Reunions and helped to organize her class' 50th. Overall, she is grateful to the school, its faculty, and its former students for fostering an environment where she had gained a fuller understanding of the world.

# Through the Decades

## Eunice Reddick

Ambassador Eunice Reddick '69 grew up in Harlem and attended P.S. 129, a school for intellectually gifted children near City College. Her parents journeyed to New York during the years of the Great Migration of African Americans to cities in the northern U.S. Reddick's father came from Massachusetts and served in the military before working for the U.S. Postal Service, and her mother, from Georgia, was a domestic worker for Caucasian families before becoming a full time homemaker.

Reddick, whose older sister went to Washington Irving High School, remembers many structural features of "The Castle," the building that was her academic home for six years. The metal lockers in the basement and the clang of them as they closed. The staircase that students had to take, ascending to the sixth-floor gym. And the bathrooms, which looked the same to her as she toured the building for her fiftieth reunion in 2019.

Diversity was an issue at Hunter in those days. Reddick recalls that there were fewer than five African American students in her class, and those students were keenly aware of events that transpired in the Civil Rights movement. The assassinations of key figures such as Malcolm X, Martin Luther King, Jr., and Robert Kennedy had a strong impact on those girls.

Her memories of English literature and French classes were particularly strong. During her years at Hunter, Reddick's school days were concentrated on academics. She sang in several choral productions and, in her junior year, she was involved in a theatrical production as a stage manager for Thornton Wilder's *The Skin of Our Teeth*. While in her language classes, she developed a strong appreciation for French culture as her teachers, some of whom were from France, shared their memories of Paris, the French countryside, and the Louvre museum with their students.

Those academic offerings gave her the skills to enter college with confidence and a sense of the world to be experienced. She chose to stay in New York and attended New York University for her undergraduate studies. She attended NYU's campus in the Bronx neighborhood of University Heights and was one of the last classes to graduate from that site. When she enrolled, she first chose mathematics and chemistry as her majors and switched out of the sciences after her first year to the subjects she really enjoyed, taking courses in literature and history, including African and African American history.

Her first travels overseas were as an NYU Scholar to Europe, where she was able to use her French and connect with historical sites she had learned about in HCHS classes. During the summer before her junior year, she became a volunteer for Operation Crossroads Africa in the Ivory Coast (Côte d'Ivoire today), where she worked with local students on a village market building construction project and, afterward, travelled throughout West Africa. For graduate school, Reddick went to

Columbia University's School of International and Public Affairs, where she focused on African and development issues.

After receiving her master's degree, she went to work for the Africa-America Institute (AAI), a nonprofit organization that provides leadership training and scholarships to students from the African continent. In the 1970s, when Reddick was with the AAI, she obtained college admissions in the U.S. for and provided scholarships to refugee students from Angola, South Africa, Namibia, Zimbabwe and Mozambique who were escaping repression, civil unrest, and apartheid. She also supported the AAI's International Visitors program, where African professionals in education, science and technology, business and other fields came to the U.S. on 30-60 day grants to meet with American professionals and experience the U.S.

Her career with the U.S. State Department began with two postings in Africa: in Abidjan, Ivory Coast and Harare, Zimbabwe followed by assignments in Washington in the State Department's bureaus for Refugee Programs, African Affairs, International Organization Affairs, and East Asian and Pacific Affairs. Overseas, she was stationed in Beijing, China, and later returned to Asia, where she was assigned to the American Institute in Taipei, Taiwan. Reddick returned to African affairs at the State Department before her appointment to Gabon and São Tomé and Príncipe as U.S. ambassador. She retired following a second ambassadorial appointment, to Niamey, Niger. Later, she held positions in São Tomé and Príncipe, Burundi, and served as ambassador to Gabon.

The range of issues facing the countries where she was posted has been a source of continued dedication to diplomatic work for humanitarian assistance, socio-economic development, and peace and security. For instance, when she was

posted in Zimbabwe, the country was in a period of relative prosperity and optimism as former refugees returned home. While in Beijing, China began its economic transformation. When stationed in Niger from 2014-17, the country was facing attacks from terrorist groups including Boko Haram, ISIS and Al Qaeda. Reddick has also promoted empowerment for women, youth and displaced persons around the globe. She retired from the State Department in 2017 but was asked to return to service in Bujumbura, Burundi in 2019. She plans to remain in the country through elections in May 2020 and the transition to a new government.

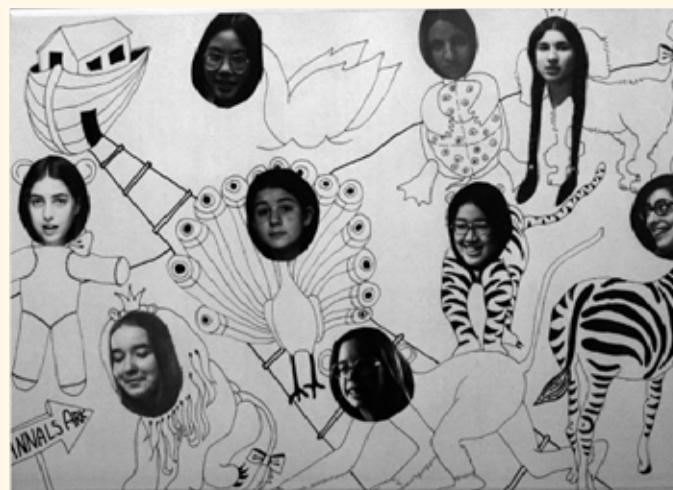
Once back in the States, Reddick plans to formally retire and devote her energies to a number of issues, including diversity and mentoring for careers in international service. She is committed to increasing diversity in the U.S. diplomatic corps, posing the question "How do we make our diplomatic corps look more like America?" Upon her return to retirement, she anticipates dedicating more time to Hunter; she was the school's commencement speaker in 2019 and was named an HCHS Distinguished Graduate in the same year.



# 1970S

## Through the Decades

The Vietnam War ended, and the U.S. invaded Cambodia. Watergate was thwarted and President Richard Nixon was impeached. The first Earth Day was celebrated. The first email message was sent. Roe vs. Wade was decided in the Supreme Court and legalized a woman's right to choose. Saturday Night Live aired its first episode. Bill Gates and Paul Allen launched Microsoft, and Steve Jobs and Steve Wozniak founded the Apple Computer Company. New York City's blackout. Studio 54 and disco. Led Zeppelin continued to tour the country, and Abba and the Village People found success. The Three Mile Island nuclear accident occurred in Pennsylvania.



# Through the Decades

## Mapping One's Course

### Immersion in Language and Literature Leads to a Study of Cities, Environment, Economics, and Art

JOY HECHT '74

The mother of siblings **Joy Hecht '74** and **Caroline Hecht '72** wanted her daughters to attend Hunter. Their aunt, **Lillian RATNOFSKY Eisen Jan. '35**, had gone to the high school but their mother did not. The Hechts' grandmother wanted her younger daughter to go to a coed school and moved their family from Manhattan to the Bronx seeking a good school district; Joy's mother was always upset that she did not have a chance to go to HCHS.

The Hechts' mother Miriam was a writer who first created works of fiction in the 1940s, then obtained a doctoral degree in math education, teaching at Hunter College and hiring HCHS students as her teaching assistants. Miriam Hecht also served as president of the HCHS PTA when her daughters were at the school. Their father was a photographer until elder sister Caroline was born; he then became an options broker, initially to improve his sales skills but in time simply to support the family.

While at Hunter, Joy explored interests in English literature and in foreign languages, among other things. In tenth grade English, at her mother's suggestion, she decided to approach the department chair to propose a program of independent study, the first trimester focusing on Chaucer's *The Canterbury Tales*. Her proposal was accepted and, soon after, other students from her class asked for independent study in English as well.

In Joy's Intercollege year (ICY) linguistics class, taught by French teacher Linda Eisen, the juniors and seniors were given the assignment to create their own final exam. The students spent weeks discussing and preparing the components of the test and, once they took it, the majority of students did very well, as of course they knew what would be asked. Once they had received their grades, Miss Eisen let her students know that they had performed excellently in creating their test, and that she would never have given them such a difficult exam!

Joy also began studying Latin as a tenth grade elective, and stuck with it. In her ICY year, she met three mornings a week with Irving Kizner to read ancient texts before classes began. She was a student during the second

year of the ICY Program, where pupils could graduate after eleventh grade or choose to remain at Hunter for another year and undertake a variety of activities. She chose to stay for the ICY, continuing her studies of French and Latin and taking Miss Eisen's amazing linguistics course, as well as working with the bookbinder in the library of the Metropolitan Museum of Art through the museum's high school intern program.

As part of her ICY activities, Joy served as president of the Junior Academy of the New York Academy of Sciences, the high school arm of this 200-year-old organization devoted to furthering the sciences. She and her sister were both active in the Junior Academy; their mother had suggested it as a good way to meet boys. Among the innovations that she introduced to the Junior Academy during her tenure was what became an annual trip to Washington, DC, based on Hunter's Washington Seminar.

Joy recalled how, in the protests during the spring of 1970, Hunter High was often closed due to anti-war protests at the College. The college students would go to the sixteenth floor of their building and shut down the elevators, keeping anyone from moving around. That shut the college for the day, and when the college closed the high school was required to follow suit. Her final four years at HCHS were spent at 466 Lexington Avenue once the school was forced to leave the 68th Street building with the institution of open enrollment on all CUNY campuses.

Joy spent her freshman year at Brown University in Rhode Island, after which she left school to work. Two years later, she transferred to Harvard University where she majored in economics. She did her graduate work at the Massachusetts Institute of Technology, earning a doctorate in urban and regional planning.

After MIT, Joy worked in the field of international development, first on the staff of a consulting firm and later as a freelancer. She has been an independent environmental economist for thirty years, focusing on economic aspects of climate change and environmental policy in the Third World. Her work has taken her



through much of Africa, as well as to Lebanon and a number of Asian countries. She has worked on programs related to environmental policy, climate change, biodiversity conservation, tourism, and other issues.

She has also developed a career as an artist, exhibiting her works in the U.S. and Canada. Her creations, assembled through collage, draw upon urban context and have been inspired by her travels through cities around the globe. At present, she is focusing on her artworks while keeping an eye out for development consulting work. You can see her work at joyhecht-arts.com - or learn more about her consulting at www.joyhecht.net/professional/consulting.html.

Joy has contributed to the Hunter community by organizing reunions. As the ICY program was first initiated in her junior year, about half of the class that started in 1968 chose to graduate in 1973. Most of the class that entered in 1969 chose to graduate after five years in 1974 – so now two entire classes think they were the class of 1974! She and her classmates brought both of those groups together for reunions in 2014 and 2019 and hope that everyone who entered Hunter in either 1968 or 1969 will join them for their 50th reunion in 2024!

# Through the Decades

## On the Thirteenth and Fourteenth Floors: Alumna Remembers Hunter at 466 Lexington Avenue

ANN STARER '75

**Ann Starer '75** comes from a Hunter family. Her mother, **Nora ZASLER Starer '41**, also attended the high school and graduated in the same class as former English department chair **Miriam Burstein**.

Growing up where Astoria meets Long Island City, Starer was happy to escape her local junior high school (which she perceived as "unsafe") to the quirkiness of Hunter College High School at 466 Lexington Avenue. Everything that was unusual about Hunter during the years when it was housed on two floors of a midtown office building struck her as perfectly ordinary at the time. There was no auditorium, no gym, no cafeteria, "but we had a designated smoking bathroom," she said. Students governed the school with faculty; however, Starer credits the faculty with the innovativeness that characterized the 466 Lexington experience. "Hunter was an expansive place," she noted, "despite its seemingly confining quarters."

