

— SPRING 2019 —

PERSPECTIVES

THE MAGAZINE OF ASHLEY HALL

—INSIDE—

**IN THE HEART
OF CHARLESTON:**
THE COMMUNITY PULSE
OF ASHLEY HALL



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On Front Cover: L-R: Mattie Laney, Chloe Constant, Annie Goldstein, and Greta Wilkins, Class of 2024 and members of the Nautilus Program Student Council, take notes under the rotunda dome in the Gibbes Museum of Art. In partnership with the Gibbes, each seventh grader selects a work of art to analyze and interpret before serving as a docent to the visiting public.

On Back Cover: L-R: Greta Wilkins and Annie Goldstein, Class of 2024, share a laugh while sketching in a Gibbes gallery.

Photos by Kelly Grace Photography | www.kellygracephotography.com

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L-R: Interior of McBee House. Photo by Kelly Grace Photography | School spirit on the tennis court. Photo from the Ashley Hall Archives | Ashley Hall girls explore the Coliseum. Photo provided

Opposite: Top: Lower School students return to class after studying and sketching plant life around campus. Photo by Meredith Adkins Frazier | Middle: Juniors celebrate receiving their class rings in April. Tradition holds that juniors must get people to spin their ring 120 times (100 plus their class year) before prom. Photo by Meredith Adkins Frazier | Bottom: L-R: Early Education Center students Palmer Laurence, Ahana Singh, Emma Ellett, and Emily DiSalvo, Class of 2032, show off their Ashley Hall pride on the playground! Photo by Paula Harrell

First graders join Mrs. Muti for a hug after an
impromptu footrace near the Sports Court.
Photo by Leigh Webber | www.leighwebber.com

Opposite: Top: Charleston's first free library and book mobile |
Bottom: Miss McBee and students work with the YMCA during WWII.
Photos from the Ashley Hall Archives



110 *years ago,*

Miss McBee envisioned a place of learning that would produce educated women who are independent, ethically responsible, and prepared to meet the challenges of society with confidence. A woman ahead of her time in many ways, Miss McBee had a dream and then dared to make it a reality. At the age of 29, she opened the doors of Ashley Hall, and in doing so, broadened the horizons of thousands of students over the last century. She truly lived and led by example.

Over the course of a long career, her every effort was directed toward improving the lives of others. First and foremost were the lives of the students in her charge, but beyond that, she took a genuine interest in the lives of her fellow Charlestonians. Indeed, from its first years, Ashley Hall has assumed a prominent place in the life of this city. Miss McBee was the driving force behind the establishment of Charleston's first free public library and its first free kindergarten program for underprivileged children, and she was vice president of the first Women's Suffrage Organization in South Carolina and the first female commissioner to serve on the Charleston County School Board, only two of many offices she held.



Her example of civic engagement continues today to inspire the vivacious and inquisitive girls who attend our exceptional School. Whether it is our young girls in Pardue Hall collecting can tabs for the Ronald McDonald House or fifth graders working with senior citizens at the Canterbury House or students in the Upper School volunteering in support of Water Mission, the South Carolina Aquarium, the Lowcountry Food Bank, or the Mayor's Youth Council, among many other endeavors, Ashley Hall girls are out in the Charleston community giving of themselves through their time, effort, and attention to help make life better for others.



In a challenging world, the way we choose to live out our Hallmarks is more important now than ever. To be purposeful, to be collaborative, to be inclusive and kind—these qualities are part of a cultural competency that is needed to lay a foundation for a better future. It is truly inspiring to realize it all started with one woman who manifested her dream into being through sheer determination and will.

Indeed, Ashley Hall has been blessed with visionary leadership since its inception, and during this special year as we celebrate our 110th anniversary, we are also envisioning the next 100 years. It is one of the greatest honors of my life to be a part of this remarkable undertaking launched by Miss McBee and to follow in the footsteps of my extraordinary predecessors at Ashley Hall. Every day, our girls are encouraged and empowered to become leaders, and I hope you will join me in making their future dreams a reality!

With kind regards,

Jill Muti
Head of School

PLACE

Ashley Garcia, Nancy Kirkman, and Elizabeth Barrineau, Class of 2020, visit the Four Corners of Law on an early Charleston morning. Surrounded by an abundance of community resources, historic sites, and culturally significant locations, Ashley Hall regularly takes advantage of its urban location in the heart of downtown Charleston to forge relationships and extend its classrooms deep into the city.
Photo by Kelly Grace Photography



In the *Heart* of Charleston: The Community Pulse of Ashley Hall

By Jennifer Turner, Editor & Institutional Writer

There is no *Place* on earth like Charleston, and there is nothing quite like an *Ashley Hall Girl*. Poised and empowered, she has the confidence to dream fearlessly and pursue her passions without limitations. Attending school in the heart of Charleston, she engages in the pulse of the community, both contributing to and benefiting from being part of a city rich with history, culture, commerce, and friendship. In a city of many treasures, Charleston's Ashley Hall girls just might be its crowning jewels.

Connection of an Urban Campus

Thanks to its historic urban campus, Ashley Hall is uniquely situated for its girls to build meaningful and lasting partnerships within the community. Such relationships offer students enriching experiences and the opportunity to use their efforts to support others. Woven into the curriculum and formalized through the School's Community Action Initiative, volunteer opportunities support educational, health, and environmental concerns, among many others, and deepen each girl's affinity for Charleston and its people. In glimpsing the many ways in which she can connect and contribute, an Ashley Hall girl embraces her role as an active citizen.

Legacy within the Charleston Community

In fulfilling its mission to produce educated women who are independent, ethically responsible, and prepared to meet the challenges of society with confidence, Ashley Hall has given the Charleston community a valuable and lasting gift. Charleston's all-girls' school has been a guiding force for women's education for over a century, and its girls have always aspired to community engagement. The School is part of the rich tapestry of Charleston, whose citizens know the value of an Ashley Hall education, and all that is implied when one says, "I am an Ashley Hall girl." Taking to heart Ashley Hall's Hallmarks, alumnae have become leaders and engaged members of the community, and the sheer breadth and

Left: In partnership with the Lowcountry Maritime Society, fifth graders spend the school year designing and building their very own hand-engineered wooden boats. Photo by Katie Pérez-Phillips '07 | Center: Emmalyn Staubes, Mia Neugebauer, and Freddie Strauss, Class of 2030, deliver handmade crafts and pop tabs to the Charleston Ronald McDonald House. Photo by Jennifer Turner | Right: Kindergartners and first graders observe shore birds and sea turtle nesting sites on the uninhabited Botany Island near Edisto Beach. Photo by Leslie Smith





depth of their career paths are as stunning as they are inspiring.

Exploration through a Lowcountry Classroom

Glittering on the edge of the Atlantic Ocean, the Lowcountry coastal landscape offers an abundance of maritime forests, marshes, beaches, and rivers primed for exploration with purpose. From the Early Education Center to the Upper School, students take full advantage of Charleston's maritime connections. It is authentic and invigorating to study ecology on the shoreline or investigate sea turtle nesting sites near the ocean in the spring. Amid blue skies, live oaks, and windswept beaches, conservation adventures leave a lasting impression, and Ashley Hall girls truly embrace the wide expanse of the Lowcountry as their classroom.

Beyond the Gates: A School and City Forever Entwined

When an Ashley Hall girl steps beyond the gates of her School, she is well-prepared with the will and ability to expand her sphere and thus broaden her understanding of the world. Inextricably a part of one another, Charleston and Ashley Hall together entwine to enrich a vibrant community and support girls on their path to becoming their best selves. 🏡



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Walking under live oaks hung with Spanish moss, Lilly Poole and Lily Sloan, Class of 2026, travel a quintessential Lowcountry path illuminated with shafts of afternoon sunlight. Photo by Nichole Sloan

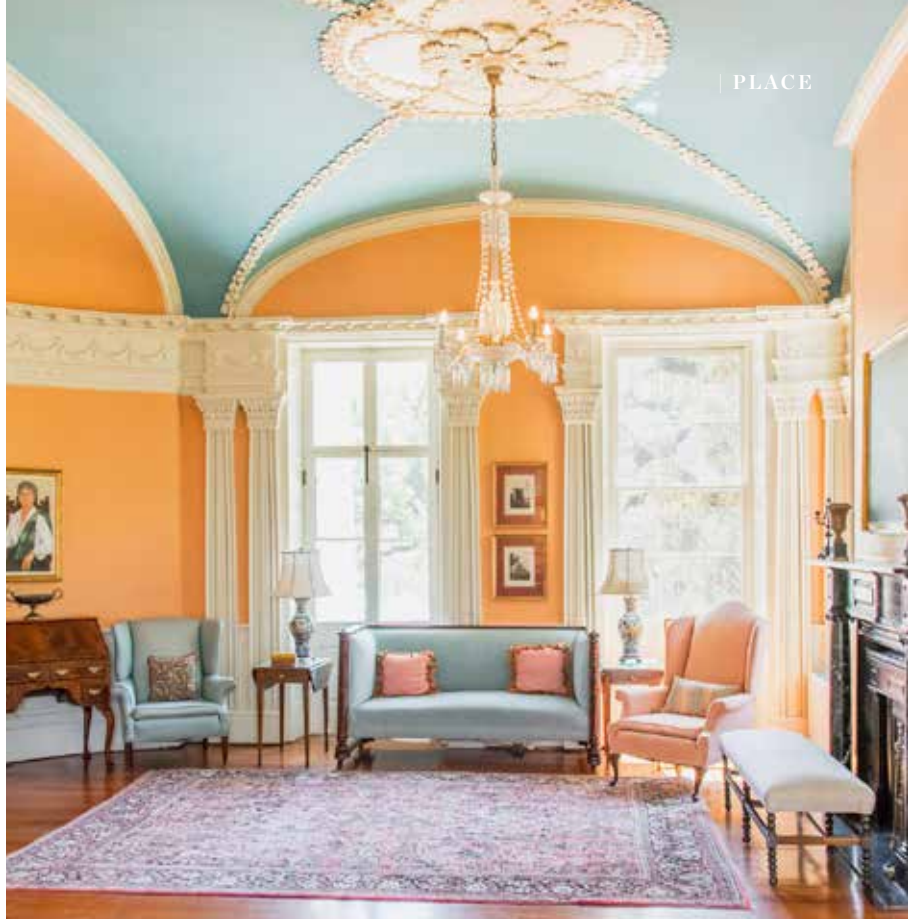
Opposite, clockwise from top: Adelaide Harper, Elizabeth Barrineau, Morgan Davis, Nancy Kirkman, and Ashley Garcia, Class of 2020, savor a morning of sketching on Meeting Street. Photo by Kelly Grace Photography | International students enjoy a Charleston joggling board on the porch of the Elizabeth House. Photo by Kelly Grace Photography | Primary students visit MUSC's Urban Farm to see, feel, and smell numerous plants and vegetables. Photo by Jennifer Turner | Big Sister Candice Drayton '19 shares a laugh with little sister Street Wilson '25 as they peek through Emily's Gate near the McBee House garden. Photo by Paula Harrell



110 Years

THREE HISTORIC PROPERTIES:
THE STORY OF MCBEE, ELIZABETH, AND WARREN STREET HOUSES

BY BETSY KIRKLAND CAHILL '79
CHAIR, PRESERVATION SOCIETY OF CHARLESTON BOARD



L-R: The historic spiral staircase and the McDonald Drawing Room in McBee House. Photos by Kelly Grace Photography | Opposite: Sketch of McBee House from the Ashley Hall Archives

Alumnae of any age who return to Ashley Hall step onto a campus that has seen profound physical transformation over the past decade. The versatile and much-used Rivers Library extends from the end of what used to be Jenkins Hall. A sunny Dining Commons welcomes hordes of chattering students for family-style meals at the opposite end of campus from where Miss Pierce used to serve up her beef stew. And the LoDome shelters what used to be the open courtyard of Pardue Hall. It can be a challenge to get one's bearings. *Where* did you say the Early Education Center is?

But then we round the corner from the Smith Street entrance, heading past the pool and Lane Hall, and we glimpse McBee House through the trees, serene and unperturbed, and we know we are home. This majestic Regency villa remains exceptionally beautiful at 200 years old. Indeed, when the viewer stands on the white gravel path in front of McBee House, there is so much to appreciate: those strong and balanced proportions, the sturdy and beautiful stucco, those gracious windows, the elaborate craftsmanship, and that wonderfully generous portico atop the four simple but stately Ionic columns.

McBee House is not just a stunning architectural presence on campus, however; it is Ashley Hall's engine room. The

building buzzes with the daily activity of a vibrant school. From meetings in the elegant Hubbard Boardroom to receptions in the gorgeous, curved second-floor McDonald Drawing Room to rehearsals in the Sottile-Thompson Recital Hall and the activity generated by college counseling and development, not to mention, of course, the Head of School's office, McBee House is rarely silent. Its beauty and graciousness — its form, if you will — embrace and enhance the school's function.

In the past three years, through the imaginative and timely action of the Board of Trustees and the Head of School, McBee House has gained two equally historic and important "sisters." To the west lies 179 Rutledge Avenue, now known as the Elizabeth Rivers Lewine '54 House for Global Studies, or simply the "Elizabeth House." This exceptionally lovely Italianate mansion opened in 2014 after a renovation that was both respectful of the house's architectural integrity and creative in its use of space. The fourteen-foot ceilings were impeccably restored, the nine exquisite fireplaces retain their ornate decoration, now repaired and cleaned, and the restored piazza overlooks a simple boxwood garden.

Like McBee House, the Elizabeth House is not a dormant architectural showpiece. Rather, it houses a flourishing



L: The exterior of the Elizabeth House. Photo by Anne Rhett Photography | www.annerhettphotography.com | R: The grand drawing room of the Elizabeth House, where students often congregate. Photo by Kelly Grace Photography

international boarding program that advances the School's goal of providing its students with truly global perspectives. The architects, Evans & Schmidt of Charleston, designed practical modern spaces that coexist with this beauty and make the boarding program possible. Today, more than a dozen international girls live at 179 Rutledge, taking advantage of the creatively constructed ground-floor locker room, with its showers and changing rooms, and the spacious shared dorm rooms upstairs. Some classes are held in the dining room, where Ashley Hall girls sit around an oversized Harkness table — the hallmark of the discussion-based, student-led classroom model that allows Upper School students to hone their critical thinking skills. The Elizabeth House at 179 Rutledge Avenue is another salutary melding of architecture and program, form and function.

To the east of McBee house, at the corner of Smith and Warren Streets, stands 89 Warren Street — a four-story, sand-colored building graced with massive polygonal bays at either end. Ashley Hall seized the opportunity to purchase this property when it came on the market in 2017. Working again with Evans & Schmidt, and in close consultation with the Preservation Society, which holds a preservation easement, the School made plans to renovate and repurpose this building — formerly used as a multi-family rental — into a set of spaces for its flourishing humanities and languages programs.

