

SPRING 2018

AlumNotes

Hunter College High School Alumnae/i Association, Inc. • Volume 44, Number 2

IMMIGRATION
IS STILL
THE ISSUE



Dear Alumnae/i,

We are now more than three quarters of the way through our fiscal year and I am happy to share this newest issue of *AlumNotes* with you; part two of our exploration of immigration. New waves of immigrants have continuously changed our city over the years, and the faces of Hunter students have mirrored those changes. But the stories of assimilation and identity and the role Hunter played in their lives have been a constant, and with each new wave, Hunter students have contributed in positive ways to many academic and professional fields. We hope you will enjoy reading about the seven alumnae profiled here.

The Alumnae/i Association's Program Committee has organized some great events this year. They are designed to highlight the accomplishments of our fellow alums, and give us an opportunity to meet and network with graduates from older and younger classes. Two recent events included a private tour of the Smithsonian National Museum of African American History and Culture in Washington, DC and our annual **Autumn Reception**, which featured **Helen Epstein '65**, who spoke about her new book, *The Long Half-Lives of Love and Trauma*. In it, she chronicles some of her experiences at Hunter High and touches upon issues related to the #MeToo movement. A fascinating and insightful Q&A followed the talk.

Then, in February, a group of alumnae/i gathered at the New-York Historical Society for a tour of the newly installed *Gallery of Tiffany Lamps*, led by Susan Meeker, former chair of the HCHS social studies department. Mrs. Meeker's focus was on the contributions of the pioneering group of women designers called the "Tiffany Girls," who contributed to some of the iconic designs produced by the Tiffany Studio. In another unique program, a large group of alumnae/i met with **Jane Dubin '74** at Sardi's for dinner before attending the much-lauded production of *Farinelli and the King*, starring three-time Tony Award winner Mark Rylance. As a co-producer, Jane spoke about the intricacies of producing Broadway shows. We are very grateful to her for once again sharing her expertise and time with us.

Coming up this spring are tours of the Museum of the City of New York, on Saturday, June 2 and May 24 along with our annual **Milestone Reunion Weekend** for class years ending in "3" or "8." Last year's positive response to lunch in the school's courtyard has prompted us to move the entire luncheon outside this year (with backup plans for indoor dining in the event of

inclement weather). The 2017 reunion set a record for attendance and we look forward to welcoming another lively group of alums on June 2.

In July we have group tickets to two performances of *Frozen the Broadway Musical*, which has a wonderful score composed by **Robert Lopez '93** and Kristen Anderson-Lopez. This highly anticipated production is a spin-off from the celebrated film, *Frozen*, which received awards for its screenplay as well as its score. If you haven't already purchased tickets, you can do so on our website.

Some of you may have noticed a slightly different look in this issue of *AlumNotes*. More than a thousand of you responded to our Visual Identity survey and shared your thoughts with us about what most symbolizes Hunter. Your feedback played a key role in the development of our new logo. Through the many generations of alums, we found the singular connection to Hunter is the value you place on the education you received and how it changed your life. Our new logo, an emblematic crest with a double "H" not only signifies Hunter High but the ladders of achievement and success that education gave you. In the coming weeks, we will be rolling out the new look on our website and social media channels.

If you are not already a member of the Alumnae/i Association we invite you to join today. Your membership support helps us provide *AlumNotes* free of charge to all alumnae/i, and subsidize the cost of reunion weekends and other programs. Membership dues keep the Hunter community vital.

We thank you for your generosity in supporting HCHS in contributions and in spirit. On behalf of the HCHSAA Board and staff, we hope to connect with you soon.

Elyse Reissman
Executive Director

AlumNotes is published by the Hunter College High School Alumnae/i Association, Inc.
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AlumNotes was founded in 1973.

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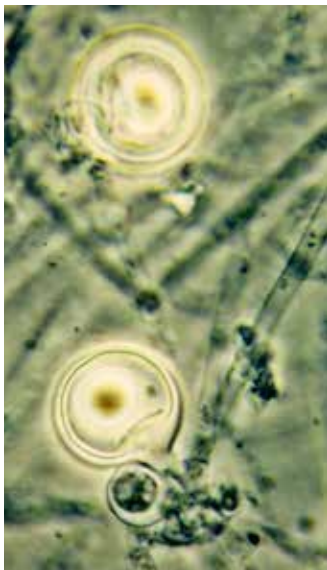



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NEWS FROM THE SCHOOL

A Visit to the New York Times

Hunter's senior journalism class visited the *New York Times* in January, 2018. The students represented both the *Observer* and *What's What*, and were given an insider's tour of the publication. They were invited to the staff's morning meetings and then sat down and discussed journalism with these *Times* people: Aaron Retica '84, Julia Moskin '85, Ian Trontz '88, James G. Robinson '93, Sewell Chan '94, Nicholas Confessore '94, Johanna Barr '06, and David Gurian-Peck '06.

We posed our questions to Ian Trontz, who informed us of the promise of those aspiring journalists and of the very first time he worked for a newspaper. His responses are below.

AN: How often do HCHS journalism students visit the *Times*?

IT: This was only the second time since I've been involved with the visits. The first time was when my daughter, Esme Trontz '14, was a senior in the school's journalism class.

AN: Who organized the visit?

IT: Ms. Cusick, who was also here for the previous visit, asked me if I could host them again, and of course I agreed. I took the students to a couple of editor meetings, including the "Page One" morning meeting, and then I got a group of other Hunter alums at the paper to speak to the students about the various jobs we all do.

AN: Have some of the HCHS alums at the *Times* gone back to visit the high school to speak with current students?

IT: I have, but not for at least three years. I participated in Career Day but haven't been invited back since my daughter graduated. I also went once to a journalism symposium hosted by Hunter that included student journalists from other schools as well. Sewell Chan '94 went to that one. And Aaron Retica '84 (also a Hunter parent at the time) was at a couple of Career Days with me.

AN: In meeting with these aspiring journalists last month, did you see something of yourself in the students who visited the *Times*?

IT: Absolutely! They were really interested in our decision-making and how we produce the daily paper. They also asked good questions about our audience-targeting



IAN TRONTZ '88 (LEFT) WITH HCHS' SENIOR JOURNALISM CLASS. PHOTO: LAURA CHANG

and subscriber-growth strategies, which is great, because that is the future of the business. The students gave me a lot of hope.

AN: Did you ever visit the *Times* as a student? If not to the *Times*, any other paper?

IT: I did not visit the *Times* or any other paper while a Hunter student. The closest I got to a newspaper was when I delivered the *New York Post* in my neighborhood while I was in the 8th grade.

AN: Were there other influences upon your choice of a career?

IT: I became a journalist because I liked to write (I wrote for *What's What*), I liked to investigate, and I liked to try to make the world a better place. I also loved *All the President's Men*, the book and the movie, which I have watched at least ten times.

AN: When and where was your

first visit to a newsroom?

IT: When I was in college, one summer job I had was for a temp agency, and that agency placed me in the *Daily News* for a couple of weeks, doing clerical work. But I didn't really spend time in a newsroom until I got an internship, my senior year in college, with the *Minneapolis Star Tribune*.



TENTH GRADE STUDENTS IN PHILADELPHIA

PHYTOPHTHORA IMAGE BY WAYNE NISHIJIMA



On the Road

TENTH GRADERS VISIT THE MUSEUM OF THE AMERICAN REVOLUTION

Last semester, the entire tenth grade class visited the new Museum of the American Revolution in Philadelphia, PA as part of a new initiative in the high school's social studies department. The curriculum for tenth grade students has been dedicated to the study of U.S. history, and the focus on our nation's evolution now continues through the first semester of eleventh grade.

Field trips play an important part in students' understanding of subject matter and historical events, and often render the topics studied more meaningful. Accordingly, the museum was selected as an ideal venue for a class trip due to its mission and proximity to many of the key sites in the American Revolution. Furthermore, as the museum is new, its exhibits demonstrate the most recent

scholarship. Interactive displays include enslaved and free Africans, Native Americans, and women—in addition to the founding fathers and Revolutionary War soldiers—creating a modern storytelling experience.

Over two hundred students went on this trip, with about twenty faculty and parents acting as chaperones. It was Hunter's first visit to Philadelphia, and a self-guided tour of the museum and accompanying assignment was designed for the students. The trip organizers hope that next time, more sites, including Independence Hall, the Liberty Bell, and the U.S. Mint, can be added to the itinerary. It is hoped that this trip will be offered annually, coinciding with the conclusion of the tenth grade curriculum about the American Revolution.

A generous gift from one of our alumnae is underwriting this trip for next year.

Regeneron Science Competition Winner

Benjamin Firester '18 is the winner of this year's Regeneron Science Talent Search!

The Science Talent Search (STS) is the nation's oldest and most highly recognized science and math award program for high school seniors. "Designed to engage and inspire the next generation of scientific leaders," forty finalists from high schools across the country vied for a grand prize of \$250,000 and were guaranteed at least \$25,000 in award winnings. This year, the program had 1,800 entrants. Winners of the Science Talent Search have gone on to achieve much in their careers; thirteen of them have received the Nobel Prize.

Firester's project, titled "Modeling the Spatio-Temporal Dynamics of Phytophthora infestans on a Regional Scale," involved research on a microorganism which caused the Irish Potato Famine and still causes billions of dollars in lost crops every year. He

devised a computer model that could prevent blight by mapping disease data and weather patterns to predict where spores that cause blight would spread. Data from Israeli farmers and weather reports of the region were used, with humidity levels and wind direction as important factors. Potato late blight, which can destroy fields in days, was at the source of the Irish Potato Famine, where 2 million people died from starvation and disease in the 1840s. A 2012 estimate valued the losses due to blight at \$6.7 billion annually.

He is the fourth winner of the Science Talent Search in HCHS' history. Prior winners include 1981 Westinghouse STS winner **Amy Reichel '81**, 1997 Westinghouse STS winner **Adam Cohen '97**, and 2005 Intel STS winner **David Bauer '05**. Firester also comes from a family of scientific minds. His older sister, **Kalia Firester '15**, was a runner up in the Science Talent Search in 2015.



IMMIGRATION

IS STILL THE ISSUE

PART 2

With this issue, we have arrived at the second installment of our feature story on immigration. The Hunter College High School graduates profiled here come from different decades, varied ethnic backgrounds, and divergent professions, and most are either immigrants themselves or are the first generation descendants of immigrants. They are women who have had successful careers in the arts, international development, business, teaching, justice, and government service.

BY **KINSHASA PETERSON**

Many of them however, talked of the same thing: that the school was in transition while they were students, reflecting larger patterns of social change during their days at HCHS. In the 1950s, it was said that students at the school were on the cusp of the women's liberation movement, and Hunter teachers encouraged those young women to think seriously about having careers of their own. In the 1960s, as the feminist movement was dawning, we heard that the student body rebelled against the school rule of wearing skirts to class, and began wearing pants. In the 1970s, with the feminist movement in its second wave, perhaps the biggest transition at the school took place when boys were admitted to the high school.

The alumnae tell stories of their families, some of whom came to the United States by choice, and others who fled their homelands, seeking refuge from the horrors of war. Still others were the descendants of immigrant families who, in maturing from their high school days into adulthood, made choices that led them to provide support to future generations of immigrants. A few travelled abroad to find their calling.

Nearly all of them chose careers that led them to be of service: to individuals, to communities, and to new U.S. citizens. It is within this framework that each alumna chose to make an impact, sharing her skills and expertise with others to build a business, a practice, or a life as an artist. As described by an alumna from the Class of 1958, "We didn't know it at the time, but we were pioneers."

Read the stories of these women and reflect upon how far each of them has come. Their efforts and achievements are the result of lifelong journeys, each with a distinct trajectory. We trust that you will enjoy reading their stories.

As with our prior issue, our editorial team attempted to be as inclusive as possible. The team reached out to Class Coordinators and sent a Call for Stories through our e-newsletter. If there is a story that you feel should be included in a future issue, please let us know.

(left and on cover)
Eleanor FROHNMEIER
Schmidt's early jogging
outfit, vintage 1934



MARY RACELIS, JAN. '51

A Filipina Immigrant Goes to Hunter College High School

By Mary Racelis, Jan. '51

ARRIVING IN THE UNITED STATES

On May 15, 1945 I stood on the deck of the SS Noordam, a 13-year old girl, with my sister, brother, and mother next to me, looking up in awe as our ship sailed under the Golden Gate Bridge into San Francisco Bay. There it was! The United States of America, a land only imagined until then, from the stories told by my Filipino father, a banker who had gone to Columbia University where he met my American mother, a librarian at the uptown New York Public Library.

Soon after we docked—in the shivery morning air, bundled up in WAC jackets with heavy boots to match—the hundreds of American soldiers wounded from the battle to defeat Japan disembarked, followed by Filipino-American families like ours who had been trapped in the Philippines when the war started in 1941. A four-day cross-country train trip took us to New York City, where my mother and my Swedish-American grandmother were reunited after 16 years. We moved into a one-bedroom apartment in the East Bronx, a real find considering war-time housing shortages.

THE PATH TO HUNTER COLLEGE HIGH SCHOOL

That September I started at the nearest neighborhood school, P.S. 10, an all-girls junior high. The teachers doing placements were not quite sure what to do with this Filipina child. My math tests placed me at a third grade level, since I had not gone to school for the four years of the war; my English scores, however, showed me at a twelfth grade level, since my parents had encouraged me to read, read, read during those years.

My social science home room teacher saw potential in her maverick seventh grader and took me under her wing. Saturday mornings I would take the “el” to her home in Parkchester. There she voluntarily tutored me in math until I caught up with my classmates. Other teachers, perhaps reacting to the lack of interest in school among many of my classmates, also took an interest in me. “Apply to Hunter High!” they insisted. When I passed the test for a February '48 admission their joy erupted not only for my success, but also for Eagle Jr. High’s enhanced

reputation for having produced a Hunter girl.

BEING AT HUNTER

Hunter High! What an extraordinary world which unfolded over the next three years! It set a foundation for learning, values, and a drive for excellence that has accompanied me lifelong. How? Let me explain.

For the first time in my life, everyone around me was smart. I could talk and ask questions about literature or world events or music or plays without being considered weird. Our teachers were amazing women who clearly believed that girls could do anything if they put their minds to it. And they made sure we did just that. We had to perform well on the New York State Regents examination, not just for our personal standing, but to preserve the school’s top statewide rating as the number one public school for gifted girls in the nation.

Being in an all-girls school contributed another crucial element in our personal and intellectual development. Having no male classmates meant not having to downplay our intellectual gifts, as was apparently then the norm in co-ed high schools. The other side of that coin, however, inevitably reared its ugly head when prom time came. Many of us didn’t know any boys we could invite, beyond the brothers of our classmates—a prospect which verged on the incestuous. Nor did the periodic agonizing dances set up with all-male high schools like

Stuyvesant and Aviation Trades offer welcome options. Instead, the social benefits of an all-girls school unfolded in the camaraderie that generated lifetime friendships, as only women create. Although now dwindling in number, our Hunter gang—staunch feminists all—still gets together for our milestone reunions or simply to catch up over lunch in New York.

Hunter's curriculum enticed us into worlds of creativity and imagination mixed with hard empirical realities. We learned expository writ-

I Remember Mama, while Joy interviewed political figures. Others wrote for *What's What*, *Argus* or *Annals*. Marta, Gloria and I joined the Spanish Club, whose annual fiesta included fund-raising projects with the proceeds donated to the founding school across the street. Hunterites could not rest on their intellectual laurels; having broad interests and helping the less fortunate was essential—another of my life's lessons.

In my last two years, I moved into the polit-

be. Girls could do anything that boys could—and even more. There was no question that all of us would go on to college. I applied to Cornell University as my only choice, with supreme confidence that I would get in—which I did. We were so sure of our abilities and the world's recognition of them that we simply took those risks. After all, hadn't Sarah-Maria-Jones-with-Hunter-in-her-bones proclaimed, "What a wonderful glorious glorious wonderful glorious glorious glorious creature I am!"

