



*Uniquely*  
**Ashley Hall**

Perspectives — Fall 2017

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Cover and Left: Senior members of the Panther Swim Team take practice laps in the Madren Pool.



The Ashley Hall Aquatics Program begins in the Early Education Center at age two and continues as a weekly swim experience for all students through fifth grade.



Jill Muti  
Ashley Hall Head of School

## Uniquely Ashley Hall!

One of my favorite spots on campus is the Madren Pool. Step into the building on any given day and your senses are immediately quickened by the sounds of sheer joy and excitement that fill the morning air as our younger students hone their strokes and kicks through fun aquatic games. The afternoon may bring in Upper School girls who are diving into their service action requirements by teaching swim lessons to our young friends from Meeting Street Academy. Add in the charming, vintage feel of a space that’s been in continuous use by Ashley Hall since 1918, with a renovation in the early ’90s generously funded by Merlee Madren ’56, and you have a magical place that offers such a unique aspect of our campus and wellness curriculum.

The school’s swim program and Madren Pool wonderfully illustrate the theme of this issue of *Perspectives* magazine—*Uniquely Ashley Hall*—and offer a snapshot of the curricular and non-curricular programs that distinguish our school from all others.

In the article *Water Works*, the element of water offers a playful backdrop to the depth and intentional integration of our curriculum across all divisions. We’ll tour Pardue Hall and take a behind-the-scenes look at the new Lower School *LoDome* which provides an extraordinary 2,000 square feet of additional instructional space dedicated to unique STEAM programming opportunities—coursework essential to nurturing future female engineers and scientists.

We’ll have the opportunity to hear from a member of the senior class as well as an alumna who currently serves as the president of the Alumnae Association, who both offer a unique

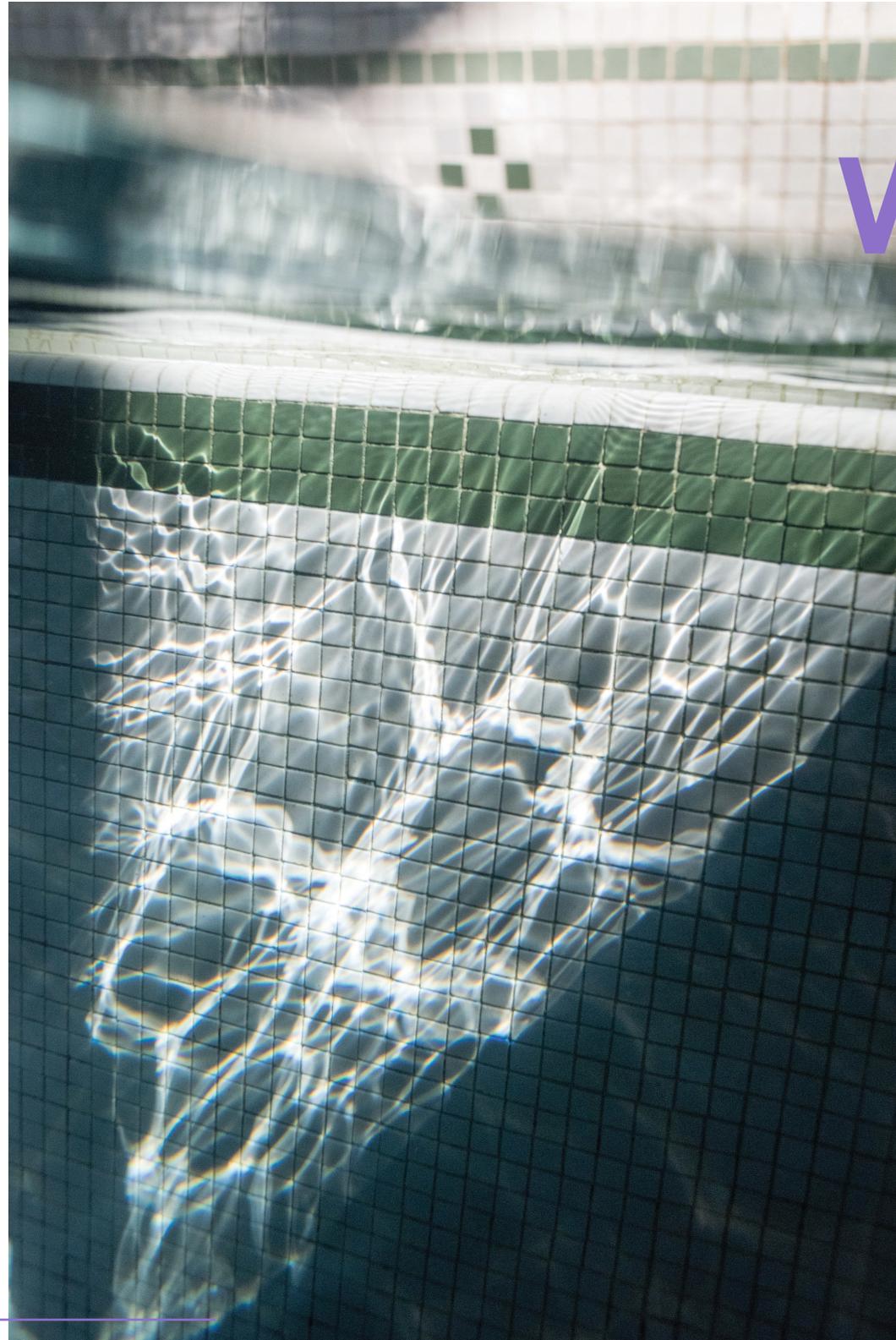
perspective on their time at Ashley Hall.

Their stories help us connect the past, present, and future of the school and the necessity for our graduates to fully actualize and forever embrace our enduring mission.

Many of the stories shared in this issue of *Perspectives* are playful and fun. Others offer a more poignant angle to the real work we do on a daily basis. Collectively, they weave together a narrative that conveys what we believe to be *Uniquely Ashley Hall*. So dive in and enjoy!