The results are stellar — airy classrooms with beautiful moldings and mantels, sunlit faculty and admission offices in the polygonal bays, and piazzas on which the girls can (and do) congregate



L-R: Carly Hill, Margaret Quinn, and Kitty Li, Class of 2019, discuss the day's reading in Upper School faculty member Roscoe Davis' Philosophy and Myth class in Warren Street House. Photo by Paula Harrell | R: The double piazzas of Warren Street House. Photo by Meredith Adkins Frazier

before, during, and after tussling with *The Aeneid* or *Hamlet*, the French subjunctive or Faulkner. The neighbors have seen the transformation of a poorly-maintained rental property into a wisely-used architectural jewel that is no longer a blight on its surroundings. And the girls have the opportunity for a twofold elevation of the soul: first through their humanities classes, and second through the building itself.

The twentieth-century British textile designer and polymath William Ruskin famously said, "Have nothing in your house that you do not know to be useful, or believe to be beautiful." In these three buildings, Ashley Hall has created spaces that are both beautiful and useful, in the process embodying the highest and best preservation ethic. For good historic preservation seeks not

to preserve buildings for their own sakes, but for the sake of those who would live and work in them. Good historic preservation seeks not only to preserve streetscapes, but to keep neighborhoods livable. Good historic preservation, in short, is about community. In honoring Charleston's architectural past while creating new possibilities for the School's future, Ashley Hall has shown itself, in the words of our school prayer, to be possessed of "true judgement, to distinguish things that differ." 🏡

A photograph of three young girls in school uniforms (purple shirts and plaid skirts) looking at a large, circular aquarium tank. The tank is filled with various fish, including blue tangs and yellow-striped tangs, and a large, complex coral reef structure. The girls are standing on a dark floor, and the background shows the interior of the aquarium with other tanks and bright lighting.

CONNECTION

First graders visit the South Carolina Aquarium as part of their interdisciplinary investigation of sea life and shore birds. The Aquarium often partners with classes to enhance research and collaboration. Interweaving distinct subjects, Ashley Hall's curriculum builds a knowledge base that promotes critical thinking and multiple perspectives, thus helping students to connect the many facets of learning. L-R: Baylor Herterich, Ella Sidebottom, and Reves Sidebottom, Class of 2030, study the different species that live in the Great Ocean Tank.

Photo by Michael Parks | michaelparksphotography@gmail.com



CLASSICAL CODING:

COMMUNICATION AS THE KEYSTONE

BY ALISON PARKS,
UPPER SCHOOL FACULTY MEMBER

With an emphasis on cross-curricular programming, Ashley Hall encourages students to strengthen their understanding of diverse academic fields. When Upper School faculty member Alison Parks discerned a link between classical languages and coding, she knew communication was the keystone.


Coding shares many of the same basic features of human languages. Carly Hill '19, my student and advisee since her seventh-grade year, made the relationship between these two seemingly diverse fields clear to me. Inspired by our many conversations surrounding her interest in and knowledge about both subjects, I began to explore their connections and to incorporate them into my seventh grade Classics IA course. As Carly noted, "Coding is intrinsically related to the classical languages because it is a way of communication, just with computers instead of people. In order to communicate properly, just as in Latin or Greek or any other language, you need the correct vocabulary, grammar, and syntax. Learning the classical languages early on teaches us skills in forming sentences with all of those components in order to communicate what we want to say. Coding is truly another language, and what better way to understand it than mastering the skills of translating and composing in Latin and Greek?"

It is important to show the relevance of learning languages, and the humanities in general, with math and science. As our society continues to become increasingly focused on technology and scientific advancement, it has become easy to think that students should focus primarily on the subjects of math and science. Due to this line of thought, it is necessary to show overtly what skills are gained in language and humanities courses. I am able to speak mostly to classics. Although my focus is to teach students Latin and Greek, the effect of this work goes beyond language.

The classical languages are inflected, which means that both their verbs and nouns have a systematized way of changing endings to indicate their function. By teaching students these endings, we are showing them how to recognize patterns. In learning how to connect the endings to their functions, students gain critical thinking skills. Finally, by instructing students how to use the

endings, we are equipping them to apply patterns and to problem solve creatively. Through the incorporation of coding into the seventh grade Classics IA course, students experience firsthand that although they are learning ancient languages, they are also learning so much more. A computer program is the application of establishing instructions through a set of rules to translate data into something the computer can understand. This is what language is, especially Latin and Greek! In the same way that letters are combined into words or endings are used to express function, code is compiled into a language that a computer can understand.

My students currently are exploring block- and type-based coding languages through informal sessions in which they have complete freedom to choose their activity, to implement their code, and to problem solve. "Coding taught me trial and error through independence," one of my students, Georgia Yarborough '24, recently said. "I learned how to figure out my programming problems by myself. If I got something wrong, I would try it again." The main intent for this cross-curricular investigation is to provide our students with a safe environment where they are able to take risks without fear of failure.

Reshma Saujani, the founder of Girls Who Code, said it best: "Most girls are taught to avoid risk and failure. We're taught to smile pretty, play it safe, get all A's. Boys, on the other hand, are taught to play rough, swing high, crawl to the top of the monkey bars and then jump off headfirst...we're raising our girls to be perfect, and we're raising our boys to be brave." I want my seventh-grade students to experiment, to take risks, and to have fun with their investigations. That is when languages, and learning, truly come to life. 



HEART TO HEART:

tracing roots, connecting cultures

BY JENNIFER TURNER, EDITOR & INSTITUTIONAL WRITER

After receiving a DNA ancestry kit as a Christmas gift, Amanda Goldman '19 started researching her family's history and became fascinated with broader questions of genealogy. Soon, she began connecting her new-found passion with current debates on immigration, and the possibilities were too tempting to ignore.

To begin exploring the origins of immigrants, Amanda Goldman '19 decided to link her project directly to the Ashley Hall community. "I wanted to highlight that at one point, we all were immigrants," Goldman said. "We all have some sort of similar journey. This is an issue that we can talk about in a way that does not cause conflict but still brings awareness." Partnering with Upper School faculty members Andrea Muti and Claire Christensen, Ph.D., she carefully crafted a school-wide survey with the goal of showing the paths families have taken from other countries to where they dwell today.

"We are capitalizing on Amanda's project in my Complexity Science and Statistics classes because the data analysis part of this is critical," noted Christensen. "She can look at correlations between movement patterns and significant events in history. We also have been studying complex networks in Complexity Science, and the eventual plan is to look at this from an interconnection perspective and use some of the algorithms that are available for analyzing complex systems to determine if there are hidden similarities among different groups that immigrated."

The survey questions about immigration years, occupations, and areas of origin were chosen to help tease out interesting similarities between groups of people that perhaps came from the same part of the world or immigrated at the same time. "What I really like is that this project helps students realize that they have a past that goes beyond 1776," said Muti. "We've been calling the project 'Tracing Your Roots' because we really want to bring light to the

personal stories of our families in our community and show that our community is rich and beautiful because of its diversity. What Amanda accomplishes is to motivate students to ask their parents about their culture and where they are from. Once you are looking at your life, and who you really are and where you are from with that lens, I think that you are going to better relate to people making that same journey, but with one or two centuries of difference."

In addition to distributing the survey and hanging a large map in Jenkins Hall for students to put pins in their countries of origin, Goldman has encouraged students to tell the stories of their family history and share their old photographs. Muti and Christensen envision expanding the project next year, perhaps involving more faculty members and classes. "What really excites me about this project is that it is real research," asserted Christensen. "It evolves as we go, and that is what research is all about."

So far, ninth graders have led the way in completing the survey, and in early May, they hosted a special event that featured videos of their family stories as well as authentic food. During the event, Goldman had the opportunity to discuss the state of the project so far, and in doing so, highlighted the beginning of a rich community tapestry of tracing roots and connecting cultures. "I loved working with the data and also talking with people," she emphasized. "Learning about people's histories and what their ancestors have been through is very interesting and often very moving as well. It has become a passion project of mine." 🏠



Fascinated by genealogy and family history, Amanda Goldman '19 shows her family's archival photographs in front of The Madeleine Tree.

Photo by Paula Harrell



Annika Kernen '20, "Making Waves"

Frozen water. Crashing waves. An airplane in flight. The physical world is filled with beauty, and students in Upper School faculty member Lillian Apple's Physics class were asked to take a photograph that incorporated a physics concept and then write an essay on the phenomenon displayed within the image. As part of the American Association of Physics Teachers (AAPT) National Physics Photo Contest, the entries were judged anonymously by six Ashley Hall faculty members. Ten finalists were selected for submission to the national level, where winning photographs and essays could be published in addition to being awarded a monetary prize. In 2018, four finalists from Ashley Hall were published in the top 100 compilation.

By allowing students to investigate the physics behind natural and contrived situations through visual and written means, the annual contest combines scientific discovery with artistic expression. "Many people believe art and science to be unrelated; however, at Ashley Hall, our students learn to find a strong connection between the two through many interdisciplinary courses and projects across campus," noted Apple. "Both art and science are deeply founded on making observations and asking questions about physical phenomena. The student's observation becomes a personal and artistic narrative within the context of her photograph, thus allowing her to visualize a concept that may otherwise be addressed with a scientific and mathematical component." Sometimes, a picture is indeed worth a thousand words. 🏠

PHYSICAL BEAUTY:

The 2019 National Physics Photo Contest

By Jennifer Turner, Editor & Institutional Writer



Hannah Lipschutz '20, "Bottled Water"



Selie Feldman '20, "Reflections of Ice"



Ruby Baxley '19, "National Harbor Ferris Wheel"



Riley Turner '20, "Floating Through the Air"



Snowy Yu '20, "The Mechanics Behind the Wings"



Olivia Cox '20, "The Yellowstone Hot Spring"



Jenny Wu '20, "Catch the Light"



Kristi Lee Kirkland '20, "The Endless Bridge"



Helen Berger '23, "Blue Empty Place"

Photos provided



INDIVIDUALIZED LEARNING: *Building Community One Student at a Time*

By Jennifer Turner, Editor & Institutional Writer

Each member of a community contributes to its strength, and at Ashley Hall individualized learning is the compass that guides each student to achieving her full potential. This year, several faculty members embarked on an exploration of ways to better customize their classrooms, activities, and teaching styles, and the positive results are pointing students in the right direction.

In a bid to capture the spirit of individual learning by adopting practical applications, ten faculty members joined Director of Innovation Ed Dougherty at the beginning of the school year to form the Innovator Cohort. “Members were asked to use a new lens to analyze their classrooms and to challenge themselves to improve a certain area of their instruction,” said Dougherty. “With the goal of preserving all that makes Ashley Hall a remarkable place to learn while expanding the boundaries of innovation, our cohort members crafted instruction that genuinely meets the needs of each individual student.” In the process of investigating new teaching methods and styles to foster individualized learning, faculty members were aware of the need to balance tradition with innovation, which does not always involve the use of technology. In fact, while technology certainly can support innovation, it is only a means to an end, and innovation encompasses a far wider educational philosophy than simply adding computers to a classroom.

For example, in transforming her classroom space, Upper School faculty member Olga Long had the desire to facilitate independence and prioritize the time students have to work with her in small groups. When class is about to begin, she does not have to hustle her students to step inside. They are already there, eager to begin that day’s rotation in Long’s dynamic

new classroom space. “I replaced the conventional seating arrangements and the classic method of lecturing with four areas of study and discovery and more flexible seating,” said Long. “The new setup is a mix of independent study, group collaboration, and direct instruction with me.” A Spanish teacher, Long has always been attuned to ways to help students learn best. With her new setup, students review lessons and the week’s plans on Monday, and then for the remaining two class meetings they rotate in small groups through four different classroom stations: Direct instruction, the collab table, quiet time, and the writing corner. “With this setup, every group, which consists of about two or three students, gets direct interaction with me in Spanish for thirty minutes each week,” said Long. “I get to know their strengths, weaknesses, and needs. One of my main goals is helping my students to grow and be accountable for their own learning.”

Lower School faculty member Allie Jordan, who teaches fourth grade, immediately saw how individualized learning would benefit her students. “I faced the challenge of rearranging time in a math and science class to better accommodate all learning styles and to continue to coach responsible, independent learners,” she said. “I implemented a teacher station (a small group lesson led by me to teach new concepts, followed by



L-R: Innovator Cohort members Susannah Elliott, Ed Dougherty, Crystal Wilkins, Melanie Gibson, Allie Jordan, and Olga Long. Photo by Paula Harrell

independent practice) and a playlist model (a sequence of resources and activities for students to complete independently).” With this method, students who need extra help are able to receive additional instruction while other students progress at their own pace. While Jordan uses technology-based applications to build her playlists through a Google Classroom page, her focus is helping each student gain a firm grasp on foundational learning skills. “My students are engaged in researching, evaluating, and analyzing science articles, lab reports, and real-world math problems,” she emphasized. “In turn, they use programs to make their learning experience a truly interactive dialogue.”

For Upper School faculty member Crystal Wilkins, who teaches math and physical science, being part of the Innovator Cohort encouraged her to adapt her classroom practices. “Through our readings and discussions, we delved into the idea of how our own willingness to make small shifts can result in major changes within our classrooms,” said Wilkins. “I decided to present material to my eighth grade Algebra I students in a way that I hoped would improve individual student engagement. The goal was to keep students authentically on task for longer periods of time, in turn maximizing the use of class time.” Like Jordan, Wilkins introduced digital playlists for study units, which offered tutorial videos and interactive quizzes as well as traditional notes and exercises. “I found that students were accomplishing more within the same amount of time and their feedback was overwhelmingly positive,” Wilkins pointed out. “These resulting shifts created a more productive environment for all students, and I became more attuned to the needs and progress of individual students with each particular topic.”

Focusing on helping her students to better understand the time and place of events they encounter in their humanities class, Intermediate Program faculty member Melanie Gibson chose programs that allowed the girls to construct maps and a

timeline of events. “This helped to bring a novel setting to life and confirm their vision of the story,” said Gibson. “The place becomes real, and the understanding of location becomes three dimensional, especially with a virtual street view of most locations.” Gibson made use of the new Collab Lab, a learning center stocked with iPads, Chromebooks, and a green screen, for a “Her World, Our World, The World” project that tasked students to work in small groups to investigate Ashley Hall’s history as it enters its 110th anniversary year. “Integrating research, note taking, script writing, and collaborative learning, this project allowed me to be the facilitator, which is an important aspect

of teaching, while giving the girls control of their learning,” emphasized Gibson. “The final result demonstrated the goal of the Collab Lab: to allow the girls to learn in a collaborative format using technology as a tool for their learning.”

