

Westminster School

*HOW CAN WE
TEACH
Creativity?*

BREAKTHROUGHS!

The Ideas that Changed
the World!

**ALUMNI
CORNER**

**WESTMINSTER
TRAVELS TO JAPAN**

CAMP GRIFFIN
is bursting
with excitement!

Where the
Arts Thrive!

The Griffin Gazette



Westminster School empowers students with skills and attitudes crucial to personal success and outstanding contributions to workplace and community. Westminster's classical education teaches students to think critically and act creatively, to work hard, to develop strong organizational skills, an attention to detail, and a keen sense of personal responsibility, and to treat others with respect, courtesy, and kindness.

Westminster students gain a broad and deep understanding of the world through rigorous, well-rounded academic and enrichment programs. Westminster graduates are noted for their superior academic skills, good character, positive attitude toward life's challenges and opportunities, and confidence. Westminster graduates are not only well prepared for higher education, they are prepared for life—and leadership—in the 21st century.

Westminster students are empowered with 21st century skills:
Critical Thinking ~ Communication ~ Creativity
Respect ~ Integrity ~ Work Ethic ~ Confidence



Preschool - 8th Grade • Door-to-Door Bus Service • Extended Care • Camp Program

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FROM THE HEAD OF SCHOOL



This year, we are completing the academic structural changes begun in 2018-2019. Building on last year's changes, we have transformed the teaching teams to comprise K-2nd, 3rd-5th, and 6th-8th grades. In addition, we are excited to implement limited block scheduling and rolling schedules in the upper grades, affording teachers and students the luxury of a varied daily class schedule and some longer periods to accommodate extended activities. Early responses indicate that the new schedule is a success with both teachers and students. One important facility improvement has been the reconstructed parking lot! While not the most glamorous of improvements, it has long been a necessary one, and we are pleased to have been able to

complete this major project. In addition, new carpeting has been placed throughout the hallways, and the playground has been resurfaced to allow the children a fresh play area and to assist with water runoff. Most important, we begin the new school year with profound gratitude for the loving community that comprises Westminster School—healthy, happy children eager to learn and grow, dedicated teachers and staff brimming with optimism and new ideas, and caring, supportive, and engaged parents. Let us take joy in the enterprise that is core to Westminster and central to our partnership—the rearing and education of the next generation of America's best!

With warm regard,

Ellis Glover
Head of School



Westminster School

Griffin Gazette | Overview 2018-2019



Cover: Students express the joy of dance.



The arts still thrive at Westminster. Arts play an important role in education and development.



Camp Griffin is bursting with excitement! Check out all the fun we had this summer!



Students from the eighth grade class travel to Japan, a once-in-a-lifetime adventure!

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A Collection of Student Artwork from 2018-2019



Trevor (Grade 7)



Fatima (Grade 7)



Kayla (Grade 8)



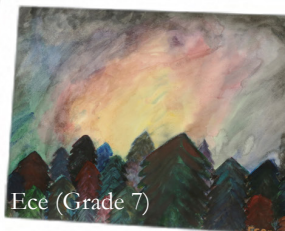
Karina (Grade 8)



Christian (Grade 8)



Sophie (Grade 5)



Ece (Grade 7)



Andrew (Grade 7)



Safi (Grade 8)



Myla (Grade 7)



Shaniya (Grade 7)



Abbie (Grade 7)

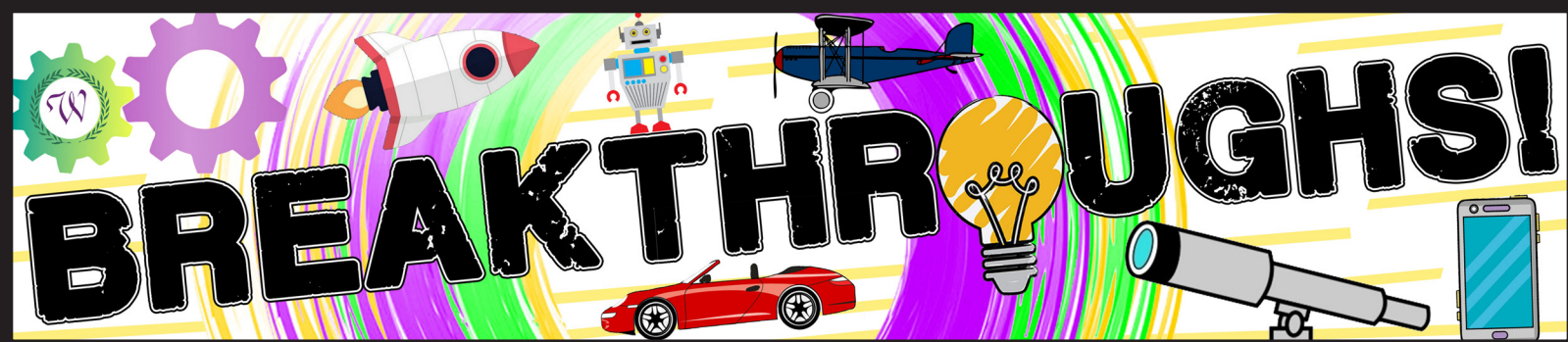


Kathryn (Grade 8)



Aya (Grade 6)





For each of the last four years, Westminster has chosen a theme to focus upon and celebrate.

To date, we have featured:

2016 -2017: The Golden Mean;

2017 – 2018: The Five Senses;

2018 – 2019: Words.

This school year, our theme is Breakthroughs! I came upon this idea for a theme after watching the PBS series, *Breakthrough: The Ideas that Changed the World!* There were six episodes, one for each of the following topics: the telescope; the airplane; the robot; the car; the rocket; and the smart phone. What was especially intriguing about each of these marvelous inventions was that it took not years or decades, but centuries to develop it. The epiphany that sparked each concept usually occurred in ancient times, and then was lost and found again throughout the centuries. So, no one individual can claim a breakthrough as singularly his own. As Sir Isaac Newton said of his own genius, “if I have seen further than others, it is by standing upon the shoulders of giants.” We want our students to understand and appreciate that forward movement for humankind is a shared responsibility.

We want them to be engaged and stimulated, and, in turn, engage and stimulate those they encounter as they move along their chosen paths. This, we believe, is the surest way to urge forward the evolution of our collective minds and souls. After all, this is what humankind has been pursuing so avidly these past several millennia, albeit with two steps forward and one step back. Destruction, rebuilding, losing and gaining with the passage of time. And yet we do not lose hope, or the belief that the citizens of the world, as Socrates referred

to them, could collectively build the “shining city on the hill.” The undying hope is to create an earthly home where the concepts of peace, love, dignity, respect and acceptance are commensurate with our technological advances.

We want our students to be among the future leaders, the revolutionary thinkers, the inventors, the conceivers, the prodders, and altruists who work for the betterment of us all. We

"We want our students to be among the future leaders, the revolutionary thinkers, the inventors, the conceivers, the prodders, and altruists who work for the betterment of us all."

want them to be the catalysts for Breakthroughs, both for themselves and all of humankind. Epiphanies come in all sizes, great and small, personal and communal. They begin with the mastery of self-discipline and the inspiration gained by studying the accomplishments and the missteps of those who came before us.

Our purpose is to fire in present-day Gryphons the belief that they can be a dynamic part of the world's future, solving problems and providing vision for what is possible. We want each of them to tuck these words into their hearts:

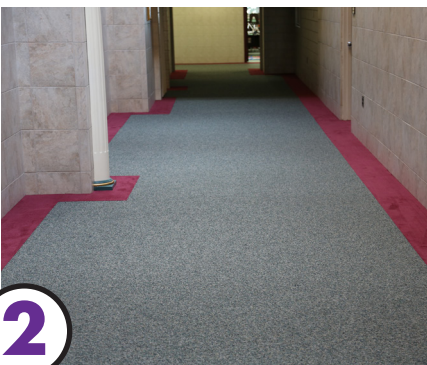
"There are those that look at things the way they are, and ask why? I dream of things that never were, and ask why not?" - George Bernard Shaw

Ellis Glover
Head of School





NEW and Improved!



Many campus improvements have taken place this year and our school is looking better than ever. All of the planned enhancements have been made possible through the generous support of our school community.



1. New laptops for all the teachers

2. Brand new carpet lines the hallways

3. Resurfaced playground with improved drainage and fresh layers of mulch

4. New conference room

5. Reconstructed parking lot

6. New school buses





Class of 2019

On June 6, Westminster School proudly presented its 51st graduating class to an admiring assembly of families and friends, teachers and staff members. Following the processional of accomplished young scholars, each 8th grader spoke to the audience, recollecting memorable experiences, thanking teachers and family members, and acknowledging their affection and gratitude toward their classmates and friends. Often moving and occasionally funny, the student's speeches were proof of the dignity and charm honed from their parents' careful upbringing and Westminster's challenging yet nurturing environment.

Below are a few highlights from student speeches articulating their thoughts on their Westminster experience:

I developed a motivation for excelling and wanting to do better because of the teachers, who gave me a foundation to make progress. [They] influenced me so much as a student and helped me feel truly prepared for high school. —Ayman

This experience at Westminster School has added much to my personality, turned my weaknesses into strengths, instilled confidence in me, and given me a passion for things I never knew I enjoyed. Because of Westminster, I will never again be the shy boy in the back of the class who always doubts himself. —Anthony

[Westminster] helped me to step out of my comfort zone and embrace the wonderfulness of learning new ideas and art. —Ella

Westminster has taught me confidence, independence, and the meaning of hard work. I also had a lot of fun . . . —Helena

Westminster School helped me to become an independent, confident, strong, and knowledgeable person by teaching me etiquette and showing me how to appreciate the little things in life. —Sarah

This is a school that demands that we reach high and celebrates us when we soar higher . . . Westminster has taught me to recognize others' gifts; to encourage and rejoice in their successes. For only by doing this do we open up ourselves to greater triumphs. —Mealy

Westminster has given me so many things that I appreciate greatly, like my friends, my education, and many fun trips. Every single thing we have done, including the plays, have grown us so much closer. —Mia

[Westminster has] provided a fantastic, challenging education. I will surely use my teachers at Westminster as a standard to which I compare other educators . . . You helped me recognize that being happy with oneself is the first step to being a successful student and a good citizen . . . Because of Westminster, I can stand here tonight focused on where I want to go and what I want to be, not where I could have gone or what I should have done. —Luke

**Congratulations to the Class of 2019.
You make us very proud!**



A GIFT FOR ALL

It is a wonderful tradition at Westminster School that each 8th-grade class works throughout the year, raising money to give a gift to the school at graduation. While some gifts have been very helpfully practical, most classes choose a gift that celebrates the school and its philosophy. The cumulative treasure these gifts comprise sets Westminster apart and testifies to the school's unique philosophy and the power of its program to shape young lives for the good. The Class of 2019 presented an extraordinarily handsome and timeless gift: a stone pedestal and book whose open pages list the tenets of a Westminster student's credo. These ideals are based on an inspirational graduation speech Mr. Glover gave many years ago. Stop by the island any day and be uplifted by this beautiful statement of unity.

WESTMINSTER STUDENT'S CREDO:

I WILL . . .

Honor my family and my school

Be kind and tolerant

Remember my manners

Be a team player

Serve my community

Strive for excellence

Carry myself confidently, not arrogantly

Form opinions with care and make my stand with courage

Remember the worth and power of great books

Live generously, remembering that time is the greatest gift



High School Matriculation (Class of 2019)

Bishop O'Connell

Bullis School

Choate Rosemary Hall

George C. Marshall High School

Georgetown Prep

John Paul the Great Catholic High School

Flint Hill School

Lake Braddock Secondary School

St. Anselm's Abbey School

Thomas Edison High School

Wakefield High School

College Matriculation (Class of 2015)

Boston College

Columbia University

Elon University

George Mason University

James Madison University

New York University

Northwestern University

Queen's University in Ontario

Salem College

Tufts University

University of Maryland

University of North Carolina at Chapel Hill

University of Virginia

Virginia Commonwealth University

West Point

Yale University

HOW CAN WE TEACH CREATIVITY?