With kind regards,

Jill S. Muti  
Head of School



Morning light reflecting off the water of the Madren Pool. In use since 1918, the Madren Pool is the oldest above-ground pool in both South Carolina and North Carolina.

# WATER WORKS

The presence of water in the Ashley Hall curriculum

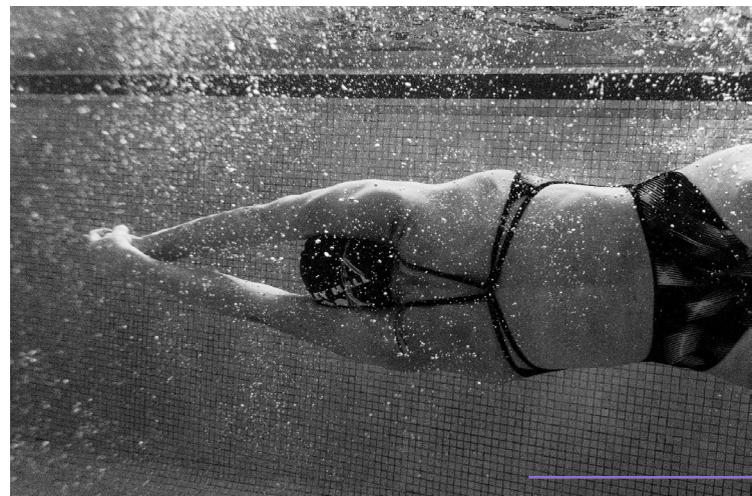
**One thing you can be sure** everyone who works at Ashley Hall—students, faculty, and staff—has on hand is a good pair of rain boots. Indeed, every newcomer to campus is advised straightaway to buy a pair. Why? Because flooding is a fact of campus life. A convergence of heavy rains, high tides, and “low country” turns streets into streams. Lawns become lakes and parking lots, lagoons. Water, water everywhere...

So it is not surprising that of the four primal elements—earth, air, fire, and water—the latter should figure most prominently in our collective imagination. Moreover, of course, Ashley Hall is situated on a rather narrow peninsula bound by the Ashley and Cooper Rivers. And what do John and James and Sullivan have in common? They’re islands. (You, too, Isle of Palms, Edisto, Kiawah!)

**Naturally, water seeps into our curricula.**



In partnership with the Lowcountry Maritime Society, Ashley Hall Intermediate Program students built their own wooden boats and launched them in the Ashley River last spring.



Panther Swim Team member in motion.

Pre-Kindergarten instructor Dana Molony, for example, has undertaken a collaborative project with her Early Education Center colleague Wendy Robbins and Lower School teachers Beth McCarty and Elizabeth Flowers to introduce a program of outdoor education to her young students. This program includes what she calls “field experience,” a sort of total immersion in the environment. “We don’t live in the forest,” Dana points out. “We live on the water. So we will be taking students to the shore, to the marshes, acquainting them from an early age with the world they actually inhabit.”

Water buoys our STEAM (science, technology, engineering, arts, and mathematics) program as well, both in the Lower School and Intermediate Program. There, students team up to investigate boat design and construction, explorations that require understanding of crucial scientific concepts, basic engineering practices, complex mathematical calculations, as well as technical and aesthetic considerations. Teams of students, in collaboration with the Lowcountry Maritime Society, build their own wooden boats and launch them on the Ashley River in the spring.

In a sense, the open water has become an extension of our campus. Whether kayaking on the Edisto River with biology teacher Allison Bowden, rowing with teammates in the annual Dragon Boat Races in support of cancer survivor programs, or venturing out onto the high seas as a crewmember with Ashley Hall’s Offshore Leadership Program, students again and again discover opportunities to live the life aquatic.

Student involvement with water goes deeper. For some years now Ashley Hall has enjoyed a partnership with the South Carolina Aquarium that affords our students ‘backstage access’ to the Aquarium’s exhibits and environmental programs, including the organization’s vital sea turtle rescue efforts. Our students have supported those efforts not only with fundraising but also with direct participation in the release of rescued and rehabilitated sea turtles back into the ocean.

These activities heighten student awareness of

our shared dependency upon access to healthful water resources. That awareness leads, in turn, to practical efforts to improve the material well-being of others through participation in community service and outreach programs. First grade teacher, Lee Tamblyn, provides one such example:

**“For the past eight to ten years, the first grade has been involved in a unit of study of Japan (customs, education, family life, food, etc.) during each third quarter of school. Following the devastating tsunami of March, 2011, in Japan, a first grade student decided to raise money on her own to support the recovery efforts there. This student also brought in a large “Change for Change” jar where her classmates and teachers could drop their spare change. This was the beginning of our partnership with Water Mission. It began as an outreach from a classroom study because one student felt compassion for people she did not know personally. Since then, this community outreach with some of our youngest students has raised thousands of dollars to provide clean water systems for those in need at home and abroad.”**

But the story does not end there. Subsequently, Mrs. Tamblyn, together with her colleagues Jane Bolden and Dan VanHook and Water Mission friends, has organized an annual student *Walk for Water* on campus to show support for the ongoing efforts of the Water Mission organization. These philanthropic efforts are informed by scientific research. For example, throughout the month of March, Lower School Science Lab instructor Beth McCarty introduces students to *Lessons in a Bucket*, a hands-on series of experiments and experiences designed by Water Mission to help students understand the nature of the world water crisis.

Individual students' efforts have also made significant contributions to these relief efforts. One such example is current Upper School Student Body President, Loulou Byars.