"...to love learning, to write and speak well,
to pursue excellence, to share my skills
with others needing them, to adapt to new
situations, to be confident and caring, to
value friends and family, and especially, to
be proud to be a woman."

ing—a skill that has contributed immensely to my academic career in research, writing, and publication. Everyone had to take speech class, where we learned how to breathe deeply from the diaphragm so as to project our voices properly: slowly chanting, "The – next – train – leaves – on – track – three." Learning poise and posture meant being able to put on one stocking while balancing on the other leg without falling over.

Foreign accents were not to be tolerated. Marta, my Puerto Rican classmate, and I landed in an after-class speech clinic. While other clinic inmates struggled to eliminate the dentalized d's and t's that were a product of their Brooklyn or Bronx upbringings, I was instructed to minimize my overly hard d's and t's by dentalizing them more: "Place the tip of the tongue on the gum ridge..." For homework, Marta and I listened to Edward R. Murrow's weekly radio program to emulate ideal middle American speech. Meanwhile, we sympathized with our Brooklyn-Bronx classmates, Debbie and Bernice, who were struggling to pronounce "mine" instead of "moine" and "her" instead of "ha." Whether immigrant or non-immigrant, Hunter girls had to stand up straight and speak proper English. Those lessons yet again contributed immensely to my later academic life of teaching and public lecturing.

Extracurricular activities heightened our joys. Judy played varsity basketball, Claire starred in

ical realm by running for and winning the position of G.O. Secretary in my junior year, and G.O. President in my senior year. Every Friday afternoon found me shepherding the assembly through the agenda, referring to Robert's Rules of Order, and gaveling down speakers who would not stay on track. I would remind them that we had to get decisions made about school activities, and work out ways of relating productively to the Administration. How often in the ensuing decades did I gratefully recall those formative days as I ran meetings in my university or chaired large gatherings as UNICEF's Regional Director in Eastern and Southern Africa!

Finally, there was Senior Sing, where our collective creativity came to the fore. We wrote clever words to well-known music, producing scenarios that satirized the school and its teachers. To the tune of Sam's Song we chorused, "Hic and haec and hoc, It is no joke, They call it Latin. Sum and es and est, and all the rest, there's no combatin'..." My role simulating the UN General Assembly led by Filipino diplomat Carlos P. Romulo had me ending the play by accidentally blowing up the school in a failed chemistry experiment.

Damaging the school in any way though, was farthest from anything I could imagine. I loved Hunter High. It was there that I, the immigrant child who had arrived in the United States only three years earlier, found who I was and could

MOVING INTO A CAREER AND FAMILY LIFE

Our lives led the 125 of us in many directions after graduation. Mine eventually took me with my Austrian husband back to the Philippines, an immigrant no longer. Here my five children were born. Teaching social anthropology, doing research, writing at the Jesuit Ateneo de Manila University, and working with urban poor communities struggling for their rights continued bringing out my Hunter-honed qualities. The same applies to my subsequent 13 years with UNICEF in New York and Africa, before resettling in Manila as the Ford Foundation country director in 1992. Retirement gave me more time to be with my 13 grandchildren and great granddaughter in Manila and New York, while still pursuing academic and community work today.

As I look back at those three momentous high school years at East 68th Street and Lexington Avenue, many lessons shine: to love learning, to write and speak well, to pursue excellence, to share my skills with others needing them, to adapt to new situations, to be confident and caring, to value friends and family, and especially, to be proud to be a woman. At the age of 86, how grateful I am for the privilege and utter delight of having gone to Hunter.

Life in Immersion

ALUMNA HELPS IMMIGRANTS TO BECOME ACCUSTOMED TO THE U.S.

Shira Seaman '80

It took a life changing trip to Europe for **Shira Seaman** to realize that she loved learning languages. As a student at Hunter College Elementary School, Seaman had studied French from the time she was in first grade and had to choose which language she had wanted to learn: French, or Spanish. Looking back on that time in her life, she feels that her parents had influenced her decision, as "French had been the diplomatic language and [was] an important language at that point."

Seaman enjoyed learning the language during her elementary school years and chose to continue studying French in high school. During her years at HCHS though, she found that she regretted not taking Spanish, as it "was a much more relevant language in New York." She also found that her studies of French were particularly challenging, to the point where French was her least favorite subject in school, which led her to conclude that she wasn't particularly good at languages. For college, she chose to go to Oberlin in Ohio, a school that had no foreign language requirements, and there she took no foreign language courses.

Seaman majored in English and minored in History. She planned to pursue doctoral studies in English Literature upon graduation, but her advisor informed her that doctoral programs required reading knowledge of at least two foreign languages. She felt that her hopes were dashed at that point, as she had no desire to learn another language in addition to French.

She then considered publishing as a potential career. After receiving her Bachelor of Arts, she returned to New York to take a summer program in book and magazine publishing at New York University. Then, she backpacked through Europe with a friend. The two met up with her sister and her sister's friend, traveling on a Eurail Pass. Her sister intended to go to Spain to learn Spanish, as she was planning to go for her master's degree in social work. Seaman visited her sister in Madrid, staying with her sister's host family for a week or two. During that time, she fell in love with Spain and with Madrid, so she decided to move in with the family her sister was staying with and enroll in the same language school.

She realized that the years of studying French allowed her to quickly learn Spanish. It was a time when few Spaniards spoke English; French was a second language for many. Her stay in Spain lasted about four months. She learned what it was like to become immersed in a language. "Another world opened up to me and... [I was] able to learn other people's customs and to feel comfortable in another place."

While at the language school, Seaman met a young man from Switzerland whom she later married. The two have been together for over thirty years. At first, they communicated with each other in Spanish, as neither of them spoke the other's mother tongue. Her husband, a native Swiss German speaker, moved with her to New York for a year to learn English. When he returned to Switzerland to obtain his master's degree, she went with him and learned German and Swiss German.

Seaman cites the three years she spent in Switzerland learning German from an inspired teacher as having a tremendous influence on her career choice. "I had the same German teacher for almost two years," Seaman said. "She was a brilliant teacher and a wonderful woman. When I started in her class I couldn't even say a simple sentence in German, and, by the end of the two years I was in her reading group, reading Kafka in German. It was such a transformative experience for me to be able to be a fully functioning literate person in German."

Realizing the difference between being totally immersed in a language—where one is living in a country and simultaneously absorbing aspects of the culture—and learning a language in a classroom in school, had a powerful impact on Seaman.

"The experience of learning the language and seeing this woman teach her mother tongue so brilliantly, and how much satisfaction she got out of it... seeing her students move from not speaking the language at all to being very fluent speakers, readers, and writers," Seaman said, led her to realize that

she wanted to teach her own mother tongue, English, as a second language.

Seaman founded Global ESL Academy in Flushing, Queens in 2009, as an English language instruction school for speakers of other languages. She "wanted to help people who are coming to this country feel more comfortable... and learn how to become better educated, and function in English."

When she returned to New York, she entered graduate studies at Hunter College to earn a master's degree in TESOL, or Teaching English to Speakers of Other Languages. Ironically, after living in Switzerland and gaining her fluency in German and Swiss German in addition to Spanish, Seaman had fulfilled the language prerequisites to enroll in a doctoral program. But, having found her calling as an ESL teacher, Seaman chose to pursue a career that was not far removed from her grandmothers' professions, both of whom were English teachers in New York (where some of their students were likely immigrants).*

While she was a student, Seaman describes the school as being in a state of significant transition. Her first year at the high school, in 1974, was the year when eighteen boys were admitted into the seventh grade class. Most of those boys had been her classmates in the elementary school, and as a sixth grade student



SHIRA SEAMAN '80

she was aware of the lawsuit filed in order to make the school co-ed; the lawsuit was settled just before the Hunter High School test was given in that year. She describes the change as gradual at first, "Essentially, our first year or two it still seemed like an all-girls school because all of the grades above us were only girls. I didn't even have boys in [many of] my classes for most

Avenue. In that building, the teachers had individual offices in a corridor on the floor. She remembers going with two friends during their lunch hour to visit some of their teachers, and felt it to be a privilege to chat with and to be welcomed by them with their office doors open.

In terms of the immigrant population at Hunter, Seaman stated that she wasn't aware

had their visas rejected, whereas in prior years there would have been no problems obtaining a student visa. Another thing she has noticed since Trump became president is that many prospective students ask what kind of documentation they need to have in order to enroll. No documentation is required for students who are not here on a student visa. "Like all schools in New York," she stated, "we are allowed to enroll undocumented people, that's not a problem. But I think there's a lot more fear out there now."

An additional change in Global ESL Academy's student body has been the rise in applicants from China. Seaman says that in the last few years the Chinese population among her students has grown tremendously in proportion to that of other students. A typical class, for instance, may have half of its students from China and the rest from a handful of other countries.

Seaman feels that the biggest misconception about immigration is that some groups of immigrants are more desirable than others, and that the president, through his policies, is upholding this misconception. "When I think about my own family and what they were escaping," she said, "if [they] hadn't been allowed to come into this country, my family would have perished in the Holocaust, most likely... it's really heartbreaking to think about what may be happening to people in their own countries because they're not allowed in or they're sent back into dangerous circumstances."

"It's heartbreaking to think about what may be happening to people in their own countries because they're not allowed in or they're sent back into dangerous circumstances."

years, so I still had the experience of being in an all-girls school... but as I progressed through the grades, the years behind us were all really mixed."

"The dynamics in the classroom would be different when there were boys present," she noted. But, having known many of the boys since their days at the elementary school, she was not unhappy that the school had gone co-ed. She acknowledges, though, that there were a lot of mixed feelings about having boys in the school, especially from some of the students in the older grades.

Another prominent issue at the time was second-wave feminism. Seaman's mother was a feminist writer and made sure that her daughter was involved in the movement. She went on marches and rallies with her mother and her mother's contemporaries, and spent time with many of the feminists of the day, who were her mother's friends.

She says that English, creative writing, and social studies were classes that she enjoyed the most, and credits Sue Leung Eichler, her eighth grade social studies teacher, who later became Acting Principal, with teaching her how to research and write a research paper. Seaman described that experience as "one of the most rewarding processes that I went through." She also named teachers Helene Levy (English/creative writing), Janice Hodges (English), and Richard Klutch (math) as being particularly strong and supportive in their approach towards working with students.

Seaman has a distinct recollection of the high school when it was located on two floors of an office building on 46th Street and Lexington

so much of students being immigrants themselves, but was distinctly aware of the fact that she was suddenly among a very diverse group of people. Students came from all five boroughs and a broad cross section of neighborhoods; there was a range of children's names as well as languages that their parents or grandparents conversed in at home.

"I don't remember a single person who did not seem to be a native English speaker," Seaman said. "Anyone who was able to get into Hunter High by testing in sixth grade would have come younger than 12 or 13 to this country and they would have learned to speak English like a native. They wouldn't have gotten into Hunter if their English hadn't been perfect or near perfect."

Through Global ESL Academy, Seaman has provided English instruction to students from eighty five different countries. Headquartered in Queens, the most diverse place in the world, the school has had a very diverse student body. In the past year, however, the change in the political administration has resulted in some definitive shifts in the demographics of their students. The number of international students has significantly dropped, as there has been a much harder time getting visas to come here. On the other hand, there has actually been an increase in immigrant students, perhaps because they feel that they have to secure their status here, and they know that having better English will help them in that process.

One marked change is that there are almost no Muslim students at the school anymore, where there used to be several. She also speaks of other prospective students who have

*Note: Seaman is a fourth generation American whose great grandparents migrated to the United States from Eastern Europe in the late 1880s and 1890s, escaping the pogroms against Jews in Poland, Lithuania, and Hungary. She recounts that her great grandfather, who had emigrated to New York as a teenager, raised her grandmother in an English only household. He told his daughter that, on the day he arrived in the United States, he swore that he would never speak another word of Polish due to the intense anti-Semitism in Poland. He and Seaman's great grandmother spoke to one another in English, or sometimes, in Yiddish. He was very proud to have given up the Polish language, which runs contrary to Seaman's beliefs, that immigrants should retain their language and culture while learning a new language.

Community Concerns

SETTLING INTO A NEW WORLD AND A TRAILBLAZING CAREER

Sophie DITTMAN Heymann, Jan. '45

Memories of **Sophie DITTMAN Heymann's** arrival to the United States are still vivid after 80 years. She recalls many things from the day the boat that she and her family took from France landed in New York. First, she remembers the name of the ship that took her family to the U.S.: the *SS Île de France*. Second, she remembers her mother waking her and her siblings up and saying, "You have to go see the Statue of Liberty," which nearly everyone on the boat did, with great excitement. Third, she remembers the date that they landed in New York: Saint Patrick's Day. A cousin of her father's picked them up from the Hudson River dock and drove them up the West Side Highway, which was filled with flags. "What a great welcome this is," thought the nine-and-a-half-year-old Heymann. It was a picture perfect setting, which appeared to have been created just for her.

Her memories also include her time spent in Europe, where her family had fled from the Nazi regime and waited as refugees in France. She had spent five years in that country before her family was eligible to leave Europe on a U.S. visa. Once in the United States, Heymann and her family settled in Washington Heights, where many other German refugees had come to live. As an adult, Heymann was aware that the United States, under the Roosevelt administration, was very reluctant to admit any refugees, and placed several barriers to keep them out of the country. She feels that such policies may have been partially due to the Great Depression, but also because there was significant anti-Semitism in the country.

Two days after her arrival in the U.S. she broke her leg and spent two months recovering from that accident. Due to her age, Heymann quickly picked up English, though there was no formal program of secondary language instruction, such as ESL, for refugees or immigrants. She made friends in her neighborhood who taught her their games and other things they did in the playground, and she felt comfortable with them.

Three years after coming to New York, Heymann took the Hunter College High School Exam. Her test score was the highest for ninth graders in that year and an article was written in the *Sun* in 1942 lauding her achievements.

Once classes began, she was immediately aware that the learning environment at Hunter was at a different level than the previous school she attended. "Hunter taught intellectual resolve and tough standards," Heymann noted, "although with the kindness and personal involvement that great teachers provide."

She recalls her language and history classes with particular fondness; and she belonged to the French Club. Madame Bruyère guided her closely, helped her write in French, and encouraged her to contribute to the production of the French Club's magazine, *Marianne*. Heymann remembers her history teacher, Mary Cronin, as being a strong source of inspiration who led her to love the subject. She took two years of Latin, which she cited as being "helpful all along the way." In all of her classes, the faculty challenged her and her classmates, something she described as being "in the stream of Hunter... they would always give us a higher level to aspire to."

Heymann was aware of other immigrant students at Hunter, whom she recalls as mostly living on the Upper West Side. She was friendly with some of them but said that, living in Washington Heights, it was difficult to make friendships with people who didn't live in your immediate neighborhood. Due to her recent arrival in the United States, she recalled feel-

where one of her tasks was to sell war savings stamps, valued at ten cents each. The stamps were placed into a booklet and, once \$18.75 had been accrued, a savings bond could be purchased that would mature at \$25.00. As part of the Victory Corps Club, she also learned things that were helpful in case of an emergency, such as nursing and first aid.

As graduation drew near, she and her fellow Hunterites began to prepare for college. However, as a refugee with immigrant parents, Heymann experienced different treatment from her classmates. Many girls in her class were interviewed by the Assistant Principal, Mildred Bush, who was also the Guidance Counselor. During those interviews, students were advised about specific steps they had to take to go to an out-of-town college. Heymann was not called for one of those interviews, nor was she given any information about colleges by the school. She later found out that she had been automatically enrolled into Hunter College.

After graduating from Hunter College High School at fifteen, Heymann entered Hunter College and set her sights on a potential career. After pursuing a liberal arts degree, she discovered that she wanted to continue her studies and get an MBA. That was a highly unusual choice for a woman in those years, as college courses generally prepared women to become teachers or telephone operators. In fact, the speech clinics held at Hunter College High School and at Hunter College were designed for one to pass the test to become a telephone operator.

She enrolled in New York University's MBA program as it was one of the few universities to give MBA degrees to women. She was the only

"Immigrants typically bring willpower, knowledge, and ambition and they tend to bring out the best of what this country has to offer."

ing like an outsider in high school. That feeling would stay with her through her college and graduate studies.