How many times have you heard someone say (or said, yourself), “I don’t have a creative bone in my body” or “I can barely draw a stick” or “I can’t dance”? In a culture that overwhelmingly values practicality, order, logic, and analytical thought, it’s easy to grow up strengthening these abilities and allowing other, equally vital, capacities to remain underdeveloped, even stunted. Yet our brains are amazingly complex, capable of great sensory discrimination, imagination, emotional range, social nuance, intuition, and able to perceive connections among disparate things and ideas—all processes associated with creativity. The fact is, being creative is an essential part of being human, and to allow our creativity to remain undeveloped is to miss out on reaching our full potential and the practical success and emotional fulfillment it brings.

Creativity is also the cry of current leaders in education, business, and government. In the increasingly competitive world marketplace, it has become clear that America’s future economic security and leadership depend on innovation. This has led to the

recent educational emphasis on science, technology, math, and engineering. And these skills are undeniably valuable to us as individuals and as a society. But it’s the creative application of these skills that leads to innovation.

The latest neurological research shows that creativity draws on a variety of interactive cognitive processes and emotions, depending on what is being created and where we are in the process. Full engagement in a creative project is an almost magical experience that makes time pass unnoticed

"Developing creativity in our children is important, not only to their future success in an unpredictable and competitive world, but to their full engagement with life's opportunities and the personal satisfaction of manifesting all of their abilities."

and leaves the child with a sense of fulfillment and the desire to repeat the experience. What we practice doing, we grow better at doing. What engages us keeps us coming back for more. And what we repeatedly do becomes a part of who we are. Developing creativity in our children is important, not only to their future success in an unpredictable and competitive world, but to their full engagement with life’s opportunities and the personal satisfaction of manifesting all of their abilities.

So, how do we do that? One clear way is through sustained practice in the arts. Participation in the arts gives children experiences they do not often encounter in the typical academic classroom and teaches vital lessons that increase their creativity in all areas of endeavor. Children experience full engagement when making art. Their minds, emotions, and bodies are all involved in the task of creation. When a child molds a sculpture, for example, her mind is busy

envisioning the whole image while deciding on individual components of weight, shape, texture, etc. Her body is called on to skillfully interact with materials and tools. And emotion is an important guide as she “feels” whether something is right or wrong about the piece and whether or not it is “finished.”

In creating art, children discover that there is no single right way to solve a problem, and that each

"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep."

-Scott Adams

"Through art, children learn to accept the unexpected and respond to new opportunities as a work unfolds. Intentions and outcomes can change with fresh circumstances. This spontaneous fluidity of thought is the secret to innovative problem solving."

step in the process opens new possibilities. While there is only one correct answer to a math problem, and the curriculum typically dictates the steps through which it is to be achieved, this is not the case in art class. Through art, children learn to accept the unexpected and respond to new opportunities as a work unfolds. Intentions and outcomes can change with fresh circumstances. This spontaneous fluidity of thought is the secret to innovative problem solving.

Through the arts, children realize that there are many different ways to perceive and interpret the world. This sense of richness and wide emotional range are at the heart of art's power to engage us. The

child finds a freedom in art that nurtures his spirit and helps him discover his uniqueness. Participating in art builds confidence and a sense of self: this is my creation, done my way—this is who I am.

In making art, children learn to pay attention to details, and discover that small changes add up to important distinctions. Frequently, people perceive in general terms because the details don't matter to them. But, if we intend to paint a portrait, we will need to study closely every aspect of that person's appearance. Habitual attention to detail will train your child to notice things others don't.

The arts encourage children to perceive and express that which cannot be conveyed with numbers or literal language. In a work of art, meaning is imparted through the relationships it embodies—the relative weights of visual elements, the surprise of poetic metaphor, the interplay of choreography and music. Children who participate in the arts learn to interpret and respond to the world beyond the limits of words or numbers. That's a pretty great definition of "thinking outside the box."

The cumulative effect of arts experiences on children is profound and far reaching. It opens their minds, emotions, and spirits to wider possibilities. Creative activities lead children to ask more questions—about the world and about themselves. It renders them more confident in the face of uncertainty and prepares them to respond flexibly to unexpected developments. Unorthodox

approaches are not just tolerated in art—they are encouraged. Young artists learn to respect themselves and others as unique individuals capable of making a valuable contribution. In short, they become more engaged, more independent-minded, more confident, and more likely to be innovators.

Envision a future in which your child is not merely competent in his chosen field, but brings a creative approach to solving problems, along with the confidence to share his ideas with others. Imagine your child embracing a life of spontaneous creativity and experiencing the fulfillment that comes from transforming potential into reality. If you want this for your child, seek out environments where the arts are valued and opportunities abound for your child to develop his natural creativity and explore the wide world—within and without.

2018-2019

Kindergarten - *The Adventures of Beekle: The Unimaginary Friend*

First Grade - *Country Mouse City Mouse*

Second Grade - *1001 Arabian Nights*

Third Grade - *Hansel and Gretel*

Fourth Grade - *The Borrowers*

Fifth Grade - *Frozen*

Sixth Grade - *Mary Poppins*

Seventh Grade - *The Taming of the Shrew*

Eighth Grade - *The Importance of Being Earnest*





According to my calculations...



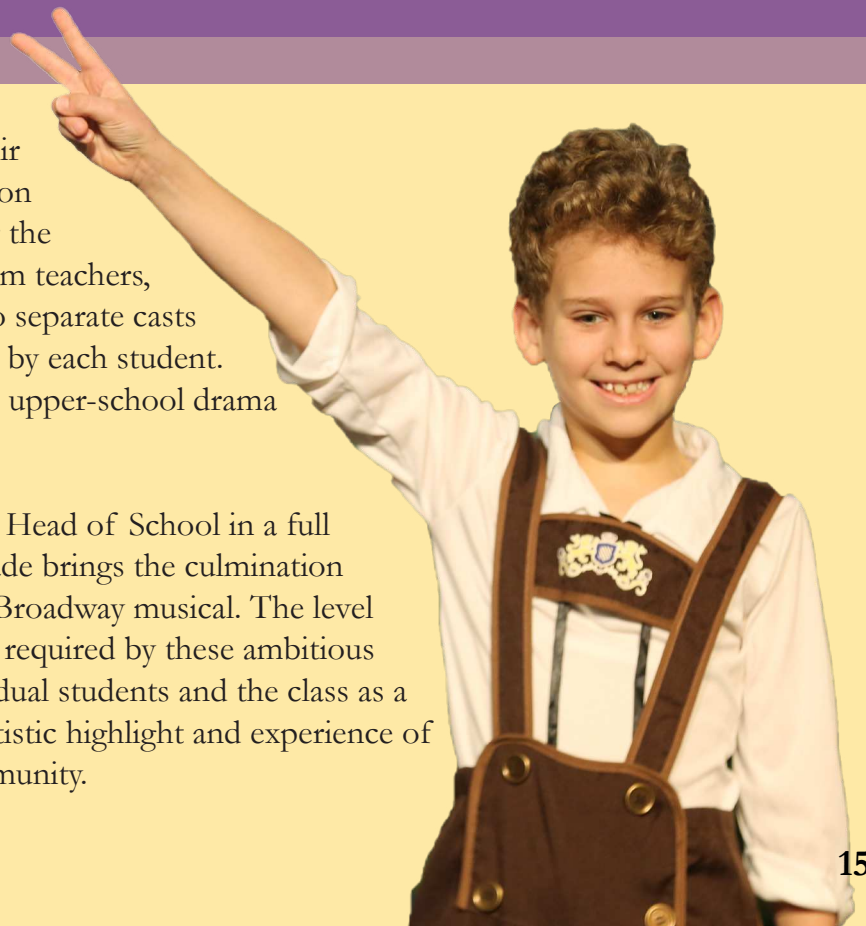
The drama program at Westminster is central to its mission to instill confidence and poise in the students and to nurture their sense of what is possible for them in life. Every year, each grade presents a play. Each child has a speaking part, and most productions include group and solo singing. Participation in this important class project develops self-confidence and poise, group cooperation, and provides an opportunity to be recognized and celebrated by the entire school community.



Every Student is in a Play!

In grades K – 5, students are directed by their homeroom teachers, with help from parents on costumes, set, and props. In 6th grade, under the direction of the music teacher and home room teachers, the students perform a “junior musical.” Two separate casts and performances allow greater participation by each student. This serves as a bridge to the more intensive, upper-school drama experience.

In 7th grade, the students are directed by the Head of School in a full production of a Shakespeare play. Eighth grade brings the culmination of the drama program with the staging of a Broadway musical. The level of effort, engagement, and personal courage required by these ambitious projects is transformative for both the individual students and the class as a whole. The upper-school plays provide an artistic highlight and experience of shared pride for the entire Westminster community.





Dance
**is the hidden
language
of the SOUL**

Martha Graham



**The Waltz
King & Queen**
Luke and Mealy



**The Jitterbug
Queen & King**
Abbie and Andrew

The Dance Program at Westminster is woven throughout other school programs, including PE, enrichment, and drama. Each year, a dance unit is included in the PE Program, where the children in grades K-4 practice and perform basic dance components, including rhythm, precision, movement patterns, partner and group work, and expressivity. Aside from strengthening core physical skills such as strength, endurance, balance, and coordination, dance classes nurture social/emotional development, including self-discipline, cooperation, and respect for others. And, it's fun! In 5th and 6th grades, social dancing is introduced in the form of popular line dances and folk dances, such as square dancing and the Virginia Reel. Students show off their skills at a Hoe-Down dance party. In the 7th and 8th grades, students widen their



Ms. Glazier, the
dance teacher.

line-dance repertoire and learn basic social dances, such as the waltz, jitterbug, and fox trot. The Head and Assistant Head host three fabulous dance parties for these upper-schoolers: the Fall Ball, Spring Fling, and end-of-year Sock Hop. What a great way for young people to learn a social skill that will be valuable in the future, grow more comfortable and confident in their own bodies, and release all that pent-up energy in joyous celebration!

Westminster students often find themselves challenged to master choreography for their plays, as well. Last year, the 6th-graders charmed with their lively stepping in *Mary Poppins*, the 7th graders rocked the house to rock-n-roll gems of the 1950s and 60s, and the 8th graders dazzled with their jazz moves to such classics as "Puttin' on the Ritz" and "Anything Goes."

As Lee Ann Womack sings in her country classic, when our graduates get the chance to sit it out or dance, we hope they dance!

THE YEAR IN ARTS

At Westminster, we believe that participation in the arts is essential to the development of a well-rounded, fully realized individual. All students are given a strong foundation in the visual and performing arts through regular classes, arts-related field trips, an art-rich physical environment, and frequent opportunities to attend and perform in school music programs and dramatic productions. Dance is included in the curriculum at all grade levels. Creative writing and poetry are included in English classes each year. Creative projects, which provide the opportunity for students to apply their art skills, are a regular component of academic courses.

ART

In Westminster's large, naturally lit art studio, students are guided through a variety of projects which explore increasingly sophisticated art processes, skills, and media. Throughout the year, each student produces a portfolio of work, and all students have a work included in the annual school-wide art contest. During the past year, many



students also entered their work in national art contests. A look at last year's classes shows the step-by-step approach Westminster takes to transform tentative dabblers into confident artists.

