



FALL 2020

FROM THE HEAD OF SCHOOL

The measure of a school is how it adapts to its students' needs. This is how we've adapted.

A GLOBAL PANDEMIC; DEEP RACIAL,

political, social, and economic divisions; disruption to all aspects of school life. The challenges are daunting — but they are also generative, giving birth to enormous empathy, creativity, and resilience. As we adapt in this moment, I find inspiration in Mira Hall's words on the cover of this magazine, written in the face of the Great Depression.

Your school is bringing its boldest and most creative energy to meeting these challenges head-on, making transformative experience possible today and tomorrow. We have reimagined our schedule and curriculum, adapted classroom practices for online and in-person learning, and altered our campus for living and learning during a pandemic. We have reconfigured and rethought just about everything, from how we move through the halls to how we manage Horizons, all while keeping equity and inclusion top of mind.

I am grateful for the teachers, staff, and administrators who care so deeply about our students and have worked tirelessly to accomplish our re-opening. I appreciate tremendously the understanding of families as we navigate these uncertain times, and I am ever thankful for our alumnae and the broader Miss Hall's community for being behind us every step of the way.

Has the present situation had an effect on our students? Of course — and these young women are responsible, earnest, unselfish, and eager to make a difference. I am inspired every day when I see them in action.

LEFT: Members of the Class of 2021 at this year's outdoor — and socially distanced! — Ring Ceremony. Photo by Sophie Lane '96.

Quia fratton

ADAPTING OUR

Curriculum

HOW DO TEACHING AND LEARNING

happen during a pandemic? With a little bit of creativity, a lot of reimagining, and a dose of flexibility. All are in the wheelhouse of the Miss Hall's faculty.

The universal disequilibrium caused by the pandemic saw MHS teachers come together, collaborate, learn, and develop new ways to deliver curriculum, interact with students, and work with colleagues. And have they ever responded. They reimagined both what they are teaching and how they are teaching it, using new technologies to break down the barriers of geography. Students have benefitted from direct access to professionals in their natural habitats: artists in their studios, specialists at their places of work, brain trusts in their home offices. Here are some examples.



TAPPING THE EXPERTS

Keeping the campus safe means no visitors to and field trips from campus, but that hasn't stopped teachers from putting students in touch with experts in their field of study. Instead, they got creative and are bringing community expertise and experience into the virtual classroom.

A few of the many examples include: artist Nickola Pottinger and designer Ekin Tumer '15 met virtually with the Gallery Class; **Brooklyn-based arts professional** La Keisha Leek visited Studio Art II/III; documentary filmmaker Aaron Kalischer-Coggins spoke with sophomore Horizons students; Andrea Zhang '18, a photo major at the School of the Art Institute of Chicago (SAIC), and photographer Bill Wright (father of Paige '21; at left); visited Photo I/II; and screenwriter and playwright Nannina Gilder visited Filmmaking.

SERIOUS RESEARCH IN SERIOUS TIMES

Hallmark Humanities students take deep dives into subjects of personal interest, guided by History Teacher Michael Alexander, Ph.D., and English Teacher and Leonhardt Family Teaching Chair Rebecca Cook-Dubin, who co-teach the class. The students' topics this year are pretty impressive.

- **Emma Adelson '21**: gender inequalities in veterinary medicine
- » Alessandra Alicia '21: forced sterilization in Puerto Rican women in early 20th century
- » Rose Aloo '22: persecution of Jehovah's Witness followers through the 20th-21st centuries
- » Truc Hoang '22: the legacy of the Vietnam War through the eyes of Americans and the American media
- » Hannah Holt '21: the sad clown paradox — comedians, depression, and the psychology of laughter
- » Olivia Kick-Nalepa '22: the growing empowerment of female dancers and ballerinas in the context of sexism, racism, and Eurocentric ideals
- » Selina Li '21: vampires in 17th-19th century literature and their reflection of society's fear of nonconformity and "the other"

- » Juju Qui '21: the depiction of demons in Neil Gaiman's Good Omens through the lens of Thomas Aquinas' Summa Theologica.
- » Jiho Shin '21: the history and dominance of Korean Hagwons and their impact on youth's mental health
- » Cailyn Tetteh '22: Gen Z and the consequences of hyperconnectivity and stan culture
- » Phuong Vo '21: oppression and government control in contemporary dystopian young adult novels and the social justice impact on teens
- » Ivy Zhou '22: a comparison of Chinese and U.S. responses to teenage depression



History Department Chair Matthew Rutledge P'08, '11, on teaching his new Hallmark Democracy course around the recent U.S. elections. "Just like elsewhere," he continues, "the topics of most importance to our girls include racial justice, the coronavirus, and our place in the world. These issues clearly matter."

On the pivot to a hybrid teaching model: "I teach an online cohort in the morning, and then I teach an in-person cohort in the afternoon, so those classes have a tendency to go in different directions within the same framework. This lets me adapt to whatever happens in different ways, and this feels rich, to me."

"The level of interest and the depth of feeling surrounding this historic event are astonishing: I feel better about our future just watching these kids work."

Schedule

New flexibility in our schedule prioritizes learning and connection, no matter where students may be

TERM 1 SEP 8; ALL REMOTE	TERM 2 0CT 19	TERM 3 NOV 30
COURSE 1	COURSE 3	COURSE 5
COURSE 2	COURSE 4	COURSE 6

IN JANUARY, DIRECTOR OF ACADEMIC COUNSELING

Sarah Virden and English Teacher Monica Kirschmann attended a weeklong Independent School Management (ISM) conference on student-centered scheduling.

Their trip was particularly timely. The School was about to launch an 18-month process to revamp the daily schedule. The plan was to begin that work in the spring of 2020. So much for the plan.