**“I became involved with Water Mission in the ninth grade when I helped my grandparents volunteer to make lunch at Water Mission’s headquarters. When I was there, I met the volunteer coordinator, Nichole Hess, who suggested that I start an Ashley Hall team for the *Walk for Water*. I did this, and the team raised over \$4,000. Inspired by the cause, I decided to continue with the project. During my entire sophomore year, I baked brownies, spread the word via social media, and wrote handwritten letters to raise money to meet the \$25,000 goal that would provide clean water to a village in Chiapas, Mexico. Along the way, I gave an assembly here at school promoting Water Mission and the *Walk for Water*. I was a guest speaker at Charleston Day School for their Community Day at which I spoke to students about my project, what it was about, and how I was doing it. In the end, I raised \$35,540.”**

**As we say at Ashley Hall, *PQV! Possunt Quae Volunt.***

Ella McElwain '17 carefully navigates the head rigging of the *Liberty Clipper* during a recent Offshore Leadership voyage.

As Loulou Byars's story reveals, water, as a subject of both academic and humanitarian interest, has risen into the Upper School as well. Challenging courses in marine biology and oceanography provide students with a deeper understanding of the ecosystems within which our community is embedded and upon which our continued habitation here depends. This interdependency was emphasized in February of 2017 when renowned marine biologist and global environmental activist Dr. Wallace J. Nichols came to the Ashley Hall campus to introduce our students and faculty to his *Blue Marble Project*. In simplest terms, the *Blue Marble Project* undertakes to raise consciousness about the plight of our oceans and the steps each of us can take to address a crisis that truly engulfs the entire planet. To this end, participants in the project distribute clear blue marbles together with an invitation to act on behalf of the oceans to everyone they meet. The marble, a metaphor for the planet as seen from outer space, reminds us that the earth is one and we are one with it.

### **Water, water everywhere...**

For example, to illustrate the concepts of chaos theory pioneer, Edward Lorenz, (he of the so-called “butterfly effect” — “The flap of a butterfly’s wings in Brazil could create a tornado in Texas.”), Upper School science teacher Claire Christensen’s Complexity Science class constructed a device called a *Lorenz Water Wheel* and installed it outside of Jenkins Hall. The function of this contraption, which looks like a bicycle wheel to which a bunch of funnels has been attached (it looks that way because that is actually what it is!) is to make concrete and visible the seemingly chaotic way particles in our atmosphere behave so as to collectively create weather systems. They call it “complexity science” for a reason.





Lower School students participate in *Lessons in a Bucket* to better understand the world water crisis.

Wherever you go on campus you will see evidence of the pervasive presence of water—from the large glass vats of ‘spa water’ in the Dining Commons to the children taking their first swimming lessons in Ashley Hall’s historic indoor pool, to seniors presenting their freshman counterparts with decorated water bottles during Senior/Freshman Week, to the student presenting Langston Hughes’s poem “The Negro Speaks of Rivers” at a *Poetry Out Loud* competition, water courses through our campus as thoughts stream through our minds.

How appropriate, then, that Upper School classics instructor, Dr. Roscoe Davis, composed his 2017 commencement prayer around tidal imagery, reminding us that “Years ago, the nearby ocean’s saltwater, its tidal creek ebbed and flowed through this very place where we stand today. Before there was an Ashley Hall, they tried to bury that saltwater creek... But as everyone knows, whenever the sky darkens and the thunder rolls, that saltwater creek is still here, just beneath the surface and among us, swirling with its eddies, ebbing and flowing, like the moments of our lives.”

**You’re going to want a good pair of rain boots.** P—

# Jumping In

Earlier this semester, award-winning Charleston photographer Leigh Webber, well known for her under-water work, joined senior members of the Ashley Hall Swim Team in the Madren Pool for afternoon practice. The images she captured grace the cover of this issue of *Perspectives* magazine and are peppered throughout the magazine.

The pool at Ashley Hall has been in use since 1918 and is the oldest above-ground pool in South Carolina. Renovated in 1993 through the generous support of alumna Merlee Madren ’56, the original structure still serves our students from ages two through twelfth grade. The aquatics program begins in the Early Education Center at age two and continues as a weekly swim experience for all students through fifth grade. Upper School students enjoy swimming as a part of their physical education curriculum, swim team, and service learning opportunities teaching lessons. P—



**THEN —**  
Swim Team, 1936

Having one of the first school pools in the state, it seems only fitting that Ashley Hall would have a signature swim program. Many other schools in Charleston, including the Citadel, practiced here, and annual swim meets were exciting events.



**NOW —**  
Swim Team, 2017

The Panther Swim Team is making waves this season. This fall, the team has captured four first and second place finishes.



## Uniquely Meaghan '18

Senior Meaghan Bonds shared the following remarks at this year's New Parent Welcome Dinner in early September. She beautifully paints a picture through words of her extraordinary experience at Ashley Hall.

*PQV, Meaghan!*

"Hi my name is Meaghan Bonds and I am a member of the Class of 2018. Ashley Hall has been my home for the past twelve years and I am so glad that you and your children have decided to become a part of the unique community here. As this is my final year at Ashley Hall, I've really begun to step back and reflect on the years I've spent here. And between some embarrassing haircuts, skinned knees on the playground, and awkward middle school dances, what I've come to realize is that I can see within myself where Ashley Hall has directly changed, challenged, and shaped me into the person I am today and inspired within me what I want to become.

When I look back I see a first grader, the new girl, who watched her classmates play the violin through a window, hoping that maybe she would get the chance to make music that beautiful. A girl who was welcomed with open arms into a community of young musicians by faculty who cared so deeply about making a positive impact on the lives of their students. I see a middle schooler learning how to study for an exam for the first time, finding the intrinsic motivation within her to thoroughly prepare while learning to love the material at the same time. I see a freshman getting her first large role in a musical, a challenge she eventually learns to face with confidence because of the upperclassmen who actively make her feel welcome and help her build her confidence through endless support and guidance.

When I look back I see the faculty that have taught me more than what is conventionally taught in the classroom, from expanding my imagination, to public speaking, to how to challenge my own beliefs and biases. Faculty that have led me and countless others to find our passions and what we want to pursue for the rest of our lives at a time when many of our peers don't, whether it be theater or biology or foreign affairs. Faculty who want to know you equally as a person as they do a student, allowing this connection to augment the learning process in and outside the classroom.