Kindergarten students learned to recognize and use different kinds of lines and basic colors, use simple motifs to create patterns, work with watercolor paints, and connect geometric shapes to represent objects, animals, and people. They were excited to discover the magic of mixing primary colors to create secondary colors!

First Grade students practiced mixing a wider variety of colors, used different tools to make a monoprint, reproduced various shapes and forms in their own work, learned about pointillism, explored symmetry and texture, created collages after drawing and cutting complex shapes, and were fascinated to discover the sequence and process of bookmaking.

In **Second Grade**, students invented shapes for a collage, gained greater awareness of the parts of the human figure, learned to blend and draw with pastels, continued to mix primary colors to create secondary and intermediate colors, and sculpted simple clay forms, connecting them to create objects, animals, and people.



Third Graders used scale and color to create a drawing with foreground and background, learned to mix and blend watercolors, included themselves in a narrative drawing, drew a figure using Egyptian proportions, and explored the symbolism of Egyptian hieroglyphics.

The **Fourth Graders** created a self-inclusive narrative in the style of Roy Lichtenstein, used mosaic tesserae to create a profile portrait, were introduced to the classical formulae for drawing the human figure, added the sponging technique to their watercolor skills, created landscapes with foreground and background, and recreated a character from Greek mythology, including narrative and emotional elements.



Demonstrating broad understanding of color, **Fifth Grade** students were able to identify primary colors, mix secondary and intermediate colors and place them accurately on the color wheel. They also advanced their watercolor skills, using the techniques of wet-in-wet, dry brush, wash, lifting out, blowing, sponging, and spattering. Students applied the classical proportions for drawing a human face and practiced portraying emotion in their portrait drawings. They also improved in precision and fine motor control using block carving tools.

Sixth Graders worked in clay, cloth, wood, paint, metal, fibers, and other materials to sculpt the human figure, integrated decorative pattern and design concepts while reproducing a Klimt original, created a self-portrait in Art Nouveau-style, and reviewed the proportions of classical portraiture and figure drawing, applying them in their own drawings.

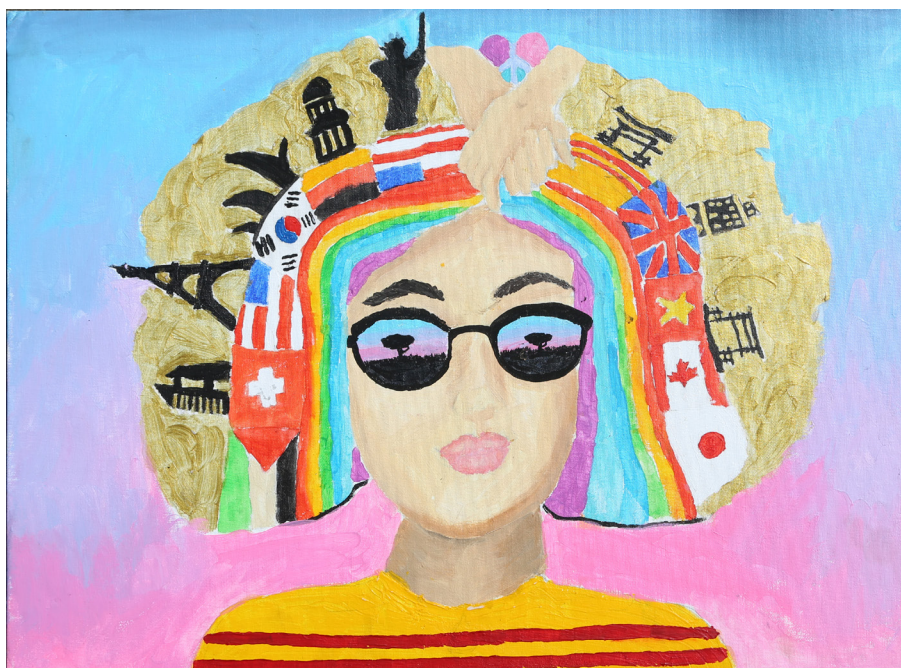
Inspired by their studies of the Renaissance, **Seventh Graders** learned about and applied linear perspective, aerial perspective, overlapping, and light and shade to create the illusion of depth, continuing to use the classical proportions for portraiture and figure drawing. Integrating with the drama program, the students practiced the fundamentals of poster design, using drafting materials and techniques to complete a publicity poster for their play.

Finally, in **Eighth Grade**, students applied the principles of composition and design in the creation of expressive self-portraits, used perspective and shading to draw the human face and figure, experimented with various materials and techniques of painting, incorporated composition and design principles to create a drama poster, explored the theory of Abstract Expressionism and used music to inspire their own abstract paintings, created block prints, and collaboratively produced a large-scale work of art.



Kayla Kim won the **poster contest** with her Manga inspired design of *The Importance of Being Earnest*. Her poster will be framed and displayed in the art wing.

Art Contest Winner



Sidney Le (6th Grade) won the school-wide art contest with her piece, which represents "the diversity and unity of everyone in the world." Different nationalities are depicted in the portrait's hair to symbolize that nations can grow and intertwine in harmony.

Throughout the year, each student produces a portfolio of work, and all students have a special work included in the annual, school-wide art contest. The Westminster tradition is to frame and display the winning piece of art, thereby decorating the school hallways.

MUSIC

Westminster School believes that an education in music is essential to the development and well-being of each child. The music program develops fundamental skills necessary for listening to, understanding, performing, and enjoying music of high quality. Throughout the grades, students are exposed to the lives and works of major Western composers. All students participate in choral performances twice a year, and those who want additional instruction and performance opportunities may join the Junior Chorus (grades 3-5) or Gryphon Chorale (grades 6-8). A year in music class shows the scope of this inspiring program.

In **Kindergarten**, students learned to follow pulse and rhythm, chant simple quarter-note and eighth-note patterns, sing basic solfege patterns, and explore the differences between high/low, loud/soft, fast/slow, and

between pitched and non-pitched instruments.

First Graders learned to recognize melodies through use of solfege and to identify and sing the major scale. They were introduced to the four instrument families of the orchestra and learned to identify their sounds



In **Second Grade**, students learned about ensemble and solo performance, and how to be a good audience member. They began to

read rhythm using Orff instruments and other non-pitched percussion. Students identified major and minor chord progressions and focused on themes, phrasing, and articulation. They acquired appropriate terminology, such as tempo, harmony, dynamics, and timbre.

The **Third Graders** were excited to learn to play the recorder and to combine it with Orff instruments and non-pitched percussion. The students developed their ability to sing the major scale and to identify the natural minor scale and the use of chromatism.

Fourth Graders deepened their understanding of melody, harmony, rhythm, dynamics, form, texture, and timbre. They continued to develop their skills on the recorder, Orff instruments, and non-pitched percussion.

Fifth Graders learned about Western Art Music from the Baroque to the Early Romantic era and continued to practice the Baroque recorder. Their confidence as musicians increased through continued practice, self-assessment, and through solo and group performance.

Sixth Graders focused on music from the Middle Romantic through the end of the nineteenth



century, with an emphasis on French Impressionism and Italian Opera. They continued to read and play simple pieces using Orff instruments, non-pitched percussion, and the recorder. The Sixth Graders also staged a junior musical, including ensemble and solo singing and choreography.

In **Seventh Grade**, students explored the foundation of Western Art Music through Gregorian chant of the Medieval Age and the progression of musical development into the Renaissance. Thanks to the Drama Program, seventh graders also got a taste of American rock and roll and pop music of the 1950s and 60s.

In the culmination of the music program, **Eighth Graders** explored the foundations of the two major American musical art forms: Jazz and Musical Theater. This remarkable year concluded with in-depth study, rehearsal, and performance of a full-scale musical theater production.



Throughout the course of the year there are several opportunities for students to perform in front of the entire school at the talent shows. Students put on a variety of acts including singing, dancing, acrobatics, magic tricks, skits and more! We are always thrilled to see our students take the stage with such gusto and prowess.

ORCHESTRA



Young music lovers at Westminster are offered the option of joining the Orchestra Program. Participants receive instrumental instruction on a weekly basis during the school day, and meet twice weekly for ensemble practice.

In addition to their regular instruction and performances last year, orchestra members performed during school open houses, during the VAIS accreditation visit, at Virginia Hospital Center, at Sports Day, and at the opening of the Schar Cancer Institute. The students greatly enjoyed two sectional workshops with highly accredited clinicians. Students also performed at the District 10 Solo and Ensemble Festival last year, as well as the King's Dominion Festival of Music competition where they won First Place, Middle School Orchestra. What a great year for the Westminster Orchestra!

It's Always Sunny at Camp Griffin



Northern Virginia Magazine was right...
Camp Griffin is the Best Summer Camp!

This summer was no exception. Camp Griffin was bursting at the seams with excitement and high energy. Joyful giggles could be heard throughout the halls as happy campers met new friends and dove into the many fun activities planned for them. There were 10 weeks full of camps whose focus ranged from cooking to space exploration to fashion design and so much more. Campers also enjoyed days poolside and downtown at many of Washington's best museums.

The summer camp season was jam-packed with all sorts of special activities. Each week offered unique specialty and enrichment camps that the campers were invited to choose among to create a perfectly tailored summer experience. Weekly offerings varied from Splish Splash Camp, in which children enjoyed different water parks daily to Design the Runway, where campers learned the history of fashion as well as how to create their own. Camp Griffin took a trip through time and learned a lot about history in Blast from the Past, and made delicious croissants while brushing up on their French during *C'est Bientôt la Rentrée!*

Being in a camp environment is an excellent way for children to keep growing during the summer months. They develop independence, self-confidence, problem-solving skills, and communication skills. Counselors guide campers to take care of daily tasks and issues as they arise, first by thinking through a problem independently, next by asking their peers for help, and finally by seeking out an adult. Successfully caring for themselves or solving a problem empowers children.

Experience ~ Explore ~ Create





VOTED
Best Camp
2019

**Travel &
Boutique
Camps**

**Summer
Winter
Spring**

Camp also offers fun and adventure coupled with fresh air and sunshine through outside organized play at least twice daily. It is a relaxing break from busy schedules and the demands of day-to-day lives. Although activities are planned for each week, counselors and campers have some flexibility in choosing special camp moments and activities. The camp atmosphere allows children to be face-to-face with peers and adult role models. They are encouraged to leave electronics at home and use their imaginations creatively during play.

Helping campers to make and keep friends is one of our most important goals; and Camp Griffin is very proud to say, that in 2019, over 50% of our campers returned from past camps. By reuniting friends from school and welcoming new ones from outside the Westminster family, Camp Griffin has developed a thriving camper community.

Attending Camp Griffin can be especially helpful to new students who will be attending Westminster School for the first time in the fall. The camp experience provides a fun, reassuring way to learn their way around the building, meet fellow students, and gain familiarity with Westminster's structure and expectations for comportment. Their camp experience allows new students to feel more comfortable and more confident when the school bell rings!



Camp Griffin



Camp Griffin is for children 3-14 years of age and consists of three different groups; Explorers, Junior Griffins, and Senior Griffins. The Explorers Program is designed for preschool-age children and rising kindergartners, with age-appropriate activities, field trips, low camper-to-counselor ratios, and flexible schedules. Our campers have many opportunities throughout the summer to experience nature, learn through play, and enjoy being children. This summer, the Explorer Program, which included a record number of our Griffin Academy students, was highly popular! Each day was

filled with different activities, games, field trips, and water play. We were able to travel all over the Northern Virginia area, venture into Washington, DC, and stay cool at the pool. Some of our favorite outings included a morning spent at Pohick Bay, a full day of science at the Maryland Science Center in Baltimore, and experiencing the National Building Museum's interactive "Lawn" exhibit.