Starer, who spent all of her high school years at 466 Lexington, never thought that Hunter lacked resources. "I suppose the unusual venue gave teachers as well as students an opportunity to be creative," she said. When the administration shortened one school day each week so that students could take advantage of New York's cultural offerings, Starer remembers going to the Metropolitan Museum of Art with a group of friends. "You had to pay for admission, but you could contribute any amount. We were in eighth or ninth grade, and my classmates and I each gave one penny," said Starer, "except for **Sarah Schulman '75**; she paid a dollar for admission." Starer also frequented The Frick Collection "because it was free."

While in ninth grade, Starer took the Stuyvesant test and passed. She visited the campus for a day and decided to transfer there "for the boys." (Hunter was an all-girls school until Starer's senior year.) At the last minute, she changed her mind, remaining at Hunter because she sensed that Hunter's academic experience was a better one.

"Nonetheless, I didn't necessarily value all that Hunter offered at the time," said Starer. "I

came to appreciate the education and my high school experience more over the years." For example, Hunter's Spanish-language program was excellent. Starer, who is fluent in Spanish, does not, however, remember enjoying the rigor of Jacqueline Wahl's Spanish class in seventh grade. She disliked "verb books and diphthongs," but is now grateful for the solid foundation that Ms. Wahl and other Spanish teachers provided.

Similarly, reading *The Federalist Papers* and drafting her own constitution in Jane Greenspan Lewis's Political Theory class were not assignments that she relished. "Mrs. Greenspan commented that my draft bore an uncanny resemblance to the U.S. Constitution," Starer said with a laugh. In recent years, however, Starer has thought about Greenspan Lewis's lessons, and they inform her understanding of today's political situation.

Other unusual offerings enriched her Hunter experience. Greenspan Lewis, along with fellow social studies teachers Joan McCarthy O'Malley, Sue Leung Eichler, and Sylvia Sulowski, organized a trip to England and France in the Spring of 1973. "Mrs. Greenspan introduced us to Impressionist art in the museums of Paris. It was a wonderful, eye-opening experience." In France, the group stayed in a boarding school in Versailles where "we enjoyed wine with dinner." When one student asked what kind of meat they were eating, Starer learned the meaning of the word "cheval." Another favorite Hunter experience was a Linguistics course that Linda Eisen offered in Starer's senior year. The final exam, which Starer described as "fun," was in Swahili. Although she never thought of herself as a math person, Starer came to "love the experimental math program. I had one good teacher after another, including Clifford Moy, Lillian Scott, **Adrienne ANDERSON Barnhart '53**, and Douglas Bumby." She also remembers music teacher **Helen FINEGOLD Friedman '63**, who made everyone, even non-musicians like her,



believe that they were musical and could sing. Ethel Stevens Schlesinger was, Starer recalls, a brilliant director of the Performing Group in Dramatics (P.G.I.D.) who put on spectacular productions without a theater. Starer was a member of the stage crew. She remembers jerry-rigging the set for *The Drunkard* in one of the larger classrooms. She also worked on *The Children's Hour*, *The Madwoman of Chaillot*, and one or two Sean O'Casey plays. "Ms. Stevens chose sophisticated works; the students rose to the occasion."

Although Starer did not perceive Hunter as being particularly diverse at the time, she noted that it was considerably more diverse in the 1970s than it is today. "I believe that the administration was committed to having students from a range of backgrounds. That made the experience a richer one," she said.

Looking back, Starer particularly appreciates that Hunter provided a forum where students could be smart, creative, and different. "What I got from Hunter was an appreciation for the life of the mind. I continue to cherish that."

Starer is responsible for conceiving and organizing the first reunion for students who attended HCHS at 466 Lexington Avenue (the classes of 1971 to 1982). That reunion, originally scheduled for Friday, June 5, 2020, has been postponed, but Starer arranged for a virtual reunion with former faculty members on June 7, 2020. Those from the 466 Lexington Avenue community on Facebook continue to enjoy connecting at <https://www.facebook.com/groups/479575162972042/>.

# 1980S

## Through the Decades

Mount St. Helens erupted. John Lennon was murdered. John Hinckley, Jr. attempted to assassinate President Ronald Reagan. The Space Shuttle Columbia was launched. The first IBM-PC was released, as was the first Macintosh computer. AIDS was recognized by the Centers for Disease Control and Prevention. The Space Shuttle Challenger exploded. The first commercial cell phone call was made. Michael Jackson released *Thriller*. Microsoft introduced Windows. The Chernobyl nuclear meltdown happened. Soviet troops began to withdraw from Afghanistan. The Berlin Wall fell, unifying Germany. The Internet went global. Duran Duran, the Cure, and the Clash. Geraldine Ferraro became the first woman to run for vice president.



# Through the Decades

## A Pioneering Spirit

### Alumnus Is One of the First Class of Boys at HCHS

MICHAEL CHANG '80

**Michael Chang '80** came to Hunter in his elementary school years. Growing up on the Upper West Side of Manhattan, he was enrolled at his neighborhood school, P.S. 163, when one of the teachers had spoken with his mother, an elementary school teacher who taught music in Harlem, about Hunter Elementary. She was told that the school was looking for gifted minority children, and Chang took the test and was admitted to the elementary school in the first grade. The middle child of five siblings, he was the first to go to Hunter, and his younger brother **Noel Chang '85** also attended the high school. His other siblings attended Bronx High School of Science and Stuyvesant High School.

Graduating from HCES in 1974, he was one of seventeen boys that were the first to be admitted to HCHS following the decision of the reverse discrimination lawsuit [against the high school] on behalf of their families. Although he had gone to school with a number of the girls who were now his middle and high school classmates, he described seventh grade as "terrifying." It was also the first year that the school had moved into the office building at 466 Lexington Avenue.

He recalls that, at the time, there was not much interaction between the girls and boys. As a seventh grader, he remembered walking through the halls of the office building where the older girls, the Intercollege Years, would frequently taunt him and the other male students, screaming "look at the little boys!" and chasing them down the hallways. When senior year came around, however, the gender ratio at the school worked to his advantage when seeking a date for the prom!

For Chang, he found the teachers to be easygoing and approachable and were almost like friends. During the course of the school year, he spent time during lunch breaks and after school in their offices. His interests were in math and science and it was in those classes, math with Mark Nadel and physics with Dr. Lester Rubenstein, where he excelled. He developed a friendship with Mr. Nadel, who lived across the street from his family's apartment and also taught a computer class at Hunter. In those years, it was the earliest days of the computer revolution and he took full advantage of programming classes at the school.

Chang and **Andrew Bienstock '80** were avid fans of the New York Rangers hockey team, and other teachers with whom he had close relations were from the Physical Education department, including Mr. Pollard and Sandra Miley, whom Chang called "Smiley". Mr. Pollard let Chang and his friends play hockey in the gymnasium when it was not in use for other programs. He went to Hunter's boys' basketball games once the basketball team was started and, later, helped to coach the girls' volleyball team. Overall, though, he kept his focus on his academic coursework, rather than take part in extracurricular activities.

He stayed at the high school for his Intercollege Year, where he took two college level courses and decided that, for his internship, he wanted



to learn about Naval Architecture. In consulting with guidance counselor Irene Dabney, she advised that he research firms that were in practice. His mother suggested that he look through the Yellow Pages, and he did so, finding the firm C.R. Cushing & Co., Inc. He was accepted as a summer intern following his junior year at HCHS and was informed that his internship "must" be paid. He accepted their terms and continued his internship through his senior year. With his intern's pay, which totaled \$36,000, he bought three-piece suits and dressed for business while he was a high school student.

That internship became the foundation for his professional career as a Naval Architect and Marine Engineer. For college, he entered the Coast Guard Academy and spent a few years in the U.S. Navy. Later, Chang attended Stevens Institute of Technology in Hoboken, New Jersey. Eventually, he transferred to City College, City University of New York where he received a Bachelor's degree in Mechanical Engineering, which was the subject that his father had studied. He returned to C.R. Cushing & Co., Inc. after graduating from college and spent fourteen years working there.

Today, he lives in Mountain View, California and is the Owner and President of his own naval architecture and marine engineering firm, and he remains grateful to the high school for setting him on the path to his career. He is also a volunteer instructional assistant at the Christa McAuliffe Middle School where he teaches math, science, engineering electives, and street hockey.

# Through the Decades

## A Poet's Voice

### Philosophy Provided a Foundation for Life in the Arts

MARCELLA DURAND '85

Poet Marcella Durand '85 took the Hunter test in the late 1970s. Her parents, both painters, had relocated to New York from France and held hope that their daughter could reap the benefits of an exemplary education. Her mother, an abstract painter, works in oils and watercolor. Her father, in addition to painting in various media, also ran a fine arts printing press while she was a Hunter student.

Once Durand was admitted to HCHS, she was introduced to a range of subjects, teachers, and friends. She still remembers the camaraderie that was fostered at the school and remains in touch with many of her classmates, even thirty-five years after graduation. The former classmates meet regularly outside of milestone reunion years and the friendships that formed in the hallways of the high school have progressed over time, now often involving partners and children. The interests of adolescents have evolved into community concerns including the sharing of resources and professional advice.

Perhaps the most defining moment in her Hunter studies came in her senior year, in a Philosophy elective with Jane Lewis, a class that she described as "life changing." Durand still refers to the subject matter covered in the class in her work today. Ms. Lewis, a former Rockette, had spent the class relaying complex philosophical questions to her students in a manner that was applicable to their everyday lives. They were eager to see her perform some of the Rockettes' signature moves, and, in one class, she did!

Durand also participated in Musical Repertory as a crew member and helped to build sets; she enjoyed the process of stage production and going to cast parties. She was interested in poetry while at Hunter, particularly in her English classes taught by Janice Warner, who compared poems written by Thomas Hardy during different stages of his life. However, she did not yet realize how she might actually become a poet herself.

Beyond Hunter's walls, Durand was aware of a number of social issues related to environmentalism and the movement against policies formulated by President Ronald Reagan. She and several other Hunter students had participated in marches at Central Park and City Hall, including the anti-nuclear march and rally in 1982, which was at the time the largest political demonstration in U.S. history. For her Intercollege Year, she had an internship at the New York Public Interest Research Group (NYPIRG). At that time, Barack Obama was working in their Harlem office. These days, she has tried to remember if she may have met "Barry" (as he was known then) at an office gathering!

For college, Durand looked to major in environmental studies, but at that time there were not many schools that offered it as a course of study.



So instead she enrolled as a geology major at Tulane University in New Orleans, where she had received a full four-year scholarship. However, she soon changed her major to English with a concentration in creative writing after she took a poetry course with Peter Cooley, a published poet who helped her realize she could be a poet, too.

Since then, she has devoted her career to writing and the arts. She continued her studies at Brooklyn College, where she received an MFA in poetry and studied with Allen Ginsberg. She also served as the program coordinator and newsletter editor for The Poetry Project at St. Mark's Church and as an assistant to poet John Ashbery, whose books have received numerous prizes, including the Pulitzer Prize. Durand has translated poetic works from French to English, including a full-length poem, *Earth's Horizons* by Michèle Métil, published this winter by Black Square Editions, and currently works part time as a content developer while also managing her mother's art studio.