When I look back I see endless opportunities that have taken me from studying marine biology in the Bahamas to classical voice and drama in Italy. To seeking opportunities of my own through internships and facing the personal leadership challenges of the Offshore Leadership Program that gives girls the chance to sail on the open ocean and rely on one another to complete the journey from Virginia to Charleston on a 120 foot sailboat. Or the Summer English Institute where I served as a global ambassador teacher and friend to girls from both Japan and Germany in a program where they improve their English as well as experience American culture. Within the school itself, I see a classroom environment created that teaches students to not fear failure but that empowers curiosity and making bold choices.

I see students learning to discuss opinions through the Harkness approach and to disagree in a respectful way that allows for growth and new perspectives. I see methods of learning that are tailored to how we think as girls and to push us to speak our minds, to see ourselves and our gender as an asset in the real world rather than a hindrance.

Above all else however, when I look back I see a community of people that is unrivaled by any other. I see closeness within the student body that resonates within every girl as we connect to those older and younger than ourselves. I see my grade growing together as individuals and becoming the support system that we are for each other, celebrating each other's accomplishments, motivating each other, being close to every single person.

I see friends that I already can't wait to see what the future holds as they continue to grow into outstanding people who inspire me to succeed. I see the people I know I will cherish for the rest of my life as my closest friends, as my sisters—my family.

So what will your children see when they look back? No matter if you are here for one year or twelve, this school will undoubtedly make a positive impact on you that cannot be replicated anywhere else than at this truly special place.

**So here's to the beginning of a wonderful and transformative time to look back upon." P—**



Meaghan Bonds performs in last spring's theater production of *Café Carousel*.



The new LoDome crowns the Pardue Hall Courtyard.

# HONORING A LEGACY

Pardue Hall Enjoys a Unique Building Enhancement and New Leadership

# CELEBRATING THE FUTURE



Longtime faculty member and administrator, Lois Ruggiero, with students.

## What does P Q V mean to you?

*You can have all the ability but with no desire, potential will never be reached. It takes work. – Lois Ruggiero*

When Lois Ruggiero stepped onto the Ashley Hall campus in 1980 as a middle school substitute teacher, never did she imagine the journey she would take at the school. Over the next forty years, she would serve in teaching and administrative capacities within our Lower and Upper divisions, educating and mentoring countless girls who consider her one of their most inspiring teachers. Perhaps it was destiny that brought her to Ashley Hall. Maybe it was just our good luck.

Surprisingly, Ashley Hall was not her first foray into single gender education. In fact, directly from college Lois found herself teaching ninth grade English at an all boys' Catholic School in Dallas where she was the only woman on staff. "It was an interesting position to be in," she said. "I've seen the advantages of a single gender environment from both sides. What I love about Ashley Hall is its mission, which has endured for more than a century in its relevancy." Again, destiny has a way of revealing itself.

In 1992, Lois transitioned from Ashley Hall faculty member (having taught third grade through senior-level classes) into what was the position of Principal of the Middle School and has remained in an administrative capacity ever since, most recently as Director of the Lower School, overseeing kindergarten through sixth grades. But she never left the classroom. The time spent instructing students is important to her for three reasons: garnering and maintaining the respect of fellow faculty members; the assurance she believes it gives to parents; and most importantly, the enhanced relationship it offers with the students she teaches. Currently, Lois teaches sixth grade public speaking.

After five years as director of Lower School, Lois left that role this fall to assume the position of Assistant to the Head of School for the Lower School Program, this time at the direct request of Jill Muti, Head of School. This new position is intended to give additional support to Lower School faculty through mentorship as well as offer elementary curriculum guidance. "The Lower School experience is so very important to the success of our program," said Lois. "We need to support these dedicated faculty members, so they in turn can give each girl the full attention she needs and deserves."

Other areas of focus include: testing coordinator through eighth grade; collaboration with the school's admission team on enrollment management; and working with families of younger students who may need special academic attention. "Lois's institutional knowledge of our program is invaluable. To be able to utilize her in this role adds another layer of depth to the Lower School program, an area where our *Learning Spiral* really begins to take shape," said Jill Muti.

### The LoDome Caps off the Lower School Program

In a meeting around capital campus projects, Jill Muti posed the question to administrative team members of what building issues needed to be addressed in Pardue Hall. Lois remembers that she immediately offered her recommendation to enclose the entire building by adding a roof and enclose open breezeways. Doing so would convert a significant amount of space now currently susceptible to the elements with viable instructional area.

Over this past summer, Lois's vision was realized. Ashley Hall is pleased to announce the completion of the LoDome, an elegant glass-roofed structure that allows for abundant natural light to illuminate Pardue Hall's common area. Aptly named in honor of our beloved, Lois Ruggiero, who has made it her life's work for nearly four decades to educate girls, the LoDome affords students and teachers a much needed learning environment securely protected from the elements. The breezeways have also been enhanced with glass walls that lend a clean, contemporary aesthetic to the building.

### Building STEAM at Ashley Hall

This major renovation of Pardue Hall allows for significant curriculum enrichment as well, particularly with respect to our STEAM program—an interdisciplinary approach to experiential learning in science, technology, engineering, art, and math.

The importance of STEAM, especially for girls, has been recognized for some years by leading

educational researchers who applaud the various ways STEAM encourages direct student engagement with real-world problem solving, coding (and other modes of pattern recognition), design engineering, and critical thinking. Moreover, research shows that girls are more likely to develop interest in STEAM topics the earlier those topics are introduced to them, and that those girls who begin STEAM studies early are more likely to pursue academic training and subsequent careers in those fields. Early exposure to materials with which to design and build things promotes the visual and spatial skills required to succeed in fields such as chemistry and engineering. All girls, even those who will not concentrate in math or science, can benefit from opportunities to participate in creative collaboration. The LoDome will make such opportunities possible.