"I wanted to thank you for keeping our babies safe and happy all summer. You are simply the best and our family loves you and your camp staff."

- Julie B.





Junior Griffins are our first- through fourth-graders. They have opportunities to choose two different types of camps: travel/specialty and enrichment camps. These little adventurers were able to cook, hone their sports skills, and explore many sites around the D.C. area. Senior Griffins enjoyed five weeks of specialized travel and sports camps, such as Golf, Adventure Camp, and Basketball Camp. These are our oldest campers, including fifth- through eighth-graders.

Unlike many other summer camps, Camp Griffin is an extension of our school as it is staffed by Westminster faculty and alumni. They are camp-certified and well-versed in Westminster values, such as kindness, cooperation and respect for others. Our staff brings an enthusiasm for creativity, exploration, and fun. Many of the teachers, who are specialists in the fields that they teach, create exciting summer camp sessions for the children to experience over the break. History, science and French are just a few of the subjects that are highlighted in the summer. Also, the Griffin Academy preschool teachers all work in the Explorers program, which provides much-needed consistency for the youngest campers.

Camp Griffin has created a Counselor-in-Training program for Westminster School alumni who are in need of service hours. They become paid CIT's after two years of volunteering. This affords an opportunity to work in a safe environment while learning how to be a responsible employee.

Stay tuned! Winter Camp will be here before you know it! Camp Griffin gift certificates make great holiday gifts! Give the gift of experiences for the 2019 holiday season!

Experience - Explore - Create

"My daughter has the time of her life at Camp Griffin. We just spent our second summer there where she got to go on fun day trip adventures, participate in specialty camps on site and have a pool day every Friday with her camp friends. Camp Griffin provides a safe but fun activity-full day where my child comes home happy and tired, excited to wake up for the next day at camp. What more could a parent ask for?"

- Elizabeth B.

"My girls love Camp Griffin! Camp Griffin has a huge variety of camps for all ages that change every week. They get to do all kinds of sports, activities, and field trips with their friends, teachers and coaches from Westminster. They also get an opportunity to make new friends. It is the perfect camp to keep the kids busy in the summer while still having fun!"

- Ginny K.

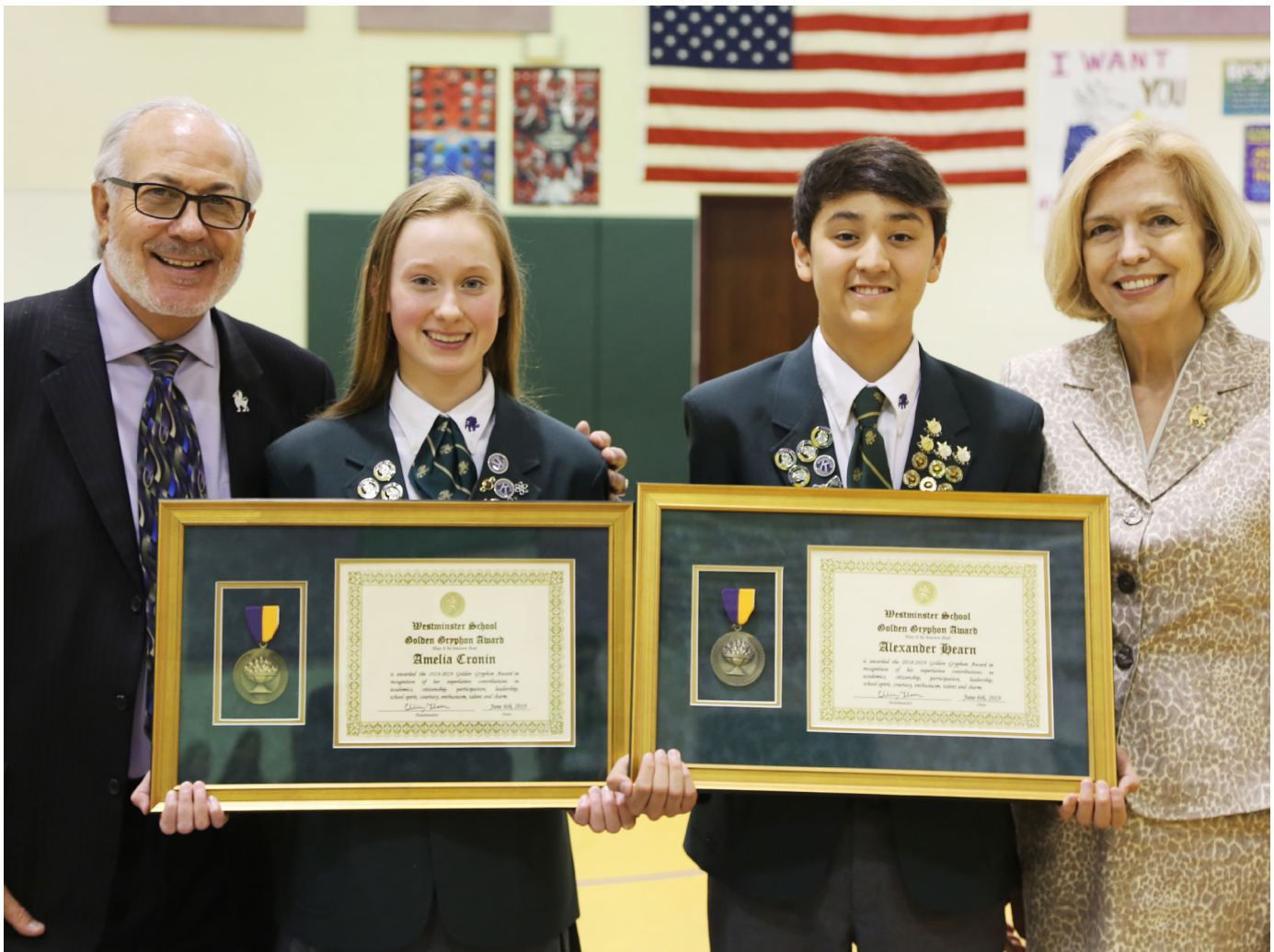


AWARDS



AN OVERVIEW OF THE YEAR'S ACADEMIC ACCOMPLISHMENTS 2018-2019

“EXCELLENCE IS NEVER AN ACCIDENT. IT IS ALWAYS THE RESULT OF HIGH INTENTION, SINCERE EFFORT, AND INTELLIGENT EXECUTION; IT REPRESENTS THE WISE CHOICE OF MANY ALTERNATIVES - CHOICE, NOT CHANCE, DETERMINES YOUR DESTINY.” - ARISTOTLE



Mealy Cronin and Alex Hearn (8th grade) were both awarded the “The Golden Gryphon,” which is given to a student who achieves in all areas of endeavor: academics, leadership, participation, and character. This award is voted on by all upper-school teachers and administrators who work with the 7th and 8th graders.

Congratulations! From left to right: Mr. Glover, Mealy, Alex, Ms. Glazier.



Leyla Ustun received the DAR award (Daughters of the American Revolution). This award recognizes and rewards individuals who possess the qualities of dependability, service, leadership, and patriotism in their homes, schools, and communities. Leyla was selected because she demonstrated these qualities to an outstanding degree.

Art Contest

Kindergarten

Honorable Mention

Celine Ngo

Yared Mariam

Overall Winner

Abigail Samuel

1st & 2nd Grade

Honorable Mention

Noor Azzam

Nadia Yacobucci

Overall Winner

Elena Hannaway

Selene White Holcomb

3rd & 4th Grade

Honorable Mention

Nadwa Abdi

Nicolas Guerra

Priya Perakam

Overall Winner

Chloe Carpenter

5th & 6th Grade

Honorable Mention

Maria Khan

Jennifer Pearson

William Townsend

Overall Winner

Sidney Le

7th & 8th Grade

Honorable Mention

Helena Bruck

Ella Lauer

Selihom Temesgen

Overall Winner

Kathryn Sarrge

Overall Winner Grades K-8

Sidney Le

Dimes for Drama

1st place

Nadia Noorishad

2nd place

Sophie Yi

3rd place

Mia Lees

4th place:

Jennifer Pearson

Penmanship Award

2nd Grade

Isabelle Augustine

Joanne Ma

Eleanor Reynolds

Christian Sahl

3rd Grade

Nadwa Abdi

Zara Damiani

Elijah Guerra

Priya Perakam

Abigail Reid

4th Grade

Devin Boakye

Raphael Chere

Claire Couraud

Ajwah Jahangir

Charlotte Reynolds

5th Grade

Beza Alemu

Nailah Darius

Madeleine Foster

Sasha Guerra

Emina Jakupovic

Sabrina Khanna

Camdyn Parker

Arleigh Womack

6th Grade

Pooja Shekar

7th Grade

Janelle Amo-Yartey

Sophia Guralnik

Madison Olds

Ece Yozgat

8th Grade

Elizabeth Fowler

Karina Sikri

Master Penman

Karina Sikri



Karina Sikri, the Master Penman winner for two years in a row.

Perfect Attendance

Kindergarten

Cyrus Clark

Tyler Duong

Jeffrey Nguyen

Thomas Sanchez

1st Grade

Gabriella Le Moigne

Jonathan Pinder

Natan Yohanns

2nd Grade

Valentina Diaz

Luke Foster

Joanne Ma

Christian Sahl

Sydney Wallis

Selene White Holcomb

Samara Yozgat

3rd Grade

Bethel Alemu

4th Grade

Devin Boakye

Ajwah Jahangir

Karina Khanna

5th Grade

Mac Cronin

Madeleine Foster

Gavin Goldstein

Sabrina Khanna

Cort Merritt

6th Grade

Max Castro

Santhony Chan

Tomas Dasek

Ronan Kim

Sidney Le

Justin Nguyen

7th Grade

Haydn House

Hudson House

Shaniya Smoot

Ece Yozgat

8th Grade

Luke Castro

Kayla Kim

Ella Lauer

Christian Noska

Karina Sikri

3rd Grade

Academic Awards

English

Most Improved

Haniya Khan

Highest Achievement

Nadwa Abdi

Math

Most Improved

Mayron Zelalem

Highest Achievement

Abigail Riverson

Nicolas Guerra

History

Highest Achievement

Ethan Reynolds

Science

Most Improved

Cordelia Dvorshak

Hashim Shbaikat

Highest Achievement

Nadwa Abdi

French

Most Improved

Brooks Gustafson

Highest Achievement

Nicolas Guerra

Abigail Riverson

Art

Most Improved

Lucy Barker

Chase Harris

All-Around Proficiency

Zara Damiani

Music

Most Improved

Ethan Reynolds

All-Around Proficiency

Abigail Reid

P.E.

Most Improved

Maya Eswaran

Hashim Shbaikat

Most Outstanding

Isabella Mamani-Duran

Elijah Guerra

4th Grade

Academic Awards

English

Most Improved

Tyler Hegens

Highest Achievement

Karina Khanna

Math

Most Improved

Beza Abel

Dylan Cespedes

Highest Achievement

Karina Khanna

Maren Lees

History

Highest Achievement

Raphael Chere

Science

Most Improved

Jude Shbaikat

Highest Achievement

Devin Boakye

Ajwah Jahangir

Karina Khanna

French

Most Improved

Beza Abel

Highest Achievement

Ajwah Jahangir

Art

Most Improved

Sophie Le

All-Around Proficiency

Charlotte Reynolds

Music

Most Improved

Bradley Walters

All-Around Proficiency

Charlotte Reynolds

P.E.