As a French teacher, Lower School faculty member Susannah Elliott is well-versed in using materials to help students master a foreign language through individualized learning. “It is an exciting time to be a foreign language teacher because there are so many tools to help you take advantage of all the authentic materials and videos available on the internet,” Elliott noted. “Students interact with the language in a genuine way, and teachers can customize the language input to match their students’ needs.” Elliott uses technology applications with the goal of building comprehension; one such resource is styled as an interactive bulletin board. “I design the writing prompt, and the students post their answers. The students reply to each other’s answers in French, which makes it true, authentic communication,” she said. “As a result of our conversations in the Cohort, I have changed the seating arrangement in the classroom and tinkered with the flow of my lesson plans. I regularly, consciously consider how to put students in groups and allow them to become more autonomous in their learning. This means that I have to let go of control, but it results in more engaged students and a higher instance of enjoyment in class.”

For members of the Cohort, their work together has been a call to action that signifies Ashley Hall’s continued commitment to guiding each student on her personal learning journey. By adapting their activities and classrooms to better serve individualized learning, these faculty members are building a better community, one student at a time, and inspiring their colleagues to do the same. 🏡



WHERE THE BOYS ARE:

ASHLEY HALL'S ALL-BOYS' PRE-K CLASS

By Jennifer Turner, Editor & Institutional Writer


Seeing an all-boys' pre-kindergarten class happily parading around an all-girls' campus, one cannot help but do a double take. The looks of wonder soon turn to awe for any observer of the intrepid and joyful group, whose wide-ranging interests connect in some fascinating and creative ways.

Led by Early Education Center (EEC) faculty members Martha Hill and Gaby Mungo, the boys thrive under their hands-on guidance. "It's so exciting watching them build," said Mungo. "I catch them creating things that resemble real structures, like famous buildings or parts to machines. If I see blocks that look like the Burj Khalifa, I show them photos to broaden their worlds beyond pre-k. Similarly, if they build a structure with wheels that looks like an axle, we start investigating the bottom of the vehicles in the learning centers."

Dedicated to and directed by the boys' current interests, their classroom is filled with materials and parts that encourage creative play. This year, students' fascination with Transformer action toys led them to construct their own versions. "We realized that they were most excited about the idea of changing from one thing to another," said Hill. "In the beginning, they used their bodies to act out and create figures changing from one thing to another. We were noticing their work becoming more complex, so we began to introduce additional mediums into the classroom, like cardboard, paper, tape, brads, and other materials that would help them articulate the movement required to transform."



Building sets have also sparked early interests in engineering and physics. Unconstrained by rigid building instructions, the boys are able to experiment and adapt their designs depending on their prototypes' performances. "When I build a car, I have to put a piece in the middle between the wheels to make it stronger," said Jack McCollum '32. "If I don't, then they will sometimes crash when I race them." Teddy King '32 could identify with design problems. "Wheels are the most important part since they have to steady the car," he emphasized.

A particularly critical activity in the classroom is building the foundation for reading. "If a child is ready to begin reading, we will pull beginner readers and create a reading response journal to work on comprehension and making connections to the text, all while incorporating skills such as writing and rhyming words," noted Hill. "As a teacher, it is so rewarding to see a child read for the first time, especially at such a young age. The look on a student's face when he reads a book on his own for the first time is priceless." From engineering to reading, these boys clearly have the building blocks for success at their fingertips. 



Above: EEC faculty member Martha Hill encourages Jack McCollum '32 during a reading lesson. Right: EEC faculty member Gaby Mungo shares a laugh with Colin Kirchner '32 (L) and Miller Carter '32 (R) during construction time. Photos by Jennifer Turner



LEGACY

As students begin their day, sunlight illuminates the scrollwork of hand-wrought iron gates near the first grade fairy garden. National Geographic featured the same gates in its March 1939 issue (read more on page 60). Rich with both worthy traditions and forward-thinking innovations, Ashley Hall endures and thrives because its values are timeless. Photo by Paula Harrell



FROM THE HEART:

The Origin of an Anthem

By Jennifer Turner, Editor & Institutional Writer

IN DECIDING TO HONOR ASHLEY HALL'S 110TH ANNIVERSARY WITH A COMMISSIONED MUSICAL PIECE, HEAD OF SCHOOL JILL MUTI ENVISIONED A NEW ANTHEM THAT ENCAPSULATED THE EMOTIONAL DEPTH AND POWER OF THE SCHOOL. DRAWING FROM THE POEM *WITHIN THE WORLD IS THE WORLD WITHIN* BY BELOVED FACULTY MEMBER NICK BOZANIC, PH.D., ASSISTANT TO THE HEAD OF SCHOOL FOR ACADEMIC AFFAIRS, AND INCLUDING STUDENTS AS PART OF THE COMPOSITION PROCESS, THE FINISHED WORK REFLECTS THE ESSENCE OF THE ASHLEY HALL COMMUNITY.

When Muti became determined to commission a new anthem for Ashley Hall, she sought the insight of Mela Haklisch '67, who not only wholeheartedly supported the project but also provided funding for it to become a reality. "When Jill first described the new anthem project, I was intrigued with the imaginative possibilities of being immersed in a compositional process that brings life to music and music to life," Haklisch revealed. Muti and Performing Arts Department Chair Liz Dinwiddie then began discussing the anthem's origin and scope. Together with the Performing Arts Department, they began the search for the perfect composer. "It was important that the composer had written for voice, had worked with students, and had an understanding of strings,"

said Dinwiddie. Award-winning American composer Ethan Wickman, who writes extensively for voice and choirs, soon rose to the top of the list, and he and Bozanic began their collaboration in August 2018. Asked to write an eight-minute piece intended to be performed by chamber singers and strings musicians from fourth through twelfth grade, Wickman requested that Bozanic append the initial poem with additional stanzas to serve as the formal anthem.

"When I read this poem by Dr. Bozanic, I knew that this was a serious poet and a real artist, so I had to approach the work with great humility," said Wickman. "I read and reread the poem for



Opposite: Composer Ethan Wickman leads a workshop with Upper School Strings students as they rehearse Within the World is the World Within, Ashley Hall's new school anthem. Photo by Meredith Adkins Frazier | This page: Enjoying the rehearsal process, Wickman (top) offers pointers to students (bottom), who practiced for months in preparation for his visit. Photos by Meredith Adkins Frazier | Right: Wickman answers questions from Lower School students during a fun Q&A session. Photo by Jennifer Turner

Building upon the story within the poem, Wickman delved into his own life. “My daughter is eighteen and in her first year of college. I thought about our relationship and watching her journey through life and engagement with its joys but also her experience with obstacles, and all of these things are encapsulated in this poem,” Wickman explained. “There is an innocence about it, but it is an innocence that has some experience and understands a little bit not only about life and triumph but also about what failure feels like. So there is an ebullience, a buoyancy, and a brightness to the music, but there are also moments of darkness that had to be in there as well.” Wickman now considers the resulting piece one of his favorite creations.

For Muti and Dinwiddie, it was essential for students to be part of the composition process. “Each performing arts teacher involved with the piece introduced her class to the work in various ways,” said Dinwiddie. “We received a few drafts of the piece as we were rehearsing with the girls. Ethan was very flexible in meeting our needs, and it was really amazing to see the faculty and girls recognize they could have input in the piece.” Wickman visited campus in March to speak to Lower and Upper School students and to lead workshops and an open rehearsal with vocal and strings students. His ability to connect with the Ashley Hall community deepened the meaningfulness of the anthem. “What has been created is a work of transcendent and enduring beauty, reflecting the power of the arts to inspire the mind, nurture the soul, deepen our humanity, and dream of new worlds,” expressed Haklisch. Muti fully agreed: “This anthem will have a history at Ashley Hall for as long as our School is in existence.” 🏡

several weeks, wrote down impressions on how sections made me feel, and started finding thematic connections. The rhythm and the cadence do lend themselves to connecting sections and creating a thread.” Bozanic agreed about the innate musicality of the poem. “I heard the refrain in the poem, which consists of two lines that repeat over and over, as a nursery rhyme, a lilting rhythm, so it lent itself to music,” he noted. “The poem is about yearning, a longing to become something, and encountering frustrations and yet somehow amid the melancholy, a belief in joy.”

IN CONVERSATION:

Nick Bozanic and Ethan Wickman



Photo by Meredith Adkins Frazier

COMPOSER ETHAN WICKMAN AND LYRICIST NICK BOZANIC RECENTLY SAT DOWN WITH PERSPECTIVES EDITOR JENNIFER TURNER TO DISCUSS THE COMPOSITION PROCESS FOR *WITHIN THE WORLD IS THE WORLD WITHIN*, ASHLEY HALL'S NEW SCHOOL ANTHEM. THEIR ANSWERS HAVE BEEN EDITED FOR CLARITY AND SPACE.

JENNIFER TURNER (JT): Nick, can you address the origin of the poem?

NICK BOZANIC (NB): The poem itself began as improvisation. I saw the whole poem. It was like being in a daydream and writing it down. When I am writing, once the cadence is there, I just stay with it and see where it leads. Trust the language. It was a very pleasurable experience to be in that poem and watch the cat, the writer, and the child. It makes me happy when the child asks to go riding in the boat. It was all wandering through this dreamscape and letting the poem take shape. Then the refrain came, like a voice: “A dream is all it is, is all, a dream is all it is.”

JT: Regarding the images that repeat in the poem—the bananas, the milk, the paper crown—were you seeing them in that dreamscape?

NB: Yes. They moved around this way and that way, like a kaleidoscope that rearranges itself in different patterns. I did not have any idea for the poem specifically. I was not thinking about anything. I was experiencing the sensation of those elements. I like that landscape. I would live there if I could.

JT: Ethan, once Nick gave you the poem, how did you approach adding your own creativity? What was your contribution of imagery through sound?

ETHAN WICKMAN (EW): I think first and foremost I am a reader of the poem. The poem had a path before I got to it. You approach a task like this with a great deal of humility, recognizing that you are interpreting the poem in a certain context for people, and so you do your best to try to look at the author’s intent, but if you are really honest, you are measuring that intent against your own feelings about the work. I think that is important in this kind of collaboration.

My way into the work was the narrative. I envisioned someone with years of experience almost in a recollection. It feels like a memory from someone who has lived but is recalling a childhood with these rich images—the clutch of bananas, the cold glass of milk, the younger sibling or child wanting to go for a ride, the joy in these simple things—but then finding these complications in life. Ultimately, the milk gets tipped over in the saucer by this pesky cat, things do not work out, and you have to aim for a moment, and for me that was the stars. We are terrestrial, we are in the earth, and then there is that moment when it all comes together, and we see the stars. There is a truth telling in the sky, a place that orients our attention, thoughts, and ethics. It was important to have that big moment as the climax and a turning point toward the end.

NB: As a writer, what you always hope and pray for is a reader who brings to what you have written a kindred sensibility, and that is what I found with Ethan. When I first heard his score, I teared up, because here was someone who actually read and lived inside the poem. That made me very happy. The music makes the poem better. The synthesis of the poem and the music was really moving.

JT: Did you think of the necessary longevity of this piece as Ashley Hall’s anthem?

EW: I tried not to think about it too much. The work needed to be accessible. The hope is that it will live on. It is unusual as an anthem because there is some deep thought in it. It is not a go-fight-win kind of anthem. You engage with the words, and let the work be what it is going to be.

JT: At what point do you feel that the work is no longer exclusively yours? First, with Nick turning the poem over to Ethan, and then Ethan releasing the composition to the School and a wider audience, how do you feel about it leaving your possession and how it will be transformed further, with other people playing and hearing it?

EW: I always like to have something specific enough for the musicians to know what to do, but as performers, we bring our own life stories into our performances. We have experiences that we live. When Jill is conducting, she has musical memories and life experiences that inform how she hears that music, and the girls all have that as well, which is exciting and part of letting something go. If you have told the truth, the best way you know how, in your work, then you go out there and let that live. It takes some trust, but it is not hard for me. I enjoy seeing how my work is then experienced through other people’s lives, and every single performance will be a little different because of that.

NB: I’m happy to let it go. Making a poem is a way of fashioning out of air an experience that is accessible only in that place. It’s an invisible landscape made of air. Then you have to go into the landscape and experience what it has to offer. Every poem is a different experience. Ethan captured this poem’s experience beautifully. It has its own life. The cliché is that the poem is like a child. I made it, and now I let it go, and we will see if it can survive. A lot of poems do not survive. I think Ethan has given new life to this poem.

Crescendo

AN EVENING TO REMEMBER

APRIL 11, 2019



A musical celebration of Ashley Hall's Centennial + 10 anniversary, *Crescendo* featured the talents of student artists as well as presented key events in the School's history that influenced the Charleston community and the world beyond. Hosted by Emmy Award-nominated news anchor and Ashley Hall alumna Meredith Land '95 with guest speakers Megan Murphy, Executive Director of the National Coalition for Girls' Schools, and former Charleston Mayor Joseph P. Riley, Jr., the event allowed vocal, strings, and dance students at Ashley Hall to collaborate with professional musicians, including the chamber group *Incontri Musicali*. The highlight of the evening was the world premiere of Ashley Hall's new school anthem, *Within the World Is the World Within*.




1. Head of School Jill Muti conducts Intermediate Program and Upper School performers for the world premiere of *Within the World is the World Within*.
2. Caroline's Carolers, Lower School Orchestra, Intermediate Program Choir and Strings, and the After-School Dance Ensemble perform *Oh, Had I a Golden Thread* by Pete Seeger.
3. *Incontri Musicali* is accompanied by the After-School Dance Ensemble.
4. Members of the After-School Dance Ensemble in motion.
5. Meredith Land '95 serving as Master of Ceremonies for the evening.
6. Caroline's Carolers and members of the After-School Dance Ensemble enjoy performing.

Photos by Kelly Grace Photography



WITHIN THE WORLD IS THE WORLD WITHIN



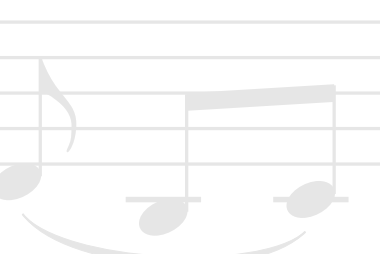
Waking on a park bench beneath the maple that shades a bridle path,
I walked across the lawns to the open door of a house in which the child
had set a pitcher of milk (so cold and white each glass I drank
seemed a verse in the legends of snow) and a clutch of bananas
(like nesting crescent moons asleep in each other's luminous arcs)
on the table where I placed my hat before I sat at the desk
at the window outside of which a single star looked down
on the boat someone had left adrift on the pond, and I wrote:

*Like the ghosts of old men's shadows
a host of crows pecks and scratches
at the filthy salt on the frozen road,
their glossy, tattered cloaks clattering
in the cold wind that blows the drifting snows
across distant meadows.*

*First one, then another, then another crow coughs,
until the whole troupe in chorus roars
like a fire of stone....*

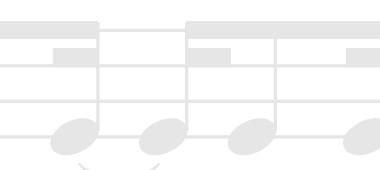
I put down my pen, put on my hat, went out and closed the door.
I paced the lawn as far as the shore, where I found you asleep
with the child, and a bird in the sedges sang:

*A dream is all it is is all
a dream is all it is....*



And I woke on a bench by a tree near the house
through the open door of which a child ran
with a glass of milk and a mottled banana
and a paper hat cut like a crown with stenciled stars,
and she said to me, "Can we go for a ride in the boat?"
And I answered, "Yes." And a bird in the maple sang:

*A dream is all it is is all
a dream is all it is....*



And I woke at my desk in the room with no door.
The cat had stepped in its saucer of milk
and tracked wet paws across the floor.
A banana peel lay blackened on the coals.
I looked out the window into the night.
One star swam against the grain of light
like a drunken boat above the maple tree.
I put on my hat and went to lie on the bench
in the park so I could look up and up to see
whatever there might be above
to help us find our way below
before we fall asleep.