Foremost on the minds of Heymann and her classmates was World War II. She described that "social activities took a backseat due to the immediacy of the war, and we all participated." Heymann was head of the Victory Corps Club,

woman in her program, and worked as a bookkeeper during the day while in graduate school. Upon receiving her MBA, Heymann went to the placement office and learned that NYU couldn't place women graduates, because all of the jobs were with banks, and there were no jobs for women in that field. Instead, she went out on her own and eventually found a career in mer-



HONOR STUDENTS

Two Girls From P. S. 6 Win Hunter Awards.

Students of P. S. 6, Manhattan, took first and second honors in the entrance examinations for first-term students given recently by the Hunter College High School.

The first place winner was Joan Snyder, with a score of 95.7 per cent. Helen Gottesman was second, with 94.5. Of 589 applicants, 140 were accepted. The lowest admission mark was 82.

Among applicants for admittance to the third term, Sophie Dittman of Junior High School 115, Manhattan, stood first with a score of 94.1. Catherine Chlopinski of Junior High School 118, Manhattan, was second, with 94. Of 244 applicants for the third term, 115 were accepted. The lowest admission mark was 70.1.

Answers to School Queries on Page 11.

SOPHIE DITTMAN
HEYMANN, JAN. '45

chandising, which was a career open to women. She was hired by Alexander's department stores in 1949, where she worked as a buyer.

Heymann remained at Alexander's for eight years, and gave birth to her first daughter while working for the department store. Her husband was also a refugee from Germany who had arrived in the United States, alone, when he was fifteen. He stayed with a distant uncle who immediately put him to work. His father had perished in the Holocaust and his mother arrived in the country a year and a half after him. Due to the political situation in Europe, he was forbidden from getting any education from the time he was twelve years old. Before marriage, he was in the army for four years and received a Bronze Star Medal.

After retiring from Alexander's, she and her husband decided to move to Closter, New Jersey, and her husband established a business in the Bronx. There were no refugees in the town at that time. Heymann worked part time as the chief financial officer of her husband's firm while raising their children, honing the skills that she had acquired in graduate school.

While helping to grow her husband's business, Heymann's civic activities blossomed. On the volunteer level, she served as the first vice president of the League of Women Voters of New Jersey, as well as a member of the National Voters Service Committee. She was a Girl Scout leader for thirteen years, and chair-

person of the Closter Girl Scouts for six years. She was president of the Community Resource Council of Bergen County, vice president of the Bergen County American Red Cross, and still serves as vice president of the Adler Aphasia Center. Most of those organizations, as well as others of which she was not a member, awarded her their "Woman of the Year" award or its equivalent. She also volunteered with B'Nai B'rith Women, Planned Parenthood, and her Synagogue Board. Recently, Heymann was selected as the borough historian for Closter.

On the government level, Heymann served for 23 years on the New Jersey Board of Pharmacy, where she was the only non-pharmacist ever elected president, and was appointed to separate terms by three different New Jersey governors and Senate. She received an honorary Ph. D. in that capacity. In Closter, in addition to being voted the borough's first and only female mayor for two terms, and council person for four terms, she served (or still serves) on the Board of Health, Planning Board, Zoning Board, Environmental Commission, Historic Preservation Commission, Fire Department liaison, and Budget Committee. Governor Christie, with consent of the Senate, appointed her to the bi-state Palisades Interstate Park Commission, where she also still serves.

Growing up in the United States as a refugee, Heymann had an intense desire to be American above all. She feels that there is a difference between immigrants and refugees, as "Immigrants

usually come to find a better life for themselves while refugees are escaping from something horrible. Refugees are much more inclined to admire everything in the United States and want to become part of it, and they reject their past background because it was so unkind to them." As a result of her exemplary achievements, Heymann's name was posted in the vestibule of Hunter College as one of its distinguished alumnae.

Her thoughts on immigration are clear. She stated that "Immigrants typically bring willpower, knowledge, and ambition and they tend to bring out the best of what this country has to offer... and you find that first and second generation immigrants have created most of our major corporations and biggest businesses and have been very valuable in various professions." The town that she lives in, Closter, has become home to many Korean immigrants, whom she feels have enriched the social fabric and added distinction to the borough's high schools. As Closter's borough historian, she will have the opportunity to document the stories of many immigrant families, including her own.

The Passage of Time

YOUNG WOMEN ON THE CUSP OF A REVOLUTION

Joanna MILLER Bukszpan '58

United States Immigration Judge **Joanna MILLER Bukszpan** was born in the Bronx. Her father, the son of immigrants from Belarus, was born in a tenement in the East 50s of Manhattan before it was the chic neighborhood it is today. Her mother was an immigrant born in the Austro-Hungarian Empire (in an area in present day Ukraine) who came here with her family when she was nine years old. In an era where, according to Judge Bukszpan, "you did not flaunt or even want to suggest your ethnicity, your foreignness," her mother chose to overlook her foreign birth altogether and tried to be "100% American."

Judge Bukszpan, who retired as a judge in 2017, spent twenty one years in the New York immigration court. Prior to that, she worked for twenty years as an immigration attorney, both for the Department of Justice and in private practice. While a student at Hunter High, a desire to solve problems and have a positive influence on people's lives led her on a path to consider a career in either psychology or law. She did not see a connection to immigration law at all at that time. In fact, she did not have a sense that there was an "immigrant population" per se at Hunter, "Certainly not in the sense that this is thought of now." She said that, "In retrospect, we were actually all children of, if not immigrants, then the children of children of

immigrants, but we were not focused on this self-identification."

Judge Bukszpan attended Hunter in the mid-to-late 1950s, at a time when not only was there more of an emphasis on being in the melting pot than in one's ethnicity, but also when women's career opportunities were still quite limited. It was prior to the 1960s, a time when a woman having a serious career was "an evolving notion," she stated. "It was not totally out there in the culture that we were supposed to be choosing a career." However, Hunter, she feels, encouraged her and her classmates to aspire towards having a fulfilling professional life. She strongly believes that her class was part of a transitional generation, one that was on the cusp of the women's liberation movement of the 1960s. Barriers restricting women from the workforce were being slowly dismantled, but at the time of her class' graduation, career choices for women were most typically in teaching and secretarial support. In her own family, her mother was a teacher. There were several lawyers in the family, but they were all men. In fact, when she was later considering going to law school, a lawyer uncle told her

that she would be well qualified to work in the profession, but that she should expect to "perform all of the drudge work and receive none of the glory." The teachers at Hunter, however, prepared her to enter the professional world by making her think about whether she wanted, in essence, to be a secretary working for "important" people or whether she wanted to be an "important" person herself.

Judge Bukszpan's time at Hunter, which was then located on 68th Street and Lexington Avenue and was an all-girls school, was filled with exploration. Academically, she delved into new subject matter and was challenged to do her job correctly as a student; she thrived in the subjects of English, history, French, and Latin. Socially, she met other girls from all five boroughs and they spent their days congregating in a very cosmopolitan part of Manhattan for their classes. Prior to Hunter, Judge Bukszpan was mainly familiar with her world of immigrant families from the Bronx. But as a student at Hunter, she was able to explore the sophisticated environs of the Upper East Side. She remembers going to the Frick Collection to spend time reading her schoolbooks in the museum's



JOANNA MILLER
BUKSZPAN '58

courtyard and walking through Central Park. She had what she regards as a truly first class education at Hunter, which launched her into a meaningful and successful legal career. "I was projected into another concept of what my life could be like," she said.

Judge Bukszpan's path specifically toward immigration law was a deeply personal one. Her husband, an immigrant from Egypt, came to the United States when he was fifteen, arriving with his older brother as students. They were later joined by their parents and younger brother who had been delayed in Italy awaiting visa issuance. When they married, her husband needed a special document issued by the American government so that he could travel abroad on their honeymoon. In their relationship, she saw the legal issues that he and his family had to confront navigating the immigration journey, and it pulled her toward that field of law.

After receiving her Bachelor of Arts degree from City College, and while raising her two young children, Judge Bukszpan attended the evening division of Brooklyn Law School, while her husband, with his full cooperation, stayed home with the children at night. Earlier, when she was in college, she worked as a secretary at a law firm and was befriended by a female lawyer at the firm. This woman, who was an immigrant herself, planted the germ of the idea that a woman could be a lawyer—and a successful lawyer at that. She became a role model for Judge Bukszpan. "She showed me the possibility that a woman could do this and carry it off with aplomb," Judge Bukszpan said. In her classes at law school, the evening session had a hundred students, only ten of whom were women. Yet five of those ten graduated cum laude or even summa cum laude. "We were driven people who wanted to do it. In hindsight, we were all pioneers." Also, in hindsight, she feels that the choice she made to become an attorney and later a judge has allowed her to serve as a mentor for other young women, just like she herself had been mentored by example while working in college.

Upon receiving her law degree, Judge Bukszpan was hired by the United States Department of Justice under the Attorney General's Honors Program for law graduates. She first worked as a general attorney, reviewing applications for citizenship, and then became a trial attorney, representing the government in deportation and exclusion hearings. She then went into private practice, specializing in immigration law. She stated that immigration practice is "one of the most stressful

activities one could ever get into, because you are literally holding the lives of people in your hands." In her practice, she handled mainly asylum, family reunification, and high-skilled worker cases. Her clients were from all over the world. One of her asylum cases, involving a young man from Albania, became a precedent decision in the field.

Judge Bukszpan became a judge out of a natural outgrowth of her temperament. She was less interested in being an advocate than in solving problems. "As a trial judge, you can bring matters to a conclusion," she explained. "[You're] dealing with people in front of you whose lives you are affecting on a one to one basis." Over the years, she handled cases from West Africa, Europe, Asia, South and Central America, and the Middle East. And no matter the nationality, the individuals whose cases she

"Immigrants enhance the culture;
they enhance our professions; and they
enhance our general workforce."

heard all wanted the same thing: a better life for themselves and their children

Judge Bukszpan describes her role as a judge as "very satisfying." She relished that she was "a very big factor in getting people to be able to move on with their lives." Ironically, she applied for the judge's position because she felt the work would be less intense, after the high stress responsibilities of being an advocate. As a judge, "you're standing back from the situation in a way; you're not in the trench with that person." However, she found that it is still a very stressful job because you are making decisions about real people. As a judge, "you're making a decision on somebody whom you're seeing a few times, maybe for a few hours. You have law clerks who can do some of your research. They can even write drafts of your briefs or decisions. You have more power [as a judge] but it's less hands on." However, the decision making always involves a real person, and that continues to make the work highly stressful.

When she was appointed to the bench, Judge Bukszpan regarded becoming a judge to be the pinnacle of her career, and thought it would last for a few years until retirement. But she held the position for twenty one years and thoroughly enjoyed the work; in fact, she found the decision to retire and to relinquish the pow-

er to do good was very difficult. One of the hardest and most emotional powers to relinquish was to no longer periodically administer the oath of naturalization to new Americans. It was administered at a ceremony at which—being given in New York City with its broad range of nationalities—countries of origin were called out in alphabetical order. If you were from that particular country, you would stand up. "The cross section of that was amazing to see. We're talking about twenty or thirty countries in that one group of 150 people."

With the diversity of the New York court, patterns in population migration were quite apparent. Judge Bukszpan cites the diversity visa lottery as a significant component of current immigration law. The law aims to increase the number of immigrants from "under-represented" countries. With the lottery, among other

factors, there has been an ethnic shift in what demographics the United States will have going forward; the law allows more immigrants from Africa, Asia, South and Central America, and Eastern Europe to reside here.

Judge Bukszpan noted that there are at least two other immigration judges in the immigration court system who are Hunter people, and there is at least one interpreter in the New York court who is a Hunter graduate. She believes very strongly that Hunter graduates—intelligent, diverse, and hardworking as they are—would be very comfortable working in the world of immigrants, doing emotionally satisfying work. Looking back on her career, her thoughts on immigration are that, contrary to what is sometimes said today, immigration is not a negative concept for most Americans. The reality is that immigrants "enrich our country in ways that are incalculable. They enhance the culture; they enhance our professions; and they enhance our general workforce."

Hunter pointed Judge Bukszpan on a path towards a career of service. In describing the period in which she attended HCHS, she said, "We didn't know that we were inventing a new world out there... the entire school experience was extraordinarily important in this process. Hunter changed my life."

Forging Ahead

NEW LOCATIONS GIVE ALUMNA THE OPPORTUNITY TO CREATE A MULTIFACETED CAREER

Eleanor FROHNMAIER Schmidt '47

Vivid memories of her childhood frame the life of **Eleanor FROHNMAIER Schmidt**, and strongly influenced her career choices. Born in Manhattan to immigrant parents from Germany and Austria-Hungary, Schmidt grew up in a household filled with music, leading her to seek a livelihood in the arts. Her parents fashioned their careers upon arriving in the United States, each coming to the country separately. Her mother, who came to the U.S. at age 17, arrived in the country with her brother; although they were separated at Ellis Island. Her first job in the U.S. was as a nanny for a doctor's family. The doctor for whom she worked was born in Texas but had completed his medical training in Germany. In her work for him, he also trained her to become a nurse. Schmidt's father arrived at Ellis Island at the age of 20. He had been sponsored by an uncle who told him to get work as a busboy and waiter, "because waiters never starve." Keeping to a schedule of four hours of sleep daily, he held three part-time jobs at German, Irish, and Italian restaurants. An accident at work sent him to the doctor's office where Schmidt's mother was a nurse and he decided on first sight that he wanted to get to know, and marry, this woman. They particularly loved Charlie Chaplin films and visits to the Statue of Liberty.

Schmidt's father worked his way up and eventually became general resident manager at the elite Harmonie Club, where he was employed from 1926 until his death in 1960. Growing up at the Harmonie Club, Schmidt had several chance encounters with dignitaries in the arts, politics, and sciences (Einstein was a frequent guest speaker there) as a young child. She recalls that, at age eight, she sat on the lap of renowned conductor Walter Johannes Damrosch, and sang the childhood nursery rhyme "Jack and Jill," "in an Edwardian costume replete with bonnet and blue silk ties" at his 75th birthday party. Damrosch had attempted to bring classical music into the lives of all New York City public school children by providing schools with phonographs, records, and access to his radio shows. He good-naturedly said that, someday, Schmidt could be a fine singer.

She lived with her family at the Harmonie Club from the time she was five years old until the day

that she got married. While growing up, her parents sponsored many of their siblings from Europe to come to the United States. Her New York family soon included six maternal uncles and five paternal aunts. Those young people soon chose spouses, some of different nationalities. The arrival of cousins was happily celebrated with an ever expanding variety of languages spoken, and always festive music.

Prior to Hunter, Schmidt attended P.S. 6 in Manhattan. Her English teacher at that school, Mrs. McBarron, recommended that she take the test for Hunter High. She was one of fourteen girls who took the test for Hunter. "Try very, very hard in what they're testing you in," Mrs. McBarron said, "because Hunter College High School is the best high school in America." Schmidt enrolled at Hunter High in 1943.

During her years at HCHS, World War II was at the forefront of all students' minds. Schmidt also remembers that there were a large number of refugees from Europe in the majority of her classes. Being of Austro-Germanic ancestry, there were moments when she felt distinctly uncomfortable about her ethnicity, and Schmidt reminded her fellow students that she had been born in Manhattan. Her experience at Hunter helped her to feel more comfortable with her heritage.

For her language elective, she chose German, as it was a language when spoken she could understand but she could not actually read or write in it. Schmidt acknowledges her German teacher, Dr. Eva Lange, with opening up a world of literature and communication to her students about European languages. Dr. Lange had her class work on a German language yearbook, where Schmidt contributed drawings. Her English teacher, Mrs. Brubaker, encouraged Schmidt to feel increasingly confident with translation from German to English by giving her German quotations to translate. Schmidt appreciated both of those teachers, who encouraged her "to study hard to be a better writer." One of her most enjoyable moments at the school came in her English classes, where students were tasked with writing a spontaneous essay every Friday afternoon.