Most Improved

Sophie Le

David Guralnik

David Faguada-Acinelli

Most Outstanding

Bradley Walters

5th Grade

Academic Awards

English

Most Improved

Nailah Darius

Highest Achievement

Madeleine Foster
Camdyn Parker

Math

Most Improved
Emina Jakupovic

Highest Achievement
Gavin Goldstein

History

Most Improved
Nailah Darius

Highest Achievement
Sabrina Khanna

Science

Most Improved
Alexandra Gardner
Emina Jakupovic

Highest Achievement
Camdyn Parker

French

Most Improved
Beza Alemu
Asha Lavu

Highest Achievement
Madeleine Foster
Camdyn Parker
William Townsend

Art

Most Improved
Matthew Bredbenner

All- Around Proficiency
William Townsend

Music

Most Improved
Sasha Guerra

All- Around Proficiency
Arleigh Womack

P.E.

Most Improved
Emina Jakupovic
Arleigh Womack

Most Outstanding
Sabrina Khanna
William Townsend

6th Grade

Academic Awards

English

Most Improved
Aya Boudad
Sidney Le

Highest Achievement
Santhony Chan



Nadia (right), first place, and Sophie, second place, in the Dimes for Drama Collection.

Math

Most Improved
Sidney Le

Highest Achievement
Santhony Chan

History

Highest Achievement
Santhony Chan

Science

Most Improved
Aya Boudad

Highest Achievement
Santhony Chan

French

Most Improved
Alex Marsh
Alana Taylor

Highest Achievement
Santhony Chan

Art

Most Improved
Sidney Le

All-Around Proficiency
Blair Todd

Music

Most Improved
Megan Mills

All-Around Proficiency
Josiah Riverson

P.E.

Most Improved
Blair Todd
Santhony Chan

Most Outstanding
Aya Boudad
Max Castro

7th Grade

Academic Awards

English

Most Improved
Abdu Abbas
Ece Yozgat

Highest Achievement
Jibril Mohamud

Math (Alg.1,Pt.1)

Most Improved
Myla Mamani
Selihom Temesgen

Highest Achievement
Madison Olds

Math (Alg)

Most Improved
Abbie Lee

Highest Achievement
Kai Wang

History

Most Improved
Elisa Mamani-Duran

Highest Achievement
Kai Wang

Science

Most Improved
Trevor Klein

Highest Achievement
Kai Wang

French

Most Improved
Shaniya Smoot

Highest Achievement
Kai Wang

Latin

Most Improved
Nasim Abdul-Khaaliq

Highest Achievement
Kai Wang

Art

All-Around Proficiency
Shaniya Smoot

Highest Achievement
Abbie Lee

Music

Most Improved
Shaniya Smoot

All-Around Proficiency
Abbie Lee

P.E.

Most Improved
Selihom Temesgen
Abdu Abbas

Most Outstanding
Janelle Amo-Yartey
Jacob Bredbenner



Luke Castro received the Cal Ripken award, meaning he never missed a day of school from kindergarten through 8th grade.

8th Grade

Academic Awards

English

Most Improved
Nina Breen
Christian Noska

Highest Achievement
Mealy Cronin
Kayla Kim

Math (Alg.1,Pt.1)

Most Improved
Safi Marghub
Anthony Yancor

Highest Achievement
Sarah Marghub

Math (Geometry)

Most Improved
Nina Breen
Kathryn Sarrge

Highest Achievement
Mealy Cronin

History

Most Improved
Karina Sikri

Highest Achievement
Alexander Hearn

Science

Most Improved
Nina Breen

Highest Achievement
Luke Castro

French

Most Improved
Nina Breen

Anthony Yancor

Highest Achievement
Mealy Cronin
Kayla Kim

Latin

Most Improved
Safi Marghub

Highest Achievement
Kayla Kim

Art

Most Improved
Kathryn Sarrge

All- Around Proficiency
Kayla Kim

Music

Most Improved
Ella Lauer

All- Around Proficiency
Mealy Cronin

P.E.

Most Improved
Karina Sikri

Ayman Samdani

Most Outstanding
Sarah Marghub
Alexander Hearn

Continental Math League

4th Grade

Runner-Up

Devin Boakye
Maren Lees
Elyse Oppong

Winner

Beza Abel

5th Grade

Runner-Up

Mehad Abdi

Winner

Nailah Darius
William Townsend

6th Grade

Runner-Up

Maria Khan

Winner

Tomas Dasek
Abigail St Clair

Science Fair

6th Grade

3rd place

Sidney Le
Arti Marzban

2nd place

Lailah Abdul Khaaliq

1st place

Tomas Dasek

7th Grade

3rd place

Gavin Grant

2nd place

Jacob Bredbenner

1st place

Kai Wang

National Mythology Exam

Bronze Medal

Alexandra Gardner
Gavin Goldstein
Sasha Guerra
Asha Lavu
Josemaria Meister

Cort Merritt
Arleigh Womack
Silver Medal
Beza Alemu
Zainab Al-Sadig
Matthew Bredbenner
Sophia Bullard
Nyla Damiani
Nailah Darius
Madeleine Foster
Emina Jakupovic
William Townsend
Nabeera Yasir
Gold Medal
(perfect score)
Mac Cronin
Sabrina Khanna
Faisal O'Brien

National French Exam

7th Grade

Honorable Mention

Janelle Amo-Yartey
Gavin Grant
Haydn House
Hudson House
Elisa Mamiani-Duran
Owen Nemirow
Lucas Samuel

Bronze Medal

Trevor Klein - 8th in NOVA Chapter
Abbie Lee - 10th in NOVA Chapter
Myla Mamani - 9th in NOVA Chapter
Jibril Mohamud - 9th in NOVA Chapter
Samuel Riverson - 8th in NOVA Chapter
Andrew Smith - 11th in NOVA Chapter

Silver Medal

Jacob Bredbenner - 3rd in NOVA Chapter
& 5th in the Nation
Natasha Dormont - 7th in NOVA Chapter
Sophia Guralnik - 7th in NOVA Chapter
Madison Olds - 7th in NOVA Chapter
Selihom Temesgen - 6th in NOVA Chapter
Kai Wang - 1st in NOVA Chapter & 3rd in
the Nation

8th Grade

Honorable Mention

Luke Castro
Elizabeth Fowler
Kayla Kim
Sarah Marghub
Karina Sikri

Bronze Medal

Amelia Cronin - 11th in NOVA Chapter &
11th in the Nation

Silver Medal

Alexander Hearn - 7th in NOVA Chapter
& 7th in the Nation

Gold Medal

Leyla Ustun - 5th in NOVA Chapter & 5th
in the Nation

French-Junior National

Honor Society

Helena Bruck
Luke Castro
Amelia Cronin
Alexander Hearn
Kayla Kim
Sarah Marghub
Karina Sikri
Leyla Ustun

Latin Awards **National Honor Society**

Nina Breen
Helena Bruck
Luke Castro
Amelia Cronin
Elizabeth Fowler
Kayla Kim
Avi Lavu
Alexander Hearn
Sarah Marghub
Kathryn Sarge
Karina Sikri
Leyla Ustun
Anthony Yancor

Latin National Exam

Special Latin Awards

National Latin Exam (certificate)

Abdu Abbbas
Nasim Abdul-Khaaliq
Natasha Dormont
Haydn House
Fatima Khan
Trevor Klein
Lucas Smith
Andrew Smith
Shaniya Smoot
Selihom Temesgen

Outstanding Achievement Ribbon

Jacob Bredbenner
Gavin Grant
Sophia Guralnik
Abbie Lee
Jibril Mohamud
Owen Nemirow
Madison Olds
Kai Wang

8th grade

Gold Suma Cum Laude:

Amelia Cronin
Elizabeth Fowler
Kayla Kim
Sarah Marghub
Leyla Ustun

Silver Maxum Cum Laude

Ella Laver
Avi Lavu

Magna Cum Laude

Helena Bruck
Christian Noska
Ayman Samdani
Karina Sikri

Redirection Awards

3rd Grade

Mira Sears - 1
Nicolas Guerra - 1

4th Grade

Ajwah Jahangir - 1
Karina Khanna - 0
Maren Lees - 0

5th Grade

Mac Cronin - 1
Nyla Damiani - 1
Madeleine Foster - 0
Alexandra Gardner - 0
Sabrina Khanna - 1
Faisal O'Brien - 0
Camdyn Parker - 1
Arleigh Womack - 1
William Townsend - 1

6th Grade

Abigail St. Clair - 1
Tomas Dasek - 0
Ronan Kim - 1

7th Grade

Natasha Dormont - 1

8th Grade

Nina Breen - 0
Kayla Kim - 0
Karina Sikri - 0
Leyla Ustun - 0

Honor Roll Award (grades 3-8)

Year-Round Honor Roll

3rd Grade

Nadwa Abdi
Bethel Alemu
Zara Damiani
Maya Eswaran
Elijah Guerra
Nicolas Guerra
Brooks Gustafson
Hannah Jakupovic
Isabella Mamani-Duran

Makda Nana
Priya Perakam
Abigail Reid
Ethan Reynolds
Abigail Riverson
Mira Sears
Lawson Weidner

Janelle Yancor

4th Grade

Elijah Anteneh
Devin Boakye
Raphael Chere
Claire Couraud
David Guralnik
Ajwah Jahangir
Karina Khanna
Sophie Le
Maren Lees
Mia Lees
Charlotte Reynolds

5th Grade

Beza Alemu
Zainab Al-Sadig
Matthew Bredbenner
Sophia Bullard
Mac Cronin
Nyla Damiani
Nailah Darius
Madeleine Foster
Alexandra Gardner



Gavin Goldstein
Sasha Guerra
Emina Jakupovic
Sabrina Khanna
Asha Lavu
Josemaria Meister
Faisal O'Brien
Camdyn Parker
William Townsend
Arleigh Womack
Nabeera Yasir

6th Grade

Max Castro
Santhony Chan
Tomas Dasek
Ronan Kim
Jeremy Lees
Artemeez Marzban
Megan Mills
Josiah Riverson
Pooja Shekar
Christian Yetinayet

7th Grade

Jacob Bredbenner
Natasha Dormont
Gavin Grant
Sophia Guralnik
Haydn House
Abbie Lee
Jibril Mohamud
Owen Nemirow
Madison Olds
Samuel Riverson
Andrew Smith
Kai Wang



The six students pictured above (From left to right: Mealy, Karina, Alex, Nina, Sarah, Leyla) earned citizenship awards, among the highest Westminster School honors, given to students who come to school with a positive attitude, achieve in the classroom, and participate in all aspects of life at school, including clubs and sports. They each received a trophy, and their names were engraved on a plaque in the lobby, which dates back to 1978.

8th Grade

Helena Bruck
Luke Castro
Amelia Cronin
Elizabeth Fowler
Alexander Hearn
Kayla Kim
Ella Lauer
Avi Lavu
Sarah Marghub
Kathryn Sarrge
Karina Sikri
Leyla Ustun

Honor Roll – 24 Quarters **(grades 3-8)**

Nina Breen
Helena Bruck
Amelia Cronin
Elizabeth Fowler
Alexander Hearn
Kayla Kim
Ella Lauer
Karina Sikri
Leyla Ustun

Poet Laureate

Shaniya Smoot

Poster Contest Winner

8th grade – Kayla Kim

Kenneth Hatch Award

Jacob Bredbenner
Helena Bruck
Amelia Cronin
Alexander Hearn
Abbie Lee
Karina Sikri
Ece Yozgat

D.A.R. Award

Leyla Ustun

President's **Education Award**

Helena Bruck
Luke Castro
Amelia Cronin
Alexander Hearn
Kayla Kim
Kathryn Sarrge
Karina Sikri
Leyla Ustun

Griffin/Citizenship Award

Nina Breen
Amelia Cronin
Alexander Hearn
Sarah Marghub
Karina Sikri
Leyla Ustun

Golden Griffin Award

Amelia Cronin
Alexander Hearn

POETRY CONTEST

We live our lives in a mysterious medium. One that surrounds us, flows through us, stretches beyond us. Sometimes, when we are not distracted by the daily wants and schemes of our egos, we are struck by a sense of profundity—the presence of something—even in our ordinary every day experience. Something that cannot be seen directly but whose immanent message strives to reach us. A good poem captures that signal, through language simple or abstract, via allusion or concrete imagery. A poet is a kind of sleuth, forever seeking clues to the mystery of existence. We are pleased to see so many of our students striving to give voice to their unique discoveries through poetry.