She has currently published four full-length books of poetry, with a fifth (*The Prospect*) forthcoming this fall from Delete Press, along with several chapbooks and collaborations with visual artists and musicians. Encouraged by HCHS librarian and fellow poet Eugene Lim, she has submitted her books of poetry for display at Reunion, and those books were donated to the school library. Through maintaining close relations with her former classmates, and by attending reunion gatherings for her class, she has remained connected to the school.

# Through the Decades

## A Kaleidoscopic Career

### Alumna Creates Change in Accounting and Translation

CHRISTINE QUINONES '86

**Christine Quinones '86** is a third-generation New Yorker. Three of her four grandparents emigrated from Puerto Rico and her maternal grandmother came to the U.S. from Venezuela; they all settled in Brooklyn. Her family's experience led them to the specialized high schools; her father went to Music & Art and her older brother and sister went to Stuyvesant.

Quinones' father spent a year and a half in the army as a band musician during WWII, based in the U.S. Following his military service, he went to work for the U.S. Postal Service and eventually became a postal inspector. Her mother worked for the Selective Service while the family was living in Puerto Rico, and, upon returning to New York, she was Executive Assistant to the Community School Board for New York City School District 14, serving the communities of Williamsburg and Greenpoint.

In grade school at P.S. 273 in East New York, an administrator talked to her mother about Hunter. For Quinones, what stood out most about her time at the school were the relationships she had developed with classmates and teachers. She was curious about many things, and had a strong interest in languages, social studies, science, and math. She took Latin for two years with Louise Pauly and wrote a ninth-grade term paper about the role of Austria-Hungary in relation to the First World War.

She took a tenth-grade elective in music with Philip Rosenberg, following a program of modern classical music, and also took E. Ira Marienhoff's Economics class. She was interested in politics as it was a time of several pivotal elections; Ronald Reagan became president in her first semester at Hunter and Geraldine Ferraro ran for vice president in 1984. It was an art teacher that encouraged her to look at issues beyond Hunter's walls, and she supported famine relief in Africa and attended anti-nuclear protests.

After HCHS, Quinones attended the Massachusetts Institute of Technology with the intention of studying Chemistry. She remained there for one year and decided to embark upon a different journey between 1987 and 1994, when she decided to enroll at Borough of Manhattan Community College in Accounting. Her time at BMCC allowed her to reinvigorate her studies, and she graduated from New York University with a bachelor's degree in Accounting.

Quinones spent several years working as a bookkeeper and office manager and, in time, decided to switch careers to become a translator. She obtained her certificate in Spanish language translation from NYU and founded her practice, working as a translator, bookkeeper, and tax preparer. "Hunter prepared me to tackle anything," she stated.



As part of her work, Quinones has given back to the community by volunteering at the Brooklyn Public Library's Borough Park branch since 2011, leading an English conversation group for recent immigrants. The connections she has made through the library system led to a new professional opportunity: that of Census Navigator for the 2020 Census. In that role, she works as part of a team of nine Census Navigators, guiding patrons who come to the library and supporting them in Spanish and English as they complete their census forms online. In the wake of the COVID-19 pandemic, the Census Navigators team has transitioned to virtual support of library patrons, doing social media Q&As and partnering with other community organizations on text banking campaigns.

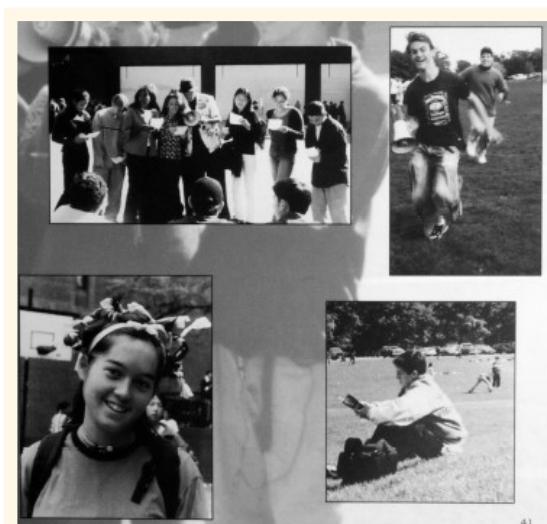
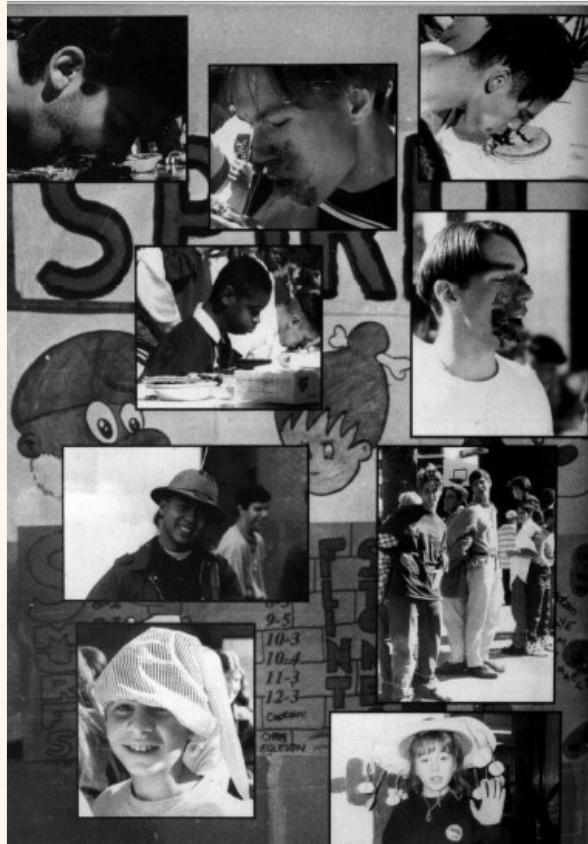
Since graduation, Quinones has given back to the community as a Class Coordinator, organizing her 15th and 25th Reunions. For her 30th Reunion in 2016, reunion weekend coincided with a crossword puzzle tournament friends of hers run in Washington, DC. She didn't want to miss either event, so she went to a Hunter get-together Friday night, took a 3am Amtrak to DC, competed in the crossword tournament, took a 7pm train back to New York, and made it to another Hunter get-together by 11pm Saturday night. She figured that the next time she had a scheduling conflict like this she might not have the energy to pull a stunt like that, so she'd better do it then!

Other ways she has supported Hunter included serving as an Alumni Ambassador in 2010 and by taking part in the efforts of the HCHSAA Diversity Committee. Quinones has also been involved with ESPI, the Exam Schools Partnership Initiative, and has contributed financially to their mission to increase the number of African American and Latinx students at the school.

# 1990S

## Through the Decades

Yet another war began, Operation Desert Storm in Iraq and Kuwait. The Soviet Union collapsed. The Cold War ended, and Glasnost emerged. Nelson Mandela was released from prison in South Africa and paid a visit to New York City; later, he became his nation's first Black president after apartheid. A Tribe Called Quest and Nirvana made music that changed the airwaves. The Columbine school shooting took place. Genocides took place in Bosnia and Rwanda. The Internet became available for unrestricted commercial use. The European Union was created. Bill Clinton was elected president and was later impeached. Google and eBay were founded.



# Through the Decades

## Transcending Limits Meditation as the Source for Personal and Professional Practice

JOSHUA PITTMAN '95

When **Joshua Pittman '95** speaks of Hunter, he mentions that the school "really gets in your bones." Referring to the close community of friends and teachers, he speaks from years of experience. He went to Hunter Elementary beginning in the nursery years, and spent time receiving instruction from Ms. Holder. It was his mother, a nurse practitioner in the student clinic at the Fashion Institute of Technology, who was first introduced to the school.

The connections he made at the HCES and HCHS were quite deep. He met his future wife, **Nicole Duignan '97**, when he was in second grade; the two dated in high school. His family's activities also had an influence on him. His father, who had separated from his mother, was a high school chemistry teacher who moved to California and became a tai chi instructor for senior citizens. His stepfather, a concert pianist, had practiced Transcendental Meditation since the 1970s and introduced the practice to his mother. Pittman saw the benefits that mediation had brought to his parents and "felt the vibe around the house." He took up Transcendental Meditation himself at sixteen years of age, and often thought that it would be great to introduce the practice at Hunter.

In his life as a Hunter student, Pittman developed strong memories of his friends and of the school building itself. The hallways of the Brick Prison were embedded in his consciousness, and he recalls having spent moments relaxing there during free periods. Being at the school for so many years, he knew all of the school's faculty, even if he wasn't in their classes. He was aware of the caring and concern the teachers and staff held for the students. As an extracurricular activity, he played Baseball from ninth through twelfth grade.

It was a tenth-grade social studies class taught by Irving Steinfink that especially stood out to him. The course was split into two distinct semester long components, and in the first half, American History was taught. In the spring semester, Pittman took his elective in Eastern Religions. Mr. Steinfink introduced students to Buddhist and Hindu tenets, and they read the *Bhagavad Gita* as part of their coursework.

Socially, he recalls that Hunter was very diverse, with its student population representing a wealth of ethnic, racial, and socioeconomic backgrounds. He thrived in that environment and explored his interests by taking an Audio/Visual class with Carol Marsh, where he made a number of short films.

For college, Pittman attended New York University's Tisch School of the Arts and pursued studies in film and television. After receiving his degree, he worked in the film industry for several years and noticed that his colleagues frequently complained that they were working under a significant degree of stress. They wondered why he didn't seem to be affected in quite the same way. The answer laid within his meditative practice.

He spent some time substitute teaching in New York City's public schools, including at Hunter. He later connected with the David Lynch Foundation, an organization established by the indie filmmaker who had



also been practicing Transcendental Meditation since the 1970s. The Foundation's mission was to share the benefits of meditation in schools and among community members. Pittman was hired as a meditation instructor and, through this work, was able to connect the personal and professional areas of his life.

Today, he is a senior instructor with the Foundation and leads classes in public schools and for military veterans who may be coping with PTSD, chronic stress, anxiety, and depression. He works with school children of all ages and shared that it is very satisfying to impart a technique that will help them learn and build their confidence, becoming a tool that they'll have for their whole life to help them deal with stress. A lot of times, he said, children have shared that they go to their room to meditate if something's happening in their house that's upsetting.

Pittman's work with veterans has brought similar benefits both to him and the population he is engaged to serve. He has provided instruction to veterans who are very young, having served in Afghanistan or Iraq, and older veterans including those from the Vietnam era. He recently taught a 91-year-old Korean War veteran to meditate. "Some of these veterans haven't slept through the night in decades," he said, "and to see them getting rest and getting to sleep, sometimes even within the first few days is just very fulfilling. It's touching to see them gaining a little control back in their lives."

He has retained his connection to Hunter through the many friends he has made throughout the years, sharing that the environment fostered at the school creates a real culture and thoughtfulness that helps shape its graduates; imbuing them with a strong social and emotional intelligence. He has also contributed to the efforts of the HCHSAA's Diversity Committee as a means of giving back to the high school.

# Through the Decades

## Addressing Awareness Psychiatrist Creates Works that Engage the LGBTQ Community

LAURA ERICKSON-SCHROTH '99

**Laura Erickson-Schroth '99**, M.D., M.A. comes from a family engaged in the nonprofit sector. She grew up in Park Slope and it was her mother, a domestic violence lawyer, who first heard of the Hunter test. Her father, also an attorney who was involved in environmental activism early in his career, supported their daughter taking the trip from Brooklyn to Manhattan in order to get to classes.