Because of the war, Schmidt recollected that some of the teachers at the HCHS were



ELEANOR FROHNMAIER SCHMIDT '47

actually full professors at Hunter College. There were also some student teachers from Hunter College teaching at the high school in those days. She remembers many of the student assemblies held at the school as being highly influential in her life; Mayor Fiorello LaGuardia spoke at one of them, as did a female doctor who had treated Mussolini. Schmidt recalled a performance given by dancer and anthropologist Pearl Primus as having a tremendous impact upon her. Always, she felt impressed by the talents of her fellow students at the school, and was inspired by the capabilities of her teachers. At that time, the school was an environment defined by the strength of women, and many of the student teachers had left the school to join the Women's Army Corps and WAVES.

Outside of school, Schmidt spent most Saturdays at the Art Students League of New York. While attending classes there she met the artist Leon Kroll, who encouraged her to enroll at Finch College. After graduating, cum laude, with an associate's degree, she was accepted, at age 19, as a painting major into Yale University's graduate program in the School of Art and Architecture, which was one of a few departments that admitted women at that time. She attended Yale from 1949-50. Dean York agreed with her that it would be advisable to have the liberal arts classes she missed. Since Yale at that time did not have co-ed under-

graduate classes Schmidt was given a withdraw/pass from studies there to complete her bachelor's degree in Languages and Literature elsewhere. The expectation was that she would return to Yale with a BA. Schmidt transferred to Bard College in Annandale-on-Hudson, New York.

While at Bard, in addition to liberal arts studies, Schmidt was very active in the performing arts. She performed solo parts in Fauré's *Requiem* and Handel's *Messiah*, and in concerts as soloist with Professor Paul Nordoff. She was chosen as the first college student administrative arts intern at The Metropolitan Opera in the 1950-51 season. As a volunteer to welcome fellows from the Smith-Mundt Act—an exchange program for foreign students from Europe—in the fall of 1951, she met an Austrian-Czech student from the University of Vienna's School of Journalism. He asked her out on a date. They fell in love and married in June 1952.

They went to Austria that same year. It was her first visit to her husband's and parents' homeland. It took the couple nearly five months to obtain immigration status for the young man before returning to the States. The U.S. Consul in Salzburg at that time could not grasp the fact that she was a New York City born American; he kept on assuming that she was not a U.S. citizen but, instead, an Austrian war bride. "Some American soldiers are going home with Austrian brides. Your English is very good," he added. The only resolution to his peculiar stance was to agree to get married again, which they did. They returned to the States by ship, where she saw firsthand how differently immigrants were treated. Those with American passports were allowed to get off the ship within an hour or two, while immigrants had to stand to the side and were processed the entire day before they could disembark.

Following their stay in Europe, both were accepted at Columbia University for graduate studies, where Schmidt studied English and comparative literature. Her husband became a German instructor, and they both participated in making German language tapes for the newly established Language Lab at the school. During her studies at Columbia, Schmidt was hired by Benjamin Sonnenberg, president of Publicity Consultants, Inc., to work as a junior copywriter and one of three private secretaries in his front office. Her pregnancy with her first child, a daughter, forced her to resign from this position, as a company rule stated that no pregnant woman could work there.

Regarding her professional life, Schmidt

stated, "I see the familiar pattern experienced by many women born in and around 1929. 'Seems every time I had a fine opportunity to move ahead in my work, my husband accepted 'a better offer' and we moved. That's why faculty wives then were fond of saying, 'When a husband was working towards a Ph.D., the wife should get a Ph.T. (Putting Hubby Through).'"

At Columbia, Schmidt received her first professional artwork assignment. It was an illustration for Bentley's *Manual of Piety* by Bertolt Brecht. Her husband supplied the Notes section on which they both collaborated. She also did ink drawings for other academic journals at that time.

In 1959, Schmidt and her husband moved to Pennsylvania, where he had accepted a position as assistant professor in the German department at Bryn Mawr College. In Bryn Mawr, she was employed at Theodore Presser Music Publishers, where she served as director of the Classical Music-International and A&R departments. She was engaged in building a new network of contacts with college and university music departments to promote their scores, and established new European connections to enable Presser to acquire European titles and publications for American representation and distribution. While working at Presser, Schmidt at last completed her master's essay at Columbia. Part II of it is her translation, the first in English, of the Austrian author Robert Musil's entire novella, *Grigia*. She received her MA, with honors, in 1963.

Schmidt resigned from Presser and became an instructor in the English department of Harcum College in Bryn Mawr, Pennsylvania. Schmidt selected Harcum because Bryn Mawr had strong rules against nepotism that would have prevented her, a faculty wife, from teaching there. At Harcum, her position was expanded to include guidance counseling responsibilities for students who wished to transfer to four-year colleges and to advise students majoring in music and drama. In 1966, she had to resign from the position as her husband had accepted a new offer to become chairperson of Germanic language and literature at the University of Colorado in Boulder.

That same year she gave birth to her second child, a son. By June of 1967, Schmidt and her family had moved to Colorado. As the wife of a department chairman, regularly entertaining large groups of faculty, students, administrators, visiting foreign guests, and new Boulder friends was expected. She also had an active professional life and wrote for three well known regional magazines, profiling city officials and re-

viewing music performances and art gallery exhibitions. She became a member of the Denver and Boulder Press Clubs and, during the 27 years she lived in Colorado, was also appointed to the Parks and Recreation Board of Boulder and was an active PTA member of the schools.

Schmidt was appointed director of Cultural Programs, the Artist Series, and Macky Auditorium at the University of Colorado Boulder in 1977, reporting directly to the chancellor and vice chancellor of the school. In this role, Schmidt supervised a paid staff of 49 and was responsible for a combined departmental budget of \$500,000. She also booked performing solo artists and classical music and dance groups for the university's Artist Series. During her three years in that position, Schmidt also taught honors students in arts administration, the first time such courses were offered at the university.

In the 1980s, Schmidt turned more fully towards arts administration, accepting a position at a corporate art gallery in Boulder. She also served as public relations director of the Colorado Indian Market, a three day exhibition of artworks from over 100 tribes in the United States, Canada, and South America. Held annually on the Fourth of July weekend, she more than doubled the attendance at the art fair by marketing the festival across the country and internationally.

In 1994, she moved to Northern California, where she still lives, near to family members. She continues to paint and returned to her writing roots in 2013, contributing a monthly column to the *Upbeat Times*, whose slogan is "No Bad News is Good News." She feels that a positive view of life is healthy.

Schmidt credits Hunter with cultivating her well-honed writing abilities, and said that the school taught her to "persist, perform, and engage" no matter the circumstances. She was also pleased to learn that the school had extended its program of instruction from four to six years. "Four years was too short," she said. "And I know I wasn't alone in that feeling... to pack what they packed in from 1943-47 in four short years... [was] so much. It was something we wanted, and I am grateful."



SUSAN NOWOGRODZKI '66

Life in the Arts

NURTURING AN ARTIST FROM HER YOUNGEST DAYS

Susan Nowogrodzki '66

Susan Nowogrodzki's parents fled Poland in 1939 when the Nazis invaded their country. They escaped, separately, to Vilnius, Lithuania, where many Poles sought refuge as it was a neutral country. At that time, Chiune Sugihara, the courageous Japanese ambassador to Lithuania, had gone against the orders of his government and had procured exit visas for Jews to leave the country. Fleeing to the west through Germany was impossible so Sugihara arranged for Jews to leave Lithuania through the Soviet Union. Some had to wait a long time in Vilnius, but thousands escaped with false papers on the Trans-Siberian Railway to Vladivostok, and then traveled by boat to Japan. From there, passage was secured to the United States, as it was just before Japan declared war on the U.S.

Her father, Mark, was on the *Helan Maru*, one of the last ships that crossed the Pacific before the bombing of Pearl Harbor. Later in the war, that ship was commandeered by the Japanese government and made into a submarine chaser. Eventually, the ship was sunk by the Allies, and today the wreck of the *Helan Maru* is explored by divers in the Chuuk (Truk) Lagoon.

Many of Nowogrodzki's relatives were trapped in Poland and perished. Her parents, Mark and Mery, met as refugees in New York City. They married shortly after Mark joined the U.S. Army in 1941. He was deployed first to Africa and then to Europe, returning after the war ended. While Mark was in military in-

telligence, Mery enrolled at the Pratt Institute and received a degree in architecture. In the years after World War II, they had two children, Richard (1948) and Susan (1949), and Mark worked and went to Brooklyn Polytech where he received a master's in engineering. Both Richard and Susan attended Hunter College Elementary School.

At Hunter College Elementary School, she met and bonded with **Joyce Meltzer '66** in kindergarten, her first friend, and the two remained friends throughout their high school years at HCHS. She learned that Meltzer's parents had been in a concentration camp, and felt an immediate affinity with her. She also met **Bella Pace '66** in high school, and learned that she also came from a family of Holocaust survivors. Aside from those two alumnae, Nowogrodzki had no awareness of others who were children of the Holocaust.

Nowogrodzki describes feeling very intimidated by the students at Hunter who were from "American" parents, and thinks that "Hunter did not do enough to recognize that there was another aspect to our lives than academia—at the time it was all academics—we didn't sit around talking about our families or what our histories were." She felt that the immigrant status of her parents was a big secret; neither the teachers nor the other girls knew. "When I went home, it was very different; and though I had professional parents who were highly educated, I still felt that

my family was different from other girls' families because of their experiences during the war."

Nowogrodzki's parents realized her talent for drawing at an early age and exposed their daughter to art by taking her to many museums, even when she was very young. Though her parents didn't have a lot of resources, they enrolled Nowogrodzki in the Museum of Modern Art classes for three- to five-year-olds on Saturday mornings, and after that, in art classes at the Metropolitan Museum of Art. When she was eleven she began taking painting classes at the Art Students League of New York. The arts remained a central focus for her throughout her academic life. Her parents believed that being an artist was a "noble profession," said Nowogrodzki, and she continued to major in fine arts in college and in graduate school.

The arts were also central to Nowogrodzki's time at Hunter High. Whereas many families encouraged their children to channel their artistic abilities towards professions that would give them an income, such as teaching art or social work, her parents supported her efforts towards becoming a professional artist. At Hunter, she was the art editor for *Argus*, and had a reputation among her classmates as someone with artistic talent. When it was time to make their mascot, as seniors, Nowogrodzki was head of the mascot committee. Ms. Rosso was her art teacher and she recalls being supported and encouraged by her. She was a member of the art club, and remembers several other students who were also involved in the art club. Many of the girls who were interested in art transferred out of Hunter in ninth grade to go to Fiorello H. LaGuardia High School of Music & Art or to the High School of Performing Arts. Due to the student transfers, there were only a handful of girls that were left at the school whose focus was fine arts.

In other subjects, Hunter's faculty challenged her to perform to her best ability. She recalls especially enjoying math classes and took a strong liking to creative writing. Mrs. Evslin was Nowogrodzki's creative writing teacher for junior and senior years. A comment that Mrs. Evslin made on one of her papers still remains in her memory to this day, when she wrote, "This is very good Susan, but not up to your usual standards." Nowogrodzki felt that the comment was very astute and encouraging.

Mrs. Evslin also got Nowogrodzki her first paid assignment as an artist. Her husband and son worked for IBM in the 1960s, in the very beginning of the computer era. They were writing a storyboard to promote IBM computers, and Mrs. Evslin hired Nowogrodzki to draw

their storyboards. She was sixteen at the time, and previously had only held jobs as a cashier or camp counselor. As her first job as an artist, the project was very exciting to her. She also had no idea of how much to charge! But she completed the assignment and IBM was very pleased with the results.

Attending Hunter High in the 1960s, Nowogrodzki describes those years as a time of transition. Civil rights issues were important to everyone in her class, and many went to protests against the Vietnam War. Kennedy's assassination took place in 1963. Rebellion was at the center of many of the students' lives, even at school. Girls were required to wear skirts every day. In Nowogrodzki's senior year, some girls,

"I still felt that my family was different from other girls' families because of their experiences during the war."

she included, started wearing pants. "There was a tremendous feeling of rebellion," she stated. "There wasn't that much feminism at the time, not much of a female rights movement, but we were definitely aware of the civil rights movement. I know there were girls in my class who were quite conservative and also very religious. The girls that I hung out with were more counterculture—singing folk songs, playing the guitar, going to clubs in the evening." She also recounts that there was some experimentation with pot, and that when she was a junior, there was a senior in her Spanish class who always came to class stoned. All of the other students knew this and she would tease the teacher, Señora Rodriguez, who would just laugh. "For the most part," she said, "it wasn't around me very much. There were only a couple of girls that we knew got stoned and smoked cigarettes in the bathroom."

At Hunter College Elementary School, she had skipped first grade and so was always the youngest in her class. Hunter College High School helped prepare her for college. "I didn't feel especially smart at Hunter. [But,] when I left Hunter and told people where I went to high school everybody was very respectful of me, of my intelligence," Nowogrodzki said. "I think that really helped me, knowing that I was smart and that I was able to navigate in the world."

"I also think that it gave me many experiences with girls with so many different back-

grounds," she continued. "Hunter gave me a solid foundation culturally and it was a safe place to be. Going on public transportation was not safe at that time but being at Hunter was a safe place—and a place where I could think and develop my mind."

Nowogrodzki graduated from Hunter High at sixteen and then attended George Washington University in Washington, D.C. While there, she took classes at the Corcoran School of Art, as did all of the art majors, in an environment where she was exposed to many artists and artwork. For graduate school, she went to the University of Oregon and earned her BFA in painting and her MFA in ceramics. For the majority of her artistic career she has worked

with clay as a ceramic artist, although she still paints occasionally.

As a child of immigrants, she believes immigrants come to this country for many reasons, but ultimately they want to contribute something to the United States. "That is true for my family," she stated. "They were very grateful to come here, and they always remained patriotic even when they disagreed with the government." She thinks that often there is an erroneous perception that immigrants come here to "take something" from our country. "A lot of the immigrants that I meet now," Nowogrodzki said, "they really believe in our country and they want to believe in our government."

The Language of Law

CHILDHOOD EXPERIENCES LEAD TO A CAREER OF GIVING BACK

Veronica Jung '93

Family experiences led to **Veronica Jung's** choice of career as an attorney. Having immigrated to the United States from South Korea when she was eight and a half years old, she still remembers the plane ride from Seoul to New York, with a connection at O'Hare International Airport in Chicago. Jung recalls that she said goodbye to all of her extended family at the airport in South Korea, as they didn't know when they'd be able to see one another again. Before departing South Korea, one of her relatives had given her an ABC book so that she could learn the English alphabet. She, her parents, and her younger sister left the country without knowing any English.

Her parents decided to immigrate to the United States as the Korean economy was in its developmental stages at the time. Her father worked as a bookbinder for a publishing company, and her mother was a housewife. Neither of her parents graduated college because their families were not wealthy enough to send them to school. In grade school, Jung was viewed by her teachers as having strong academic potential, but the private school tuition was cost prohibitive. Her parents felt that there would be greater learning opportunities abroad for their two children.

Jung had an uncle, a former journalist, who had migrated to Tennessee in the 1960s, and who had sponsored her family for arrival in the States. They boarded their flight with two large bags per family member. On the plane, seated nearby, were two Korean nuns traveling with two orphans—one child about Jung's age, and an infant—who were being taken to Chicago to meet their adoptive families.

Jung's uncle was supposed to secure an apartment for her family in New York. However, upon landing at JFK International Airport, she and her family had to live at a motel by the Grand Central Parkway as lodging arrangements had not been made. They remained in the motel for at least two weeks while her uncle looked for an apartment for her family. She also recalls having breakfast at an American diner in Astoria soon after they arrived, as that restaurant was near the apartment that her uncle eventually found

for them. She remembers the breakfast of bacon and eggs as being the most delicious meal that she had ever tasted, and she still has a soft spot for bacon. Jung also has memories of the first supermarket she shopped in, a neighborhood C-Town, during her first days in New York. She was amazed by how large the supermarket was, and was treated to a huge bag of M&M's by her parents.