Each year, the Head of School sponsors a poetry contest, open to students in grades 3-8. Students submit original poems written in or outside of English class, and outstanding poems are selected from each grade. All noted poems are published in *The Pegasus*, the school's literary magazine, and the grade-level winners are reproduced here. In doing so, we hope not only to recognize this year's outstanding poems, but to encourage each young poet to pay greater attention to incoming messages of the universe, and answer them with their own words.

Beach Trip

Cars drive rapidly like
Cheetahs zooming speedily
Finally, we are at the beach!
Beautiful sun shines
As bright as a flashlight
On the darkest night
Adults play
As small children do
People snorkel in groups
Like colorful fish swimming in a school
Birds zig zag across the sand
Stealing food from other bird's beaks
People tug and pull at blankets
Like artists fixing their canvases
Umbrellas suddenly pop open
Like flowers blooming in gardens
Beach trip
Abigail Riverson
Grade 3

Bright Moon

Time stands still
Captivated by your beauty Wishing I could climb
to the tops of snowy hills
To reach your kingdom
In the clouds
Where you shine the brightest Make it my destiny
To sit and talk with you
Learn your secrets Bright Moon You call to me.
Jude Shbaikat
Grade 4

Blackout Poetry

Inspired by Chains

Her eyes puddled with tears
Was Madam angry with you?
That wretched woman beat Ruth
I kissed her tears
That bad man stole your doll baby
The skinny one who stole us
He took everything
I hugged her close
Ruth lay quiet, her breath steady
She was fast asleep
Lailah Abdul-Khaliq
Grade 6



I Rise

I had a dream not long ago
Where crystal clear smooth waters flow
When morning came, the sun would rise
in the royal sapphire skies
On the bridge, towering over earth
Contemplating my own self worth
My imagination now takes over
Playing in the forest clovers
Atop the bridge is where I stand
Wondering about my future plans
Where will I be five years from now?
Will I be fulfilled, and how?
I stir from my dream, awake with no sorrow
Overjoyed with excitement, no fear for tomorrow

Alexandra Gardner

Grade 5

The Death of Definition

There is something that lurks deep inside our minds that prays for the death of
Definition
It has been forgotten, beaten back, as the world has become more knowledgeable, but
It is still there.
Waiting to make the known unknown
To fit a square peg in a round hole
Let you sleep eight hours in four
To fall upward
Make the mind turn inside out
It will make it snow in April
It is waiting
To set the World Free

Luke Castro

Grade 8

The Sea Still Rises: A Madame Defarge Poem

What's in a name?
I have many names of which
One of Loyalty and another
of memories, both go hand in hand
to defeat newborn enemies:
The ones who told our little ones to dine on grass,
and the other who trampled over the giant's son.

There I sit knitting my thread and chewing
My grain.
Name are what I knit, those who have
Mocked my kind and killed our babies as
there was no milk they could drink because their
Young mothers were drained
And dried up.

A plan is forged and made up:
It was to storm the beaches with the
Ever-growing tsunami coming its way.
My home will be a powerhouse as the heart
is to the body, Saint Antoine, as water rises,
The sharks mourn their dying babies
And come to devour the helpless fish in the raging Sea.
Fish heads displayed on the coral reefs
That look as if they could be stained with blood.

Blood to blood
Ashes to ashes

Seize the heads of their kind
as they have lived on this Earth
for too long, eating cake
While we ate dirt.



Shaniya Smoot

Grade 7

Westminster Goes to Japan



1



2



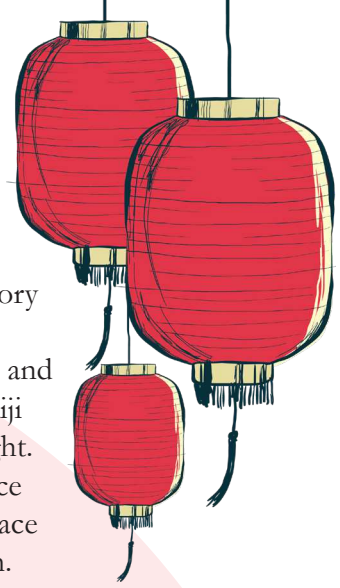
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IKIMASHŌ

(Let's go!)

In June, ten members of the Class of 2019 were treated to the gift of a lifetime—an optional, subsidized trip to Japan on a teen-centered educational tour. The 11-day trip was made possible by the generosity and good will of John Murray, Westminster Class of 1982. Mr. Murray had long cherished memories of a post-graduation trip to Italy for him and his Westminster classmates. When his two teenaged children returned dazzled from an educational tour of Japan, the idea was born to offer this trip to Westminster's graduating class. Not everyone chose to participate, but those who did experienced an unforgettable introduction to a beautiful country and fascinating culture.

1. Enjoying a traditional Japanese meal.
2. Feeding deer near the Todaiji Temple in the Nara Park.
3. Students explored many sights, including this Japanese pagoda.



Accompanied by Mr. Glover, Ms. Glazier, Ms. Colon, Mr. Murray and his two children, the group departed northern Virginia on June 12, returning on June 22 with eyes opened not only to the wonders of Japan but to the possibilities of future world explorations.

Highlights of the trip included three days in Tokyo, touring ultra-modern business and eye-popping shopping districts, but also the city's largest Buddhist temple—a five-story pagoda—and the quiet stillness of the royal Meiji Shrine



set within an ancient forest in the middle of the city. The tour included visits to several Buddhist and Shinto shrines, where prayer tokens could be left asking for good health, happiness, and even better exam grades! The travelers sojourned to Hakone, an alpine city known for its crater lakes, sulfur springs and awe-inspiring views of Mount Fuji. They took a cruise on Lake Ashi and rode a cable car up Mount Komagatake. All were thrilled to take the famous Bullet Train to Kyoto. As the national capital for over 1,000 years, Kyoto provided a

unique glimpse into the history of imperial Japan. A walk through the Bamboo Forest and feeding the deer at the Todaiji Temple rounded out day eight. One unforgettable experience was a visit to Hiroshima Peace Park and Memorial Museum.

The visitors were humbled by the exhibits showing the destruction and suffering caused by the atomic bombing during World War II, and joined their prayers to those of the Japanese people that there be no more war anywhere. The final day in Osaka included a visit to Himeji Castle topped off by immersion in the neon-laced street-food paradise of the Dotonbori district.

Whether bonded by shared memories of this amazing journey or recalling private moments of wonder, the entire group of Westminster travelers are united in one special sentiment:

DOMO ARIGATO, MR. MURRAY!





PRESCHOOL

The transition to Westminster's campus was an amazingly seamless one for The Griffin Academy! It was as if the preschool had been there since day one!

The Griffin Academy had a very successful year in 2018-2019, reaching its highest enrollment to date, with 40 students! During the school year, the children traveled to the Native American Museum, Discovery Theater, the Air & Space Museum, the National Museum of the American Indian, and Green Meadows Farms.

The preschoolers enjoyed morning time playing in the gym and recess on the playground, participating in the annual Halloween Parade, Excite Soccer Camps, Reading Buddy Days with their second-grade friends, Winter and Spring Music Programs, Community Helper Dress-Up Day, annual leprechaun hunt, annual Trike-a-Thon, and STEAM Camp.

The Griffin Academy staff helped the children navigate through the many emotions they might

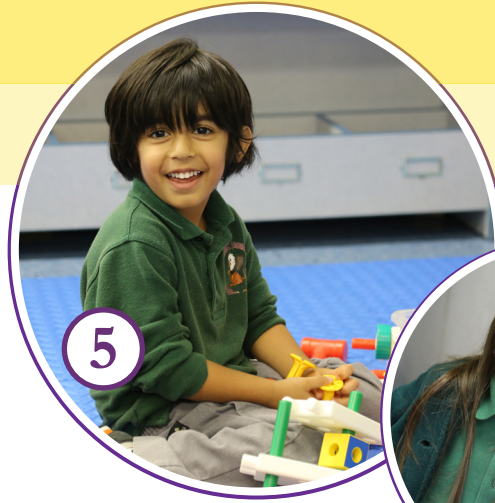


feel on any particular day, guiding them to resolve conflicts with other children, and teaching them to become more independent by learning to 'solve' that problem.

The success of the school year was celebrated during the preschool end-of-year Art and Music Show. This was the first year this very special event was held at Westminster School – specifically in the Gryphon Theater! The children delighted their parents, grandparents, and teachers with the sweet songs they sang, but equally impressive was the artwork created by the students. Each year, the children create artwork in the style of famous artists (such as Pablo Picasso, Henri Matisse, Jackson Pollock, Giuseppe Archimboldo, and Ansel Adams), and these were on display for the show. This year, The Griffin Academy was so excited to have the preschool artwork shown in the skylight corridor!

"My son spent two years in The Griffin Academy. I was so in love with the staff, the curriculum, and the overall culture. I visited several preschools in the area and I truly believe I made the best choice. My family was welcomed with open arms and the staff had a true love for my son! I was truly blessed to be a part of The Griffin Academy family."

- Raquel C.



This new school year marks the diamond anniversary of The Griffin Academy. The preschool opened its doors for the first time 10 years ago. This year, Westminster School, will also be graduating three students who were in the first 4-year-old preschool class!



The preschool staff looks forward to another year of growing, learning, laughing, smiling, and reaping the many rewards of teaching.

-
1. Preschoolers sing in union at the end of the year showcase.
 2. Off to the races at the annual Trike-a-Thon event.
 3. Playing on the school playground during recess.
 4. Picking pumpkins on a field trip to the Green Meadows Farm.
 5. Work hard, play hard!
 6. A happy preschool student in class.
 7. Abbie from the very first 4-year-old preschool class!

2018-2019 GRIFFIN FUND DONORS



THANK YOU FOR YOUR GENEROUS DONATIONS.

TOTAL* : \$176,308.72

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Dear Friends of Westminster School,

Each and every year at Westminster School, there are BREAKTHROUGHS! Isolated words on a page become an exciting story to a wide-eyed kindergartner. A third grader is amazed to realize that division is the inverse of multiplication. A lonely 5th grader finds that being a friend garners a friend. A shy 7th grader astonishes his family with a breathtaking performance in a Shakespeare play. These few examples represent the constant occurrence of breakthroughs that comprise a Westminster education.

This year, your donation is needed to help fund the rich program of studies, special events, and nurturing environment that make a Westminster education uniquely powerful and set up our students for BREAKTHROUGHS!, great and small. Gifts help Westminster School remain competitive in hiring and retaining passionate, experienced specialist teachers, provide upgrades in textbooks and technology, maintain and improve the physical plant, and make dreams for the future come true.