*a dream is all it is is all
a dream is all it is...*

the secret source of everything you are
that guides you on your way like the northern star,
a light that you and you alone can see
that shines upon the you you'll one day be.

Though others doubt or fail to understand,
be faithful to it as a tree is to the land,
and keep your eyes wide open as you go,
unsleeping as the river's ceaseless flow.

A dream is all it is, the end of all desire;
feed it with your hours as you would feed a fire,
so that it burns more brightly every day
and warms the world around you on your way.

With a dream, what's broken you can repair.
With a dream, for what's unknown you can prepare.
Oh, a dream is all it is, this world so fair –
and all the will you'll need to dare to care.

*Poem by Nick Bozanic
Composition by Ethan Wickman*



Nick Bozanic leads students in a discussion around the Harkness table during his Poetry Writing Workshop. Photo by Kelly Grace Photography

TEACHER, POET, MENTOR, FRIEND:

NICK BOZANIC'S RHYTHM OF LIFE

By Jennifer Turner, Editor & Institutional Writer

Nick Bozanic's insight and values have shaped Ashley Hall's modern era. With his retirement this year, he will leave behind a legacy that has become an indelible part of this School.

Nick Bozanic would be uncomfortable to know he is leaving a legacy when he retires after fourteen years at Ashley Hall. Quiet and reserved, yet sharp and always watching, he much prefers to step away from the spotlight and allow his words to reveal the richness of his inner landscape. If Bozanic admitted to having any influence at all, it would be through his students, and even then, he would claim they did everything on their own while he had the privilege of just sitting back and watching it happen. That humbleness and outright refusal to see how vital he is to the School are what make him so special.

THE TEACHER

For more than forty-five years, Bozanic has worn the mantle of teacher, but he much prefers a less formal title. "My mother said that I was going to be a student all my life, which I think is closer to the truth. I've never thought of myself as a teacher," said Bozanic. "I like to learn things, I like to read, I like to write, and I like to talk to people about reading and writing, so it was a way to get paid to do that." For Bozanic, teaching is much less one person lecturing to others and much more a conversation shared among friends. "The thing I like about teaching is when you are in a classroom and everybody is engaged and working together; it can be really exciting, and discoveries can be made," he noted.

"Everyone in the room can learn something, almost like levitation, with so much positive energy. And then there are days when it just goes down, and that did not work. I've always maintained that the teacher is the best student in the room, whoever that is on any given day. That person is the one who switches the switch. More often than not, that person isn't me. It is the person who asks the right questions, who says, 'Wait a minute, what about this,' and off we go."

That willingness to be a fellow learner has endeared Bozanic to generations of his students. "Dr. Bozanic had an almost uncanny ability to transmit his passion for literature and other art forms to his students," said Liz Kulze '07, a writer and educator who teaches English at Miss Hall's School in the Berkshires of Western Massachusetts. "His love for particular poems and stories and songs and paintings was so infectious you could not help but experience the same sense of awe and wonder he did when encountering a particular work." A trained classicist, Bozanic is best known at Ashley

Hall for his English classes and poetry workshops, where students flourish under his care. Quite simply, he lights up when teaching, illuminating the entire room in the process.

"Initially, I thought Dr. Bozanic was an intimidating figure (a presumption that I suspect many others on campus share), but as I got to know him better, I truly came to understand how kind and genuine he can be," said Paige Champlin '19. "I had the immense privilege of taking his poetry workshop twice, and my world has been expanded in a way that has changed my life. He is incredibly knowledgeable, and his wisdom is seemingly infinite, but his humor brings an element of kindness and understanding to any interaction one might have with him. He especially savors the simple things—living with a close connection to nature, enjoying the everyday processes of human life—and he encourages his students to dedicate more time and attention to those things as well."

Shifting the focus from the teacher to the student has always been Bozanic's goal, and he sees the act of learning as inextricable from community building. "If you aren't learning anything, then your students aren't learning anything, and nothing is happening. Teachers have to model the life of the mind and the life of a learning person," he emphasized. "Everything good in life is a dialogue, and if there is no give and take, there will be atrophy. It is possible to create circumstances in which the classroom becomes a place of adventure and discovery. That is ideal: To say at the end of the day 'that was exciting' means something happened. When nothing happens, those are the exhausting days."

THE POET

According to Bozanic, since at least seventh grade or earlier, he knew he wanted to be a poet. "I imagined it as a way of life, a way of being in the world and looking at it closely." Notwithstanding his modesty, Bozanic is a highly accomplished and lauded poet and scholar. A graduate of Columbia University and the University of London, where he received his doctorate, he is a past recipient of a P.E.N. Syndicated Fiction Award and the author of three chapbooks, *Wood Birds Water Stones*, *One Place*, and *For Bindweed*, as well as three full-length collections of poems, *The Long Drive Home*, *This Once: Poems 1976-1996*, and *Lost River Fugue*. His work has appeared widely in literary journals.

“

For those lucky enough to be counted as Bozanic's friends, they see past the formidable intellectual to appreciate the warmth of someone who treasures genuine everyday moments of living.

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When talking with Bozanic, it is clear that accolades hold little interest for him. Sounds, words, and images, however, are an entirely different matter. “From the beginning, my writing has been informed by the musicality of language,” he said. “My early influences were Dylan Thomas and Gerard Manley Hopkins, poets who really made a lot of noise with the language. I’ve always approached it through the ear: What do I hear? I see the whole thing. Listening, listening, listening. It goes back to cadence. I get the rhythm in my mind, my ear, and the cadence of the poem lends itself to a certain rhythm. Once that rhythm is there, the language goes with it, and leads me where I need to go.”

Learning about the power and propulsion of language was life changing for many of Bozanic’s students. “I have the small green notebook Dr. Bozanic asked us to keep in order to record our observations of the world,” shared Kulze. “I didn’t know it at the time, but it was this notebook, and the particular kind of attention it encouraged me to pay to what was happening in my mind and in the world around me, that sowed the seeds of my creative practice. I am now a writer, and while I have always enjoyed writing, it wasn’t until I met Dr. Bozanic that I began to understand it as a higher calling. Dr. Bozanic helped me begin to see the sacredness of literature and other art forms and understand art-making as an essential expression of what it means to be a conscious being.”

Reflecting on the discipline of creative writing, Champlin echoed a similar sentiment: “His class is not only about learning to read and write good poetry; it is about accessing the structures necessary to create thoughtful and meaningful memories out of the experiences of the mundane. He is an inspiration to me, and I will always treasure the vast and precious world of poetry he introduced me to.”

THE MENTOR

Both as a teacher and as an administrator, Bozanic has been a mentor to many over the years. Prior to his coming to Ashley Hall, he taught at the Interlochen Center for the Arts, the New Orleans Center for the Creative Arts, and the Punahou School, as well as in summer programs for young writers at Columbia University, the University of Virginia, and Spoleto Study Abroad. Arriving at Ashley Hall one year after Head of School Jill Muti, he became a valued touchstone and supporter of her initiatives to establish a more consistent pattern of recursive and incremental learning across the School, from pre-primary students to seniors, and this endeavor culminated in the creation of the Ashley Hall Learning Spiral.

As Assistant to the Head of School for Academic Affairs, Bozanic advocated for the placing of the student at the center of all the School does through a strong professional development platform for faculty. “Nick’s influence on Ashley Hall’s academic program has always been guided by a deep respect for each child’s journey and a recognition that it is our charge to provide opportunities for each and every student to reach her best version of success,” said Academic Program Coordinator Carolyn Newton. Taking his own mandate to heart, Bozanic invests in his students in the best way he knows how: getting to know their talents, abilities, and dreams and then helping with the discovery of pathways to fulfill them.

When Kulze initially planned to attend an acting conservatory for her undergraduate degree, Bozanic instead advocated for a liberal arts school that would provide a foundation in the humanities, an essential background for someone Bozanic suspected was destined to be a writer. “I trusted him so much I followed this directive, and by my sophomore year I had dropped my theater major entirely and began to pursue a major in creative writing, along with courses in philosophy and art history, interests I had begun cultivating in Dr. Bozanic’s class,” said Kulze. “I really cannot overstate how much he meant to me as teacher and mentor. Part of the reason I’m now teaching is because of the nobility with which he treated the profession. I can only hope to encourage in my students half of what he encouraged in me.”

Shannon Laribo ’11 can identify with the indelible mark of Bozanic’s influence. In her senior year, they met regularly to discuss her poetry. “I left our conversations with many notes, inspired and reeling with thoughts on my next piece. I still have my poems and his critiques in black cursive all throughout,” she revealed. “I have a printed version of one of his poems referencing the Garden of Eden and the copy of J.D. Salinger’s *Franny and Zooey*, now one of my favorite novellas, which he purchased for me during a book drive. His impact on my life is apparent. Dr. Bozanic, his works, and his demeanor helped shaped my time as an Ashley Hall student as well as who I am today.”

THE FRIEND

As a friend, Bozanic gets closest to revealing his essential self. “Nick has a dry wit and a shrewd sense of humor. He can be quite entertaining and fun to be around,” points out Intermediate Program Coordinator Mary Schweers, who has worked with Bozanic for the last fourteen years. “He adores his three children, loves being out in nature, appreciates the quiet beauty of the world, and enjoys his solitude. When he reads poetry, his audience becomes enthralled with the power he has to transport them to a level where the language seems to seep into their souls.”

For those lucky enough to be counted as Bozanic’s friends, they see past the formidable intellectual to appreciate the warmth of someone who treasures genuine everyday moments of living. “I love going over to the Dining Commons, and I like to go early when the little children are there,” smiled Bozanic. “It is just so lively, so much energy, and I know it is a great demand on the teachers to have to eat with them every day, but on the other hand, those little children feel safe and cared for, and they have so much fun. And they are eating good food.”

Acclaimed author and poet Jack Driscoll, Bozanic’s best friend, has had the benefit of decades in gaining an understanding and appreciation of Bozanic. Both men taught together at the internationally-respected Interlochen. “It was a magical community, and Nick’s influence is clearly reflected in the scores of novels, short story and poetry collections,

nonfiction narratives, memoirs, and screenplays that have been published by his former students,” noted Driscoll. “It is where Nick learned to teach, and with the faith and determination that this was, in fact, what he was meant to do.” Bozanic’s friendship offers a chance to experience his way of seeing, and thus understanding, the world, as Driscoll’s insight attests. “Nick is also a musician, and—*Twelfth Night*—‘If music be the food of love, play on,’ is exactly what I’ve always known Nick to do, in gratitude and celebration for those things he feels steadfast about. And which, via his enormous intellect, and the passions that his life has served, define a talent, and energy, and a humanity that I find rare.”

CODA

After commencement, as the year’s dust begins to settle with summer-bound students happily departing Ashley Hall’s campus for new adventures, Bozanic will say goodbye to a profession that he approached on his own terms and made his own, leaving as his legacy the people whose lives he touched in the process. Steady and strong as ever, the rhythm of his life will continue, pacing the man who as a teacher, poet, mentor, and friend has helped so many to be fulfilled. “I’m glad I’m retiring, because I don’t know anything anymore,” he said. “I have to start over, start learning again.” 🏠



*Bozanic during the rehearsal process for Within the World is the World Within, Ashley Hall’s new school anthem.
Photo by Paula Harrell*

Running the Course:

The Trajectory of Ashley Hall Athletics

By Jennifer Turner, Editor & Institutional Writer

Athletics has been a part of Ashley Hall's fabric since its founding. Miss McBee saw the value in physical activity and advocated for girls to fully embrace sports. From swimming lessons in Colonial Lake and tennis matches on the picturesque campus in the School's early years and Purple and White intramural competitions and exercise regimens midcentury to today's robust lineup of Bantam, JV, and Varsity teams, the values of physical fitness and health have always been intrinsic to an Ashley Hall education.



Photo from the Ashley Hall Archives



Photo by Paula Harrell



SWIMMING IN SYNC!

Inspired by the Swan Club, a synchronized swimming group popular in Ashley Hall's past, fifth and sixth graders recently dipped their toes into an activity that is half sport, half art, and 100 percent fun! Teams of five to six girls learned basic synchronized swimming techniques from swimming instructors Maggie Laney and Missie Fox and then choreographed programs for their own special exhibition. From choosing music for their routine to planning their intricately coordinated moves, the girls were dedicated to breathing new life into this unique Ashley Hall tradition!

GIRLS WHO HAVE THE WILL HAVE THE ABILITY

Ashley Hall's Athletics Department was given special recognition from the South Carolina General Assembly in April. Panther varsity volleyball and tennis team members were commended on their championship seasons, while Athletic Director and volleyball coach Franny Rivers Slay '80 was given an individual acclamation for her extraordinary career and dedication to student athletes. Named 2018 Lowcountry and SCISA AAA Coach of the Year, Coach Slay is the most successful coach in the School's history, with 16 state championships and 785 career wins as of October 2018. With an astounding 77 percent win rate, she ranks among the best ever of any South Carolina independent school coach in any sport.



Photo by Paula Harrell



Photo by Meredith Adkins Frazier



Photo provided



COURTING SUCCESS

As the top-ranked 18 and under player in the United States and the 15th ranked junior in the entire world, Emma Navarro '20 has had a busy year! The winner of the junior national clay court singles and doubles titles, she earned a spot to play on the center court of Daniel Island's Volvo Car Stadium during April's Volvo Car Open and won national singles and doubles titles at the prestigious Easter Bowl Championships in California this spring. Navarro was one of only six American girls who participated in the main draw of the Junior Australian Open singles championships in January and also advanced to the doubles final. In May, she had a stunning advance to the semifinals of the LTP \$100K ITF World Tennis Tour event with three straight victories over world-class players. An exciting summer awaits Navarro with top seeds in both the junior French Open and the Championships at Wimbledon. PQR to this Panther athlete!



Photo by Meredith Adkins Frazier

IN HER OWN WORDS: MARY GASTLEY

In December, Physical Education faculty member Mary Gastley was named SCISA AAA Girl's Tennis Coach of the Year. A teacher and coach at Ashley Hall since 1987, she currently teaches second through sixth grades and coaches the varsity tennis team.