Jung's father got a job in produce and eventually opened a store of his own. She relays that there's a joke in the Korean-American community, which may also be shared among other immigrant communities: "Be careful where your first American job is," the saying goes, "be-

houses. Because of this, she had the opportunity to read many biographies of historical figures.

In her first year of public school in Astoria, Jung was bullied by one student for not speaking English well. In remembering her first year in New York, Jung's parents have relayed to her that she often came home crying, saying things like, "why did we come here?" As a means of enduring the experience of being bullied, Jung turned towards writing stories. To this day, Jung turns to writing for reflection, and aspires to write a book of essays or stories about her experiences.

It took some time for her to acclimate to the New York City school system and immersion in English instruction. Jung remembers the marble composition notebooks that were given to students, and how the school would give template headings to put on the top of every page for homework, such as "name," "date," "teacher," and "subject." For two weeks, instead of writing in her name and the actual date, Jung just wrote in "name," "date," "teacher," and "subject." She said that "not having the language under our belts created funny accidents. For exam-

"There's an immigrant working behind the counter of every small business I know of."

cause you end up doing it for the next lifetime." Her mother worked as a waitress at a Korean restaurant in Manhattan, and worked various jobs, including as a cashier at a local market, before joining her husband to run the produce store. Her parents had regrets about not taking ESL classes upon arriving in New York, especially her mother, who often said if she had just started studying English and had gone to ESL classes instead of being sucked into the grind of survival, perhaps she would have had better job opportunities in the long run.

Jung's biggest challenge upon coming to New York was learning the language. Her family arrived in late June of 1983, when school was out of session for the summer. Though she picked up things quickly, like teaching herself English, she always kept a six-inch thick Korean-English dictionary with her during her early days in school at P.S. 17 in Astoria. Jung describes herself as a "voracious reader" in her childhood, and due to her father's bookbinding job in Korea, he regularly brought home books that were rejected in production by publishing

ple, my mom would go to the local dollar store and bring home these extremely inappropriate items of clothing or mugs that said things like 'Up Yours' and we didn't know what those expressions meant. For a while I ended up wearing a T-shirt to school that said 'I'm surrounded by idiots' and I didn't catch on until much later that that was insulting to teachers and classmates." About ten years ago, Jung located Joyce Schildkraut, her third grade teacher and first-ever teacher in the States, and she has kept in touch with her over the years.

When Jung passed the Hunter test, she entered a world of opportunity. She still recalls writing the test essays, and says that when she first heard the lyric in the musical *Hamilton*, "I wrote my way out," it resonated so powerfully with her, because "that is how I feel about every admissions and scholarship essay I have ever written in my life to reach for my dreams." She took strongly to the arts curriculum at Hunter. "What was really close to my heart was the Arts Day that we used to have." She was a member of the jazz chorus, and has a fond memory of

going to Toronto for a singing competition and bonding with her fellow performers on the bus ride to Canada. There was also a time when Jung performed a Korean democracy movement song, called "In the Wilderness," which she sang, accompanied by **James Robinson '93** on guitar. Over twenty five years later, Jung says that memory still stands out as one of the highlights of her high school experience. "Looking back, music was often what brought joy to the difficult circumstances around me. My first foray into performance art was playing Sancho Panza in our fifth grade class's amateur production of *Don Quixote: the Man of La Mancha*. Our teacher handed me a cassette tape copy of the soundtrack, and for months afterward I ran around our apartment singing 'I am Sancho' and

of Hunter's first speech team, cultivating skills which would eventually benefit her as an attorney. "I remember enjoying writing my own pieces and speaking about subjects I really cared about. That definitely prepared me for public speaking and thinking quickly on my feet."

Jung was aware of the immigrant population at Hunter mainly because she wound up traveling with many of them on the subway ride after school; many of the Asian American students came from Queens. "I think the immigrant population itself was diverse enough," Jung stated, "where I think there were segments within it. It ranged from kids who had pretty well-heeled parents with professional backgrounds and economic resources all the way to kids with parents like mine who hadn't gone to college and

didn't have the know-how to guide them."

She was a student at Hunter High during the early 1990s, and distinctly remembers the verdict of the case involving Rodney King, a citizen whose beating by California police was videotaped. The school was evacuated on April 29, 1992, the day the verdict was decided, as a police officer had been acquitted and the school administration

a year in Madrid, Spain, on a fellowship from Harvard, Jung attended the Boston University School of Law. She has been an attorney for sixteen years, starting in the private sector, then working for a nonprofit, and from there, going into the Department of Justice to prosecute for the federal government. After that, she returned to private practice and opened her own firm in 2015. The reason she decided to pursue law as a career was because, growing up, she had advocated for her family and community members when they had difficult issues with landlords or others in their lives. Jung discovered that those with means used their lawyers as a buffer to intimidate people from getting what they needed, and she became intrigued by the language of the law. Her college senior thesis was written on this topic, and was focused on people who had to navigate the New York City courts without an interpreter; they often were immigrants who were not fluent in English and were also not fluent in the language of the law.

In her private practice, Jung focuses on matters of employment law, serving senior-level employees on a range of issues, such as contract and exit negotiations, wrongful termination, and harassment and retaliation on the job. Her clients are individuals occupying high levels in different fields and industries, and especially in light of the #MeToo era, there are more employees coming forward to address issues in the workplace, "expressing concerns about dynamics which they may have previously been putting up with for fear of losing their career." She also notes that technological advances have steered many of her clients into entrepreneurial ventures that disrupt the old or "normal" way of doing things in their industries. As the mother of two young daughters (ages six and two), Jung feels strongly about teaching them to understand that they should not take their privileges for granted, and to always give back.

Regarding immigration, Jung feels that it is definitely a mainstream political issue. In the political arena, however, it is often portrayed as something that only affects a small segment of society, specifically people of color or poor people. "As a nation, immigration has been an integral part of our history... we are relegating it to the side lines... but there's an immigrant working behind the counter of every small business I know of. When you look at the chain of supply and demand, it's woven into the economic fabric."



VERONICA JUNG (RIGHT)

'The Impossible Dream.' Despite the ups and downs, it was great that I was able to continue singing through all of high school. I still credit the Hunter Jazz Chorus with teaching me all the jazz standards I can still sing by heart."

Jung remembers that she felt particularly nurtured by her involvement in the student council. Maria Nadal was her Spanish teacher, but also served as an advisor in student government, and took an interest in Jung's personal development. As a way of giving back, Jung serves as a mentor to many students and young professionals, helping them with leadership development, networking skills, and career advice.

She says that neither math nor science were strong subjects for her, contrary to many stereotypes about Asian Americans. She thought back to Joan Kenyon teaching social studies and -European history, and "making the subject so vibrant and engaging." Jung participated in activities like debate and was a member

was afraid of riots reaching from Los Angeles to New York. She recollects the heightened anxiety of race relations, and at that time, was asked to give her opinion to a student channel of commentators on public television. Some felt that she had spoken too candidly and she had been warned by others that she might be in personal danger. Her father, therefore, had escorted her to school every day for a while to ensure her safety. Jung also remembers the boycotts of Korean grocery stores. "The '80s and the '90s were a time of considerable tension in the city," Jung remarked. As for other social issues of the time that affected the Class of 1993, "Censorship became an issue. I remember some yearbook editors put in an image on the back cover of our yearbook that was considered too racy; I think the advisor decided to take that out by cutting out the back page of our yearbooks."

After receiving her Bachelor of Arts, magna cum laude, from Harvard College, and living

ALUMNI NEWS

ALUMNA RECEIVES NOBEL PEACE PRIZE ON BEHALF OF ICAN

The International Campaign to Abolish Nuclear Weapons (ICAN) was awarded the Nobel Peace Prize for 2017 in recognition of its role in achieving the Treaty on the Prohibition of Nuclear Weapons. **Susi Snyder '95**, ICAN President, was in Oslo to celebrate the achievement of the historic treaty, noting it offers a powerful, much-needed alternative to a world in which threats of mass destruction are allowed to prevail, and indeed, are escalating. ICAN is a coalition of non-governmental organizations from nearly 100 different countries around the globe. The coalition has been a driving force to prevail upon the world's nations to cooperate in efforts to stigmatize, prohibit, and eliminate nuclear weapons. To date, 127 states have made such a commitment, known as the Humanitarian Pledge. We congratulate Snyder and her colleagues for receiving this distinguished honor.



SUSI SNYDER '95



ROBERT LOPEZ '93 MAKES HISTORY AS A DOUBLE EGOT WINNER!

Robert Lopez and his wife, **Kristen Anderson-Lopez**, have struck success again as Academy Award winners. Lopez's Oscar for Best Original Song in Disney Pixar's *Coco* ("Remember Me"), though, has placed him in a unique category: that of the only double EGOT (Emmy, Grammy, Oscar, Tony) winner in history.

Lopez is the youngest winner of all four awards, having earned his first set in 2014 by age 39. He won an Oscar as part of the songwriting duo for *Frozen* ("Let it Go"), followed by two Daytime Emmy Awards for the animated series *The Wonder Pets* (2008, 2010); three Tony Awards, two for *The Book of Mormon* (2011) and one for *Avenue Q* (2004); and three

Grammy Awards, two for *Frozen* (2015) and one for *The Book of Mormon* (2012).

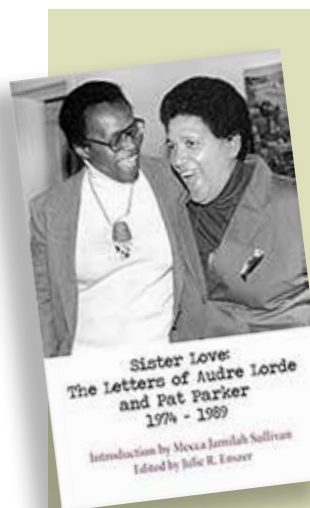
To date, only twelve performers have earned Emmy, Grammy, Oscar, and Tony awards, including such well known celebrities as Whoopi Goldberg, Rita Moreno, and Mel Brooks. The award for *Coco* was presented by fellow HCHS alum **Lin-Manuel Miranda '98**.

LIN-MANUEL MIRANDA, KRISTEN ANDERSON-LOPEZ, ROBERT LOPEZ (FAR RIGHT)

ROBERT LOPEZ '93 ON BROADWAY AGAIN!

The success of the 2013 film *Frozen* has led Disney to adapt the film for Broadway. You can see Lopez's work in *Frozen the Broadway Musical*, where he and his wife have composed many additional songs for the production. Join the Alumnae/i Association and your fellow alums on Sunday, July 15, or on Tuesday, July 17; we have reserved

two blocks of tickets for this much anticipated show. Tickets are \$200 for members and their guests; \$225 non-members and their guests. To purchase tickets visit <https://www.hchsaa.org/frozen2018> or call our office at 212-772-4079 with your credit card information. You can also send us your check payable to HCHSAA. Please indicate "FROZEN", plus MATINEE or EVENING, on the memo line of your check. Tickets are first come first serve and are non-refundable.



DOCUMENTING THE LETTERS OF AN ACCOMPLISHED POET

Audre Lorde '51 is celebrated for her poetry and writings, which explored race and power, as well as African American and lesbian identity. In a new book entitled *Sister Love: The Letters of Audre Lorde and Pat Parker 1974-1989*, the correspondence between Lorde and fellow African American writer Pat Parker documents the ideas, advice, and confidences shared between the two. In their letters, they discuss their work as writers as well as intimate details of their lives, including periods when each lived with cancer. An introduction to the book was written by **Mecca Jamilah Sullivan '99**.

LIN-MANUEL MIRANDA '98 IN CONVERSATION WITH BILL AND MELINDA GATES

On Tuesday, February 13, Hunter College hosted a discussion between **Lin-Manuel Miranda** and Bill and Melinda Gates. The talk, which was held at the Hunter College Assembly Hall, brought these influential individuals together to take questions from a sold-out audience of Hunter College undergraduate students and students from Hunter College Campus Schools. The three talked about the topics of philanthropy, global health, education, and current events. You can see the program here: <https://www.facebook.com/BillGates/videos/10155239754391961/>

A PROMOTION TO SERVE THE NONPROFIT COMMUNITY

Artemis Anninos '87 has been named Cahill Gordon & Reindel's first dedicated, full-time pro bono counsel. In this new position she will work with the partners on the firm's Pro Bono Committee to broaden partnerships with leading nonprofit and community organizations. Additionally, Anninos will provide day-to-day oversight of the work that Cahill attorneys perform that provide the firm's pro bono clients with access to justice and opportunity.

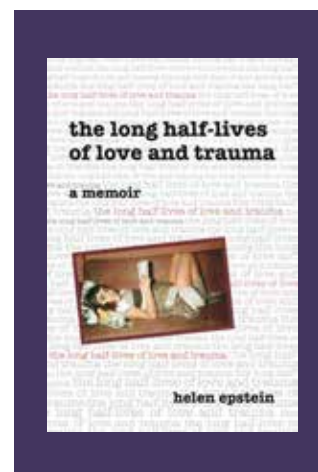
FIRST #METOO MEMOIR OF 2018 FROM HELEN EPSTEIN '65

On January 8, alumna **Helen Epstein** published her new memoir *The Long Half-Lives of Love and Trauma* (Plunkett Lake Press, 2018), available as a paperback and e-book from Amazon. The book is the third of a trilogy, following *Children of the Holocaust*, Epstein's groundbreaking account of intergenerational transmission of trauma and *Where She Came From: A Daughter's*

Search for Her Mother's History, one of the first genealogical travelogues to post-Communist Europe. Both were named among the best books of their year by *The New York Times*.

Epstein's book examines the long-term consequences of sexual assault. "In midlife, well settled in marriage and motherhood, Helen Epstein is impelled to revisit the legacy of her childhood," wrote trauma specialist Dr. Judith Herman. "As she risks both her own sanity and the relationships she holds most dear, Epstein illustrates the complex moral and psychological effects of trauma, and the gritty process of recovery."

The new book includes some of her experiences while attending Hunter. You can read a recent interview with her in the *Canadian Jewish News*: <http://www.cjnews.com/culture/books-and-authors/helen-epstein-depicting-second-generation-trauma> and a review of her book in the *West Side Rag*: <https://www.westsiderag.com/2018/01/07/book-review-remembering-local-landmarks-and-family-pain-in-the-long-half-lives-of-love-and-trauma>



NAOMI CONN LIEBLER '62

AWARD TO ALUMNA FOR OUTSTANDING POSTGRADUATE ACHIEVEMENT

Naomi CONN Liebler '62 was awarded the prestigious Townsend Harris Medal by the City College of New York Alumni Association for outstanding postgraduate achievement in her field. The award was presented by fellow CCNY alumnus, WNBC meteorologist Chris Cimino, at the 137th Annual Alumni Dinner at the New York Hilton on November 2, 2017. HCHS classmate **Beverly Winikoff '62** was there and shared in the celebration. Established in 1933, the Townsend Harris Medal has been awarded to Nobel laureates, cabinet secretaries, Supreme Court justices, and others. Previous recipients include Felix Frankfurter, Ira Gershwin, Oscar Hijuelos, Judd Hirsch, Ir-

ving Howe, Alfred Kazin, Ed Koch, Bernard Malamud, Walter Mosley, Colin Powell, Faith Ringgold, Alfred Stieglitz, and Eli Wallach.

Liebler is professor of English and a University Distinguished Scholar at Montclair State University, where she has taught since 1972. She specializes in Shakespeare. She is the author of *Shakespeare's Festive Tragedy: The Ritual Foundations of Genre* (1995), and editor of the books *Early Modern Prose Fiction: The Cultural Politics of Reading* (2007), *The Female Tragic Hero in Renaissance English Drama* (2002), and *Tragedy: A Critical Reader* (1998). She is currently editing the *Early Modern/*

Renaissance volume of the six-volume *Cultural History of Tragedy* (Bloomsbury/Methuen, due out in 2018), and working on a monograph to be called *Shakespeare's Geezers: Negotiations of Old Age in Shakespeare's Plays*.