Throughout human history, there have been moments in the thinking and questioning and tinkering of curious, bold creators, which have led to a practical invention or a new concept in science, or a revolutionary conviction about human society and governance. Those moments have paved the way and led to further ideas, inventions, and, ultimately, astounding changes in the way people live. This year, be on the lookout for student work, special events, and culminating projects related to this year's theme. Several BREAKTHROUGHS! assemblies have been scheduled this year, and you are invited to join us for those presentations.

There will be many opportunities to give throughout the year. Please be generous and help us reach our goal of \$175,000 for the 2019-2020 BREAKTHROUGHS! Annual Giving Campaign. With your help, we'll make it a breakthrough year for Westminster School!

With warm regard,

Gildas Le Moigne
Director of Development

Ellis Glover
Head of School

Keith Fulk
Chair, Board of Trustees

RECOGNIZING SERVICE

Combining more than 90 years of school service!



As an employee of Westminster School once said, “You have to love the school to make it here.” In other words, if you don’t recognize and love the high ideals and aspirations that Westminster School represents, you probably won’t be able, or choose, to meet the high standards it demands. However, those who value and respect Westminster enough to dedicate years of professional service are recognized with a very special gift. After ten years of service, staff members receive a gold griffin pin with an emerald chip for its eye and a diamond chip on its wing. Each additional ten years earns another diamond.

At the end-of-year staff luncheon, hosted by the Westminster Parents Club last June, several staff members were honored for their dedication and loyalty: (left to right) Mrs. Kate Jacobson (10 years), Mrs. Charlotte Foster (20 years), Mrs. Rhonda Williams (30 years), and Mr. Torne Shipman (10 years). Of course, nobody outshines Mr. Glover, whose griffin proudly bears four diamonds.

Next time you notice one of Westminster’s teachers, bus drivers, trustees, custodians, or administrators sporting a beautiful gold griffin pin, you’ll know that you’re in the presence of a person dedicated to the good of Westminster school—a true golden griffin.

A photograph of Mr. Miller, a man with glasses wearing a dark suit over a purple shirt, speaking into a microphone. He is standing in what appears to be a gymnasium with bleachers in the background.

PUT AWAY THE JERSEY

MR. MILLER HAS RETIRED

At every graduation ceremony for the past 27 years, students have cited Mr. Miller for his caring, his time, and the life lessons he taught them. Some have called him a second father. When alumni return to the school, they always want to visit Mr. Miller. Why has this veteran coach and athletic director meant so much to his students? Perhaps it's because he met them where their youth and energy loved to be—on the soccer field, the basketball court, the softball diamond, or racing cross-country. Because, while he fiercely wanted his students to win every game and meet, he wanted more for them to grow as athletes and as people. Because, though his lectures could be long and frequent, they

"While he fiercely wanted his students to win every game and meet, he wanted more for them to grow as athletes and as people."

always ended with a lesson or advice that would see them through not just a rough day but a long life. Because, though every flag for every win was hung with care on the gym walls, he was proudest of the ones proclaiming good sportsmanship. Because every student under his charge, whether a reluctant novice or an over-eager hot-shot, learned that a real athlete serves his team, his school, his community before himself; that an athlete worth admiring sets tough goals and dedicates the time and practice needed to reach them—never offering an excuse rather than an effort; that boys and girls cannot be considered men or women until their word is their bond and what they stand for is for the good of all.

Dennis Miller joined the Westminster staff as the P.E. Teacher and Athletic Director in 1992. His coaching life continued through last year, although he gave most of his time in 2018-2019 to alumni outreach. He retired from Westminster School this past June, giving himself much-needed time to devote to his ailing parents and his own interests.

Some highlights of Mr. Miller's Westminster career are listed below:

- Coached Varsity Boys' and Girls' Soccer, Basketball, and Track/Cross-Country, bringing home 54 winning banners, including 7 for sportsmanship
- Served as Capital Athletic Conference president for 25 years
- Sponsored the Builders Club for nearly a quarter-century. Under his guidance, the Builders Club has provided gifts, funds, and services to countless fellow citizens and has been recognized and awarded for outstanding community service by the following entities, often more than once:
 - » Annandale Central District Planning Committee
 - » Center for Multi-Cultural Human Services
 - » Community Action Advisory Board
 - » Daily Points of Light, President George W. Bush
 - » Fairfax County Certificate of Recognition
 - » Fairfax County Bar Association
 - » J. C. Penney Certificate of Appreciation
 - » Northern Virginia Family Services
 - » Timberlane Elementary School
 - » Virginia Department of Transportation Adopt-a-Highway
- Never said no when asked to help solve a problem at school, take on an extra responsibility, or take a burden off someone else's shoulders.
- Once his word was given, never failed to deliver on his promise.

It's quite a legacy, one built on unparalleled determination, hard work, and a golden heart. Thank you, Mr. Miller, for all that you have done for Westminster School, its staff, students, and their parents. You are missed, but your dauntless spirit will be part of Westminster forever.

Westminster Parents Club

The WPC sponsors fun, community-building events throughout each school year. Most, like the Back-to-School Picnic, are open to all students and families. A few, like Trivia Night, are just for grown-ups – and well worth calling a babysitter! All come together only through the efforts of our wonderful volunteers.

The following officers will serve on the WPC Executive Committee for the 2019-20 school year:

EVELYN ST. CLAIR
President

BROOKE CARPENTER and RENÉE HEGENS
Vice Presidents

RAQUEL CHAPMAN and LEONARDO GUERRA
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TEMI AWOFISAYO
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SALOME TEWELDE
Preschool Liaison

The Executive Committee of the Westminster Parents' Club is responsible for overseeing all of the WPC's activities, including making decisions about what activities and programs the WPC will offer and when and how to make donations to the school.



WPC Upcoming Events

Fun Lunch - monthly
Dimes for Drama - January 13, April 13
WPC General Meetings
Bingo Night - January 31
Parents' Play - March 13 and 14
Sports Day - June 8
Staff Appreciation Luncheon - June 12
International Day - TBD

Your collaboration is important to make these events happen.

Volunteer Now!

JUST MARRIED



**Miss Alexa Schmidt
Mr. Kevin Uhrmacher**

We are pleased to share the news of our 7th/8th Grade Math Teacher, Miss Alexa Schmidt's marriage to Mr. Kevin Uhrmacher on June 15, 2019. The wedding was held at St. Peter's on Capitol Hill and the reception at Mount Vernon. Mrs. Urmacher (as she is now addressed) reports that they enjoyed a beautiful early summer day, complete with a stop at their favorite ice-cream parlor. Congratulations to the happy couple!



**Miss Julia Dalby
Mr. Henry Elder**

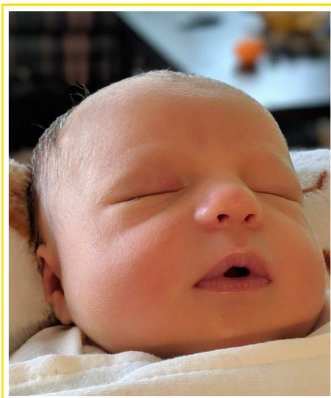
We are delighted to congratulate our kindergarten teacher, Miss Julia Dalby on her marriage to Mr. Henry Elder. They were married on June 22, 2019 at the Duportail House in Chesterbrook, PA. The couple were grateful for a beautiful sunny (not-too-hot) day for their celebration. Congratulations to the lovely couple! We are so happy for you!



**Miss Taryn Fowler
Mr. Eric Ellmyer**

We are excited to announce that our 3rd-5th math teacher Ms. Fowler was married to Mr. Eric Ellmyer on August 3, 2019. They had a reception on the beach in Norfolk, Va right on the water of the Chesapeake Bay. There was beautiful weather on a perfect day, resulting in a wonderful sunset. The two love birds flew off for an eight day honeymoon in Hawaii. Best wishes for these made-for-each-others.

BABY GRIFFINS



Sam Foster (3rd/4th English Teacher and Team Leader) gave birth on April 11 to a beautiful baby girl! Mackenzie Mae Smith Foster entered the world at a healthy 6 lbs, 8 oz.



The Kim family is thrilled to announce that we welcomed Yohan Kim into the world on April 17, 2019 at 4:16pm. He is a healthy baby boy weighing in at 6 pounds and 10 ounces.



6th/7th/8th Grade Science Teacher, Mr. Cecil, and his wife welcomed a new baby girl to their family. Brielle Marie Cecil was born on June 17 at approximately 1:00 p.m.



Welcome to the world, Avia Afoa Cagua! Born on January 14, 2019 at 11:25 a.m., Avia weighed in at a healthy 9 lbs, 10 oz and measured 21 1/2 inches long!

ALUMNI CORNER



WHEN PAST MEETS PRESENT

Westminster Alumnae / Westminster Teachers

Westminster School is proud to claim four graduates among its current teaching staff: Mrs. Nana Guerra (Class of 1994, began teaching at Westminster's Griffin Academy preschool in 2015), Mrs. Mansa Cagua (Class of 1995, began teaching French at Westminster in 2012), Ms. Samantha Foster (Class of 2007, began in Westminster's ASCP and summer camp in 2010, teaching English/language arts in 2015), and Miss Madeleine Schuler (Class of 2010, began in camps/ASCP/office in 2012, teaching English, then history in 2019). We asked them to reflect on their dual experiences as Westminster student and teacher.

When asked to cite the most helpful/important thing you gained from your Westminster education, replies included "developed a deep appreciation for art, language, music, and drama," "helped shape me into a more well-rounded person," "my ability to speak confidently," and "a very strong work ethic."

What has remained the same about Westminster and what has changed? "The family-style homerooms have stayed the same. There is more warmth and freedom in the halls

nowadays, more hugs and openness about feelings among the students." "Westminster is an ever-changing institution with new technology, building projects, and artwork . . . the staff believes in the power of tradition . . . It was comforting to come back to an environment to which I could immediately relate. I still felt like I was coming home when I walked through the doors for the first time as a teacher."

What have you learned as a Westminster teacher that you may not have realized as a student? "I've learned that the teachers learn as much from the children as they do from us." "Being on the other side has given me the awareness that a teacher's love for the student is powerful." "Westminster creates an atmosphere that fosters this loving and supportive relationship between the teachers and students." "I have gained a new appreciation for all that was done for me and the opportunities that I was given as a student." "Having taught in other schools, I recognize the sacrifices that were made for my education and realize that it was because of the support and love I received during my time as a Westminster student that I am the person I am today."



Dr. Cassie Gyuricza Root '92

"Following my graduation from Westminster in 1992, I attended Thomas Jefferson High School for Science and Technology, which fostered my love of science. Princeton University allowed me to become further involved in Molecular Biology. A year with the Jesuit Volunteer Corps, working with the homeless population in Atlanta, made me realize that working with people was my path. At Vanderbilt School of Medicine, I was immersed in all medical fields and specialties, eventually deciding to pursue orthopedic surgery. During my five-year orthopedic surgery residency at the Hospital for Special Surgery in New York, I discovered the intricacies of the human hand and wrist. After a year at Washington University in St. Louis doing a fellowship in hand surgery, I began my practice in Arlington at Nirschl Orthopaedic Center. More recently, I have focused on building my family with my husband; we have three boys."



Carrie Dann '98

"After Westminster, I attended Thomas Jefferson High School for Science and Technology, and then moved on to the University of Virginia. I didn't grow up dreaming of a career in the news business, but an internship with NBC News in 2005 changed all of that. I went from knowing very little about politics at all to becoming a total news junkie. I had wonderful mentors and worked my way from the most junior, entry-level job at the network to the position I have now, a political editor at NBC News. Along the way, I covered two presidential campaigns in 2008 and 2012, and have helped oversee the network's coverage of the 2016 election and the 2018 midterms."