“ Ashley Hall's athletic program has always stood out as one of the best in the entire Charleston area. We have produced great teams that have been competitive with public and private schools throughout the state. The combination of experienced players and new additions to this year's squad made for an extra special year. We had great senior leadership that was complemented with talented underclassmen. From day one this team worked hard and was determined to bring home another state championship.

I love teaching, so being a coach allows me that extra opportunity to work with athletes who share a common interest in a sport. The players not only grow as tennis players but mature into young adults. Each girl knows that when she steps out on that court, she is not only representing herself but also her school and coach, and we expect the highest level of integrity and spirit. Our girls are fierce competitors who always demonstrate great sportsmanship with every win and every loss. I am always proud to be Ashley Hall's coach. ”



Photo Provided

#GOGIRLGO: LOWER SCHOOL'S MARATHON CLUB

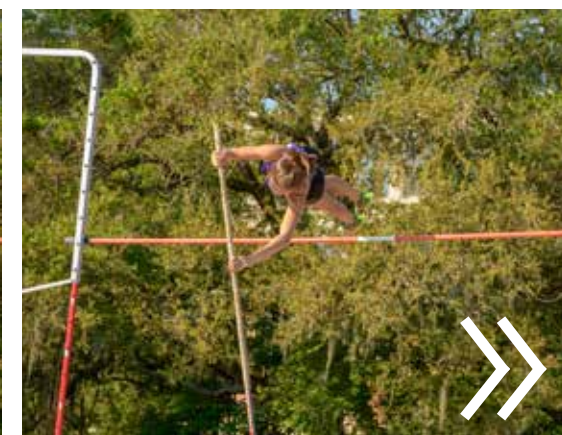
When Lower School faculty members Allison Bischoff and Beth McCarty decided to start a marathon club, little did they know their efforts would spark a new passion in Pardue Hall. “Our hope was to instill a love of being active and living a healthy lifestyle in our girls, while teaching them how to set and achieve goals,” said Bischoff. “Our team shared a personal goal of everyone completing a marathon over the course of a season, and each girl set a personal goal for herself of how much she would walk or run each time we met, chipping away at the overall 26.2 miles.” Twenty-one girls participated once a week in the fall, and with the support of Lower School faculty member Kendall Lee, twenty-eight girls ran twice a week in the spring.

In addition to participating in the Charleston Marathon Youth Run and placing in its spirit competition, the team ended the spring season running the pedestrian lane of the Arthur Ravenel Jr. Bridge. For many members, the club helped them grow more confident in their abilities and stamina. “Seeing these girls be self-motivated and motivate their teammates was amazing!” noted Bischoff. “Several girls who could barely run a full lap around campus at the start of the season, who were running two and three laps without stopping by the end. Our walkers turned into runners!”



Once a favorite activity of Ashley Hall girls, Drill Team was a set of formations and movements done simultaneously as a team. The activity still holds a special place in the memories of many alumnae. Photo from the Ashley Hall Archives

Track and field athlete Bryce Turberville '21 jumped 10 feet 6 inches to become SCISA state champion in the pole vault and set a new Ashley Hall school record for the event. PQV!



Photos by Meredith Adkins Frazier

UP, UP, AND OVER!



EEC Director Dana Van Hook greets Dahan Huja and Maya Huja, Class of '33, with a smile during morning carpool. Photo by Paula Harrell

AT THE HELM

Dana Van Hook's 24 Years of Service

By Jennifer Turner, Editor & Institutional Writer

When she retires at the end of this school year, Dana Van Hook will leave behind career-spanning achievements in programmatic innovation, faculty development, and whole-child enrichment. However, her greatest legacy will be the children who have learned deeply, lived joyfully, and loved fully under her watch as Director of Ashley Hall's Ross Early Education Center.

It is 7:30 a.m., and Dana Van Hook is in her usual spot on Rutledge Avenue, greeting Early Education Center (EEC) students as they begin their day. For Van Hook, the morning ritual is much more than a scheduled duty or force of habit. “Parents are entrusting their young children to us,” said Van Hook. “Carpool is a little moment, but it offers the chance to make a big connection in the lives of our families.” Indeed, by early September of each school year, Van Hook knows everyone’s name, and just as importantly, children and parents feel comfortable that they know her too. “The children love that Mrs. Van Hook greets them each morning in the carpool line and are thrilled when she comes in to model a lesson or share one of her travel experiences,” said EEC faculty member Betsy Quirin, who will succeed Van Hook this fall as director. “Her many years of working in early childhood education have allowed her to develop a vast knowledge and understanding of what the children in our program need and how we can serve them the best.” EEC faculty member Andrea Dolan heartily agreed. “Her passion for children is undeniable, especially when seeing her interact with them,” she noted. “No matter the situation, Dana is always ready to step in with a solution or has resources readily available.”

An integral part of the Ashley Hall community for twenty-four years (fourteen as EEC Director), Van Hook first came to Ashley Hall for two years as an English teacher after graduating from Mount Holyoke College. “I had the privilege of teaching with Dana in the middle school at Ashley Hall when we both were just out of college,” said Anne Weston ’73, Assistant Head of School and Director of Upper School. “Each of us was finding our way in the classroom and, more importantly, in this ‘thing’ called education, and together we shared many laughs and even a few tears. Fast forward nearly forty years, and Dana and I are back together, and what a privilege to be able to walk in leadership beside her.” After receiving a Master of Education in Elementary Education from the University of Charleston, Van Hook worked in resort real estate management before earning a Pre-primary Teaching Credential for ages three to six from the North Carolina Center for Montessori Teacher Education. She worked for eight years as a Montessori teacher and administrator before returning to Ashley Hall in the late 1990s. This time, she was staying for keeps. “Dana is wise and always analyzes situations from multiple directions to provide a perspective that is not obvious,” Quirin pointed out. “As a director, she gently guides, and even when she has an opinion on a matter, she will ask her faculty their thoughts and what action step they may take with a situation, mentoring us with each decision that we make.”

As EEC Director, Van Hook has steered the division through uncharted waters, most significantly the adoption of the Reggio Emilia philosophy. “I attended the International Educator’s Conference in Reggio Emilia, Italy in 2009,” noted Van Hook. “At that point, I was responsible for exploring the Reggio Emilia philosophy, both in Italy and at a variety of workshops and conferences in the United States, and gradually shifting the way we work in the EEC, so that this philosophy was fully incorporated into our preschool program.” Always wanting to put her students first, Van Hook immediately saw the value in the child-directed learning that rests at the heart of the Reggio


Emilia philosophy. “She has let us try different approaches and ways to incorporate Reggio into our school environment,” said EEC faculty member Elizabeth Johnson ’95. “We are inspired by Reggio; it is not a pre-packaged curriculum that you purchase and immediately implement. Dana has given us time over the years to explore while making it possible for all EEC teachers who were hired before 2018 to go to Reggio Emilia, Italy for a study program. She also has connected faculty with Reggio workshops in Georgia, North Carolina, and South Carolina through the years.” In helping faculty members transition to a new way of engaging students, Van Hook’s leadership during this time was critical.

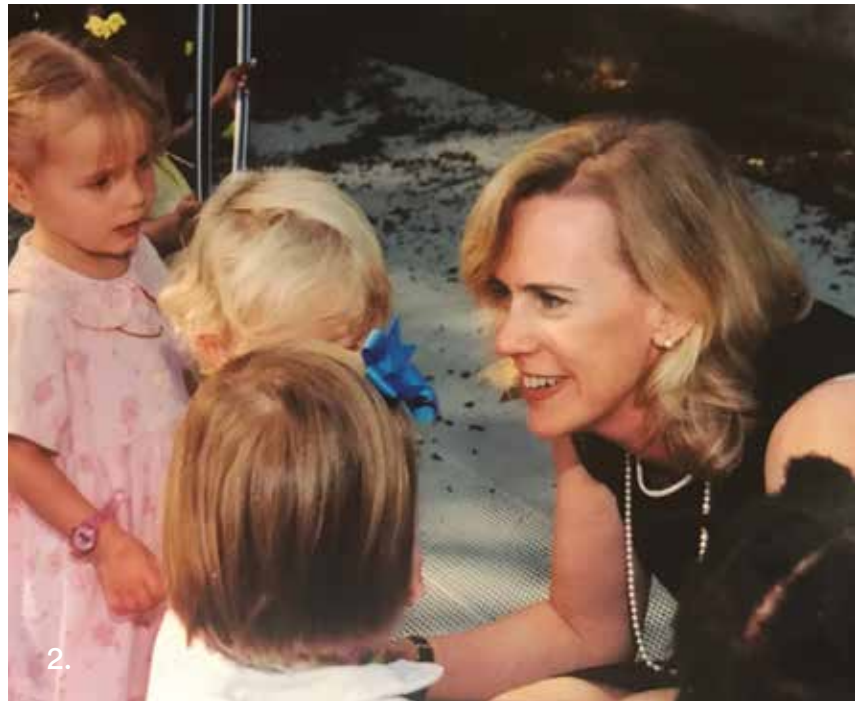
“

When you see Dana at work, you witness care, patience, thoughtfulness, and love. What a treasure she has been to Ashley Hall.

”

Looking to improve the lives of children has always been a hallmark of Van Hook’s actions. “Twenty years ago, Dana and her friend started the Chicora Elementary School Holiday Gift-Giving Project, which has brought the entire Ashley Hall community—students, faculty and staff, and alumnae—together to participate in such a meaningful cause,” said Johnson. “Not only does the program involve donating gifts, but it also includes people giving their time during the busy month of December to distribute, pack, and deliver the gifts.” Every Chicora student receives a lovingly assembled gift bag filled with essentials and toys, and approximately 3,000 Chicora students have been helped over the years. This is but one example of Van Hook’s extraordinary work ethic. “Dana is beloved by students, parents, and peers, and her accomplishments have resulted in an early childhood education program with a reputation for quality and purpose,” said Head of School Jill Muti. “EEC students are more prepared than ever for the rigors of Lower School thanks to Dana’s insightful efforts.”

Even in retirement, Van Hook has plans to pursue her lifelong commitment to children. In addition to continuing as director of the Chicora Holiday Gift-Giving Project, this summer she will join the board of directors of Horizons at Ashley Hall, an award-winning, tuition-free education program for local area girls who greatly benefit from supplemental summer instruction. Her Ashley Hall family is not at all surprised. “Dana’s passion for this School and its students has been unparalleled,” emphasized Weston. “She understands that teaching is a sacred process that requires one to surrender completely to the natural inquisitiveness of children. When you see Dana at work, you witness care, patience, thoughtfulness, and love. What a treasure she has been to Ashley Hall.” 



TO OUR HEAD OF SCHOOL, WITH LOVE

THANK YOU FOR FIFTEEN WONDERFUL YEARS SO FAR OF LEADING OUR SCHOOL!

"SHE'S A GOOD STORYTELLER
AND KNOWS ALL ABOUT
GEORGIE THE GHOST.
WE ARE REALLY LUCKY
TO HAVE HER."
- ELLIE SAVASTANO '30

"Jill Muti is a
visionary leader who
has been a role model
for me throughout her past
15 years. Thanks to her
supportive leadership,
I have grown as a leader
within our community."
—Polly Rainey,
Director of Lower School

"Jill's clear vision and
passion about the
School's worldly
ambitions are
contagious,
inspirational,
and spot on."
—Jeff Dionne,
Director of
International
Admissions and
Global Studies

"MRS. MUTI
MAKES SURE EVERYONE
IS NICE TO EACH OTHER
AND KEEPS THE SCHOOL
REALLY CLEAN. SHE
KEEPS THE TRADITIONS
OF OUR SCHOOL."
- GRACE CORONA '29

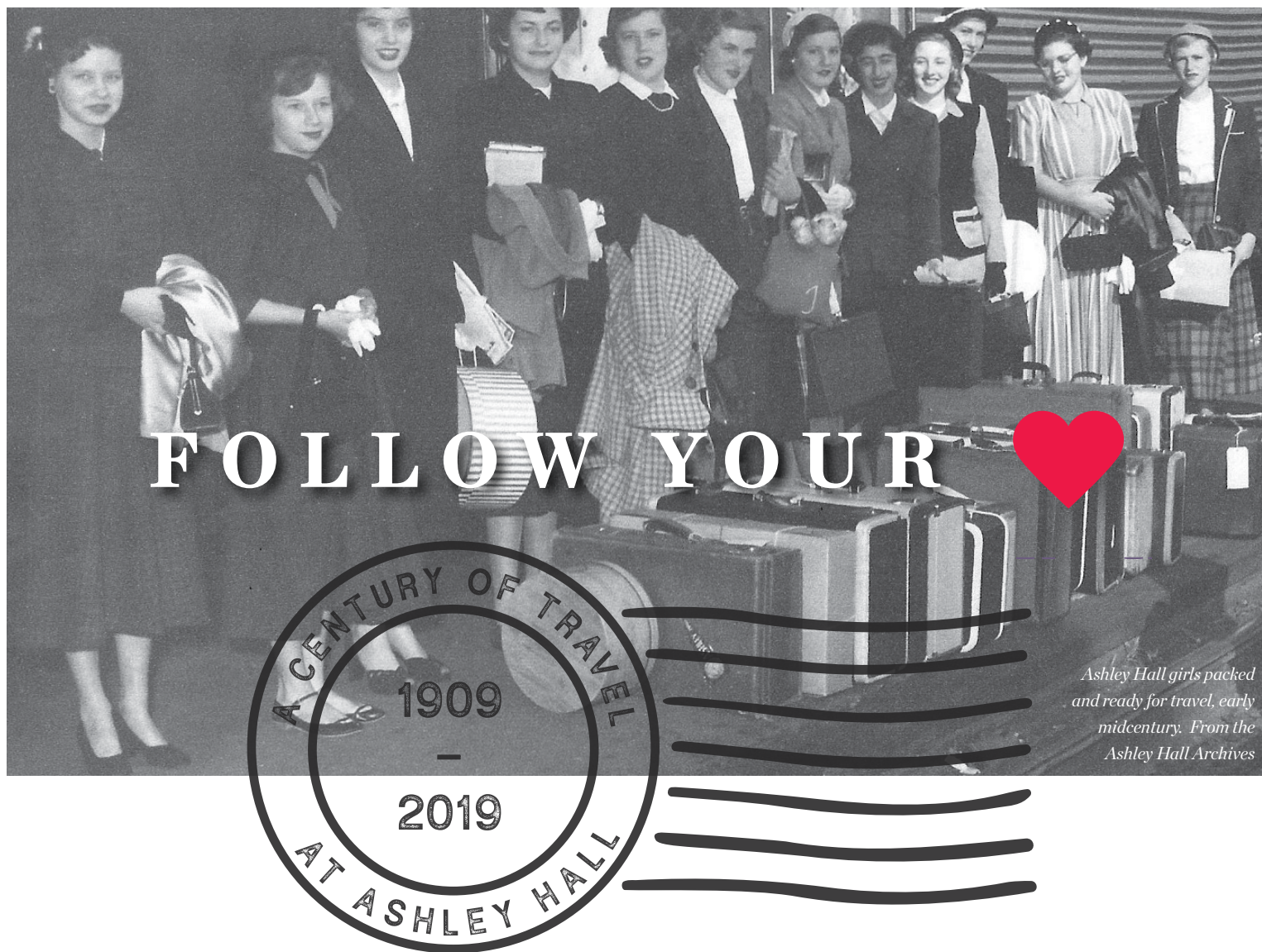
"I LOVE MRS. MUTI BECAUSE SHE IS
APPROACHABLE AND ALWAYS HAS A
GREAT PASSION FOR WHAT SHE DOES.
WHENEVER SHE GIVES A SPEECH, I FEEL
THE LOVE SHE HAS FOR ASHLEY HALL."
- SNOWY YU '20

"Jill has led the School with keen intellect
and a full heart, in a manner that only
has comparison on a national level."
—Artie Richards,
Ashley Hall Board of Trustees Chair

EXPLORATION



Breathing in salty air and basking in the sunshine, fourth graders visit Edisto Beach to study ecology and the habitats of local species during their spring overnight adventure to Camp St. Christopher. Beginning in the Early Education Center, field trips throughout the Lowcountry set the stage for horizon-broadening international journeys offered in upper grades. L-R: Belle Raffle and Ryleigh Driggers, Class of 2027, use a seine to catch fish at Camp St. Christopher. Photo by Meredith Adkins Frazier



By Jennifer Turner, Editor & Institutional Writer

Travel has always informed Ashley Hall’s curriculum, and from the School’s earliest years, Miss McBee advocated for her girls to venture well beyond its gates. What began as grand tours of Europe has evolved into robust programming that allows today’s Ashley Hall students to have the world as their classroom. From ocean-crossing voyages to flights bound for all parts of the globe, the mode of transportation has progressed greatly over the last century, but the essential values and life lessons gained from travel have not changed. As Mark Twain wrote, “Travel is fatal to prejudice, bigotry, and narrow-mindedness,” and as Ashley Hall students stretch their physical horizons, so too, do they broaden their inner landscapes.