DIANE BARNES '68 WINS AWARD FOR HER PLAY *MY STROKE OF LUCK*

Congratulations to **Diane Barnes** for receiving an award from the United Solo Theatre Festival, where her one-woman show, *My Stroke of Luck*, was performed. Barnes, who has been touring her performance at theater festivals internationally, was recognized with an award for Best Storytelling Script. United Solo is the world's largest solo theater festival, with its eighth season concluding in 2017. To learn more about the awardees, visit <http://unitedsolo.org/us/the-2017-united-solo-awards-have-been-announced/>

CELEBRATING A NEW CHAPTER IN LIFE

Chelsea Weinberg '08 (and HCES '02) married Jesse Lirtzman (an honorary Hunter Hawk) whom

she had been dating since high school. The two were married in Union Station in Washington, D.C. where they now live. Many Hunter classmates, and even one of her Hunter teachers, Sarah Fogelman, a science teacher at HCHS from 2002-2010, were in attendance.

LEAVING THE WHITE HOUSE FOR A NEW ROLE WITH GLOBAL IMPACT

Avril Haines '87 served as deputy national security advisor to President Barack Obama, and prior to her tenure at the White House, was former deputy director of the Central Intelligence Agency. She was the first woman to hold each of those positions. Recently, Haines joined Columbia University as senior researcher for Columbia World Projects, an organization that seeks to connect the capacities of the academic community with organizations outside of the university's realm, with the intent to create initiatives that benefit humanity. She also holds an appointment at Columbia Law School, where she teaches and serves as a senior fellow at the law school's Human Rights Institute and National Security Law Program.



NATIONAL CANCER INSTITUTE AWARD GOES TO HUNTER ALUMNA

Denise Galloway '66, Ph.D., was among the 2017 recipients of the National Cancer Institute's Outstanding Investigator Award. NCI supports accomplished leaders in cancer research who are making innovative contributions in the understanding of cancer and are developing applications that may lead to a breakthrough in biomedical, behavioral, or clinical cancer research. Galloway works at the Fred Hutchinson Cancer Research Center in Seattle, Washington, where she researches new ways to prevent, diagnose, and treat HPV and HPyV infections that can lead to cancer.

ALUMNA AND HER HUSBAND HELP TO ADVANCE MEDICAL CARE IN AFRICA

Rabbi Erica GREENBAUM Gerson '96 and her husband, Mark Gerson, founded The L'Chaim Prize for Outstanding Christian Medical Missionary Service in

2016. Much of Africa's medical care is provided by faith based institutions, and the L'Chaim Prize provides a significant source of support to communities in need, as funding from congregations in the United States and Europe have diminished. Through this initiative, a \$500,000 prize is awarded annually to a doctor working in Africa who provides service to the continent's poorest inhabitants. More information about the L'Chaim Prize can be found on the website for the African Mission Healthcare Foundation, www.amhf.us

EXHIBITION FEATURING AN AFRICAN AMERICAN DANCE LEGEND

Lynn Garafola '64, professor emerita of dance at Barnard College, curated an exhibition at Columbia University featuring the life and performances of Arthur Mitchell, who was the first black dancer at the New York City Ballet, and founder of the Dance Theater of Harlem. In the show, entitled *Arthur Mitchell: Harlem's Ballet Trailblazer*, Garafola drew upon material from Mitchell's personal archive that was donated to Columbia

CHELSEA WEINBERG '08, JESSE LIRTZMAN, AND GUESTS





ARTHUR MITCHELL
COLLECTION, RARE
BOOK & MANUSCRIPT
LIBRARY, COLUMBIA
UNIVERSITY

University's Rare Book & Manuscript Library in 2014. The exhibit included photographs, drawings, posters, memorabilia, and video footage and was on view at Columbia University's Wallach Art Gallery until March 11.

EVOLUTION OF A LIFE AS A STUDENT ATHLETE

Nnenna Lynch '89 was among the six recipients of this year's NCAA Silver Anniversary Award. The award recognizes distinguished individuals at the 25th anniversary of the conclusion of their college athletics careers. Lynch, a seven-time All-American distance runner, went to Villanova University where she was 1992 national champion in the 3,000 meters and was named NCAA Woman of the Year in 1993 due to her outstanding academic performance. Following Villanova,

she was selected as a Rhodes scholar and attended Oxford University. After a six-year professional running career, where she won gold in the 5,000 meters at the 1997 Summer Universiade in Italy, Lynch entered corporate America, where she worked at Goldman Sachs and at a property development firm. She then joined Mayor Bloomberg's administration as a senior policy advisor, a position that she held for six years. Presently, Lynch is managing principal and head of development at The Georgetown Company, a real estate development firm.

SPEAKING OUT ABOUT HIGH SCHOOL BULLYING

Ginger Kid: Mostly True Tales of a Former Nerd (Abrams Books, 2018), written by **Steve Hofstetter '97**, tells of the years when

he was bullied in high school and how he found comedy as a way out. Chronicling his high school days at Hunter, he includes many anecdotes about HCHS, including Carnival, the Freak Hallway, Killer, the teeny lockers, the mascots, and some of his favorite (and least favorite) teachers and college counselors. The book has been touted as "the beloved next volume for the first generation of *Diary of a Wimpy Kid* fans who are all grown up and ready for a new misfit hero."

A COSTUME ON DISPLAY AT THE NATIONAL MUSEUM FOR AFRICAN AMERICAN HISTORY AND CULTURE

Zinda Williams '77 has designed costumes for Broadway plays, created performance attire for celebrated dance companies such as

To submit your news for inclusion in future issues please email us at kpeterston@hchsaa.org.

CALL FOR BOOKS!

Penned a new book recently? Make sure to share it with your fellow HCHS alums as well as the high school at reunion. The Alumnae/i Association gathers books from alums in the months leading up to reunion weekend and displays them during Saturday's all-class Milestone Reunion event. Afterwards, those books are donated to the library at Hunter High, benefitting the current and future generations of Hunter students.

Alvin Ailey American Dance Theater, and has served as wardrobe supervisor for storied institutions including the Brooklyn Academy of Music. A few years ago, Williams was asked by renowned dancer and choreographer Geoffrey Holder to make a cape that would replace the one that was lost, for the original "Wiz," Andre De Shields. She took on the commission and later learned that the cape has been acquired by the Smithsonian National Museum of African American History and Culture. Congratulations on this honor, Zinda!

THE ALUMNAE/I ASSOCIATION



Find Your Next Intern through HUNTERConnects

Spring is the perfect time to think about tapping into the pool of talented HCHS seniors and recent graduates (1-5 years out) seeking summer internships. HUNTERConnects is gearing up this season to facilitate procuring and sponsoring summer internships for the HCHS community. In its debut last year, HUNTERConnects was able to successfully fill a number of summer and part-time internships offered by alums across a wide range of industries including publishing, marketing, law, investment management, and technology. Sponsoring an internship is a great way to meaningfully give back to Hunter while also gaining the energy, enthusiasm, and dedication of Hunter interns in the process.

To find out more about sponsoring or obtaining an internship, please contact **Raymond Tsao '84** at raymond@pouryourcup.com or by checking out HUNTERConnects.pouryourcup.com. HUNTERConnects will also be rolling out an updated interface for the pilot app that they hope will make it easier to connect HCHS alums with resources for internships, mentoring, and advice in the future.

Keeping the Hunter Alumnae/i Community a Vital Part of Your Life

We hope that you think often of Hunter High—both the time you spent there and the lifelong friends you made. We know that whenever the Association gathers alums together for social occasions, the warmth and happiness that pervades the group is palpable—and we know part of the reason is our shared affection for our alma mater.

When you join the Alumnae/i Association (AA) as a dues-paying member you support the full range of programs and services we offer. Member dues cover the substantial cost of printing and

mailing three issues per year of *AlumNotes* to all alumnae/i. Dues also subsidize the cost of reunion and provide support for the operations of the HCHSAA office. Our staff organizes events like book readings, theater trips and museum tours for all alumnae/i. They assist classes as they organize their individual reunions, and maintain the HCHSAA's member directory and website. As a dues-paid member, you will receive discounted admission to reunion weekend events and other programs. All of these help you to stay in touch with each other and the school.

To find out if your membership is current, check the mailing label on the back of this issue for your status and the expiration date of your membership. To join, please send your payment in the enclosed envelope, or to pay online login to our website (www.hchsaa.org) and click "Become a Member" under "Support" to pay by credit card. If you recently paid your membership dues, please accept our thanks.

3

REASONS TO JOIN

1

Networking Opportunities

The HCHS Alumnae/i Association supports a network of graduates who help to raise the profile of the school on a national level. Membership is open to all graduates and offers a broad networking scope that rivals that of other student and alumni organizations. If you recently graduated from high school or college, or are just thinking about changing careers, joining the HCHSAA is a good way to make great connections and jumpstart your job search.

2

Career Building Tools

Successful graduates are Hunter's best assets. Of course, we hope you will use your success to help the Association and the school, but we want to help you succeed.

If you haven't visited HUNTERConnects we encourage you to do so now.

It can be a great tool for building your connections and your career.

3

Benefits

When you were a student at Hunter, you were part of a very special community.

After graduation, many alumnae/i continue to feel connected to Hunter, and associate a part of their identity with the institution.

That's why we organize alumnae/i events, and keep you up to date on the broader Hunter community with monthly e-newsletters and three issues of *AlumNotes* each year. As a member you receive discounted tickets, early registration, and expanded access to the Online Directory of Alumnae/i.

Reconnect for a Festive Saturday in June!

Reunion 2018 is less than two months away. Mark your calendars and make plans to return to Hunter on Saturday, June 2, for the high school's all-class Milestone Reunion.

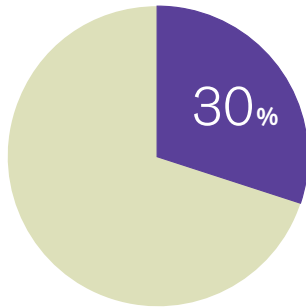
Each year, Hunter welcomes back its alumnae/i to reconvene with old friends and forge new bonds of camaraderie. Share your memories of the school and of one another in a casual setting at the high school. Come together, relive cherished experiences, and provide your classmates with updates on the important events in your life.

Did you graduate in a class year ending in "3" or "8"? Then it's your milestone year and you should plan to join us for the highlight of the day: the General Assembly. All milestone classes gather together for presentations about the state of Hunter affairs when they were students. See what Hunter alums of different generations thought of the school, and their world. The stories told about Hunter are often-times a reflection of society at large. No matter the year, each class has

Hunter in common.

Want to see what life is like for today's Hunter students? Then take a tour of the high school Saturday morning, led by current students at the school. Spend the afternoon with us, following the General Assembly, for a catered outdoor lunch in the school's courtyard. The afternoon concludes with an array of off site events, including the annual Joe Kubat Softball Game, a guided tour of the Central Park Conservatory Garden, and tours of Thomas Hunter Hall, the "old" high school on 68th Street and Lexington Avenue, and a tour of the Museum of the City of New York. Use the back page of *AlumNotes* to register for Reunion or sign up on our website, <https://www.hchsaa.org/grow/pages/main-navigation-pages/events--updates---events---reunion-registration>.





30% OF THE STUDENT BODY
USES THE WRITING CENTER
ANNUALLY

Supporting the School: The Writing Center

In Spring, 2014, The Alumnae/i Association funded the creation of the writing center at the high school, supporting Hunter students in English, social studies, and science. Since its founding, the writing center has been serving approximately 360 students each year, which is 30% of the student body. The supervising faculty are **Irving Kagan '82**, chair of the social studies department, **Kasumi Parker** of the English/communication and theater department, and **Joanne Roque '92** of the science department.

We posed our questions regarding the writing center to **Lois Refkin**, chair of the English/communication and theater department, who also served as chair of the committee that created the center. Special thanks to her and to **Joanne Roque** who provided us with the statistics about the writing center.

AN: What was the need?

LR: I chaired a committee of teachers from a wide range of departments, which looked at writing centers at other schools and the possible uses of a writing center at Hunter. We found that while students often go to their teachers for help with their writing, they also want to be able to work with student-mentors and have a place with standardized hours where they can get help. We felt that it was important for students to bring their writing in any discipline, whether they bring lab reports, history term papers, English short stories, art homework, or any other required writing. While other schools use student teachers to staff their writing centers, we preferred to offer training and opportunity to student-mentors who wish to work with their peers on writing, as well as three teachers who serve as supervisors.

AN: What percentage of the student body utilizes the writing center?

JR: Using the total number of recorded visits from 2014 to 2018 (1,060 visitors), 69% (734 visitors) were seeking support for English assignments, 27% (286 visitors) for social studies, and 4% (40 visitors) for science.

AN: Which grades have you found make most use of the writing center?

LR: I believe that grades seven through ten make the most use of the writing center, which makes sense—those students are still practicing the fundamentals of writing.

JR: The science department is currently involved in action research to better prepare the science fair projects for our seventh and eighth graders. We expect to see more middle schoolers in the second semester when they are finishing their projects.

AN: What subjects have you found students need the most support in?

LR: My sense is that the demand is seasonal—for example, when it's the time of year when social studies term papers are due, the majority of students who visit are working on that project. Similarly, the center gets very busy when major assignments are due, near the end of each grading quarter.

AN: How were faculty selected to staff the writing center?

LR: From the start, we determined that the center should be staffed by teachers from a range of departments. The faculty members selected to staff the writing center

have been those who expressed a strong interest in working there; the department chairs also spoke with Dr. Fisher about who would be an excellent choice to staff the writing center. Interestingly, two of them are also alumnae/i: **Joanne Roque '92** (science) and **Irving Kagan '82** (social studies).

The students who staff the center as mentors are selected based on the recommendations of tenth and eleventh grade teachers in English, social studies, and science. They are all juniors or seniors and they work at the center as volunteers, without earning any service credit.

AN: How does faculty balance out their duties of operating the writing center? What other classes do they teach?

LR: The majority of teachers who supervise the writing center teach one fewer class than the normal course load of five, in order to be an active presence at the center. Since its inception we have always had one teacher from English, one from social studies, and one from science.

AN: Can you measure the success of the writing center? If you can, how?

LR: The classroom teachers of students who visit the writing center are informed of their attendance. The classroom teacher can then see if the student's work is improving, knowing that the student is attending. I don't know if the teachers who supervise the center have done an online survey about student satisfaction—in my view that might be an effective way to measure the writing center's success.

Board Member Spotlight

For this installment of the Board Member Spotlight, we interview **Claire Friedman '03**. After graduating from HCHS, Friedman attended Harvard, where she majored in economics with a secondary degree in art history. After college, she worked in the Investment Banking Division at Goldman Sachs and then attended Harvard Business School. Post-MBA, she moved to Los Angeles, where she worked in television production and development. Friedman is now back in New York, working as a writer at *Saturday Night Live*.

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

CF: Hunter is a community I value deeply, so when I saw the board put out a request for people with business backgrounds, I felt compelled to apply. It was also a good time in my life to join. Two years ago I transitioned my career from more structured/business oriented roles to less structured creative roles. I found myself with some extra free time and a business/finance skill set—that I was no longer applying professionally—that I wanted to find a way to continue to put to use.

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

CF: I co-chair the grants committee with **Eli Adler '03**, and was excited to take on this role since I've done a fair bit of grants evaluation in the past. In fact, I started reviewing public sector grants to fulfill my community service requirements in high school, and then continued to do similar types of projects during college.

I am also actively involved in fundraising at my college, so I've been able to take some of the skills I've learned there (it's a well-oiled machine) and apply them to Hunter.

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

CF: One of my favorite things about joining the board has been meeting people across Hunter generations and hearing how the

school has influenced all stages of their lives. I probably wouldn't have had the opportunity to connect with all these amazing alums if not for interacting with them at board meetings and events, like reunion.

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

CF: Probably linking the board to more recent graduates. My sense is that recent graduates are often busy and focusing on launching their careers, families, etc., so they're a minority on the HCHSAA Board (as well as most boards). But most of the recent grads with whom I've connected are interested in giving back to Hunter, they just need a clear way to do so. By reaching out, giving them concrete ways to give back etc., hopefully I've been able to help grad participation start sooner.