Mark Jaster '69

Mark was in the first graduating class of 1969 and he sent us this photo. We believe it shows a 3rd-grade production of Julius Caesar. Our earlier Griffin Academy families may recognize the stage as the one at St. Alban's Church, where Westminster was once located.



Class of 2010

The graduating class of 2010 had a great turn out this year at the Griffin Soiree. Out of college and pursuing various careers in law, teaching, marketing, and others, they enjoyed catching up.

Next year's Soirée will be on August 7, 2020. We hope that you will mark your calendars now so that you may join us next year!



Kayvan Farchadi '01

"After graduating from Westminster, I attended St. Stephens & St. Agnes School, and then the College of William and Mary. There, I earned a degree in Global Studies with a concentration on Middle Eastern Studies. After college, I worked in refugee resettlement in the U.S., Greece, and the Middle East. Later, I worked for a year as a blogger and freelance journalist based in the Middle East.

After that, I worked as a consultant for ICF Int'l and on a program for victims of terrorism at the Department of Justice. I also worked on a project with IAAB between 2006-2016, on community-organizing, summer camp, and youth development. Upon completion of my work, I moved to California and worked on real-estate projects for a short time and decided to take the LSAT and enter law school. Currently I am at George Washington Law School, and will earn my degree this spring. I am also working at a firm in DC on privacy law and governance of information."



Abrah Shapiro '01

After graduating from Westminster, Abrah attended The Madeira School and then earned a B.A. in Film and Television from Boston University. While in college, she moved to Los Angeles to participate in a program sponsored by Boston University that allowed her to begin to pursue her dream. After starting as an intern, she moved through the ranks as a production assistant, coordinator, associate producer, and she is now a television producer, currently working on the TV show, *Little Big Shots*.



Rebecca Card '06

Becky attended Langley High School after she graduated the 8th grade. After high school, she went on to Boston College to pursue a degree in Political Science, which she earned in 2014. After college graduation, she began working on Capitol Hill and has been working in politics towards

bettering our community and country ever since. Becky is a frequent visitor to Westminster and we are always so happy to see her bright smile.



Thomas Foster '09

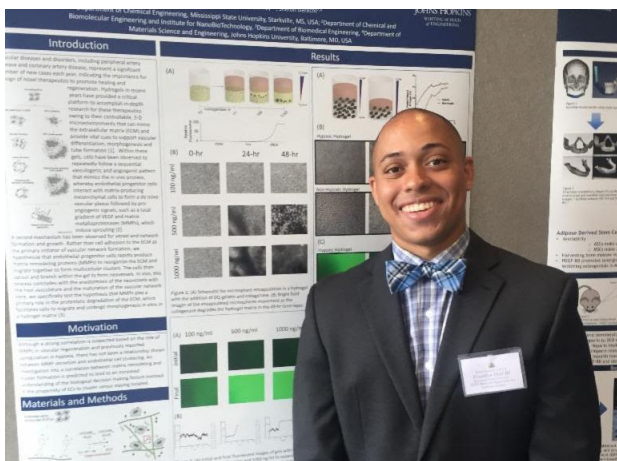
The preschoolers were treated to a very special story reading from Thomas Foster, graduate from the Class of 2009. Thomas delighted the children with his reading of "Silly Doggy" and the classic, "The Very Hungry Caterpillar." The children were quite attentive and most curious as to how Thomas got to school that day! We hope that Thomas' schedule will allow him to come back and read to us again! Thank you, Thomas!



Megha Baagai '06

"After 8th grade, I attended McLean High School where I played sports, including soccer and basketball. Having developed a love for sports and health, I founded the athletic student-aid training program at McLean High School, which led to my choice of majoring in Exercise Science at Virginia Commonwealth University. In addition to growing and learning in the exercise science program, I was able to build on my passion for dancing. I joined the VCU Bhangra team for Indian folk dance, where I traveled, competed, and led 20 dancers across the country.

During my last year at VCU, my chiropractic externship changed my life. I loved to be active, but I had health issues that caused me to be dependent on inhalers, drugs, shots, etc. in order to do anything I wanted or loved to do. This completely changed after receiving consistent chiropractic care at the externship. That experience changed my story; it changed my life and led me to where I am today, a Doctor of Chiropractic practicing in Vienna, VA."



Franklyn Hall '08

"In high school, I was on the baseball team, and was a member of both the English and Science Honor Societies. While I attended college at Mississippi State University, I was a member of the American Institute of Chemical Engineers and Tau-Beta-Pi. I also was an active member of a group called "Girls Engineering Change," which facilitates and encourages more girls to develop an interest in and pursue the field of engineering. I recently earned a B.S. in Chemical Engineering with a Biomolecular concentration from Mississippi State University, and I am currently pursuing a PhD in Biomedical Engineering at Johns Hopkins University."



Omeed Assefi '03 & Camellia Assefi '07

Toward the end of the summer, Mr. Glover, Ms. Glazier, and Mrs. Schuler were graciously treated to a lovely luncheon at the Metropolitan Club by two Westminster grads, Camellia ('07) and Omeed ('03) Assefi.

Both Camellia and Omeed are currently employed in Washington, DC. Camellia is working at the White House as a Writer for Presidential Correspondence, and Omeed is serving as Counsel in the civil rights division of the Department of Justice.



Mojan Nourbakhsh '06

After Westminster, Mojan earned an International Baccalaureate diploma at Marshall High School and then attended James Madison University, where she graduated early with a degree in Television & Film Production. While attending high school and college, she simultaneously worked at Westminster in various assignments, such as camp counselor, substitute teacher, and even had the opportunity to direct the 6th grade in a production of *Mulan*. After graduating from JMU, she moved to Los Angeles and landed her dream job working on the TV show, *General Hospital*, which had been an aspiration of hers since she was five years old. Soon after, she branched out by working with other shows and departments at ABC, FOX, Disney Channel, and more. Mojan also dove into coordinating live events and award shows, most notably the Oscars and the Live with Kelly & Ryan After-Oscar Special.

Aside from her work behind the camera, she has also kept busy in front of the camera, building her acting and modeling career. Most recently, NBC Universal nominated her for an Outstanding Acting award for her work in the new film, *Masks*. She played the lead role in this timely story that is getting global recognition and high accolades in the film-festival circuit. Recently, it was a top-six finalist in the NBC Universal Shorts Film Festival, selected out of 4,000 films, where it swept the awards for Outstanding Drama, Critics Choice, and Audience Choice.



Nathaniel Smith '09

"Today, I am a software engineer and serve as a consultant in my organization. My Westminster experience is instrumental and strengthens my connections and dealings with colleagues and clients that I come across. Westminster also taught me to have good work ethic and always complete my work timely, and always "neatly, completely, and with pride." The person I am today is heavily impacted by my Westminster experience. It taught me how to carry myself, how to have confidence in myself and my abilities. It taught me the value of classical education, and to this day, I still refer to what I learned in this school. I feel everything we were taught had a good reason behind it. For example, the book covers we were told to

use to protect the books assigned to us, taught us to care for another's property entrusted to our care, as well as that we should care for our own in a very detailed manner."



John Carter-Hirt '10

"After graduating Westminster, I attended high school and upon graduating from St. Stephen's & St. Agnes School, I attended the University of Miami for one year and then transferred to Clemson University. At Clemson, I had several leadership opportunities including student senator, SGA, and sitting on my fraternity board, which I believe was due to Westminster's leadership training that I was exposed to during my years at the school. I also had a few internship opportunities in South Carolina and in

D.C. during my college years. After graduating college this past May, I applied for and was accepted to an internship that eventually led to my being hired to my current post, staff assistant to Senator David Perdue of Georgia."



Gabrielle Bullard '10 & Gary Bullard '15

In August, many of our alumni were heading off to college, whether for the first time or going back for another year. We were delighted to receive this great picture of Gabrielle Bullard, (class of 2010) seeing her younger brother, Gary Bullard, (class of 2015), off to West Point. Best of luck to Gary!



Ryan Mai '17 & Madeleine Mai '15

Ryan and Madeleine have teamed up with a couple of friends to create a non-profit organization that provides meals and clean water to impoverished students in Viet Nam. From their website, you can read their story below: In the Summer of 2018, Ryan read an article about a school lunch program that only costs \$1 per student per day. However, that price, as low as it may seem, was still high for many families living in Vietnam. As a person who always enjoyed a good meal, Ryan knew that this was neither fair

nor right. He brainstormed with his sister Madeleine to build something that was sustainable. The answer was a nonprofit organization. So far, they've provided over 9775 Meals Served 8 Water Wells Built in Viet Nam. Visit their website www.duri-an.org to learn more and to support their amazing efforts.



Ashley Owusu '15

A big congratulations to Ashley, who signed with the University of Maryland Lady Terrapins in November, 2018! Ashley was a star for the Westminster Griffins during the 2013-2014 and 2014-2015 seasons. In 2013-2014, Ashley lead a very strong team to an undefeated season and a first-place CAC banner. In 2014-2015, the team also won the first-place banner for the season and came in 2nd place in the tournament.

We remember Ashley's dedication to her Westminster team. College recruiters were already watching Ashley in those days and she had many commitments outside of the Westminster gym. In spite of this, Ashley always came to the games and attended almost every practice. She was a true team player and extremely modest about her exceptional talent.



The entire Owusu family chose Westminster for its balanced approach and strong academics. Ashley's parents wanted her to be in a school that was not just interested in her basketball skills, but in developing her full potential. We are so proud of her and thrilled that she will be playing close by so that we can attend some of her games.



Devin Nemirow '18

Devin attends Washington-Liberty School in Arlington. She was surprised to find that the transition from Westminster to a big public school was not as challenging as she had anticipated. She attributes this in part to her Westminster preparation, and in part to getting involved on campus. When asked how Westminster prepared her, Devin shared, "I think I was definitely super well-prepared by Mr. Glover's enrichment class for public speaking. I have to speak in front of the class in history and French all the time and some people are really nervous about that. I feel like I was definitely ahead in both the speaking and writing components of my French class. Also, in English, I get my work done much more quickly than expected. My teacher gives me two weeks to write an essay, and I definitely don't need all that

time after my preparation at Westminster. Because of all of this, I've actually been accepted into the Gifted and Talented Program at my high school. This will open up other opportunities, such as allowing me to apply for the Governor's School next year and to apply for an internship my junior year.

In her sophomore year, Devin is carrying a full load of honors courses, including a dual-enrollment Pre-Calculus class at NOVA. She manages this demanding workload, while participating on the varsity cheer team and gymnastics team, where she excels and is one of the top performers in the state. She also writes for the yearbook. After attending a two-week medical summer camp at Oxford, Devin has her sights set on becoming a pediatrician.



Alumni Basketball Game 2019

Twenty grads from various classes, ages 15-27, participated in the 2nd annual Alumni Basketball Game on Friday night. The grads relished the chance to hit the griffin court again and work with their former coach, Mr. Miller. It was a hard fought battle, with the purple team winning out in the end. Sign up early for next year's game as there were only 20 spots and they were all taken this year! We look forward to this new tradition continuing for years to come.



Shalini Setty '18

At the BASIS Independent School McLean end-of-trimester awards ceremony, Shalini Setty, Class of 2018, was well celebrated for her academic accomplishments, and performed a short skit that focused on kindness and inclusion.

Shalini achieved honor roll status, performing in the top 15% of her class. In addition to this academic achievement, she received what is called the "Show Take Make Award," which is given to only one student in each grade for demonstrating the values of the school – Showing Respect, Taking Responsibility, and Making Improvements.

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The skills that I have learned at Westminster School and the memories I've created will remain with me forever, and will impact me and how I see the world, and how I address people.

Christian, Class of 2019



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