Once she entered HCHS, Erickson-Schroth immediately felt that she fit in. She also remembers being challenged by the standards set for student performance and got her first B on a paper written in seventh grade. She was impressed by her classmates who excelled in the arts and sciences, including **Andrew Obus '99**, who pursued advanced studies in calculus and today is assistant professor of mathematics at Baruch College, CUNY, and **Mecca Sullivan '99**, whose talents shone in English and is a writer and assistant professor of English at Bryn Mawr College in Pennsylvania.

In her classes, she enjoyed English with Nancy Gannon and Latin with Claire Mazzola. She found the school's faculty deeply committed to nurturing the activities of the student body. Erickson-Schroth felt that she could see a more mature aspect of herself through observing her teachers at work, and that "they made adult life sound like fun." She was also very active in the school's extracurricular activities, including cross country, basketball, and soccer.

For undergraduate study, Erickson-Schroth chose to go to Middlebury College in Vermont, moving to a beautiful setting outside of the city. She found her calling in her first psychology class and immediately knew that she wanted to become a psychiatrist. After receiving her bachelor's degree, she enrolled in medical school at Dartmouth College in New Hampshire.

She returned to New York upon completing her medical studies and undertook her residency at New York University. Erickson-Schroth presently works as a psychiatrist at two institutions: in the emergency room of Columbia University Medical Center and at the Hetrick-Martin Institute, an organization supporting LGBTQ youth from ages 13-24. In her role at Hetrick-Martin, she is of service to queer and transgender youth. She supports adolescents and young adults as they are securing a range of services for themselves, including housing and gender reassignment surgeries.

Erickson-Schroth is also active as a writer, something that she has enjoyed doing since her days at Hunter. She has published two books on issues related to transgender health and identity, including *Trans Bodies, Trans Selves: A Resource for the Transgender Community* (Oxford University Press 2014) and "*You're in the Wrong Bathroom!*": And 20 Other Myths and Misconceptions About Transgender and Gender Nonconforming People (Beacon Press 2017). Due to the depth



of Hunter's curriculum, she envisioned the possibility of having a hybrid career as a doctor and writer. She credits HCHS with helping her to think outside the box and to create a multifaceted profession for herself; a path that began with the many electives she took at the school.

In her writing, she has cultivated her craft by doing research while she develops projects. As a doctor, it was a natural extension of her work to produce nonfiction works about LGBTQ health. She has also been involved in creative collaborations with two other Hunter alums, **Michael Zannettis '00** and filmmaker **Elan Bogarin '00**. In her work with them, Erickson-Schroth has written two historical screenplays, including a docu-drama about the 1969 uprising at the Stonewall Inn. She has also written a TV pilot series about a psychiatric residency that includes two characters that are queer.

Erickson-Schroth also keeps her Hunter connections close at hand by attending Reunions, most recently her 20th, and finds it fascinating to see her childhood friends and classmates as adults. She also meets monthly with her former basketball teammates and shared that, as a group, they have been to nearly every pizza place in Manhattan over the years!

# 2000S

A new millennium dawned. George W. Bush became president following a controversial vote recount. The September 11th attacks took place. The War on Terror began, and the U.S. invaded Afghanistan. The second invasion of Iraq took place. Hurricane Katrina hit New Orleans and the Gulf Coast. Apple debuted the iPod and the iPhone. The Indian Ocean tsunami decimated portions of several nations. Wikipedia, Facebook, and YouTube were launched. The Space Shuttle Columbia disintegrated upon reentry. Barack Obama was elected the nation's first African American president.



# Through the Decades

## A Bold Step

### A Career in Silicon Valley Led to Role as a Social Entrepreneur

LAURA WEIDMAN POWERS '00

Raising their children in Morningside Heights, the parents of **Laura Weidman Powers '00** sought to find a school that would provide a combination of top-quality education along with a wide cross section of ethnic and socioeconomic diversity in its student body. They enrolled their daughter, as well as her younger brother, **Jonathan Weidman '06**, in HCES. They each advanced to Hunter High.

Powers' parents each attended law school but did not enter into practice. Her mother is a clinical psychologist and her father, a writer who composes librettos for musical theater, also worked as a writer for *Sesame Street* for thirty years.

She recalls very vivid memories of the school and its environs, whether solving math problems on the blackboard in eighth grade, performing dissections in science class, or spending time on the steps in the courtyard. She and her friends went for iced coffee during their free periods in the school day and frequented a deli on 96th Street and Madison Avenue.

Valuing the school's academic rigor and its grouping of high achieving peers, Powers felt drawn to study practical subjects during her time at Hunter. Her favorite classes were in Spanish, which she studied from seventh through twelfth grade. Under the guidance of Jose Diaz in her junior year, she and her classmates were challenged with material that required diligent study but was balanced by his sense of humor. In her senior year, she was a Big Sib to a seventh-grade class.

In her days at the school, a club called People for People with AIDS drew the attention of several student activists. The tradition of having different cultural affinity clubs, which had its roots in the student movements of the 1960s and 1970s, continues today. In particular, performances by the Asian Cultural Society had an impact on Powers, providing perspective into the lives and activities of that segment of Hunter's population.

For her undergraduate study, Powers attended Harvard University where she began to cultivate an entrepreneurial mindset. While at Harvard, she was part of a team of students that led a community service organization that had existed on campus for 20 years. After receiving her bachelor's degree, she raised the funding to replicate that business model in West Philadelphia public schools on the University of Pennsylvania's campus.

She then went on to Stanford University in Northern California, earning a J.D. and an M.B.A. and remained on the West Coast following graduate school, getting a job with a startup in Los Angeles. She moved to Silicon Valley in 2007, at the time when the iPhone was released, and began working in the industry in 2009. While becoming "culturally immersed" in this setting, she observed that there was a distinct absence of African American and Latinx employees.

"Some of these tech companies were effectively writing the rules of society," Powers stated, "in ways the public did not understand," particularly as those companies were led and staffed by a largely homogeneous white, male workforce. Wanting to ensure opportunity for people



of all backgrounds in the tech space led her to create a startup of her own. Code2040, a nonprofit founded by Powers and a colleague, was launched in 2012 to create a platform for racial equity in engineering and technology. Through her pioneering efforts, Powers was selected as a 2013 fellow by Echoing Green, an organization that supports social entrepreneurs who have designed innovative solutions to pressing issues.

While leading Code2040, Powers spent time as a White House advisor in the Obama administration. Named Senior Policy Advisor to the U.S. Chief Technology Officer, she was engaged in bringing best practices in diversity and inclusion to government, including devising solutions on how to diversify the nation's intelligence services and for methods of delivering early stage risk capital to entrepreneurs from underrepresented groups.

Powers stepped down from leadership of Code2040 in 2018, leaving the Bay Area to take a year to travel with her husband and newborn child. She returned to New York in 2019 and was named Head of Impact at Echoing Green where, as a former fellow, she was deeply invested in the organization's mission. She now leads Echoing Green's programmatic and impact work. In this role, she has the chance to support the work of the next generation of social entrepreneurs, in tactical as well as emotional means as they address problems of deep injustice.

Reflecting on her days at the high school, she strongly feels that the school's academic excellence is inextricably linked with an ethnic and socioeconomically integrated environment. Now that she is back in the city, she looks forward to finding new ways to engage with Hunter.

# Through the Decades

## A Role as a Creator

### Brick Prison Set the Course for an Entrepreneurial and Political Career

RYDER KESSLER '04

Before coming to Hunter, **Ryder Kessler '04** and his brother **Judd Kessler '00** attended a private school, Friends Seminary, in Manhattan. When Judd was in sixth grade, Friends alerted his parents that he was eligible to take a "very special test."

Once admitted, Judd was involved in many academic and extracurricular activities. He was G.O. President, a *What's What* editor, played on the basketball team, and directed, acted in, and wrote plays for Brick Prison theater. The two brothers overlapped during their years at the school; when Ryder was in seventh and eighth grade, Judd was in his junior and senior years. Ryder was frequently referred to by faculty and other students as "Judd's younger brother" and describes his older brother as having cast "a long shadow"; but he was grateful for the built-in affection that came with his "famous" last name.

Their parents played an active role in their children's education. Their father Stephen worked in real estate as a manager of co-op buildings, and their mother, Randy Osofsky, had an active career in the arts as a playwright, poet, and author before becoming a real estate broker. During the years that their sons were at the high school, Randy served as Hunter PTA President, a role that she held for several years.

Hunter fostered an environment in which Ryder's creative energies flourished. He performed in Musical Repertory and Brick Prison theater for five of his six years at the school. In eighth grade, he acted in an autobiographical play that his brother wrote; his role was to play the character based on the author. In subsequent years, he both acted in and directed plays. Academically, his focus was in the humanities, and he was president of the Hunter United Nations Society and was an editor of *What's What*.

In his time at HCHS, Ryder recalls the significant level of empowerment that he felt, saying that "the best teachers were my fellow students." When it came time for college, he looked to where his brother went, Harvard University, and decided to apply there as well. The connections that he developed with his classmates also followed him through college; twelve Hunter seniors, many of whom were and remain close friends of Ryder's, attended Harvard from the class of 2004.

At Harvard, Ryder studied interdisciplinary social sciences and later pursued doctoral studies in English literature at Columbia University. He left the Ph.D. program when he received venture capital for a startup and turned his attention towards entrepreneurship in the social impact space. Following a conversation with a barista whose cash tips had dropped dramatically once transactions were made by credit card, he founded DipJar, which allows individuals to make cashless donations. The platform was first rolled out for use in commercial establishments; eventually, the service branched out to the nonprofit sector. He served as the organization's CEO for six years and now stands as the chairperson of the board.

The results of the 2016 presidential election marked a turning point in his life, and he sensed that the nation was in the midst of a "once in a lifetime political crisis." After volunteering for Hillary Clinton's presidential



Stacey Abrams and Ryder Kessler

campaign, Ryder decided to take action to strengthen the position of the Democratic party. He first became affiliated with a New York based political action committee called Flippable that funds Democrats in states with legislative chambers under Republican control. Presently, he serves as the Democratic Party's Voter Protection Director in Maine, a state he had never visited before. This newly created position holds a critical role in ensuring free and fair elections in the state. Through his efforts, it is hoped that the senate seat presently held by Republican Susan Collins will turn to Democratic control following the 2020 election.

Through it all, Ryder sees that Hunter was at the foundation of his pioneering efforts. He views each of his career ventures as having created something out of nothing, which started at Hunter; whether it was a Brick Prison play, founding a startup, or charting new territory in politics. At Hunter, he was exposed to a variety of points of view and given many opportunities for leadership. Like many other alums, he also feels that the high school provided him with a powerful network that he could tap into for professional advancement.