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

CF: Not currently, though in the past I've served on the board of Common Cents New York (along with fellow HCHS alum, **Nora Gross '04**)

AN: Have you made any interesting connections being on the board (new friends or business connections)?

CF: I have made a few connections, but one of the best parts about being on the board has been re-connecting with people I knew in high school but lost touch with!



CLAIRE FRIEDMAN '03

Fostering Diversity at Hunter

By Pamela Roach '71

On December 5, 2017, the diversity committee of the Alumnae/i Association sponsored its second pizza lunch for current members of the high school's Black and Latino school clubs—AACS (African-American Cultural Society) and HOLA (Hunter's Organization for Latin Americans). The first meeting took place in May, 2017. Based on the positive student response, David Joffe—assistant principal for seventh, eighth, and ninth grade—asked us to do it again, as the school felt the event had significant impact.

The objective of the get-together is to introduce current students to alumnae/i who look like them and who could serve as role models, resources, mentors, and friends when called upon.

Our messages were simple and direct:

We are here for you if, and when, you want us.

We consider you a member of our unique club already.

We share a lifelong bond that you can depend on from today forward.

We understand that, despite the changes in the institution throughout the decades, you may still have had a more challenging experience than others at Hunter.

We know some of your challenges, like being expected to be the expert mouthpiece on all things Black or Latin, or being from neighborhoods in New York City that are very different from the three Manhattan zip-codes that source the rest of the student body.

We are here for you.

Call on us to hear about life after Hunter, and why the experience was more worth it than not.

Alumnae/i in attendance included **Ryan Baxter '08**, **Terrance Colter '87**, **Dave "Coach" Crenshaw '81**, **Fred McIntosh '87**, and myself. We met with about fifteen students, **David Joffe**, and club advisor **Lynda Rovine**. Over pizza, students told some of their current experiences and asked questions. We shared stories of how Hunter has impacted our lives. We also shared how our experiences at Hunter turned out to be a powerful launching pad and functioned as a kind of club that we didn't know we were stepping into in the seventh grade.

We offered our contact information for future communications, tours of our workplaces, and possible employment opportunities. We also shared access to HUNTERConnects—a Hunter web community started by HCHS alum **Raymond Tsao '84**—to facilitate us helping each other. Internships, mutual mentoring opportunities, as well as trusted connections are among the potential offers available.

All in all it was fun and gratifying to begin to connect with today's students. More importantly, David Joffe felt it was valuable enough for us to do it again this spring. So, we'll be there with pizza in one hand and our open hearts in the other.

To learn how you might participate in future pizza lunches, contact pamela@breakthrough-group.com. We also invite you to join HCHSAA's Black and Latino Facebook page at www.facebook.com/groups/746727192052261/

IN MEMORIAM

Myra SPRUNG Waldinger '34 died peacefully in Lenox, MA, on September 1, 2017, just shy of her 100th birthday. She was predeceased by her husband and is survived by her two sons, four grandchildren and three great grandchildren. After serving as personal assistant to Avery Fisher, Waldinger earned an MS in rehabilitation counseling and an MA (and ABD) in English. She taught remedial writing at Queensborough Community College. Much loved, much missed.

Nettie SHERR Kitzes '36 of Rockville, MD, passed away peacefully on December 9, 2017, surrounded by loving family. Adored wife and devoted sister, Kitzes is survived by her three loving daughters and two cherished grandchildren. A graduate of Hunter College, with MAs from the University of Wisconsin, she aspired to be a French teacher from an early age. In 1959 she received a Fulbright scholarship to study at the Sorbonne in Paris, and in 2009 she was inducted into the Hunter College Alumni - Association Hall of Fame. As an exceptional high school French teacher for decades, she inspired a legion of her students at Fairview High School in Dayton, OH, and Bethesda-Chevy Chase High School in Bethesda, MD, with her love of the French language and literature. Memorial contributions may be made to the Hunter College Scholarship & Welfare Fund or JSSA Hospice.

Lavita WEISSMAN Haskel '38, of New Rochelle, NY, died on October 4, 2017, two days before her 96th birthday. An alumna of Hunter College and Columbia University, Haskel was a retired high school teacher from Bronx High School of Science. She was a stalwart of the Friends of the New Rochelle Public Library with particular expertise in pricing cookbooks for resale. Haskel was predeceased by her husband, Saul, with whom she had five children. She is survived by two sons, two daughters, a son-in-law, two daughters-in-law, six grandchildren, cousin **Paul Haskel '81**, and niece **Nancy Weissman ICY '76**.

Bernice RABINOWITZ Kupsaw '40 died peacefully at age 93 on December 28, 2016, with family at her side. She was born in New York City, April 24, 1923, to Russian-Jewish immigrant parents. As a child her father nicknamed her Bunny, a moniker by which she was known the rest of her life. She grew up in the Bronx and commuted to school and then Hunter College. During the Depression her father owned a small candy store. Kupsaw and friends would spend childhood Saturdays with bags of candy watching nickel movies at the local cinema.

At Far Rockaway Beach in Queens, at age seventeen, she met a friend of her older sister's boyfriend. He was Murray Kupsaw of Paterson, New Jersey. Three years later, during the height of World

War II, they would marry. They lived in Austin, Texas, until her husband's army unit shipped out to the Pacific Theater. During the war years Kupsaw returned to New York, finished her college degree, and completed a master's degree in early childhood education at Columbia University.

After the war the Kupsaws moved to Newington, Connecticut, and started a baby boomer family, having three children. After volunteering for years running the library at her children's elementary school, she obtained a master's degree in library science at Southern Connecticut State University. She then began a long tenure as the librarian at another of her children's schools, Martin Kellogg Junior High School.

After nearly twenty years running the junior high library, she retired in 1985. When her husband retired a few years later they moved to Sanibel, Florida, where their son and his wife live, and were very involved in the lives of their grandchildren. Kupsaw discovered a talent late in life after taking Newington High School's adult education painting course. She painted avidly in retirement. She also continued her lifelong passion for gardening. In 2003, the Kupsaws moved to a condo at Shell Point, Florida. True to form she took on the task of organizing the library at the Shell Point Pavilion.

Kupsaw was predeceased by her husband, and is survived by her three children and nine grandchildren. She is still best described by

SEEKING INFORMATION ABOUT AN ALUMNA

Rhea Plottel, Jan. '49 would like to reach out to the HCHS alumnae/i community regarding the death of her cousin, **Lucille BANNER Harris '28**. Harris passed away in 1991, and though related, the two cousins had never met. Plottel learned of her cousin's passing by reading a 1992 back issue of *AlumNotes*, where her obituary was listed. She would like to ask if there are any alumnae/i who knew Harris. If you or one of your friends knew Lucille BANNER Harris, please email us at info@hchsaa.org and we will forward your contact information to Rhea.

her high school yearbook caption: An old-fashioned bouquet of gentleness, generosity, and happiness. She is sadly missed by all.

Doris EINSTEIN Siegel '42 passed away peacefully at her home on November 2, 2017. She was born in Germany. Siegel was predeceased by her husband and two siblings. She is survived by two children and one grandchild. In 1966, she joined the dance department at the University of California, Los Angeles, working with a team of remarkable women leading a new and exciting field of artistic expression. Siegel was a full professor of dance at the university. She lit and designed every UCLA Dance Company performance for over twenty years. She was an active member of Temple Beth Israel. Aleha HaShalom.

Rose-Marie SCHEPIS Capuco '42 passed away while surrounded by her loving family in her Annapolis home on February 18, 2018. She was born in Manhattan on January 11, 1925. Raised in the Bronx next door to her future husband, Capuco graduated from Hunter College High School and Hunter College with a BS in mathematics.

Reunited after World War II, Capuco married her childhood sweetheart and the love of her life, Vito, in 1947; a romance that lasted her lifetime. In 1960, Rose and Vito moved the family from Pelham Bay in the Bronx to Sea Cliff, New York, where they lived for 41 years. She devoted her life to others, developing strong and loving relationships with family, friends, and their community. Rose was active at St. Boniface church as a Eucharistic minister and volunteer. She was committed to education throughout her life as a teacher then volunteer at local schools. Capuco was a co-founder of the Mutual Concerns Committee, a grass-roots group formed to meet the pressing needs

of area residents, providing services such as an emergency food center, a senior lunch program, and holiday food baskets and dinners. Other volunteer activities included the Salvation Army, Friends of the Library, the Society of St. Vincent de Paul Society, and the Nassau County Family Services Agency to name a few. In 2000, Rose and Vito were honored as the North Shore of Long Island Kiwanis Club "Citizens of the Year" for their 40 years of community service.

After retiring to Annapolis in 2001, she spent her time with her extended family, working in the garden and continuing her devotion to the church at St. Mary's Parish.

Rose is survived by her four children, eight grandchildren and four great grandchildren. She will remain forever in the hearts of family and friends.

In lieu of flowers, memorial donations may be made to Hunter College High School <https://www.hchsaa.org/support-the-association/ways-to-give/donate>

Beatrice 'Beaty' SHAPANKA Fitzpatrick '43 died peacefully on November 28, 2017, in her Manhattan home. Her daughter and son were with her. She was the daughter of Russian Jewish immigrants and grew up in the Bronx. She lost a beloved older brother in 1939, and HCHS became a refuge from the grief at home. Fitzpatrick told stories of her years at Hunter High throughout her life. After graduation, she studied at Hunter College and The New School for Social Research, where she worked as a student researcher with anthropologist Margaret Mead.

Always dedicated to social and economic justice, Fitzpatrick became a union organizer in her mid-twenties, in which context she met and married her husband. They had three children, and survived the brutality of the McCarthy blacklist.

Fitzpatrick became active in her children's elementary school,

ILYA FIGLER, HCHS CHESS COACH 1948-2018

Ilya Figler, originally from the Moldavian Soviet Socialist Republic and twice winner of the Moldovan Chess Championship (1970 and 1991), moved to the United States in 1997 and quickly became a fixture on the New York City chess scene. He worked with HCHS for over ten years as a chess coach and was an advisor to the HCHS chess club. Even though he was sick for some time, Figler continued to work in the after school chess program up until January 2018.

Figler earned the International Master title late in life, in 2010, at the age of 62. He played in over 1,100 U.S. Chess Federation-rated events, the final one being the Marshall Chess Club Thursday Open in September/October 2017, which he won with a +4=2-0 score. He was also active as a chess teacher, and often taught lessons in the back room upstairs at the Marshall. He was always friendly, pleasant, and soft-spoken. May his games live on!



BEATRICE SHAPANKA FITZPATRICK '43

and as president of the P.S. 116 PTA in the early 1960s she made sure meetings were translated into Spanish and English so that the large number of Spanish-speaking parents could participate fully in the PTA. She became a consummate community organizer and advocate for the families at the school. A pocket park, the Kips Bay branch of the New York Public Library, and the east midtown plaza Mitchell-Lama housing development are direct and tangible results of her community organizing and advocacy efforts. As a result of these activities, in 1965 Fitzpatrick was hired as the director of parent activities for Head Start in New York City.

In 1976, with start-up support from the Ford Foundation, Fitzpatrick founded the nonprof-

it American Women's Economic Development Corp. (AWED). AWED was the first program in the nation developed to train women entrepreneurs. She established business training, peer support, mentoring programs, and conferences for aspiring women entrepreneurs from diverse educational and economic backgrounds. In the fifteen years that Fitzpatrick served as its president and executive director, AWED served tens of thousands of women entrepreneurs; opened offices in Los Angeles and Washington, D.C.; and successfully sponsored bipartisan legislation to fund women's entrepreneurship training programs in eighty Small Business Administration centers nationwide.

In 1992, Fitzpatrick founded a second nonprofit, the BOLD Initiative (Business Opportunities in Leadership Diversity). BOLD organized groups of top business leaders in a number of cities into working groups that developed strategies to increase the diversity of their management teams in the areas of gender and ethnicity. Through BOLD, she also developed corporate pilot programs in workplace flexibility.

Fitzpatrick received a number of honors and awards for her pioneering work, including: an honorary Doctorate in commercial science from Babson College (1987), Hunter College High School

Distinguished Graduate Award (1987), Crain's New York Business All Star (1988), Enterprising Women, Lifetime Achievement Award (2004), and Association of Women's Business Centers Leadership Award (2011).

Fitzpatrick had a tremendous passion for life, and a deep commitment to civil rights, feminism, and economic equity. She could not abide injustice, and spent her life opposing and remedying it wherever she encountered it. She was visionary, courageous, and persistent. Fitzpatrick is most often described by those who knew her as "a force of nature."

She was also a beloved mother and grandmother. She was predeceased by her husband (d. 1983) and her son Michael (d. 2016). She is survived by her daughter Toni Fitzpatrick, her son Daniel Fitzpatrick, her daughter-in-law Jill Walker, and Toni's daughter Shira Fitzpatrick-Zimet.

Bernice DUCOFF Sherman, Jan. '44 died on July 25, 2017. Memorial contributions may be made in Bunny's name to the Sun City Players Community Theater, <http://www.suncityplayerscommunitytheater.org> or an organization of your choice benefitting dogs.

Hanna KAISER Papanek '44 died peacefully at her home in Lexington, MA, of natural causes on December 16, 2017.

Born on January 24, 1927, Papanek and her family, committed to democratic socialism, had to go into exile in Czechoslovakia when the Nazis came to power in Germany in 1934. Her second exile was in France. In Paris she found kindred spirits in a youth group of other Democratic Socialists, including her future husband. She came to the United States in 1940, again fleeing Nazi persecution.

In New York City, she graduated from Hunter College High School,

received her bachelor's degree from Brooklyn College, and was one of the first women to receive a Ph. D. in social relations from Harvard University. Papanek was a pioneer feminist before the movement became widespread. A scholar and academic, she held appointments at Harvard, Boston University, University of California-Berkeley, and the University of Indonesia.

Her groundbreaking study of the two person career presaged the understanding of the role of many women in their husbands' careers. Papanek published extensively, often writing about women's issues. She wrote and edited a number of books, and also wrote a political memoir of her family, *Elly und Alexander*, published in Germany. Her adventurous life gave her insight into the role of women within different cultures. In the 1950s, she lived for four years in Karachi, Pakistan, and in the 1970s, for four years in Jakarta, Indonesia. She formed deep friendships in those countries and studied the limitations placed on women. She did pathbreaking work on the role of female seclusion (*purdah*) in enhancing family status.

In 2004, Papanek joined First Parish in Bedford Unitarian Universalist. She found its Unitarian Universalist principles mirrored the principles she adopted as a young woman and held throughout her life. She was an active participant at First Parish, giving talks and speaking her mind at "talkback" sessions.

She is survived by her husband of 70 years, her son, her daughter, four grandchildren, and great granddaughter Brooke Orlando.

Donations in her memory can be made to the International Rescue Committee or The Unitarian Universalist Service Committee.

Janet TOLIN Dworin '46 died on December 8, 2017. Dworin was born on December 25, 1928, in New York City, where she attended Hunter High School and received a BA from Hunter College. After marriage,

she and her family moved to Pennsylvania, where she attended the University of Pittsburgh. When she was a few credits shy of her MSW, the family moved to Denver in 1962, where she was active in the League of Women Voters, the Denver Public Library, as well as many other volunteer activities, and worked at the Graduate School of Professional Psychology, University of Denver in Admissions. She is predeceased by her husband and son, and survived by her daughter and grandson. Donations may be made to the Graduate School of Professional Psychology, the League of Women Voters, the Colorado Jewish Reconstructionist Federation, or Shalom Park.

Eleanor Doris SCHWARZBART Singer, Jan. '47, died on June 3, 2017, in Ann Arbor, MI. A top student at Hunter and valedictorian

of her year among all the CUNY Colleges, she was a leader in the late 20th century development of scientific methods in survey and public opinion research.

At the University of Michigan, she was celebrated for her collegiality—publishing with 48 separate co-authors—and for her effective mentorship of younger researchers, particularly women. She was born on March 4, 1930, in Vienna, Austria.