*Chloe Ross and Isabel Marshall, Class of 2022,
study in the Renaissance garden of the Palazzo
Leti during the Amalthea Scholars trip.
Photo by Alison Parks*



WELCOME TO THE PALAZZO LETI!

By Jennifer Turner, Editor & Institutional Writer

After a long day of cultural and language immersion, returning to a familiar home base is often the greatest wish for students and faculty studying in a foreign country. Earlier this year, Ashley Hall made that desire a reality with the launch of a new shared Italian campus in Charleston's cultural sister city of Spoleto, Italy. Named the Palazzo Leti, the new campus will provide Ashley Hall students, teachers, and alumnae with experiences that connect languages, the arts, and sciences against the backdrop of a historic center of creativity. "Having this space at Palazzo Leti creates a whole new dynamic for the girls," said Academic Program Coordinator Carolyn Newton. "It is one thing to be in a classroom and explore opportunities at Ashley Hall, but it is quite another experience to be in place and interact with the locals, to see the countryside, and to envision the history playing out in real time. It is really exciting to think about how that expands the opportunities for students to engage in the material in a different way."

The Spoleto campus is part of a national initiative—spearheaded and led by Ashley Hall and two other independent schools, The

Culver Academies and Rabun Gap Nacoochee School, under the umbrella of Spoleto Study Abroad—to fully utilize the Italian campus throughout the year for like-minded independent schools. A restored 16th century property, Palazzo Leti features study spaces, dorm rooms, and shared community areas, including a Renaissance garden overlooking the Spoleto valley. In February, Ashley Hall's Amalthea Scholars program was the inaugural group to use the new campus as a home base to explore Central Italy. "Having a permanent campus really allows for the faculty to be creative and to think about how we can open up this world more for our students and make it meaningful to connect to what they are learning," emphasized Upper School faculty member Alison Parks. "For us with the Amalthea Scholars program, to have Palazzo Leti will provide a place for the students to call home while they travel. It really allows for them to have that sense of belonging within a community."

A year-long course open to ninth and tenth graders, the Amalthea Scholars program uses a "town as text" approach, with each student



*Students on the Amalthea Scholars trip explore the historic sites of Rome, including the Altare della Patria, Altar of the Fatherland.
Photo by Alison Parks*



selecting and researching a place as a primary source and then leading the group's educational experience and exploration through that location. This unique student-led learning model gives Ashley Hall girls the opportunity to direct their explorations of ancient Italian sites for their historic, artistic, and scientific significance. "Traveling gives the students an opportunity to really experience and see the meaning of what they have studied, especially with the Romans, the Renaissance, the classical history and humanities," noted Upper School faculty member Andrea Muti. "It is giving our students the missing bridge between the past and the present so when they come to Italy, they can see the foundation of their culture, the foundation of their nation."

Each student in the Amalthea Scholars program completes an interdisciplinary capstone project which consists of four parts: a research paper, a yearlong journal, an experiment or a building project, and a lab or technical paper. This year, for example, Kitty Goldman '21 carried a Geiger counter into ancient Etruscan caves located in Orvieto, a project that illustrates the integration of science, geography, archaeology, and culture. "I was measuring the levels of radiation in the caves because I wanted to answer the question: Are visitors and workers in the caves under threat of having radiation affect their health?" said Goldman. "Using the Geiger counter, I did experiments linking the levels of radiation in the caves

to levels we encounter daily, analyzed the information for a research paper, and looked at the history of the caves and how they were made and used. The frequency of exposure is important to consider; the radiation is a low threat to visitors, but the workers have a set limit of how many hours they can work in the caves per year." Goldman particularly appreciated seeing her site in person after studying and researching it all year. "I was able to say, 'this is cave number 526, and it was used for this purpose, and that is the millstone and that is the olive press,'" she smiled. "To have students teach their fellow students about their site is amazing rather than just having a tour guide talk about it."

As shown by Goldman's project, such integration highlights the comprehensive nature of the Amalthea Scholars program and its approach to learning as a synthesis of knowledge, experience, and personal reflection. The new Italian campus makes such an approach not only possible but also memorable and rewarding. "Palazzo Leti for Ashley Hall will be an incredible part of Jill Muti's legacy," said Newton. "She brings us this amazing enthusiasm for honoring and engaging the girls and having them experience life in a way that is transformative, so having this bricks and mortar space is a legacy to what Jill has brought us in terms of our connection with Spoleto as a place and Italy as a learning environment."

AS EUROPE FELL TO WAR: THE GREAT ESCAPE OF MISS MCBEE AND HER STUDENTS

A staunch proponent of international travel as part of a well-rounded education, Miss McBee often led trips to Europe for small groups of her students. In the summer of 1914, she and five Ashley Hall girls found themselves in Paris just as war was declared. The following excerpts from the archival manuscript *Miss McBee's Memories of the Early Days of Ashley Hall as Told to Mary Bissell McIver Thompson '28* capture the intensity of the situation and Miss McBee's level-headedness in getting herself and her girls out of a country on the brink of war.

“While in Paris, Miss McBee tried to cash a rather large Traveler's Check in order to pay the bills and was refused; she again became apprehensive and decided to try cashing one of a smaller denomination that she had in her room at the hotel. As she was on her way back to the stores with the check she noticed a general air of excitement in the streets, and by the time she reached the shopping district the people were gathering around the posts on which notices had been nailed. They were reading the Act of Mobilization, and with a sinking

heart Miss McBee knew she must quickly get her girls out of France. Although the metal money disappeared as if by magic she was able to get \$200 in gold which she put in a bag hung around her neck, and with that small capital she rushed to Cook's office to buy tickets for the boat train. The agent informed her that there were no tickets available and she must board the train as best she could. . . . Miss McBee persuaded Charles, the head porter at the hotel, to come with her to the station, and he proved invaluable for it was he who was able to commandeer one small landau into which were jammed Miss McBee, the five girls, thirteen suitcases, the wooden box, the driver, his dog, and Charles himself.

The station was a place of mad confusion with the crowds in such a distracted state that people were being crushed by the pushing and shoving. Making a barricade of the bags Miss McBee and Charles protected the girls from the surging mass of humanity. . . . Charles, in the meantime, had skirted the crowd and came back to report that he had found a train on a further track that he thought they could board. By superhuman efforts they squeezed and shoved their way towards the train and were at first granted then refused permission to enter the baggage car. [Finally] they and the bags were safely crammed into the train proper.

....

When they arrived at Bordeaux it was black night, and Miss McBee was faced with the necessity of getting her charges and their numerous bags off the train and onto an overcrowded boat. As luck would have it, she found a porter, and they began the long walk. As they were struggling along an American came up and demanded that the porter drop their bags and carry his, which the porter proceeded to do. Now the luggage became their problem alone. When Miss McBee looked ahead and saw what a distance they would be forced to walk in order to reach the boat she made a quick decision to take a shortcut. By climbing over a fence and crossing another railroad track they could follow a narrow path that was at the very edge of the sea. Down the path the procession started when suddenly they were startled to hear a voice ring out “Attencion” as the lights of a fast-moving train came bearing down upon them.



Photo provided



Miss McBee (center) with Ashley Hall students. Photo from the Ashley Hall Archives

Snapping orders like a general, Miss McBee commanded her group to “face the engine.” They obeyed as seasoned soldiers, and the train roared past their noses as with difficulty they kept their balance and refrained from falling backwards into the sea.

As they were the very last to board the boat, they settled themselves in the only available space, which was under the lifeboats. But despite the physical discomfort, Miss McBee knew that it was the most beautiful trip she had ever made for wasn't she getting nearer the English coast by the minute? It was daybreak when they reached England, went through customs, and took the London bound train. . . . At long last the train reached London, they got into a cab, and Miss McBee and the girls started to laugh with relief. . . . Early Monday morning Miss McBee hurried to Pall Mall where she walked from office to office trying to get homeward passage for her charges. The boat on which she had made reservations being admirably suited, because of its size and construction, had been designated a troop ship, and thus they were left without a way to get home. At the point of despair she saw an office of a Line of which she knew nothing. She went in and was told that she could get passage in the steerage, but payment would have to be immediate. She pleaded with the agent to hold the places while she went back to the hotel for the money, and he agreed to wait a stipulated length of time. No taxi being available she ran all the way to the hotel and back and was able to secure the tickets. . . .

The little party ate a quick dinner and then Miss McBee once again packed her girls and their belongings into a train, this time bound for Liverpool and the returning ship. Reaching Liverpool's docks they were greeted with the news that because of a threat of a German boat in the nearby waters, the liner would not sail until the danger was past. After their recent hair-raising experiences in reaching Liverpool this final delay seemed slight, and no one minded an extra night in a strange hotel. The next morning two of the girls were able to find first class passage with some friends lucky enough to have such accommodations, but Miss McBee and the remaining three were herded into steerage. It was remarkably clean but indeed rough. The so called beds were merely iron pipes on which was thrown a mattress of new-mown hay. There were two chairs in the cabin and four hooks on which to hang their clothes. It was with considerable relief that they were soon able to secure second-class accommodations, but this turned out to be an inside cabin, and so the trip could not be called a luxurious one in any sense of the word. The crossing was rough, and there were several submarine scares before reaching Montreal. As the boat made its moorings Miss McBee looked down and wonder of wonders, there in the waiting crowd she saw her father's face.

”



IN THEIR OWN WORDS: GLOBAL IDEAS IN JAPAN

In February, Ella Gray Settle '21 and Dean of Students Kelly Sumner traveled to Tokyo for a week-long educational experience at the Junior/Senior High School at Showa Women's University. In addition to staying in Japanese homes with Showa families, they were immersed in the traditions of Showa, the intricacies and massive scale of Tokyo, and the wonders of Japanese culture.

ELLA GRAY SETTLE '21

“ I had never traveled to an Asian country before and was fascinated by the cultural differences. It was amazing to see how Japanese traditions are incorporated into basic education. I attended Japanese class, tea ceremony class, Japanese cooking class, and calligraphy. When I first arrived at the school, it was the same day as the Global Forum, and I was not only presenting slideshows on Ashley Hall, but also participating in multiple panel discussions and answering questions from the audience. While every other country present had two or more students, I was the only representative from the United States and had to answer questions about gender equality in my country and its current political situation. I was definitely pushed out of my comfort zone, but afterwards I felt so accomplished and grateful that I was given such an opportunity.



My host family was incredibly welcoming, and I am still so grateful for their hospitality. My host sister Haruna had attended Ashley Hall's Summer English Language Institute the previous summer. My host family took me on a tour of Tokyo, and it is amazing to see how modernized Tokyo is, but then also to see that the shrines and temples that were built thousands of years ago are still incorporated in the city. Cultural immersion is so important because you are able to experience immense diversity and push your own boundaries. Learning about a country in the classroom is completely different from actually getting the opportunity to live there and experience it. You are able to make connections between your own country and the place you are visiting. In addition, you are also able to see how different the two cultures are, and you can learn how to incorporate those differences to better your life. I spent only a week in Japan, and even though I only got a glimpse of the culture, I learned so much from traveling there. ”

DEAN OF STUDENTS KELLY SUMNER

“ I always welcome the opportunity to learn from other schools, so this program was going to not only provide that experience but also allow me to be immersed in a completely different culture. My hope was to observe and learn from another all-girls, independent school environment while also experiencing as much as possible about the people, customs, and history of Japan. My host, Yoshizawa Yasuko Sensei, was one of the most delightful people I have ever met. She is a beloved calligraphy teacher, tenth grade class sponsor, and former student at Showa, and she truly made this a trip of a lifetime for me. She spoke limited English and her husband did not speak English at all, but her first words when she



*Top: Kelly Sumner joins Ella Gray Settle for an authentic Japanese cooking class
Bottom: Settle during the Global Forum. Photos provided*

greeted me at the airport were, 'I want you to have fun.' We connected during the hour-long commute to and from school. I asked her questions about the customs and traditions of Japan, and she asked me questions about the nuances of the English language.

Ella Gray and I attended several classes together at Showa, including a culinary class. We also attended a tea ceremony in a traditional tea room and were taught the ceremonial way of making and drinking matcha. Through demonstration and participation, we learned about the choreographic rituals that were like meditation in motion. Watching Ella Gray participate in the International Forum on Gender Equality was a highlight. I was so incredibly proud of how well she represented our School and tackled gender equality so gracefully. Many people asked direct questions about our current president during our trip, and she handled one very direct question from a Showa student in such a diplomatic, yet accurate, way that her wisdom, maturity, and sensitivity were undeniable. ”

NORTHERN ADVENTURE! LECANADA FRANCOPHONE

By Jennifer Turner, Editor & Institutional Writer

Sixth through eighth graders who went on the Canadian French Immersion Trip to Quebec City and Montreal in February returned to campus with some exciting tales of adventures up North! From snow tubing and dogsledding to visiting an ice castle, the girls enjoyed deepening their love of French while playing in their very own winter wonderland. “The snow was like a fluffy blanket! I would go back in a heartbeat,” exclaimed Maddy Day ’25. During the week-long trip, the girls had the chance to attend French classes, eat local cuisine, and explore historical and cultural sites. “When we went to restaurants, it was fun talking with people and asking them for things in French,” smiled Ella Hudson ’25.