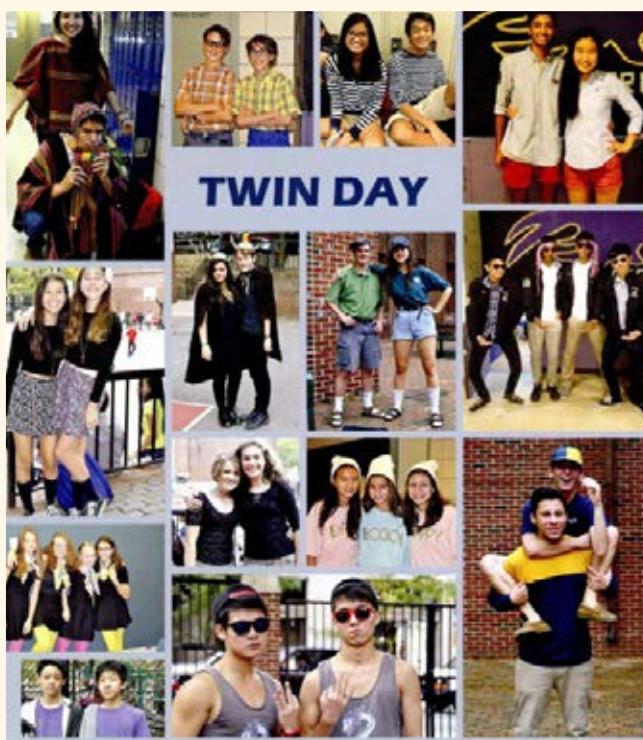
He has supported students at the high school by returning for theatrical productions and holds a vision that the school will continue to support student autonomy and leadership. He also credits the PTA for sustaining an atmosphere of creativity at the school.

Lastly, he would like to acknowledge two members of the Class of 2004 who were gone too soon: **Danny Glick**, who was killed in a car accident while a student at HCHS, and **David Harris '04**, who was killed in a hiking accident after graduating from the high school.

# 2010S

## Through the Decades

Haiti was struck by a cataclysmic earthquake. Apple launched the iPad. The Occupy Wall Street and Black Lives Matter movements surfaced. President Donald Trump was elected and, later, impeached. Super storm Sandy struck the Tri State Region. Mass shootings occurred at Sandy Hook Elementary School and at Marjory Stoneman Douglas High School. The #MeToo movement gained traction. Japan was hit by a devastating earthquake and tsunami. Queen Elizabeth II became the longest reigning monarch in British history. Under Brexit, the United Kingdom withdrew from the European Union.



# Through the Decades

## All About Improv

### Comedian and Actor Found Her Voice at HCHS

SOPHIE ZUCKER '11

Comedian **Sophie Zucker '11** comes from a family with strong Hunter connections. Growing up on the Upper West Side of Manhattan, she and her younger brother Ben Zucker, who left Hunter after eighth grade and went on to graduate from Dwight-Englewood School, attended Hunter Elementary. Her cousin, **Matthew Zucker '15** also attended the high school and the elementary school. The Zucker family's Hunter lineage spans several generations as her grandmother, **Judith BARON Zucker '46**, was an HCHS graduate as well.

Her non-Hunter alumni parents are both lawyers; her mother works for the American Civil Liberties Union and her father is Executive Vice President of Business Affairs at RCA. A career path in the field of comedy was not one that they were familiar with, so they placed full trust in their daughter's aspirations.

Zucker found her performer's voice as she matured at Hunter, participating in Musical Repertory and Brick Prison Theater from eighth grade through senior year. Those completely student-run productions gave her the confidence to pursue a career as a comedian and actor, as comedians frequently get their start by putting on live shows with close colleagues. Her years at Hunter taught her that "you could trust in your peers to put on something great," an attitude she has kept with her throughout her comedy career.

She valued Hunter's rigorous academic environment, where it was expected that students would not just survive but thrive in unusual ways. "The genius felt very concentrated at Hunter," she said. "Being surrounded by incredibly smart and motivated people... does set you up for success." Despite feeling mostly inspired by the student body, Zucker did have a few favorite teachers. Zucker did well in the school's English classes and remembers reading James Joyce's *Ulysses* in her senior year under Richard Roundy's excellent instruction. The required science courses were more of a challenge for her, and consequently her Chemistry teacher Sarah Fogelman took on a mentor role that positively influenced her entire high school experience.

She credits Hunter for her success in her roles as a performer, as the high school's shows served as the bulk of her theater training. The school's high standards in the humanities enabled her to become a very strong writer (though she never got a play accepted by student play festival, but you know, "some genius slips through the cracks"). She cites Hunter theater for another pivotal moment: there had been a performers' tradition of improvising lines on the last night of a performance. In her senior year, students were banned from improvising as the faculty felt it altered the content of the script too much; causing great controversy among the student body. Zucker went ahead and delivered some improvised lines and, after doing so, was kicked out of the building for the night. It was this experience that led her interest in improv comedy!

While attending Oberlin College in Ohio with majors in Religion and Creative Writing, she began doing comedy; ironically, she did not major in theater in college. At Oberlin, she joined an improv team, started a sketch troupe, edited for their satirical newspaper, and wrote for a late-



photo by Mindy Tucker

night talk show. Upon her return to New York, she started performing at comedy clubs in Brooklyn and Manhattan and eventually got an agent and manager, who sent her out on auditions. She's acted in shows and movies for Amazon, Comedy Central, and NBC, to name a few.

Currently, Zucker writes and stars on *Dickinson*, produced by Apple TV+. The series, which is now in its second season, takes a satirical look at the life of poet Emily Dickinson in her youth. Zucker, who portrays the character Abby Wood, was invited to join the show's writing staff in the second season in addition to her acting role. She is also a founding member of the collective Ladies Who Ranch, a group of five comedians who began performing together at the Brooklyn Comedy Collective in Williamsburg, Brooklyn. Their first shows were put on in the back of a bar for a few friends. Now, they perform monthly sold out shows at Union Hall in Park Slope, Brooklyn. Ladies Who Ranch recently sold a pitch to Comedy Central and are currently developing a TV pilot.

Zucker, whose comedic routines involves multi-media bits and characters in wigs, sources her material by satirizing the female perspective. She refers at times to her high school experience as a basis for jokes: this year, she wrote and starred in a musical that took place at a prestigious New York City high school, not unlike HCHS. She supports HCHS by attending theatrical productions by current students and hopes that she may serve as a resource for others.

# Hunter at the Helm

## Alumni of Different Generations Nurture HCHS' Talented Singers

NICOLE BECKER '89, ED.D. AND BRENT MORDEN '15

The seed for Every Voice Choirs was planted in 2008 when **Nicole Becker '89, Ed.D.** was a doctoral student in music education at Columbia University Teachers College. Co-teaching a graduate course in Choral Pedagogy, she invited Hunter students to come to Teachers College to create a lab chorus for the graduate students; seventeen Hunterites joined. The program grew, Becker graduated, and in 2012 she and her colleague Jeanne Goffi-Fynn launched the independent nonprofit organization Every Voice Choirs.

In the years since, Every Voice Choirs (EVC) has grown steadily. It now serves approximately 100 children in five choirs. Four of the groups rehearse at Teachers College: the two un-auditioned core choirs: EVC Kids Choir (ages 7-10) & Youth Choir (ages 10-16); the auditioned Concert Choir (ages 10-16), and EVC VoiceAbility, a choir for children ages 8-12 with special needs. The groups have performed two world premieres at Carnegie Hall, and have sung at CitiField, Madison Square Garden, and many other New York City venues. Recently, EVC singers were featured as the "subway singers" with Tom Hanks in *A Beautiful Day in the Neighborhood*.

The activities of Every Voice Choirs have been strengthened by the addition of **Brent Morden '15** as their Choir Manager and one of the Assistant Directors of the Concert Choir. Morden first connected with Becker after responding to a post on the HCHSAA's Facebook page. A singer himself, Morden resonated with EVC's mission to provide children with accessible choral education. He was excited about the many opportunities to serve the growing organization, from coordinating concert productions to managing publicity to assistant teaching. Morden found himself at home in EVC's headquarters of Teachers College, having graduated Phi Beta Kappa from nearby Columbia University in 2019.

HCHS was an important part of the professional development of these two musicians. Becker, who grew up in Manhattan, attended P.S. 6 on the Upper East Side, and played piano as a young child. Her parents encouraged her musically; she has fond memories of singing the American songbook with her father, she on the piano and he on guitar. When she arrived at HCHS, Becker was struck by the independence

that students had, as well as the opportunities for leadership that were afforded to the student body. She sang in and accompanied all of the choruses and was the music director for Musical Repertory's production of *Chicago*.

Morden was raised in Bayside, Queens along with his younger brother, **Lance Morden '17**. Their father, who went to Stuyvesant High School, and their uncle, who went to the Bronx High School of Science, supported Morden as he prepared to take the Hunter test. Morden credits his father, a physician, for instilling in him a strong work ethic that carried him throughout his schooling. While at Hunter, Morden took up composing music. His senior year saw his conducting debut in premiering his original piece *Ode to a Jay* with the Concert Band. Morden was also involved in Hunter's Quiz Bowl and Science Bowl teams. He recalls bonding with former teammates during practice sessions, as well as forming friendships with other students who took the 7 train from Queens to Manhattan.

The school's faculty had a significant role in guiding both Becker and Morden. For Becker, Campbellle Austin, the director of the Junior Chorus and Jazz Chorus, was a major musical influence. Elaine Sarfati, the school's nurse, was also an important source of support, and teachers **Marjorie LANDSBERG Goldsmith '61** and Francine Salzman, fueled her lifelong interest in science. For Morden, participation in Quiz Bowl and on the Math Team were formative experiences, under the supervision of Stephen Young and Eliza Kuberska. He described his involvement in Quiz Bowl as "a school outside of school." Morden is also grateful for having received music instruction from Michael Stratechuk, who advised him on his earliest compositions.

For her undergraduate degree, Becker went to Yale University and was a Biology major, intending to go into medical school. Noting the connection between music and the sciences, she remembers that many of her classmates were science majors who, like her, played in the Yale Symphony. After college, she spent a year in Paris as a Fulbright Teaching Assistant before beginning graduate studies in Piano at Indiana University Jacobs



photo by Dan Wright



School of Music. Morden was a Music major at Columbia. Active as a composer, arranger, and conductor, he served the performing arts community as President of the Columbia University Wind Ensemble and Music Director of the jazz a cappella group Uptown Vocal. Morden also had his student works performed at Carnegie Hall, National Opera Center, and Riverside Park.

Returning to New York after completing her Masters in Piano Performance, Becker had the opportunity to teach music at Hunter Elementary School and to collaborate with Barbara Ames, the former music teacher, who became a mentor to Becker. Although she no longer teaches at the school, Becker's connection with Hunter students remains strong. Every Voice Choirs has an afterschool choir onsite at Hunter in the Hawk's Nest afterschool program, and many HCES and HCHS students come to Teachers College to sing with EVC's Concert Choir.

Becker and Morden have kept their Hunter connections strong in other ways. Becker married a Hunter classmate, **Andrew Ment '89**. The two do not recall ever speaking during their student years, but they were brought back together at the engagement party for mutual friend **Randy Altschuler '89**. Morden has kept his HCHS ties strong by volunteering as a class coordinator for his first Milestone Reunion.

# THE ALUMNAE/I ASSOCIATION

## Alumna Provides Lasting Support to HCHS Graduates

A significant bequest was left to the HCHSAA in 2019 from the estate of an alumna who graduated in the 1950s. The gift that she left to the high school will form the basis of an endowment, known as the Grant for Future Teachers (or GIFT), that will provide scholarships to high school seniors intending to pursue degrees in education.

Attending Hunter on a scholarship, she embraced the school's offerings and used the skills that she attained there as a foundation for personal and professional success.