At Hunter, Singer was editor of both *What's What* and the *Annals*. *What's What* described her as "a perfect mixture of Activity, Brains, and Charm." At Queens College, she met Alan Singer, and the two remained married until his death in 2014. On graduation, she began a career as an editor in trade and academic publishing, settling in Elmhurst, Queens, and giving birth to two children, Emily and Lawrence.



ELEANOR DORIS SCHWARZBART SINGER, JAN. '47

• Olivia COLE Venture '60

Olivia COLE Venture '60, an actress best known for her Emmy Award-winning role in the acclaimed mini-series *Roots*, died on January 19, 2018, at her home in San Miguel de Allende, Mexico. She was 75 years old.

The cause was a heart attack, said Linda Cooper, the executive secretary of the cremation and burial association that is handling Ms. Cole's remains.

In 1977, Ms. Cole won a supporting-actress Emmy for her portrayal of Matilda, the wife of Chicken George (Ben Vereen), in *Roots*, the eight-episode ABC miniseries based on the Pulitzer Prize-winning 1976 book by Alex Haley. The series followed his ancestors' journey from West Africa to the United States as slaves, and many generations beyond.

More than 28 million viewers watched the first episode, and by the time the finale arrived, more than 100 million people had tuned in, breaking ratings records. That year, the *New York Times* reported, "people everywhere, even those who had not seen it, were talking about *Roots*."

"I thought *Roots* would be a boon to all black actors and actresses," Ms. Cole told *United Press International* in 1977. "But that didn't prove to be the case. At least my telephone didn't start ringing off the hook afterwards. And I don't think it helped many others."

If *Roots* did not make Ms. Cole a star, she nonetheless continued to work for decades. She had roles in the mini-series *Backstairs at the White House*, which earned her an Emmy nomination; another mini-series, *The Women of Brewster Place*, produced by and starring Oprah Winfrey; the movie *First Sunday*, starring Tracy Morgan; and numerous theater productions.

Backstairs, seen on NBC in 1979, was a behind-the-scenes look at the White House as told by the people who worked there, based on a best-selling memoir. Ms. Cole played the role of the first black maid to be employed on "the presidential floor."

"The wonderful thing about *Backstairs* is that it offers a challenging role for an actress, not a black actress," Ms. Cole told the *Philadelphia Inquirer* in 1979. "If only people would stop thinking in terms of black and white, and think only of who's the best in terms of ability!"

In 2016 Ms. Cole appeared in a production of the 1995 play *Having Our Say: The Delany Sisters' First 100 Years* at the Long Wharf Theater and Hartford Stage in Connecticut. The play, written by Emily Mann and based on the book of the same name, explored the bond between two elderly sisters who grew up in the Jim Crow era. Ms. Cole played Sadie Delany, who became a high school teacher; Brenda Pressley played Bessie Delany, who became a dentist.



"This is the sort of theater that feeds you," Ms. Cole told the *Hartford Courant* at the time.

Ms. Pressley, who had known Ms. Cole since the 1990s, described her in a phone interview as eccentric, spiritual and devoted to her craft.

"She demanded her time to really sink down into every moment that she wanted to convey," Ms. Pressley said.

Ms. Pressley and Ms. Cole prepared meals onstage as part of the play. But offstage, Ms. Pressley said, Ms. Cole avoided the kitchen.

"No darling, I don't cook," she recalled her saying. "In my oven I have books."

Jade King Carroll, the director of that production, said in a phone interview that Ms. Cole "lived inside roles," recalling that she would eat one clove of garlic a day because that's what her character did.

The same year Ms. Cole appeared in *Having Our Say*, a new version of *Roots* was shown on the History Channel. Ms. Cole told ABC News at the time that it was a story every generation should know.

"We need to have these voices out here," she said. "We need to know where we come from. We need to know how we got here."

Olivia Carlena Cole was born on Nov. 26, 1942, in Memphis. Her mother, the former Arvelia Cage, was a tennis player and instructor who was inducted into the United States Tennis Association Eastern Tennis Hall of Fame in 1997. Her father, William Calvin Cole, worked for Grumman Aircraft. Her parents divorced after moving to New York City.

No immediate family members survive.

Ms. Cole graduated from Hunter College High School in Manhattan in 1960, studied drama at Bard College in Annandale-on-

Hudson, NY, and earned a scholarship to attend the Royal Academy of Dramatic Art in London, where she graduated with honors in 1964. Upon returning to the United States, she earned a master's degree in theater arts in 1967 from the University of Minnesota. She minored in Scandinavian studies.

Her marriage to the actor Richard Venture ended in divorce. He died in December.

Ms. Cole lived in San Miguel de Allende, a city with a large artistic community filled with expatriates and retirees, for the last 35 years.

She created a Shakespeare club there, holding readings of Shakespeare's 37 plays for three decades.

"She once told me that she thought she had done her best work in the Shakespeare group, just because she was learning so much," Wendy Sievert, a close friend, said.

Ms. Cole lived alone in Mexico, but her friends said she had a vibrant social life.

"You walk down the street with her, 15 people would say hello," Ms. Sievert said. "I think she knew everyone in town."

*Olivia Cole's obituary is taken from the *New York Times*

The family later moved to Hastings-on-Hudson, New York, and Singer enrolled at Columbia University, where she received a Ph.D. in sociology in 1966. She became managing editor in 1968 of *Public Opinion Quarterly*, serving there for a decade during which she was appointed editor. Following this, she conducted research at Columbia in an array of topics in survey methodology and public opinion, including questions of both ethics and reliability in the design of survey questions.

In 1987 and 1988, she served as president of the American Association for Public Opinion Research (AAPOR). In 1992-94 she was a visiting scientist at the U.S. Census Bureau, aiding the design of the American Community Survey, now a key tool in social research across many disciplines.

With the mobility occasioned by her husband's retirement, Singer was able to accept an appointment at Michigan in 1994, initially on a five-year contract to help in the development of a survey methodology program at the Institute for Survey Research. She stayed for 20 years and was granted tenure. Her last published paper appeared in December 2016.

Among her professional honors were a lifetime achievement award from AAPOR in 1996 and the 2016 Monroe G. Sirken Award from the American Statistical Association. She was a lifelong theater- and symphony-goer and an avid reader of classic and contemporary fiction. In addition to her children Singer is survived by four grandchildren: Quinton and Isaac Singer and Rebecca and **Elizabeth McCord '17**.

Ann MCCREADY (Cattell) Abruzzo, Jan. '48 of Lancaster, PA, passed away peacefully at her home on December 11, 2017, after a short illness. Abruzzo was born in New York in 1930 and was educated at Hunter College High

School where she aced the difficult entrance exam. Then it was on to Radcliffe College, graduating in 1952.

She married Stuart Cattell of Garrison, New York in 1953 and after a few years in Cambridge, Massachusetts, they eventually settled down in Garrison, where they raised their four children.

During those years, Abruzzo enjoyed canoeing, camping, volunteering at Aunt Bessie's Open Door, and helping her father-in-law edit a scientific journal. After her divorce and a move to Cazenovia, New York, she started to climb the numerous 4,000 foot peaks in New York and New England, including in the Adirondack State Park, the White Mountains, and even Mt. Katahdin. Meanwhile, she worked her way up to an IT job at General Electric, giving her professional satisfaction and stability.

In the 1990s, Abruzzo reconnected with Tom Abruzzo, one of her Harvard classmates. They became a couple and eventually married. They enjoyed frequent trips to Europe, but their absolute favorite activity was exploring the East Coast in their Cape Dory motor sailboat. They went down to Florida, out to the Bahamas, and up to Block Island. For several years, the boat was their year-round home.

Abruzzo was predeceased by her brother, and is survived by her children and eight grandchildren. Donations in her memory may be made to local ACLU chapters.

Sally PETERFREUND Rankin, Jan. '48 died on November 3, 2017 in Holt, MI, at age 86. Born March 4, 1931, in New York, Sally attended the University of Michigan where she met the love of her life, Paul Rankin. They enjoyed 66 years of marriage. Rankin was a volunteer for the American Red Cross for 46 years and also volunteered for Ingham Regional Medical Center (currently McLaren

Greater Lansing), Meals-on-Wheels, and the Relay for Life. She was a long time active member of the Presbyterian Church and was a member of First Presbyterian Church of Holt.

She is survived by her husband, their three children, six grandchildren, and two great grandchildren. She was predeceased by her parents and her brother.

Those who wish may make memorial contributions, in Sally's memory, to First Presbyterian Church of Holt.

Catherine RUSSO Ippolito '49 died on July 18, 2017. Born on October 31, 1932, she attended Hunter College High School, graduating as valedictorian in 1949. Ippolito then attended Mount Holyoke College, majoring in chemistry and graduating in 1953. She married Ugo Frank Ippolito in New York City in 1960 and they lived in Hastings-on-Hudson where their four children were born. In 1970 they moved to Birmingham, Michigan, and seven years later moved again to Atlanta, Georgia, where they lived for over 30 years.

In 2012, Ippolito moved to Stamford, Connecticut, to be closer to children and grandchildren. She was a Master Gardener, an avid supporter of Mount Holyoke College and St Jude's Catholic Church in Atlanta. She loved to travel and made friends everywhere. Above all she cherished time with her family, especially her grandchildren. Ippolito was predeceased by her parents, brother, and her beloved husband. She is survived by her children, as well as seven grandchildren. Memorial donations may be sent to CARE.org.

Leonora (Lee) SOBIN Haack '62 died on March 19, 2017. Haack grew up in Queens and pursued her love for life sciences in a time when social conventions often limited a woman's educational pursuits

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

Rose COHEN Tevlin '32,
died 11/25/2017

Adele OKEN Oberlander,
Jan. '34,
died 1/30/2018

Meryl REICH Kogan '40

Angela CAPOZZOLA De
Marco, Jan. '41,
died 2/21/2017

Gisela RITTER Gall, Jan.
'44,
died 5/17/2016

Rosemary SMITH
Lufrano '46

Natalie Ambrose '48,
died 4/26/2016

Kathleen NICHOLS
Willoughby '52,
died 6/24/2017

Helen HOFFMAN
Santiago '55,
died 1/11/2017

Frances DICK
Wagenheim '57

Hannelore GUTHOF
Stiefel, Jan. '50

Tanya (Sylvia) EGLE
Mairs '60

Eva COLEMAN Mauldin
'63,
died 5/26/2014

beyond high school. She earned a bachelor's degree in biology from the City College of New York, and later a master's in microbiology as one of the first women accepted to the program at Wesleyan University. Haack went on to work for the Department of Public Health after returning to New York City. She is survived by her husband Robert of Westfield, New Jersey, and three children.

Rosalyn HEILBRUNN Gibson '63 passed away on October 20, 2017. She was a multi-talented woman and a devoted wife, mother, and grandmother who was cherished by her friends. Born Ros Heilbrunn in Manhattan, she was raised in the Fordham neighborhood of the Bronx by German immigrant parents. She was an only child, but it was difficult to be lonely as she hailed from an enormous family with hot and cold running uncles, aunts, and cousins!

Educated at public schools in her Bronx neighborhood, Gibson began showing signs that she was no ordinary student when she was ac-

cepted at the Hunter College High School. She wanted to be a doctor but her folks were not ready for that so she decided to apply to City College where she was promptly accepted.

Gibson and her husband met when she was a senior at Hunter High and he can still recall her telling him during the course of her freshman college year that CCNY was a lot easier than what she'd endured during her previous four years. She earned a bachelor's degree in education and later a master's in education from Hunter College.

In 1967, she joined the faculty at P.S. 100 in the Bronx. It was to be her professional home for about 35 years. Besides being an elementary school home-room teacher, she also specialized in science, and near the end of her tenure had a few years doing something she really enjoyed—teaching computers to grade schoolers.

Ten years after the onset of her teaching career, her future husband came back into her life, and she changed her name from Heilbrunn

to Gibson. The couple moved from Forest Hills to a New Jersey high-rise overlooking the Hudson. In the interest of getting equity in their lives, the couple bought a nice, three-bedroom home in Teaneck, New Jersey, and several years later they were blessed with what Gibson called "the best Hanukkah gift ever," a daughter, given the name Elizabeth Joy.

Fast forward twenty years to 2007, the Gibsons finally made good on their retirement plans to relocate to Florida. At virtually the last minute, their daughter, then a college sophomore, elected to join them in the Southland.

The warm climate agreed with them and Gibson was forever grateful that she no longer had to endure The George Washington Bridge and the Cross-Bronx Expressway twice a day, five days a week.

Besides her busy schedule as a wife, mom, and teacher, Gibson made time for other activities including the charitable organization, Hadassah, and that well-known New York City singles' organization, Richnick's, run by her longtime friend, Richie Wernick. A half-dozen or so years into her tenure as Richie's executive assistant, Gibson became the group's token married member. But that changed absolutely nothing, as she was as active as ever.

Gibson also remained very active in Rabin Hadassah, the local chapter, where they lived in Boynton Beach, and when the end came on October 20th, at age 72, after a valiant four-year struggle with bone cancer, she was indeed remembered by the membership. Her husband was surprised beyond belief in opening a huge certificate that arrived in the mail in December informing him that Rabin Hadassah had received an avalanche of donations following Gibson's passing, and that prompted the organization to have one hundred trees planted in her memory in Israel.

She's deeply loved, sorely missed, and as one dear friend described her at Gibson's funeral, "a woman of valor!"

Reena Ribalow '64*, died on September 27, 2017, at the age of 70. In 1982 she created with her mother, Shoshana Ribalow; aunt, Martha Ribalow Nadich; and brother, Meir Z. Ribalow, the Harold U. Ribalow literary prize in memory of her father. Ribalow, an award-winning writer and poet who had lived in Jerusalem since 1970, had a special relationship with Hadassah Magazine, which became a home for the Ribalow literary prize.

Ribalow came from a family of editors, writers, and playwrights. After her brother, Meir, died in 2012, she continued the process of choosing three finalists for the Ribalow prize, reading books with her daughter, Riora Kerr. Ribalow was passionate about her role in the selection process, and also assumed her brother's task of writing thoughtful speeches to be delivered at the award ceremony. Last year, she wrote eloquently that the award embodied "the pursuit of excellence in the honoring of an Anglo-Jewish literature." The Ribalow prize, she added, "is dedicated to this faith in the written word and the continuity of the Jewish story."

*Reena Ribalow's obituary is taken from *Hadassah Magazine*



ROSALYN HEILBRUNN GIBSON '63

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REUNION

General Assembly	Registration	Optional Activities	(FREE WITH GENERAL ASSEMBLY ADMISSION UNLESS OTHERWISE NOTED)
MEMBERS	<input type="checkbox"/> \$55	10:00-10:30 AM	Student Led Tours Of The High School <input type="checkbox"/>
SENIORS	<input type="checkbox"/> \$60	2:00-5:00 PM	Softball Game and Picnic in Central Park <input type="checkbox"/>
NON-MEMBERS	<input type="checkbox"/> \$65	3:00-4:00 PM	Museum of the City of New York Exhibition Tour Members \$15 <input type="checkbox"/> Non-members \$18 <input type="checkbox"/>
		3:00-3:45 PM	Tour of the Old High School (68th and Lex) <input type="checkbox"/>
		3:00-4:00 PM	Central Park Conservatory Garden Tour <input type="checkbox"/>
		4:00-4:45 PM	Tour of the Old High School (68th and Lex) <input type="checkbox"/>

ANNUAL MEETING PROXY

I am unable to attend the Annual Meeting of Members but hereby appoint Matthias Li, Artemis Anninos, Claudia Justy, Lawrence Chan and Anne Silverstein, acting as the Officers of the Hunter College High School Alumnae/i Association, Inc., as my proxy to attend the Annual Meeting of the Hunter College High School Alumnae/i Association, Inc. to be held on June 2, 2018 or any continuation or adjournment thereof, with full power to vote and act for me and in my name, place and stead, in the same manner, to the same extent, and with the same effect as though I were personally present at said meeting.

_____ Initial ☐ I am a member of the HCHSAA

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Quan.	Item	Color (circle)	Cost	Size (circle)	Subtotal
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	Canvas Zip Tote		\$35 / \$45	Sm / L (large not available as a member benefit)	\$
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