### A Familiar Face, a New Lower School Leader

Now fully ensconced in the school year, Polly Rainey has taken the helm as Lower School Director. The program continues to include kindergarten through grade six. A familiar and well-respected educator, Polly has been on faculty at Ashley Hall for seventeen years with experience in nearly all facets of campus life and, in particular, elementary education. She has taught third and fourth grades and has also held the position of Literacy Program Coordinator and Lower School Library Director. Most recently, Polly served as Dean of Students for the Intermediate Program. We are thrilled to see her leadership continue to grow at Ashley Hall.



Big Sisters and Little Sisters collaborate on a special STEAM project during Creativity Day.



## Q&A with Polly Rainey

Director of Lower School

### What are you looking most forward to in your new position?

I am truly honored to hold this position and am inspired each day by our students. It's a wonderful time in the Lower School with so many exciting initiatives taking place. Seeing faculty and students fully utilize the LoDome space through unique curricular and cross-curricular projects like our thriving Bee Society, and watching girls in the Intermediate Program design cardboard boats alongside real wooden boat structures are just examples of what's happening in Lower School this year.

### What does the *Learning Spiral* mean to you?

I believe that students learn best by discovering. It is our job as educators to provide our girls with experiences that inspire their passion and creativity by offering opportunities that make them want to dig deeper, to question, and to learn more. Lower School is a time for girls to discover their passions.

Exploring, questioning, and reflecting allows for this learning process to flourish. We educate the whole child—we look at each girl as an individual and help guide her along the path that is right for her.

### What does *PQV* mean to you?

For me, *PQV* embodies our mission. Any girl, even a kindergartner, can be an independent, ethically responsible girl who tackles the demands of her day with confidence. *PQV* is modeling this and living out our hallmarks everyday in the Lower School.

### What's your favorite children's book?

That's easy. It's *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. You must have the bad days in order to fully appreciate the good ones. I see great days ahead of us in the Lower School!

# Banding Together

Ashley Hall's Professional Development and Evaluation Program

Since its creation over a decade ago by a panel of faculty members from all four divisions, Ashley Hall's Professional Development program has produced transformative innovations in curricula, instructional strategies, and in the ways we think about our role as educators.



Upper School girls participate in the inaugural *Almathea Project*. Here they explore an open-air market in Catania, Italy.

From the adaptation of Reggio-Emilia concepts in our Early Education Center to the introduction of the workshop approach to reading and writing in the Lower School, to the use of modeling techniques in Upper School science courses, individual and collaborative professional development projects have brought new life to Ashley Hall's classrooms and laboratories. At the same time, the professional development program has given form and structure to our faculty's commitment to exemplifying for their students the benefits of lifelong experiential learning.

Nowhere is that commitment more in evidence than in that phase of the program called banding. Every teacher at Ashley Hall, after their third year as a full time instructor, undertakes a year-long professional development project that offers material incentive to pursue deliberate, purposeful, creative professional development projects that will be both personally gratifying and contribute to the vitality of Ashley Hall's school culture.

**“My experience with banding has been one of exploration. I sought professional development opportunities that I thought would improve my skills as a teacher and would enrich my classroom.”** – Alison Adams, Upper School Classics faculty member

Each teacher commencing the banding process selects two colleagues who will serve as team members conducting classroom observations and engaging in on-going conversations about the teacher's goals. Such conversations foster professional dialogue among faculty across disciplines, divisions, and grade levels and encourage collaboration and collegiality.

The banding year culminates in the presentation of a portfolio consisting of, among other things, documentation of previous professional development achievements, reports by colleagues of classroom observations and, above all, a sustained reflection on

the individual's teaching experience, accomplishments, and plans for future growth. Precisely because this reflection is personal in nature, each is specific to the individual teacher. Thus, every portfolio evolves organically—one might even say idiosyncratically—as an expression of that individual personality. Just as we encourage our students to realize their own unique personalities and talents, so too the banding process invites our faculty to present an authentic self-portrait, rather than to conform to any prescribed format or rubric.

**“I am so proud to be a part of this. I am excited to see what the future will hold for me as I too continue to grow as a teacher, a mother, and most of all, as a critical thinker.”** – Betsy Quirin, Early Education Center faculty member

Indeed, the banding process was designed from the outset to encourage independent thinking and self-directed study as a way of recognizing and endorsing direct faculty engagement with curriculum development and methodological innovation. Moreover, because collaboration is built into the process, each teacher has an opportunity to direct discussion of new possibilities for her department or division or even for the school-wide community. Such personal commitment on the part of each teacher strengthens our collective commitment to meeting the objectives expressed in our mission—to produce an educated woman who is independent, ethically responsible, and prepared to meet the challenges of society with confidence.

The completed banding portfolio is assessed with reference to the instructor's professionalism, classroom excellence, contributions to school life beyond the classroom, communication and collaboration, and ongoing professional development. Assuming evidence of appropriate accomplishment in each of those categories, the Head of School further applies specific

“The professional development program has given form and structure to our faculty’s commitment to exemplifying for their students the benefits of lifelong experiential learning.”

Art plays a large role in the Reggio-Emilia learning philosophy.



criteria to determine the level at which the candidate would be placed, from Band 1 as new to the teaching profession to Band 4 acknowledging fifteen plus years of distinguished experience with at least five years teaching at Ashley Hall.

The long-term benefits to the school deriving from this endeavor are evident in the enriched and enriching curricula that have been introduced since the inception of the banding process. And every teacher who has thus far completed banding has reported much the same experience: “I dreaded it at the outset but when it was over I felt an enormous sense of accomplishment and a renewed commitment to teaching.”