As a student at Hunter College, she majored in education. Following her college graduation, she taught at elementary schools in Harlem and worked to support children in

the foster care system. After dedicating her time to sustain youth in need, she met her husband and embarked upon a career in finance. In later years, the couple moved to Florida where she embarked upon a career in real estate and interior design for her real estate clients. Once she retired, she returned to advocating for children in Florida's foster care system.

Animals were always a passion for her, from rescuing strays in Central Park while living in Manhattan to volunteering at various animal shelters in Palm Beach. She was a dog whisperer in her

own right, often being the only person a dog would trust when first saved.

She was described by the executor of her estate as "completely engaged and involved" throughout her life and was an inspiration to many. In her retirement, she took advantage of her time and traveled throughout Europe, Asia, and to Australia. Her motto was "a hand up, not a hand-out" and this gift to the HCHSAA is an example of that belief.

### A Recap of Recent Events by and for Alumnae/i

#### Freestyle Love Supreme, November 15, 2019

The cast, **Arthur Lewis '98**, and the special guest of the evening, **Lin-Manuel Miranda '98**, gave an astonishing performance with their fellow cast members as they wove the audience's suggestions into their program. Needless to say, many were Hunter-related! We were entertained throughout the entire show. And after the event, we had an exclusive talk-back with the whole cast. They told us stories, answered our questions, and we all had an unforgettable night!

#### Roundabout Theatre Company Archives, December 11, 2019

**Elizabeth Kandel '99**, Director of Marketing of the Roundabout Theatre Company, gave us an introduction to her role at the organization. Then Tiffany Nixon, archivist, gave us an overview of the history and structure of the archives, which was followed by a tour of the facilities. Though the place is small, it is filled with fascinating artifacts that we were all able to handle and admire. An amazing collection of history is packed into these interesting rooms.

#### New-York Historical Society, January 9, 2020

A tour of *Beyond Midnight: Paul Revere and Mark Twain and the Holy Land* We gathered in the Storico restaurant for a nice continental breakfast. It was lovely having a relaxed breakfast—we had the whole place to ourselves. It was an enjoyable meeting for alumni, who were able to catch up with old friends. When it was time for our tour, **Beth Brown Skobel '64** expertly led us through the Paul Revere exhibit first, and then the smaller Mark Twain one. We came away with some new information and a lot more knowledge about these two important historical figures.

#### Afterward Film Screening, January 15, 2020

**Jack Riccobono '99**, producer and co-writer, introduced the very emotional movie. Following the screening, we had a talkback with Jack leading the discussion and Ofra Bloch, director and co-writer, joining us as well. The conversation was very lively, with lots of thought-provoking questions.

- Eniko Horvath

Do you have something that you would like to share with the HCHS alumni community? Want to catch up with your former classmates and get to know some new friends?

Consider organizing an event for the HCHSAA! Prior gatherings have included wine tastings, museum and theater visits, book readings, and more. Reach out with news of your upcoming event and extend an invitation to alums of several generations. If you're based outside of New York City, we can make arrangements to support regional events as well. Contact us at [events@hchsaa.org](mailto:events@hchsaa.org) to learn more.

# HUNTER Connects

## STRENGTHENING THE ALUMNI NETWORK

### AN EMPLOYER'S PERSPECTIVE

It was a call from a colleague of **Raymond Tsao '84** that prompted attorney **Christine Wong '95** to consider hosting a young HCHS alum for a summer internship. As founder of HunterConnects, Tsao was conducting outreach within the alumni community to place current high school students and recent grads seeking internships with successful employers. A solo practitioner with a specialty in real estate and business law, Wong was apprehensive at first. Tsao's colleague talked Wong through her misgivings and helped her put a firm profile together for the HunterConnects website.

When **Kevin Shin '15** responded to the posting, he was at an important point in his studies. He had a dual major in philosophy and law and was deciding whether to apply for graduate school, or to go directly into law school.

As a small business owner, Wong had an opportunity to provide the right intern with significant perspective into the legal profession. She started the internship by asking what Shin's interests were and learned that he wanted to find out what practicing law was like relative to studying the subject. Finding him to be a quick study, she was able to have him support her efforts in the office. Shin accompanied her to meetings, sat in on a few client calls, and was also introduced to other lawyers. He even attended a networking meeting on her behalf while she was on vacation and reported his observations and insights after returning from the event.

For Wong, it was a pleasant surprise to see how well they worked together, and she shared that both she and Shin had fun during their experience. She noted that Hunter students and alums perform at a higher level and would recommend the experience of bringing an intern on board to other professionals. Based on her experience, she would be interested in bringing another intern on board. "It's definitely worthwhile," she stated. "Don't be put off if it's not something that you ordinarily do."

### TAPPING INTO TALENT: AN INTERN'S EXPERIENCE

**Whitney Yu '18** wanted to make the most of her time during winter break. A sophomore at Brown University in Rhode Island, Yu concentrates in public policy and education studies. With the desire in mind to support her community, she turned to HunterConnects to find a way to be of service.

**Lawrence Chan '99** suggested to Raymond Tsao that there might be mutual benefit in inviting Yu to work directly for HunterConnects for a one-month internship. Her work for the organization involved conducting market research regarding internships, where she called schools and corporations to inquire of their programs regarding student interns. Through online research, she noted benchmarks that form the structure of a successful internship. Yu also developed a survey that was sent to HCHS alums to determine whether there is an interest in the community to fund or subsidize unpaid internships; over 40 alumni responded. At the conclusion of the study, Yu parsed out relevant data to create a document that summarized findings from the survey and presented her findings to Chan and Tsao. It was planned for her to present the data to the Board at a later date.

Looking back on her internship, Yu feels that the shared experience of going to the Brick Prison for six years makes for an important connection between employers and recent graduates, as well as current students. Through interning within the HCHS alumni community, there is a possibility to develop and share intergenerational knowledge. She strongly recommends that interested students and young alums consider applying for an internship through HunterConnects as there is an opportunity to deepen the shared bond that exists between employer and intern before the internship begins.

### FALL 2019 GRANTS

Your Generous Contributions Have Funded the Following Initiatives at the High School

#### ART & MUSIC

Supplemental funding for the Visiting Artist Series.

#### ROBOTICS

Continued support to the Robotics Team.

#### DIVERSITY

Support for a Screening of the Documentary "Personal Statement," an Emmy nominated feature length documentary that follows the efforts of three seniors at Brooklyn high schools who seek to get their entire classes to college.

A grant to the Exam Schools Partnership Initiative, providing test preparation services to African American and Latinx students identified as eligible to take the Hunter test.

#### HEALTH/PHYSICAL EDUCATION

Purchase of Automated External Defibrillator (AED) Trainers, upgrading the high school's CPR program, and funding for Optical Heart Rate Sensors.

Purchase of RealCare babies.

#### YEARBOOK

One-time funding for the production of 2020's Annals.

#### ADMIN

Furniture and cabinetry for the Counseling Department.

## Board Member Spotlight

**Raymond Tsao '84** is an entrepreneur, investor, and problem solver. He recently launched HunterConnects, a social enterprise, to foster a culture of generosity by making it easier for people to connect, engage, and help one another through common interests, experiences, affinities, and connections. Raymond is also the founder of Covendis, which helps organizations manage their contractors and consultants. He started Covendis based on his experience as the Chief Operating Officer of Analytika, a venture-backed software startup based in Research Triangle Park, North Carolina. Prior to joining Analytika, he worked for the management consultancy Booz and Co. (fka Booz Allen and Hamilton.)

Tsao is President of the HCHSAA Board of Directors. He chairs the Development committee and serves on the Executive and Diversity Committees.

**AN: Why were you inspired to apply for HCHSAA Board membership?**

RT: I'm not sure I can point to any one thing or an ah-ha moment. I think what started it was traveling up to my 30th Reunion. I was at the airport and asked about the status of our class gift, which was, as it turns out, less than we'd hoped for. In response, I sent an email out to my classmates challenging them to make at least a participation gift, and that I would pledge an amount for each classmate that participated. By the time I landed a few hours later, we had a bunch of gifts along with other classmates who matched my challenge. "Make Ray Pay!" was great fun and we ended up raising a good sum.

At Reunion, I had lunch with other alumnae/i from different years and we chatted about how we might give back to Hunter in ways other than money. That inspired HunterConnects, a platform we're piloting, that is trying to make it easier for Hunterites to help one another with internships, career advice, and other small favors. This led to a TEDx talk a year later. At some point, someone suggested that I apply to join the Board. You could say I traveled up a "Slope of Affinity" to the Board.

**AN: What aspects of your career do you feel prepared you to sit on the HCHSAA Board?**

RT: Over the years, I've held different jobs and roles across a range of industries, and not because it was part of some grand plan. When my wife and I first met, she called me a "wanderer." I suppose it's true. I'd like to think I can have a great conversation with just about anyone and that I'm capable of wearing a lot of different hats. I've also become pretty good at identifying, prioritizing, and solving problems in business, especially during uncertain times like the collapse of the dotcom and housing bubbles. We're in uncharted waters with this pandemic, but we're still able to operate and provide support to the students, faculty, and

alumnae/i of Hunter. The Board is presently taking steps to not only preserve our ability to do that but to even expand our capabilities.

**AN: What aspects of your education at HCHS do you feel prepared you for Board membership?**

RT: Is this where I'm supposed to admit that I wasn't the best student, but I was good at extra-curriculars? Over the years, what I've come to appreciate about Hunter was not so much what you learned you could do, but that there wasn't much you couldn't do, so long as you were interested. While on the Board I've gotten involved in refining our mission, developing our plans, raising money, planning events, discussing governance, reviewing financials, launching programs, and more. It's been a lot of hard work, but it's also been gratifying.

**AN: What can you share with other HCHS alums to encourage them to apply for Board membership?**

RT: I would say that, as a Board member, you have a unique opportunity to make a big difference for the school, for students, and fellow alumnae/i. I think the Board is very involved and interested in doing things that make a difference. And there is so much that can be done and needs to be done, especially now.

**AN: What do you feel is the most important contribution you've made?**

RT: I've tried to break new ground wherever I've been. For example, until this year, I had been commuting to Board meetings from Atlanta, which I know was an initial concern the Board had with my candidacy. I didn't want to be that Board member that ruined it for future non-local candidates, so I made sure I made it to meetings in person if I could. And time will tell, because we're right in the middle of some very important work right now, but I hope to be able to look back at my service on the Board



and say that I played a part in focusing the association on our mission, taking a purpose-driven approach to tackling some pretty big issues, including the ones created by this pandemic, and structuring our operations so we make the biggest difference possible with the gifts our members so generously give.

**AN: What has been your greatest satisfaction serving on the board? What is the biggest challenge?**

RT: Over the years, I've met students and alumnae/i whose lives have been made a little bit better through connections they've made in HunterConnects. And that makes me happy. I'd like for things to move more quickly, of course, but we've got to make sure we get it right and that the program is sustainable. Plus, change takes a lot of effort and time and we've got a lot of other balls in the air. But I've seen the impact we can make and the possibilities of improving lives, so we are continuing to make slow and steady progress.

**AN: Do you serve on the board of other schools or organizations?**

RT: I'm a Class Coordinator and have served on the Reunion committee for my graduating class at Wharton for the last 20 years or so.

**AN: Have you made any interesting connections being on the board?**

RT: I'm grateful to have met and worked closely with my fellow Board members, some of whom I speak with several times a week. There's a certain quality that I feel is unique to Hunter where it's possible to become good friends with another Hunterite regardless of the difference in years and background. And I don't know that we would have necessarily met had it not been for our shared service on the Board.