Getting to know their host families was the highlight for many of the girls, who had a great time cooking with the family and sampling maple syrup ice cream. “It was hard to speak French 24/7, but I still loved it,” said Madeleine Ambrite ’25. “We had the best time meeting our host families and learning what they do.” Caroline Rivers

’25 agreed: “My favorite part was staying with the host families because it was a really good experience to meet and talk with them and experience what life was like for a normal Canadian family.”

Ashley Hall is dedicated to introducing girls to international travel at a young age, and shorter trips to neighboring countries help build confidence and language skills for future travels of longer duration. For many of the girls, the adventure was either their first trip outside of the United States or their first trip without their parents. “Being able to grow in their confidence and being able to communicate in another language was huge for them,” said Intermediate Program faculty member Olivia Hipp ’10, who led the trip along with Upper School faculty member Meghan Osborne. “I wanted to focus on true immersion for this age group while staying closer to our home base of North America.” Like her students, Hipp also appreciated being part of the immersive journey. “I had such a wonderful time in Canada. It was so enriching for me as a teacher. It really made the lessons that I teach on Canada come alive in a way that they were not able to before.” What a truly magical experience for everyone! 🏡

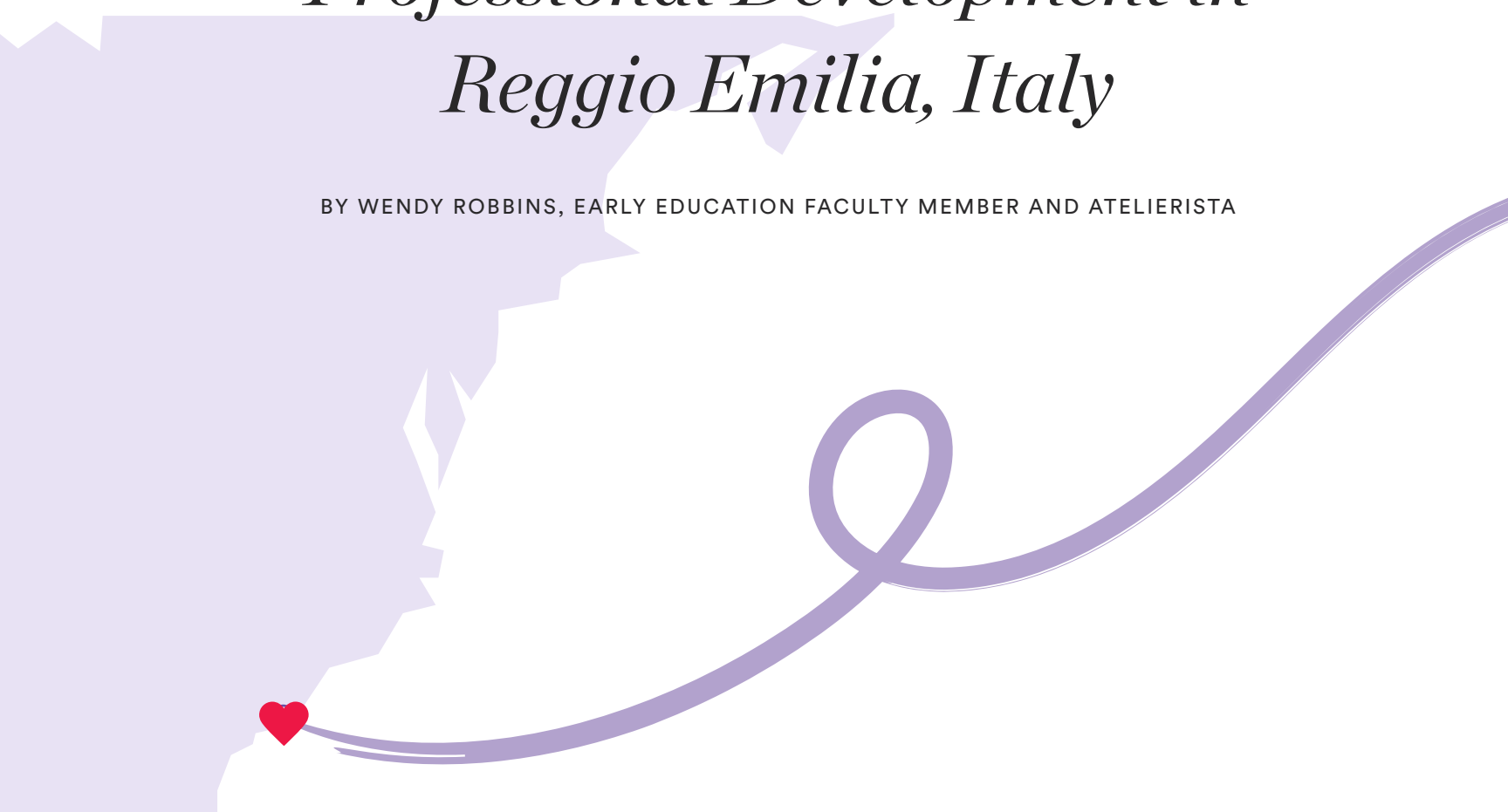


The group laughs while playing in the snow in front of a pedestrian bridge. Photo provided

A PLACE OF LEARNING:

Professional Development in Reggio Emilia, Italy

BY WENDY ROBBINS, EARLY EDUCATION FACULTY MEMBER AND ATELIERISTA



One of the best parts of being a teacher at Ashley Hall is the School's commitment to the professional development program. These opportunities allow us to continue our journeys as lifelong learners in ways that have a direct impact not only on our students but also upon the greater school community. In turn, our teachers inspire a dynamic and ever-evolving learning environment that makes Ashley Hall a true educational treasure for Charleston and beyond.

In the Ross Early Education Center (EEC), our program is greatly influenced by the schools of Reggio Emilia, Italy, world-renowned for their progressive approach to early childhood education. Rather than a set curriculum, Reggio is a philosophy shaped by the ideas of Piaget, Dewey, Montessori, and Gardner, to name a few. The classroom environment invites engagement with a variety of beautiful mediums with which the children may express themselves in authentic ways. This child-centered approach leads the way for deep exploration of their interests, with teachers infusing grade standards into the experience.

Because of its nature, the implementation of a Reggio-inspired program requires teachers to pay careful attention to pedagogy and the documentation of the learning process. Ashley Hall's support of professional development affords our faculty with many opportunities to continue to learn and apply these principles within our classrooms. One such opportunity has been a study tour in Italy sponsored by the Reggio Children Foundation. Several EEC faculty members have participated, including four teachers this past fall: pre-primary teachers Batey Self and Laura Kernan, and pre-kindergarten teachers Katie Harvard and Harriet Coleman.

The EEC's transition to Reggio-inspired practice began more than ten years ago with a teacher's curiosity about the approach. Two faculty members and EEC Director Dana Van Hook were the first group to travel to Italy to investigate the potential for our own program. Alumna and long-time faculty member Elizabeth Johnson '95, now a primary teacher, was part of that first trip. "Before I went to Reggio in the fall of 2008, my teaching was very much thematic units planned out for the entire year," noted Johnson. "A Reggio-inspired approach makes you stop, think, and re-evaluate your methods and practices. You learn to take time to slow down, observe the children at work, and listen to their ideas and words in an effort to help figure out what provocation might be good. You rethink your classroom environment and how the classroom/environment is the third teacher."

The study tour is an intense, in-depth dive into the core of the Reggio Approach through lectures, school visits, and documentation of the process. Teachers and administrators from all over the world flock to the northern Italian city for this pivotal experience for those dedicated to Reggio-inspired practice. The EEC teachers who have experienced this robust professional development opportunity have returned with renewed spirits and a plethora of ideas to share with colleagues.

"I had read many books and blogs on the Reggio approach, but seeing it firsthand was eye-opening," said Coleman. "The children have a voice in the classrooms. They are not encouraged to be quiet. Their discussions and comments are taken seriously by the teachers, who are fully involved and constantly asking questions that inspire the students to think." Listening to children is a core element and is something that teachers are always eager to see demonstrated.

Because of Ashley Hall's professional development program, teachers are given extraordinary opportunities to build upon programming that is unique to our School. As Self pointed out, "My trip to Reggio Emilia has influenced every aspect of my teaching career, and I gained so much from this immersive experience. One presenter spoke about learning as a dynamic, non-linear process that relies on the exchange of dialogue. It is not only what you learn, but also how you learn."

True to Reggio's emphasis on collaboration, our faculty members in the EEC engage in frequent conversations about children's interests and the role of those interests in their learning. Firsthand encounters with the approach in the place where it all began greatly enhance how our teachers are able to grow and thrive as practitioners. Thanks to the support of the professional development program, our EEC teachers continue to develop a unique blend of traditional academics with the incredible experience of child-centered methodology. 🏡



L-R: EEC faculty members Batey Self, Harriet Coleman, Katie Harvard, and Laura Kernen during their November trip to study in Reggio Emilia, Italy | EEC faculty member Batey Self has fun posing with a local statue in Reggio Emilia, Italy. Photos provided

AROUND THE SHELL HOUSE



Photo by Paula Harrell

MEET NEW DIRECTOR OF EARLY EDUCATION BETSY QUIRIN

A valuable member of the Ashley Hall community for the last decade, Betsy Quirin has been named the new Director of Early Education. Currently serving as a lead pre-kindergarten teacher and the Ross Early Education Center (EEC) department chairperson, Quirin holds a Master of Arts in Teaching in Early Childhood Education and has a background in economics and business administration. In addition to her significant classroom experience, Quirin's educational philosophy reflects the values and goals of the School's highly regarded Reggio Emilia program.

"I am looking forward to leading a wonderful team of engaged teachers as our program continues to grow and evolve," said Quirin. "My continued goal is to create a supportive, nurturing, and encouraging environment where our students are inspired to make new discoveries, construct knowledge through play, and cultivate a life-long love for learning through our Reggio Emilia philosophy. I'm excited about the EEC's future and building close relationships with all of our families as I transition into this new role."

Introduce a Girl to Engineering Day

By Jennifer Turner, Editor & Institutional Writer

Girls' school graduates are three times more likely to consider careers in engineering, and in honor of "Introduce a Girl to Engineering Day," seventh and eighth graders at Ashley Hall had the opportunity to interact with professionals from the 437th Airlift Wing, the Space and Naval Warfare Systems Command (SPAWAR), the Naval Health Clinic, and the Ralph H. Johnson VA Medical Center. In addition to working on several STEM projects, including designing moveable moon rover prototypes from cardboard, pencils, and rubber bands, the girls asked many questions about future career possibilities.

"When I was growing up, not very many girls chose engineering as a career," said Glenn Jeffries '79, Corporate Communications Chief for the U.S. Army Corps of Engineers, Charleston District, and the organizer of this year's events. "STEM is advancing at a record-setting pace, and the workforce needs to reflect this trend. Ashley Hall girls are now exposed to STEM in the classroom from an early age, so it is fun to further their exposure by bringing STEM careers to them. Hopefully, someday these girls will be the next generation solving the nation's toughest STEM problems."



Lexi Penny '23 tries on night vision goggles with the aid of Capt. Alisha Stroble, an Air Force pilot with the 437th Operations Group at Charleston Air Force Base. Photo by Paula Harrell



Dessane Lopez Cassell '10 (L) and Intermediate Program faculty member Olivia Hipp '10 (R), talk with Hipp's French students on the steps of the Rivers Library. Photo by Paula Harrell

HOMEcoming: DESSANE LOPEZ CASSELL '10

By Jennifer Turner, Editor & Institutional Writer

As a writer, curator, and film programmer, Dessane Lopez Cassell '10 keeps a busy schedule, but in March she made time to return to her alma mater on International Women's Day and to speak with Upper School students about her professional accomplishments and Ashley Hall's impact on her life after high school. Growing up in New York City, Cassell would visit Charleston in the summer and was first introduced to Ashley Hall through its summer camp. For high school, she moved to Charleston full-time. "I was furious," Cassell stated. "It wasn't my decision to leave my friends, and my school, and my community to attend a private all-girls' school in the city where I knew next to no one and where I would have to wear wool purple plaid skirts in the Charleston heat. Thankfully, we all grow older and gain perspective."

Part of that process required Cassell to embrace intentional growth. "When I think now about the many opportunities I've had on both the personal and professional level, I can trace them back to the experiences I had and the lessons I learned right here on this campus, some more difficult than others," she noted, before offering current students three pieces of advice. First, "Figure out what you care about," Cassell emphasized, which for her was the arts. "It was actually in an AP history class with Ms. Andrews that I first discovered my love for art history, which has since shaped my career in many aspects," she stated. "Which brings me to my second piece of advice: Figure out what you're good at. This is not about the things you receive accolades for or trophies. This is about what makes you feel strong, what makes you walk into the room with your head held high and know that you've got it in the bag, so that you love what makes you feel powerful."

While Cassell initially was drawn to a career as an artist and writer, she discovered a desire to keep her own artistic creations private and instead to work as an advocate for art

and underrepresented histories. "I preferred then, and in many ways still do now, to do the work that needs to be done behind the scenes, in a way that amplifies the voices of others," she explained. "My final piece of advice: figure out how you can best combine what you love and what you are good at to contribute something new, something that is distinctly your own." After flourishing at Oberlin College, where she studied art history and Africana studies, Cassell taught literacy, art, and creative writing to eighth and ninth graders as a Fulbright Fellow in South Africa. Her diverse interests have led to rich professional experiences, including holding curatorial positions at the Studio Museum in Harlem, The Museum of Modern Art, and the Allen Memorial Art Museum. In addition, she has organized curatorial projects and screenings for Flaherty NYC, Brooklyn Academy of Music, Museum of Modern Art Film, and the Allen, as well as produced radio projects for Bay FM and Creative X in South Africa and the Roskilde Festival in Denmark.

"As exciting and prestigious as many of these experiences may seem, I really don't want to leave you with the impression that they haven't each brought their own challenges," Cassell emphasized. "However, what does make this work doable, and also distinctly my own, is being able to fall back on some of the lessons I learned not only in college, but also right here on this campus. Chief among them is as an individual, and especially as a woman, in whatever ways you choose to define gender, my voice matters, and should always be asserted, just as yours should be as well." For Cassell, the all-girls' environment at Ashley Hall was the ideal place for her voice to gain both assertiveness and confidence. "I slowly carved out a community for myself here and figured out that what made me different wasn't necessarily something I needed to change about myself," she affirmed.