This is perhaps not so surprising when you consider that in order to complete the banding process, the teacher must fully embody the seven Ashley Hall Hallmarks: in the first instance be *discerning* in their choice of what tack to take and how best to direct their efforts to benefit not only themselves but their students,

colleagues, and the community at large. Because the project requires working with a team, the teacher must be collegial and *collaborative*. Obviously, in order to complete meaningful work and to compose a thoughtful reflection, they must be both *intelligent* and *purposeful*. And since their research and reflections demand attentiveness to conversations about best practices beyond the boundaries of Ashley Hall, the teacher must become more *worldly* in their outlook. Having no prescribed format or model for their banding portfolio, they must be *creative* in devising a method and mode of presentation that they feel most adequately expresses their individual identity as a teacher.

Finally, it is perhaps fair to say that after having completed such a sustained and, in many ways, arduous undertaking, they cannot help but feel more *compassionate* for their students, for whom every academic year must seem no less strenuous and, no less demanding of the teacher’s time and energies. P—

## Ashley Hall Banding Program Receives National Recognition

This past June, Head of School Jill Muti, accompanied by faculty members Alison Adams and Betsy Quirin, presented on the banding program at the National Coalition of Girls’ Schools Conference held in Washington, DC. Ashley Hall is considered a national leader in the area of faculty professional development. This team was able to share insight on creating a culture primed for successful professional education and how Ashley Hall has tailored its approach around the school’s educational philosophy, the *Learning Spiral*.



### The Almathea Scholars Program

by Alison Adams |  
Upper School Faculty, Classics

Inspired from professional development work done while serving as a teaching fellow with the Spoleto Study Abroad Program, Alison’s banding portfolio has beautifully launched a new curriculum-based travel abroad opportunity at Ashley Hall entitled the *Almathea Scholars Program*. Using “town as text” methodology—in this case Sicily, Italy as backdrop—Alison worked in close collaboration with other members of an Upper School faculty team to design this year-long interdisciplinary study that fosters student scholarship and creativity in math, science, and humanities by using a town or city as text. She now leads this exciting new program. Fully student driven, with teachers providing minimal guidance, participants examine ancient and modern settings through research, on-site exploration, and a capstone-styled project. The program will be offered to Upper School students every other year, with the next course offering slated for 2018–2019.



### The Anti-Matt Man

Developing Critical Thinkers  
Through the Reggio-Emilia  
Philosophy by Betsy Quirin |  
Early Education Faculty,  
Pre-Kindergarten

Betsy’s banding portfolio, *The Anti-Matt Man*, shares a teacher’s powerful professional journey into fully embracing the Reggio-Emilia Philosophy used in Ashley Hall’s Early Childhood Program. This unique approach to preschool education honors each child in his or her individuality and incorporates teaching through the “one hundred languages” which includes listening, validating, and valuing each language that a child uses to develop the learning process. By harnessing their own curiosity and creativity, the children are encouraged to claim their own voice and navigate their own learning process. The ultimate goal is to create learning through inquisition and critical thinking. *The Anti-Matt Man* portfolio is a reflection of one teacher’s growth and development in breaking away from the traditional way of teaching through the incorporation of this philosophy.

Head of School, Jill Muti, and “twelve-year girl” members of the Class of 2017 on the inaugural Senior Spiral Walk.

## The Spirit of the Ashley Hall Alumnae Community

Words by Maura G. Hogan '82, Ashley Hall Alumnae Association Board President

I love a good, meaty tradition. That shouldn't come as a surprise to those of us who spent our teen years memorizing lines from a medieval scriptural play. Think about it. Our school song starts off with a vow to remain true to shared traditions. A proud 1909 is etched into our emblem. The knowledge that each Ashley Hall alumna is furthering time-honored rites of passage is as black and white as the dog-eared photos of mirthful girls in bobby socks who clambered through the halls long before we did.

The traditions that once shaped our days are now tucked away in our collective memory, like a treasured heirloom quilt ready to cheer and warm us. That first peek of gold-and-onyx on Junior-Senior weekend. The angelic, soft pastel parade ushering in the holidays. Perhaps it was a power spike sealing the deal for your team on Sports Day, or a red rose given to you by a graduating senior whom you secretly idolized. Maybe it was the springtime strains of Shakespeare on a moonlit terrace.

I'm equally warmed to learn of a new tradition, the Senior Spiral Walk just launched by the Class of 2017.

Here's how it works. A few days before graduation, the seniors come together in a triumphant, striding stream of short white dresses to form a spiraling procession around the school grounds. First, those who started Ashley Hall as our very youngest gather at the Early Childhood Center. From there, the entourage heads



Maura G. Hogan '82

to the elementary school building, Pardue Hall, collecting fellow classmates who came to campus then. They all make for the middle school in Lane Hall, folding in those girls before traveling onward to Upper School's Jenkins Hall, where they scoop up the rest.

Here's what struck me about this joyous promenade. As I move through my tenure as president of the Ashley Hall Alumnae Association Board, I am taken by the notion of these seniors becoming the Class of 2017. They may have met at different ages—from

toddlers to teens. And soon enough, their linked arms will disband, embarking on new academic pursuits and new adventures. However, they will remain forever united by their shared experience at Ashley Hall.

That spirit of sisterhood has long been the stronghold of our extended family while the school's core values have remained constant. Since its founding, Ashley Hall has never wavered in its expressed mission of educating women who are independent, ethically responsible and prepared to meet the challenges of society with confidence.

Certainly our understanding of community has changed greatly since the days when many of us rode bikes to school. Then, the city was far more contained and the rest of the world far more remote. Today, we cut a wide swath through that world, and many of us connect mainly by clicks and taps. Our challenges are now often more complex. In spite of this—and perhaps because of it—there is never a better time to link arms with Ashley Hall.

It's time for *us* all to spiral out. Like the Class of 2017 wending its way through past days on campus and circling out towards tomorrow, we must reach out, fold in, and join together. We've already gained healthy momentum and want to continue the progress. Our current alumnae base is 2,600 strong. An impressive 8% of that base—representing 61 classes spanning decades—now uses the new online alumnae directory. We have gathered over 1,300 alumnae email addresses. We have a solid, spirited presence on Facebook and Instagram.