# An Update on the Scheduling of **REUNION 2020**

By now, you have likely learned the HCHSAA's plans to postpone the milestone classes' Reunion and the 466 Lexington Avenue Reunion from June 6 to a date yet to be determined, due to the outbreak of COVID-19. This was a difficult decision to make, and one that we know has disappointed many. However, based on the social-distancing recommendations of the CDC and leading public health experts made at that time, we felt it is necessary to do our part to reduce the transmission of the virus, and to protect the safety and wellbeing of the members of the Hunter community.

We have been exploring several options with class coordinators to reschedule the two Reunions and have hopes to hold them in Spring 2021. In the meantime, we have made plans for a virtual PREunion to be held for milestone classes on Saturday, June 6 and we invite all alumnae/i to attend this unique gathering.

The rescheduling of our in-person Reunions is subject to the ever-changing status of this unprecedented pandemic. We will keep you informed about the planning and progress of these Reunions and look forward to inviting you to them in the coming months. Should you have event-related questions, please reach out to events@hchsaa.org. For questions pertaining to Reunion, email us at reunion@hchsaa.org, or contact your class coordinators.

The Alumnae/i Association is committed to finding ways to support and connect the Hunter community, and we are currently developing events that we can hold virtually. We shall keep you updated on these special events. And, if you have ideas on virtual events or topics you might be interested in, please email events@hchsaa.org.

We wish you and your loved ones safety and health as we continue to live in the midst of these difficult times.

-The HCHSAA Reunion Committee and Board of Directors

## UPDATE US WITH YOUR ADDRESS

With each issue of *AlumNotes* that the Alumnae/i Association mails out to you, we typically get 200-300 copies returned in the mail. Dealing with these returns adds a significant expense to our operating budget as we must sort, process, and mail out a second copy to alums in order to update you with the latest alumni news. The expense for resending returned mailings alone can cost upwards of \$2,000, not including the labor required to research, package, and post the returned mail.

We'd like to ask for your help in updating our records. Our request is simple: to provide us with your current address in case it has changed, or to give us a seasonal address if you are away for the winter, spring, or summer months.

The HCHSAA Online Directory is a very easy way to make a change in your address or in other areas of your alumni record. Not only can the Online Directory help you find your classmates, but it can be equally useful in updating the Alumnae/i Association with your current address.

Visit <https://www.hchsaa.org/login-page> to create or update your profile under the MY HCHSAA tab.

Thank you in advance for your participation!

## DO YOU ENJOY READING *ALUMNOTES* IN PRINT?

We hope that you have enjoyed receiving issues of the Hunter College High School Alumnae/i Association's print journal, *AlumNotes*. It is our pleasure to update you with the latest news about alumni and the high school, as well as to provide you with in depth interviews with members of the alumni community.

In the past, our policy has been to mail printed copies of *AlumNotes* to all alumni, irrespective of membership status. But rising costs for printing and mailing, especially at a time when we need to allocate increased funding to meet the needs of HCHS students and faculty, has forced us to revisit this policy. Beginning in January 2021, we will mail out *AlumNotes* only to alumni whose membership dues have been paid through the relevant academic year.

If you are not currently a dues-paying member of the Alumnae/i Association, the Fall 2020 issue of *AlumNotes* will be the last you receive in the mail. We will continue to make *AlumNotes* available to you as a downloadable pdf on our website. If you are not sure of your membership status, please email info@hchsaa.org, or you can check the back page of the printed *AlumNotes*, just above your address label, which will show the date through which your membership is active.

If you prefer to receive just the online edition of *AlumNotes*, please email us at info@hchsaa.org. We hope you can enjoy the growing list of membership-only benefits by signing up as an HCHSAA member or renewing your membership before it expires. Login to the HCHSAA website and click on the MY HCHSAA tab and go to the dropdown menu to MY MEMBERSHIP, where you can create or update your profile accordingly. Your dues help fund our grants to HCHS, which needs our support now more than ever.

# IN MEMORIAM

## A LIFE IN SERVICE TO HUNTER.

Yetter Gladden passed away in November 2019 after a long illness. Gladden was on the staff at Hunter for many years and was in charge of pupil transportation. She retired in 2013. She will be remembered as a friend to many students especially to those who really needed a friend in difficult times. Gladden is survived by her sister Delores Francis; who was also at Hunter for many years as a Secretary and receptionist.

- Contributed by **Marjorie LANDSBERG Goldsmith '61** (Information provided by Mrs. Fran Salzman and Delores Francis)

**Esther DAVIDSON Hemsing '38**, born April 7, 1921 in Williamsburg, Brooklyn, died at her home in Manhattan on March 12, 2019, just weeks shy of her 98th birthday. She was a lifelong lover of literature, theatre, the visual arts, anthropology, foreign languages, and politics, and her various positions included copy editor for *The New York Times*, *Harper's Bazaar*, *House Beautiful*, and *Parents' Magazine* from 1943 to 1951. At the American Association of Colleges for Teacher Education in Washington, D.C. she served first as Publications Editor and then as Director of Publications from 1968 to 1971. She also taught English and speech in New York City high schools from 1943 to 1944 and in Washington DC from 1955 to 1957.

Born to Ukrainian Jewish immigrants Bella Davidson and Max Davidson, Hemsing was given tap dance lessons at the age of five (paid for by a small sum inherited from an aunt,) in an effort to turn her into an entertainer. Her mother was a homemaker and her father, an inveterate gambler, worked as a laborer for several laundries in New York City. Hemsing performed nights and weekends as a singer/dancer/comedienne in Yiddish Theatre in New York and summers in the Catskills. She simultaneously developed an interest in English and world literature.

Hemsing attended Hunter College, earning a B.A. in English in 1943, all the while helping to support her family with her show biz appearances. In 1944, she was awarded a Graduate Fellowship in Anthropology by the University of Pennsylvania but interrupted her studies to marry Albert E. Hemsing instead. Both families opposed the marriage, as it was wartime and Al came from a German Catholic background. When he was offered a post to head up the Marshall Plan Film Unit in Paris in 1950, the couple embarked on a 35-year adventure overseas. In Paris, living on a minuscule salary, they nevertheless were able to take advantage of the rich theatrical offerings at the Comédie Française and the popular Olympia. Their daughter was born in 1953 in Paris.

From there her husband joined the United States Information Agency, serving as Public Affairs Officer in Berlin, Germany, during the years leading up to the building of the Berlin Wall and the crisis that ensued (1958 to 1964). In June 1963, President John F. Kennedy visited Berlin, and delivered the "Ich bin ein Berliner" speech to an audience of thousands. Despite the tense political scene, Hemsing and her husband had the good fortune to meet such figures as conductors Herbert von Karajan and Leonard Bernstein, pianist Van Cliburn, composer Iannis Xenakis, author James B. Conant, and American broadcast journalist Edward R. Murrow, as well as numerous German journalists and international heads of state.

Subsequent diplomatic posts included Bonn, Washington DC, Munich, New Delhi, and Freiburg, Germany. Restricted in those days, as a foreign service wife, from being able to work officially in a foreign country, Hemsing maintained her intellectual pursuits, founding a book club in Bonn that invited such authors as John Steinbeck and Günter Grass, and freelancing as a writer/editor for the *Thieme Verlag*, Stuttgart. In the 1980s Hemsing and her husband edited and wrote the English version of the documentary *The Yellow Star, the Persecution of the Jews in Europe 1933-45*, produced by Arthur Cohn, which was nominated for an Oscar Award in 1981.

Having retired in 1986, Hemsing and her husband moved to their house on Cape Cod in Brewster, Massachusetts. He died of heart failure in 1997, and, heartbroken, Hemsing moved back to New York City within a year. Even at the advanced age of 90, she was still working as a volunteer at the Jewish Museum. She is survived by her daughter, son-in-law, niece, and three nephews.

**Roberta JOHNSON Spencer '38**, 97, of Wareham, Massachusetts, passed away on October 7, 2019. She was the daughter of the late Robert B. and Agnes R. (Reimer) Johnson. Born in New York City, Spencer graduated from Queens College in 1942. She met and married U.S. Army Lt. Lincoln Spencer in 1943.

Spencer taught French and Spanish at Wareham High School for almost 30 years. She enjoyed knitting, sewing, reading, being on the beach and spending time with friends. Survivors include her daughter and her husband, four granddaughters and a grandson, and eight great-grandchildren. In memoriam, Spencer's family suggests that you consider making a donation to PBS Channel WGBH-TV, 1 Guest St, Boston, MA 02135 or to the American Lung Association, 460 Totten Pond Rd, Suite 400, Waltham, MA 02451 or to the Leukemia Society, 3 International Dr, Suite 200, Rye Brook, NY 10573.



Esther D. Hemsing

**Alice LINDEMAN Kempner '40, Ed.D.**, a former Baltimore County public school principal who later became an assistant area superintendent for county schools, passed away on October 25, 2019 at 97 years of age. Born in the Bronx and raised in the Pelham Bay neighborhood, she was the daughter of Carl Lindeman, an artist, and his wife, May Daley Lindeman, a businesswoman. Kempner was a leader who administered with kindness while remaining a strong disciplinarian. She was a proponent of the city's anti-drug and anti-alcohol programs and enforced them both very strictly.

She received her bachelor's degree from Hunter College in 1944 and obtained a master's degree in education in 1963 from the Johns Hopkins University in Baltimore, Maryland. In 1968, she received an advanced certificate in education from Johns Hopkins, and in 1976, she earned her doctorate from Nova-Southeastern University in Davie, Florida.

Before beginning her teaching career in Maryland, Kempner worked as a correspondent for the Prentice Hall Publishing Company in Manhattan. She relocated to Baltimore in 1950 and began teaching in 1955, where she taught third and sixth graders for nine years.

She worked as an administrator in many schools and was appointed as an assistant principal in 1963. Six years later, she became a principal and, shortly afterward, was named area assistant superintendent for schools in Northwestern Baltimore County. She was eventually named assistant superintendent for Baltimore's central area schools.

During Kempner's tenure in the field, she had established programs related to individualized instruction, high academic achievement, and community engagement. She held a strong commitment to the arts and encouraged principals to

expose their students to an array of educational experiences.

Kempner was a fifty-year member of the MU Chapter of Delta Kappa Gamma, an honorary education group for women, and held membership in Pi Lambda Theta, an honorary education society for which she had also served as president.

She enjoyed the opera, attending the theater, taking part in lively political discussions, studying astronomy, reading, travel, and working for educational reform. Her husband of 58 years, Herbert Kempner, an electrical contractor, died in 2003. In 2008, she moved to a senior living facility in Maryland, where she participated in its theater group and book club.

Kempner is survived by her son and daughter, two grandchildren, and four great-grandchildren.

**Gladys BALBUS Lipkin, Jan. '42**, RN, MS, was 93 years of age at passing. A native New Yorker, she was a graduate of Cornell/New York Hospital School of Nursing and the Nurse Practitioner program at Adelphi University. For years, Lipkin worked as a psychotherapist, child-birth educator/Lamaze instructor, and was an author of nursing textbooks. She was preceded in death by her husband, Dr. Nathan Lipkin, and one of her daughters. Lipkin is survived by a son and daughter, five grandchildren, and two great-grandchildren. Among her family members is **Rose WIESEN Reiss '60**, a second cousin once removed.