ASHLEY HALL *on* TODAY



Catherine Dixon '19 is all smiles while meeting Today Show anchor Al Roker at Waterfront Park. Photo provided

Candice Drayton, Virginia Jones, Catherine Dixon, Olivia Harvey, and Celia Smith, Class of 2019, staked out spots during the *Today Show's* appearance in Charleston during the annual Wine + Food Festival in March, and their perseverance paid off! In addition to the girls being seen on camera, Dixon got to meet Al Roker. "I could not have imagined a better way to spend this year's International Women's Day," said Dixon. "I was honored to hold a poster of Barbara Bush to show how well Ashley Hall has been preparing and is continuing to prepare women just like me to meet the challenges of society with confidence! What a great day to be a Panther!"

THE SOCIAL INSTITUTE VISITS CAMPUS

By Jennifer Turner, Editor & Institutional Writer

Laura Tierney, CEO and founder of The Social Institute, visited campus in February to discuss her organization's commitment to championing proactive ways for managing social media and harnessing its power for good. Meeting with parents, students, faculty, and staff, she offered insight into Ashley Hall students' social media use and hosted interactive sessions to show constructive ways to communicate online. Both Intermediate Program and Upper School students completed surveys prior to their sessions to help gauge their social media use and to develop strategies for its management. "I believe social media is one of the most positive influences in our lives today," said Tierney. However, she emphasized that the great benefits of social media also dictate an enormous responsibility, especially for students. "What you click 'send' on represents your values and character."



Photo by Paula Harrell

#GirlsSchoolAdvantage

New research reveals girls' school graduates have a clear edge over their coeducated peers. The Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA) recently released a study that identified several key areas in which all-girls' schools are better preparing their students for success. Commissioned by the National Coalition of Girls' Schools, *Fostering Academic and Social Engagement: An Investigation into the Effects of All-Girls Education in the Transition to University* is an update of a 2009 report also published by HERI. These two major peer-reviewed studies spanning Generations Y and Z compare the self-confidence, academic achievement, political engagement, and aspirations of girls' school graduates to female graduates of coed schools.

The data reveals "a consistent portrait of girls' school graduates who are more engaged academically and socially than their coeducated peers." Reflecting on the totality of the findings, the researchers noted the "statistically significant results demonstrate differences in areas of critical importance in the twenty-first century for women as they enter university and beyond, thus emphasizing the contribution of all-girls schooling for women's success." Find the link to the full report on the Ashley Hall website: www.ashleyhall.org/girlsschooladvantage



JUNIE B. JONES AND FRIENDS BRING DOWN THE HOUSE!

By Jennifer Turner, Editor & Institutional Writer

Presented by the Intermediate Program theater ensemble in February, *Junie B. Jones, The Musical Jr.!* featured Junie B. and friends singing and dancing their way through all the ups and downs of first grade. With high-energy performances, the cast convincingly and vividly brought to life this fun-filled children's book series. Rehearsing for an hour and a half, twice a week since the fall, the girls thrived under the guidance of Performing Arts faculty member Emilee Getter, who emphasized the full spectrum of the rehearsal and production process. "Students are always a little hesitant and worried at first, but by the time we're ready to perform, they're

confident about their abilities and about knowing they are capable of being 'professionals,' both on and off the stage," said Getter. The musical also gave students first-hand experience with the old adage "The Show Must Go On!" When lead actor Ainsley Scarlett '25 fell ill just prior to opening night, understudy Liv Hanson '25 stepped into the role to give an outstanding performance, as did Finley Saylor '26, who played Hansen's original part. Rallying for the final show, Scarlett also gave a phenomenal performance. Poised and prepared, the entire cast made Getter proud and reflected a professionalism beyond their years.

Leaving on a Jet Plane: Aerodynamics at the Airport

For their study of simple machines and the forces involved in flight, kindergartners could think of no better place for hands-on learning than a private airport! "Any time we can get students in the field, it allows for deeper understanding," said Lower School faculty member Beth McCarty, who helped formulate the trip's curriculum. "The students created paper airplanes and paper helicopters to test the forces of gravity, thrust, lift, and drag before we went on the trip." Once at the airport, students divided into groups to craft paper and wooden airplanes and walk onto the flightline to tour an airplane and view two helicopters. "We got to go inside the airplane and see the cockpit, where the pilot works, and see the kitchen too," said London McEvoy '31.

An important goal of the trip was helping students to apply their learning while encountering a unique environment. "Most people don't get the experience of being on the tarmac, getting up close to planes and helicopters, and seeing them take off and land, so that exposure is enriching for our students," said Lower School faculty member Mia Smith. "It's nice to see them out of the classroom making those connections, such as asking how it is possible for these gigantic planes to even get off the ground. It is starting the foundations of flight and physics." Now in its fifth year, the trip also introduces students to new locations and potential future careers. "They all may have been to a commercial airport, but this is a different perspective of it," noted

Lower School faculty member Allison Bischoff. Inspired, some students returned to Ashley Hall with new dreams and big plans. "I want to go flying!" exclaimed Thelma Elmered '31. "I might do that when I grow up!"



By Jennifer Turner,
Editor & Institutional Writer

A Map to Connection: Supporting Heifer International Countries

By Jennifer Turner, Editor & Institutional Writer

Compassionate. Intelligent. Worldly.
Creative. Collaborative. Purposeful. Discerning.

Together comprising Ashley Hall's Hallmarks, these seven values are incorporated into the curriculum school-wide. For seventh graders in Upper School faculty member Leslie Rowland's English class, a thought-provoking project with Heifer International offered a meaningful way to put the Hallmarks into action. "Different countries have different reasons for why they are being helped by Heifer," said Selena Ruiz Luna '24. "For this project, each group of three students was assigned a country to research and was expected to create related crafts to sell for donations." After writing a paper discussing their country's government and income, students hosted a marketplace on campus to showcase their research, sell their crafts, and offer samples of authentic food.

The funds raised will directly support projects to improve the standard of living in each country studied this semester. While students enjoyed celebrating their countries, they also appreciated making deeper connections to new cultures and helping in a meaningful way. "The link with Heifer creates a service component and requires them to

look for information that is fully accurate and credible, including authentic foods and crafts," said Rowland. "We have been talking a lot this year about other people's stories, and how poverty is often not because someone has done something wrong but because of the conditions of the country. The goal is to help people to have opportunities and to be empowered to live their best lives too."



L-R: Selena Ruiz Luna, Elliot Tick, and Georgia Yarborough, Class of 2024, display authentic food and crafts for their project on Vietnam.

Photo by Meredith Adkins Frazier

WELCOME TO THE WAX MUSEUM!

By Jennifer Turner, Editor & Institutional Writer



and Georgia Grace Newman '28 practiced until their presentation was perfect, even making sure to dress the part! "We chose the Wright brothers because they were a team like Bryn and I are; they never gave up even when they crashed their plane," said Newman. Wildstein agreed: "I liked how we worked together and helped each other with our lines. The story of how the Wright brothers got started inspired us."

L-R: Dressed as the Wright brothers, Bryn Wildstein and Georgia Grace Newman, Class of 2028, stand ready for visitors to the Wax Museum.
Photo by Jennifer Turner

Visitors to Pardue Hall in January happened upon quite an unusual scene—a very life-like wax museum! A joint third grade project facilitated by Lower School faculty members Keven Davoli, Erika Russell, and Emily Warren, the wax museum gave each girl the chance to choose and research an important historical figure to portray. In making their selections, the girls were mindful to match their historical figures to a specific Ashley Hall Hallmark. From Marie Curie and Rosa Parks to Beatrix Potter and Walt Disney, the girls strove to capture the essence of their figures and show why their contributions are still honored today. Deciding to depict the Wright brothers, Bryn Wildstein '28

A TRIP THROUGH TIME: ASHLEY HALL BY THE DECADES

By Jennifer Turner, Editor & Institutional Writer

With Ashley Hall celebrating its 110th anniversary this year, Upper School librarian Emily Davis knew it was the perfect time for sixth graders to use project-based learning to dive into the School's history. For Intermediate Program faculty member Melanie Gibson's humanities class, students researched and wrote scripts about specific decades in Ashley Hall's history and then utilized the Collab Lab and green screens to bring their visions of history to life on film. "Our driving question in this project was examining what is going on in Her

World (Ashley Hall), Our World (Charleston and the United States), and The World during most of the decades of the twentieth century," said Davis. By using these three categories as a lens into history, students compared their own experiences to the past. "I like learning about Ashley Hall's and Charleston's history and seeing what was different from today," said Kayley Bushnell '25. Shown during a special project showcase, the resulting film was a poignant reminder that the story of Ashley Hall has always been one of tradition and innovation.



Above: L-R: Maddy Day, Charlotte Wilhite, Campbell Stryker, and Ella Hudson, Class of 2025, use a green screen to depict the 1940s for their Ashley Hall decades project. Photo by Jennifer Turner | Below: Members of Ashley Hall's student, faculty, and staff teams celebrate another year of fun dragon boat racing. Photo provided



FIREBRANDS:

Dragon Boat Festival Charleston

By Jennifer Turner, Editor & Institutional Writer

A loyal cadre of Ashley Hall students, faculty, and staff paddled in the annual Dragon Boat Festival Charleston to support and celebrate cancer survivors. The festival's fundraising helps provide year-round dragon boat paddling and related holistic events for survivors. The only school with student participants, Ashley Hall has had at least two student boats and one faculty/staff boat every year since 2009. This year, Ashley Hall's faculty/staff team Miels AHead came in first place in their first heat, and the student-led Purple Paddling Panthers continued their streak as the undefeated recipients of the Team Spirit Award. Intermediate Program faculty member Olivia Hipp '10 and Early Education

Center faculty member Charlotte Williams '10 served as co-captains for Miels AHead, a special honor since both paddled in the festival when they were Ashley Hall students. "Coming back to the Dragon Boat Festival on the Miels AHead boat was very meaningful," said Hipp. "We were racing in honor of our beloved friend, colleague, and math teacher Miels Smith, who was an inspirational, positive force on campus for twenty-three years. When I was a student, Dragon Boat came at a point in my life when seeing others rally around people battling cancer and support the community was especially powerful. We had an amazing group, and I feel like I've come full circle in supporting this very worthy cause."

OUR LIVING LEGACY

Alumnae Weekend 2019



Members of the Jubilee Society, alumnae who graduated from Ashley Hall 50 years ago or more

BY JENNIFER TURNER
EDITOR & INSTITUTIONAL WRITER

Returning to a campus bustling with activity, including the renovation of the Keith Humanities House to become the new Intermediate Program building, alumnae enjoyed celebrating friendships old and new during this year's Alumnae Weekend. Featuring a tour of historic buildings and a visual arts classroom experience as well as a new live auction during the Purple and White party, the annual weekend helped raise over \$35,000 for the Alumnae Scholarship Fund.

This Alumnae Weekend was particularly special as it began with *Crescendo*, the musical performance that kicked off Ashley Hall's 110th anniversary celebrations. The event was a beautiful reminder of the School's success over the last century in producing educated women who are independent, ethically responsible, and prepared to meet the challenges of society with confidence. As Head of School Jill Muti remarked during the closing Alumnae Luncheon and Awards Ceremony, "Every day, our girls grow more confident as leaders, and just as they look to you as role models—in the ways you pursue your passions and live your lives—so, too, does the School look to you for your leadership and support as we embark on the journey of the next 100 years." 🏡



“When our girls welcome you back to campus, they witness lives dedicated to meaningful pursuits and feel empowered to visualize their future selves displaying the same confidence, assurance, and resolve. You are truly our living legacy.”

—HEAD OF SCHOOL JILL MUTI



Stay in touch

To subscribe to the digital Alumnae News or join our dynamic Alumnae Online Directory, please visit www.ashleyhall.org/alumnae for details.

1. Babs Tomkins Ewing '69 embraces fellow classmate Sue Levkoff '69 | 2. The 2019 Distinguished Alumnae Award Winners: Jan Ector Pesavento '69; Elizabeth Felder McDermott '84; Frannie Baker Reese '84; Barbara Rivers Huey '75; and Linda Muckenfuss Plunket '69 | 3. Alberta Katrina Grimes '84 and Frannie Baker Reese '84 converse with other class members | 4. Andrea Maxfield Williams '69 looks through the 1969 issue of The Spiral | Photos by Kelly Grace Photography

BEYOND THE GATES:

National Geographic, March 1939

By Jennifer Turner, Editor & Institutional Writer

When DuBose Heyward (*Porgy and Bess*) wrote about Charleston past and present for *National Geographic* in 1939, he chose to mention places that embodied the essence of his native city. In existence at that time for only twenty years, Ashley Hall had already gained a sterling reputation and a loyal following in the community, and it is no surprise that three photographs of the School were included alongside Heyward's review of places quintessentially Charleston. In addition to photographs of McBee House and its spiral staircase, the magazine featured Ashley Hall girls behind the scrollwork of gates now located near the first grade fairy garden on Smith Street. The caption reads, "Student smiles flash through old scrollwork gates at Ashley Hall. Such fine hand-wrought iron gates are found at the entrances to many old Charleston homes and estates. Here scrolls contrast pleasingly with the latticework beneath." Today, visitors to campus can still see the gates as well as the smiles of Ashley Hall's students, who are part of the School's enduring legacy. 🏡

Photo courtesy of National Geographic



Photo by Meredith Adkins Frazier

Bold = School graduates will attend | **Number** = Graduates accepted

Class of 2019 *College Acceptances*

We are so proud of the Class of 2019 and cannot wait to see the marks they make on the world!

The University of Alabama (10)

American University (2)

The University of Arizona (2)

Auburn University (9)

Baylor University

Belmont University (4)

Brandeis University

Brenau University

University of California, Los Angeles

University of California, San Diego

University of California, Santa Barbara

College of Charleston (5)

Christopher Newport University

Claremont McKenna College

Clemson University (19)

Clemson University (Calhoun Honors College)

University of Colorado at Boulder (2)

Cornell University

Dartmouth College

Davidson College

DePaul University

Drexel University

Emerson College

Flagler College

Florida State University

University of Florida

Fordham University

Furman University (3)

Georgetown University

University of Georgia (6)

Haverford College

University of Hawaii at Manoa

High Point University

Hope College

Jacksonville University

Lafayette College

Mercer University

University of Miami

University of Michigan

University of Mississippi (6)

New York University (2)

The University of North Carolina at Chapel Hill (2)

University of Notre Dame

Oglethorpe University

Pennsylvania State University (2)

University of Pennsylvania (2)

Pepperdine University

Princeton University

Providence College

Rhodes College

University of Richmond

University of San Diego

Sarah Lawrence College

Savannah College of Art and Design

Savannah College of Art and Design, Hong Kong

Sewanee: The University of the South (3)

University of South Carolina (14)

University of South Carolina (Honors College)

University of South Florida, St. Petersburg

University of Southern California

Southern Methodist University (6)

Spelman College

Stetson University

Syracuse University

The University of Tampa (2)

University of Tennessee, Knoxville

Texas Christian University (7)

Tulane University

Vanderbilt University

Vassar College (2)

University of Virginia (3)

Wake Forest University (2)

Washington and Lee University

Washington College

Western Washington University

Wingate University

University of Wisconsin, Madison

Wofford College (7)



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