We're going places, too. Last year, four Community Socials brought together alumnae in various areas of Charleston. We launched the inaugural Purple vs. White Competition during Alumnae Weekend, which brought a victory to the White team with 788 points, against the Purple team's respectable 745. (You'll now see an antique silver tray, engraved to reflect the winning team, displayed prominently in the McBee House.) We also saw the spirit of competition shine for the Loyalty Fund. The Class of 1967, celebrating their

50th reunion, raised the largest amount, \$32,000. I'm proud of my own Class of 1982, which celebrated our 35th reunion with the highest participation at 51%.

And we are gaining crucial ground with our Alumnae Scholarship Fund, which now supports two legacy students. I can think of no better way for Ashley Hall to continue its tradition of excellence than to ensure that our own children and grandchildren and nieces and grandnieces get the same opportunity we had to partake of those traditions and embrace those values that so distinguish our time at Ashley Hall.

After all, that's the beauty of this community of girls who embody the will and the ability. Together, we possess both the wisdom and worldliness of those of us



2017 Alumnae Weekend

who have already made our way—as well as the promise of those who are beginning to build a future. Just think what we can do if we all remained linked while we spiral out? We can all help lift one another. We can create a formidable network. We can forge a collective force.

Each of those moments at Ashley Hall connected us to the young women who came before us and to those who now take our place. Today, the Alumnae Association Board is more committed than ever to growing the momentum of this rare and wonderful community, shaped as it is by a tradition of integrity, achievement, camaraderie and compassion. All right then, who out there is ready to join us? P—

*New this year! Class Notes can now be found at [www.ashleyhall.org/alumnae](http://www.ashleyhall.org/alumnae) and will be shared in our bi-monthly enewsletter. They will no longer be found in*

“One of the greatest gifts you can give is your time.”

— Ashley Hall current parent

# A Parent-School Relationship Reimagined

The Important Role of Parent Engagement at Ashley Hall

Ashley Hall has many important resources: its beautiful historic downtown campus; a student body made up of talented and intelligent young women; an exceptional roster of faculty and staff; and alumnae who hold their Ashley Hall experience dear, sharing it proudly with the community at large. However, there’s one additional constituency group that plays just as important a role as any of those mentioned above—the Ashley Hall parent community. They are an army of volunteers who labor selflessly and tirelessly on behalf of the school, assisting to further its mission.

To develop the most rewarding collaboration possible between the school and this parent body, Ashley Hall has created a new framework called the Parent Engagement Team (PE Team). Working in close collaboration with the school’s administration, this parent leadership group is tasked with encouraging engagement, fostering relationships among families, and reinforcing what is different and special about Ashley Hall through purposeful stewardship and communication. “With thoughtful input from of our community, we’ve reimagined this important parent constituency group,” said Head of School, Jill Muti. “Through more intentional and strategic efforts, we hope to create a positive, healthy, and productive experience for our families – to create ‘mission partners’ if you will. I’m thrilled about the direction of this group and can’t wait to see what the year holds.”

What makes the work of the PE Team unique is its strategic approach. The group will oversee parent and school collaboration around the entire cycle of family connections which includes: helping to create a parent ambassador program who connects with new and prospective families; helping to establish a warm and inviting parent culture through the support of special events; identifying skills and backgrounds within the parent community that complement school curriculum and programs; and providing support for special school fundraisers.

The administrative liaison providing guidance to the PE Team’s efforts is Stephanie Glasscock, who serves as Director of The Loyalty Fund and Parent Engagement at Ashley Hall. “Working with our parent community in this capacity is an honor. Our approach this year is more holistic in nature, beginning with the importance of a family’s first day on campus and rounding out with engagement in the school’s



Early Education Center (EEC) faculty member, Wendy Robbins, and EEC Parent Representative, Leslie Smith, work together in the campus garden.

philanthropic efforts. This includes the sharing of time, talent and treasures, all with the singular goal of supporting programs for the students and the amazing faculty on campus,” said Stephanie. “Every task and event will have the goal of deepening and enriching the parent-school relationship at Ashley Hall.”

The PE Team is composed of eleven members, one each for the Early Education Center and Lower School, and one for each grade level from fifth through twelfth grades. The team also included a dedicated liaison for new families. There is no officer structure (i.e. President, Vice President), just an ardent desire to rally parents around the mission of Ashley Hall and all it stands for. P—

To learn more about parent engagement at Ashley Hall and PE Team details, visit the Parent Engagement Resource Board on the Learning Commons, the school’s online parent portal. You may also contact Stephanie Glasscock at [glasscocks@ashleyhall.org](mailto:glasscocks@ashleyhall.org).

**THE 2017-2018 PARENT ENGAGEMENT TEAM:** Early Education Center: Leslie Smith, Lower School: Jenn Liberatos, 5th grade: Julie Atkins, 6th grade: Octavia Dingle, 7th grade: Gianna Costas-Melnik, 8th grade: Gay Butz, 9th grade: Ansara Piebenga, 10th grade: Cindy Kirkland, 11th grade: Emily Barrett, 12th grade: Amelia Simmons, New Parent Representative: Liz Fort

## Ensuring the Ashley Hall Mission Continues



### The McBee Society: The Planned Giving Society at Ashley Hall

Bequest and other planned gifts have a lasting impact on Ashley Hall and serve as a continuing source of support. By including Ashley Hall in your estate plans, you ensure that your commitment to the tradition of an Ashley Hall education continues for another one hundred and nine years. Estate gifts can be designated to support an individual's passion at the school, but are most commonly invested to grow the school's endowment in perpetuity. Ashley Hall's founder, Mary Vardrine McBee, exemplified and championed the merits found in a life of value-based philanthropy. Today, she is the patroness of The McBee Society, an organization of foresighted and generous donors who have included Ashley Hall in their estate plans.

The McBee Society honors those benefactors that have remembered Ashley Hall in their estate plans.