**Dolores CURRAN Snow, Jan. '44**, age 93, passed away peacefully on January 11, 2020 following a stroke. She was surrounded by family members.

Born in Flushing, Queens, Snow graduated from Hunter College where she became a lifelong member of Kappa Delta sorority. As a single mother, she successfully raised her three children in West Hartford, Connecticut and Alexandria, Virginia. Snow worked for 25 years in Washington, D.C. She was the administrative assistant to the Speaker of the U.S. House of Representatives, Thomas O'Neill, and then became an Assistant Clerk of the House of Representatives.

In retirement she lived for ten years in Catonsville, Maryland and then relocated to Monument, Colorado. In each location, she was near to her grandchildren. She enjoyed the symphony, Colorado Springs Fine Arts Center productions and exhibits, her book club, and volunteering at the local senior center and thrift shop. Her extraordinary wit, wisdom, and spirit will be greatly missed by her family and all who knew her.

Snow is survived by her two daughters and four grandchildren and was predeceased by her son. She generously donated her remains to Science Care. Her family suggests that donations in her memory can be made to the Maryknoll Fathers and Brothers or a charity of your choice.

**Hester KLEIN Diamond, Jan. '46\*** an art collector, art dealer and interior designer who joined with her first husband in amassing an astonishing Modernist collection before discarding it in favor of old masters, died on January 23, 2020 at her home in Manhattan. She was 91.

The cause was metastatic breast cancer.

Diamond's career spanned more than six decades, beginning with a part-time gallery job in the 1950s and culminating in the presidency of a research institute dedicated to Florence's Medici family.

Hester Klein was born on Dec. 10, 1928, in the Bronx, the only child of David Klein, a civil engineer, and Edith (Wilbur) Klein, a bookkeeper. Her parents divorced when she was a teenager.

She grew up in the Bronx and, as an English major, received a bachelor's degree in 1949 from Hunter College in Manhattan. By then she had become a devoted museum-goer. (The Museum of Modern Art was her favorite.)

The next year she married Harold Diamond, a Columbia University graduate from her old Bronx neighborhood who shared her love of art. He was a fourth-grade schoolteacher in Harlem, and she took a job as a social worker, and they lived in what Diamond described as a tenement apartment on West 61st Street, spending their spare time in Manhattan art galleries. Eventually, Martha

Jackson, an art dealer they had gotten to know, offered them weekend jobs at her gallery.

Focused increasingly on the art world, the two fell in love with the work of a British painter and sculptor, Barbara Hepworth. In 1955, on a whim, they wrote her, proposing a North American tour of her work. She agreed, and they set up eight museum shows from New York to San Francisco and in Canada. The arrangement was that each museum bought one Hepworth piece.

When they visited Hepworth in England the next year, new British friends asked them to sell a few pieces for them. That went smoothly. By the time they were asked to arrange the purchase of a Henry Moore sculpture for a \$5,000 fee (when the median price of an American home was about \$7,000), it was time to quit their day jobs.

Their sales were private — no publicity, no exhibitions — and, as one art publication suggested in 1970, they were handled with "the tact of a diplomat and the cunning of a spy." Meanwhile, a client told Diamond that he loved the way her apartment was decorated and asked if she would do something similar for a place he had just bought. She agreed on the spot and was soon running a thriving interior design business.

The 1980s brought monumental change to Diamond's life. Her husband died at 56 after a very brief illness. She gave up the interior design business, having decided her vendors had become too unreliable. Her son Michael took the stage name Mike D, created the group the Beastie Boys with two friends and made hip-hop history. Ms. Diamond married Ralph Kaminsky, an economics professor. And she turned her collecting attention to old masters.

Over the next 25 years, she formed a collection distinguished by 15th- and 16th-century Italian and Flemish oil paintings and 14th-through-16th-century wood, terra cotta and stone sculpture. Diamond became the founding president of the Medici Archive Project, now a research institution, and helped found Vistas (Virtual Images of Sculpture in Time and Space), an organization focused on

new scholarship on European sculpture from the 13th through the 19th century, using both print publications and high-resolution online imaging. In addition to her two sons, she is survived by her third husband, David S. Wilson, a psychoanalyst, whom she married in 2015; a stepdaughter, three stepsons, and four grandsons. A third son died of neuroendocrine cancer in 1999.

\*Excerpted from *The New York Times*

**Helen DENNEHY Blank '49** lived vibrantly and brilliantly until December 31, 2019. A native of New York City, Blank was the daughter of the late Timothy and Helen Dennehy (née Galvin), both originally from County Cork, Ireland. Helen was a proud alumna of Hunter College and attended the New York School of Interior Design.

Blank was extremely proud of her Irish heritage and loved to sing and hear Irish music, especially the old 'rebel' songs. She was overjoyed to be able to visit Ireland with her daughters in 2003, and to visit the family homes where her father and mother were each born. In her 88 years on this earth, she never lost her love of laughter or her sense of humor. A gifted raconteur and unparalleled wit, her bright personality and infectious laugh would light up a room and she was easily the life of every party. But Blank wasn't just another pretty face. She was a smart, savvy, and shrewd real estate enthusiast who loved investing in the market and refurbishing houses.

She was predeceased by her beloved husband George in 1996 and by one of her brothers in 1999. Blank is survived by her loving brother and by her two devoted daughters. She is also survived by many cousins, nieces, nephews, extended family and dear friends whom she loved with all her being.

Her daughters were her primary caregivers in her final years and worked hard to give her the best and most comfortable life possible. Her family suggests that donations can be made in Blank's name to the Nathan Littauer Nursing Home, Gloversville, NY.

**Barbara KAPLAN Lee '49** passed away in her home on November 14, 2019. Born on May 25, 1932 in Manhattan, she was the daughter of Isaac and Julia Kaplan (née Taube Feldman), both Jewish immigrants from Russia. Lee had two brothers who predeceased her. She completed her undergraduate and graduate studies at the University of Chicago and was a self-proclaimed feminist whose educational experiences only bolstered her belief in women's equality.

Lee returned to New York and worked in social science research for CBS, where she published studies on how media could be used as an educational tool. She met her husband, Robert Lee, at a social science conference and they were married in Manhattan in 1964. She gave birth to two sons and often commented on the fact that, as a mother, having a part-time job at that time was unheard of; she was incredibly proud of that accomplishment. While Lee and her husband later divorced, she always remembered him fondly. In 2003, she married the political opinion innovator Daniel Yankelovich who predeceased her.

Lee was an avid reader, theater goer, and traveler. She travelled all over the world, including many trips to Cuba (even when she was legally blind) and to Asia with both of her sons and their families. She enjoyed summers on Cape Cod with her children and grandchildren throughout her life. She was an excellent conversationalist who stayed up on current events. She was involved in a number of philanthropic and research organizations including her involvement very recently as the co-founder of Teach and Learn Literacy, an organization for Syrian refugees.

In 2011, Lee had her first grandchild and it was love at first sight for them both. Seeing her with her three grandchildren only solidified that she would truly never age at heart. Despite her health problems over the last several years, she continued to live her own life to its fullest. She is survived by her sons, their spouses, and their three children.

**Alice RINGEL Sims '57** passed away on October 1, 2019 at 79 years of age. Born in 1940, Sims received her bachelor's degree from Queens College and earned her master's degree from the University of Michigan. She was a Professor of Mathematics at Queens College for over fifty years, helping to break through the glass ceiling from an early age. Her hobbies included designing jewelry, needlepoint, collecting antiques, and socializing over a cup of coffee with her many friends.

Above all, she treasured spending time with her family. Predeceased by her husband and one of her sons, she is survived by her daughter, three sons and their spouses, and seven grandchildren. Her family suggests that donations may be made in Sims' name to the Alzheimer's Association.

**Martha BLACKSTONE Medford '60**, loving wife of the late John H. Medford, entered into rest Sunday, Jan. 19, 2020 at 77 years of age. Surviving family members include her three children, two stepchildren, and seven grandchildren. She was preceded in death by her husband and her brother.

Born in Mineola, New York, Aug. 11, 1942, Medford was an artist who had a fantastic eye for details. Her interest in art began in childhood and, later in life, she began attending classes at the Gertrude Herbert Institute of Art in Augusta, Georgia. Through those courses, she developed skills working with many different forms of artistic media. Later, she attended Augusta College to further refine her artistic abilities.

While attending Augusta College, Medford became the director for their childcare center and would later retire as the director of the childcare center at the Medical College of Georgia. She was able to share her artistic talents with her children, many of the children left in her care, and her grandchildren.

Her vision allowed us all to see the little details in life. In her retirement years, she would spend them with her husband, continuing to develop her skills in the arts and share them with her family, friends, and surrounding communities of Haywood County.

The family has asked that donations be made to the Gertrude Herbert Institute of Art in Augusta, Georgia.

**Marlene FIELDS Levine '63**, educator, passed away in the spring of 2019 with family and friends by her side.

Beneficiaries of Levine's teaching passion and talent included elementary school kids in Queens and needy women in Manhattan. She was an enthusiastic and family-oriented person and a great friend to many. Levine generously shared opinions, fun, wisdom, laughter, and loyalty. She was a Queens College alumna. After growing up in Queens, she lived in Manhattan, Scarsdale, and, briefly, in Germany.

Levine is survived by her two loving sons, two sisters, and two grandchildren. Her family suggests that donations may be made to The Marlene Levine Memorial Fund at The American Lung Association, Attn: **M Mizruchi [A.G.]**, 21 West 38th Street, 3rd Floor, New York, NY 10018.

**Rebecca Reich '65\*** had a decades long career as a community organizer in New York City. Graduating with a degree in urban planning from Hunter College, she headed development for the Fifth Avenue Committee, a local nonprofit advocacy group in Park Slope, Brooklyn, founded during the fiscal crisis of the mid 1970s.

Reich was instrumental in formulating a community development plan that would bring much needed affordable housing and a supermarket to the neighborhood and pitched the plan to the community and its elected officials. She had a vision for community diversity that was challenged by many, but eventually, decades later, paved the way for a thriving cluster of restaurants, shops, and homes.

Other nonprofits Reich worked for include the Urban Homesteading Assistance Board and the Low Income Housing Fund. She also served as a mentor to many throughout her career, including Brad Lander, who is today a progressive member of the City Council. She is survived by her son, who works at the Fifth Avenue Committee, the organization she helped launch.

\*Excerpted from *City Limits*

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## WE HAVE ALSO BEEN NOTIFIED OF THE PASSING OF:

**Dorothy COHEN Kaufman '28**, in 2019

**Leonora SAGAL Chertoff '40**, on 4/2/2019

**Elizabeth EFORO Florio '40**, in July 2017

**Shirley WEISSBLUM Schireson '40**, on 12/30/2019

**Anna FILTZER Culp '43**, on 11/17/2018

**Harriet BREDAL Lesman '44**, on 10/6/2019

**Barbara FINKELSTEIN Lesser '54**, on 8/29/2019

**Kathy HIRLIMAN Perlman '60**, in 2016

**Eileen PENN Posnick '65**, on 2/2/2020

**Ann MAYER Sergott '65**, on 2/25/2020

**Kit Lam Tan '75**, in April 2019

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	Baseball Cap		\$15/ \$20
	Canvas Tote	Small	\$20/\$25
	Canvas Tote	Large	\$30 - Not available as a member benefit
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Quan.	Item	Mems/Non Mems	Subtotal.
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	Cotton Apron	\$20/\$25	\$
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