- |                                    |                                          |
|------------------------------------|------------------------------------------|
| Anonymous *                        | Nancy J. Muller '71 and Warren Mersereau |
| Dot Porcher Amis '58               | Eleanor Hope Moore '56 *                 |
| Mary W. Anderson '68               | Kathy and Pete Nistad                    |
| Marietta Wade Aurand '41 *         | Frances K. Palmer '26 *                  |
| Nella G. Barkley                   | Caroline Pardue *                        |
| Katherine '65 and William Bates    | Lee '73 and Rhett Perry                  |
| Esther Hoshall Beaumont '53        | Corinne Neely Pettit *                   |
| Ruth Russell Belding '43 *         | Karen '79 and Mark Phillips              |
| Marguerite McLaughlin Bishop '49 * | Dale C. Poulnot '73 and Jim F. Condon    |
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| Gene E. Burges '64 *               | Caroline H. Ragsdale '70 *               |
| Julius E. Burges *                 | Eva R. Ravenel '73                       |
| Margaret P. Carr '29 *             | Heidi '74 and Arthur Ravenel             |
| Robert S. Carr                     | Margaret L. Read '38 *                   |
| Helen and Bob Clement              | Jenny and Jerry Reves                    |
| Ann Bacot '80 and Belk Daughtridge | Sally '66 and Edmund Rhett               |
| Ann W. Dibble '70                  | Ms. Keith C. Richardson                  |
| Susan Estey Edgerly '43 *          | John M. Rivers, Jr.                      |
| Evelyn A. Florance *               | Mary Moore Roberson '57                  |
| Nora Alston Flynn '53 *            | Cliff P. Robertson *                     |
| Alice '61 and Mike Gaines          | Judy Webber Ross '53                     |
| Celinda H. Harkness '59 *          | Bobbie Gail '54 and Herb Rothschild      |
| Virginia Clyde Douglass Harper '47 | Katherine B. Salmons '71                 |
| Lynda Thorne Harrill               | Iona and Paul Sanders                    |
| Jane and T. Fleetwood Hassell *    | Beverly Ann '54 and John Settle *        |
| Jane '47 and Max Hill              | Mary Mahony Smith '37                    |
| Sally '61 and Charles Hubbard      | Peggy '68 and Jim Stallworth             |
| Fern Karesh Hurst '64              | Laurel Gale Stewart '50                  |
| Martha Rivers Ingram '53           | Martha and Will Story                    |
| Amy E. Jenkins '82                 | Alice and Mike White                     |
| Joan '47 and Robert Kaselitz       | Elizabeth S. Williams '34 *              |
| Elizabeth C. Keith *               | Margaret A. Williams '34 *               |
| Trish and Tommy Kirkland           | Martha Mohl Wolf '56                     |
| Croft and Hugh Lane                | Beautsies '63 and Fred Zahrn             |
| Daisy and Aaron Leland             | Barbara and J. Conrad Zimmerman, Jr.     |
| Barbara Angel Levin '50            | Elephare Dwelle Zimmerman '40 *          |
| Melissa and Jan Levitan            |                                          |
| Elizabeth Rivers Lewine '54        |                                          |
| Margaret and Ian MacDonald         |                                          |
| Merlee Ann Madren '56              |                                          |
| Amanda and Roy Maybank             |                                          |
| Terry and Luke McBee               |                                          |
| Pam and Pat McKinney               |                                          |

\*Deceased  
To learn more about The McBee Society, contact Shana Stockton, Director of Stewardship and Gift Planning, at [stocktons@ashleyhall.org](mailto:stocktons@ashleyhall.org) or (843) 965-8480



Keep up-to-date on all things Ashley Hall by following along on social media. Be sure to use the hashtag #girlswiththewill!

## GOING SOCIAL

Recently in Mt. Pleasant's Old Village, members of the 2nd grade (with their siblings' help!) spearheaded a lemonade stand to raise funds for Hurricane Harvey recovery efforts.

Over \$1,000 was raised during the morning with every cent going towards the cause. The girls even caught the attention of WCSC Live 5 News landing the lead story on that evening's broadcast.

The girls fully embraced the Ashley Hall Hallmark, compassion, through this act of kindness and charity and we're so very proud of them. **PQV! #girlswiththewill**

Just in case you missed it: check out our newly renovated campus entrance on Smith Street and Pardue Hall's new roof, the LoDome.

#girlswiththewill #pqv  
#thereisnoplacelikeashleyhall  
#lodome #allsmiles



New 5th grade student Erika High wanted to thank her fellow classmates for the signed card she received before attending her first day of school. We can't wait to see what the new year has in store for our students! Welcome to Ashley Hall, Erika!  
**#girlswiththewill #pqv #thereisnoplacelikeashleyhall #firstdayofschool**

# Mark Your Calendars

There is always something happening at Ashley Hall.  
We hope you can join us for one, or more, of these exciting events.



## Christmas Play

December 1, 2017 — 6:00pm  
Cathedral of St. Luke  
and St. Paul  
126 Coming Street

FREE AND OPEN TO THE PUBLIC



## 2018 Alumnae Weekend

April 20 & 21, 2018  
Registration opens in January

SAVE THE DATE!

## Faculty, Family, and Friends Concert

Featuring Head of School, Jill Muti, flute

February 25, 2018 — 3:00pm  
Sottile-Thompson Recital Hall

SAVE THE DATE!

## Family Forum Series

Featuring Head of School  
Jill Muti

January 22, 2018 — 8:15am  
Dining Commons  
Conference Room

Exploring Worldliness at  
Ashley Hall

A Discussion with Global  
Studies Director, Jeff Dionne

April 16, 2018 — 8:15am  
Dining Commons  
Conference Room

RSVP AT  
[WWW.ASHLEYHALL.ORG](http://WWW.ASHLEYHALL.ORG)



## Annual Pig & Oyster Roast

February 9, 2018 — 7:00pm  
Ashley Hall Campus

TICKETS \$35 AT [WWW.ASHLEYHALL.ORG](http://WWW.ASHLEYHALL.ORG)



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