The coronavirus/COVID-19 pandemic forced a *transformational* reimagining of the entire MHS schedule for 2020-21 — and without the luxury of an 18-month timeline.

"We knew we had to reconfigure all aspects of how we teach and deliver content, and develop a schedule that worked in hybrid and fully remote models," explains Ms. Virden. She and Ms. Kirschmann followed up with a June ISM workshop, Scheduling for a Pandemic. "The first words out of the facilitator's mouth were, 'You have never scheduled for these conditions before, so what previously existed won't work," she recalls.

A task force charged with looking at the use of time and schedule at MHS, hunkered down this summer and went to work. Their efforts produced a schedule of six, five-week terms, a model radically different from the two-semesters of typically five to six classes.

Students take two, in-depth classes per term, meeting twice each week in 90-minute classes. Time is built into each day for individual study or work with other students across time zones. The schedule prioritizes flexibility, active learning, and deep engagement for on-campus and online learners.

"From the beginning, the task force made a conscious decision that maintaining community was essential, especially if we were not all together," Ms. Virden adds. "There was a commitment that anyone who was learning remotely would have an experience that wasn't just 'watching school.' They would have access to live teachers and equal instruction as the students who were on campus."

The schedule includes time for advisor meetings and other key pieces of the MHS program, including College Counseling, Community Meeting, ensembles, essential coalitions and clubs, Horizons, modified athletics, and Student Life programming. The day is also heavy on "asynchronous," out-of-classroom work.

Though forced to adjust for the pandemic, in many ways, the pump was primed for the changes, notes Dean of Academics and Faculty Lisa Alberti '73. The School has longstanding relationships with ISM, an organization on the forefront of student-centered scheduling, and with One Schoolhouse, a rich source of pedagogy for

FROM TWO SEMESTERS TO SIX TERMS

Our new schedule is built around six, five-week terms (rather than the previous two-semester structure). Students take two courses per term, which means they have one synchronous, 90-minute class per day — the balance of the day is personalized to each student's passions and needs. Faculty teach every lesson twice, once for students who are on campus and in person, and once for those students who are learning remotely.

TERM 4 JAN 25	TERM 5 MAR 15	TERM 6 APR 21
COURSE 1	COURSE 3	COURSE 5
COURSE 2	COURSE 4	COURSE 6

progressive online learning, and faculty enrolled in several One Schoolhouse summer courses as they prepped for the 2020-21 school year.

That the MHS daily schedule was revamped three years ago, and more changes were envisioned, made moving away from the existing schedule easier. The move away from Advanced Placement (AP) courses [see pages 19–23] paved the way for even more reimagining. The pandemic forced that hand.

"In the spring, we triaged and adjusted on the fly," notes Dean Alberti. "We learned a great deal from that, but we knew that for the fall we had to be intentional and explicit in how we scheduled and how we approached the curriculum. These changes are short-term, and our schedule will not look the same post-pandemic, but we are learning a lot, and there are some elements that could remain." A student-centered schedule, asynchronous use of time, and more meeting time with advisors come to mind.

Ms. Virden concurs. "Longer teaching time, rather than frequent movement to many classes in a day, may become more the norm," she adds. "What Term 1 and Term 2 this year have taught us is that we can deliver a robust program in many different ways, and that our teachers are incredibly flexible, while not missing a step in terms of the academic program they are delivering." •

"I am amazed every day at my daughter's confidence in communicating her ideas with students on three different continents. Even spread out as they are, the community has never been more inclusive or more supportive."

> — REGGIE CANAL, MISS HALL'S TRUSTEE AND PARENT OF CHELSEA '21

ADAPTING

Horizons

QUARANTINE, ISOLATION, AND TRAVEL

restrictions don't come in handy when running an off-campus, experiential learning program. But, Director of Horizons Alison Basdekis and her team pivoted and reimagined the 2020-21 Horizons program so that it works in on-campus, online, and hybrid settings.

Ninth-graders focus on diversity equity and inclusion (DEI), health and wellness, and leadership practices, much like they do during a typical school year, while sophomores are continuing their place-based learning, with a few adjustments to "place." (right)

Juniors are tackling remote, student-led projects, and seniors are participating in remote internships, personalized projects, and "IN-ternships" with MHS adults. These projects run the gamut, from assisting with DEI workshops for ninth-graders to curating content for Miss Hall's Makes — makes.misshalls.org, to designing a new contemplative garden space on campus (middle) and capturing the goings-on around the campus as part of the MHS Storytelling team (far right.)

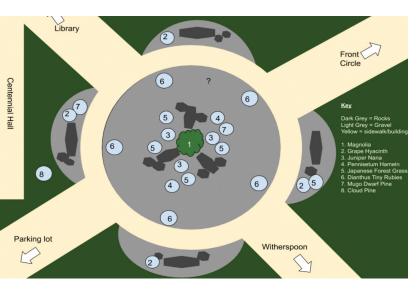
It just goes to show that contributing boldly and creatively can take many forms!



GOING WITH THE FLOW

Sophomore Horizons emphasizes place-based learning, traditionally, familiarizing students with the greater Berkshires community. That could mean drawing inspiration from the Shakers who lived just around the corner from the MHS campus, visiting the birthplace of civil rights icon W.E.B. Du Bois in nearby Great Barrington, or pitching in to help the Housatonic River Initiative improve the health of the river's watershed.

So, how to do that during a pandemic? Change the place. Day students and boarders use the Miss Hall's campus, as seen above with Science Teacher Jennifer LaForest, while students learning remotely this year are instead studying a waterway close to where they live. They are exploring the environmental, cultural, and socio-economic aspects of their waterway, doing research and data collection, learning from experts, sharing information with their peers, and participating in a social action project. Each term has a different theme. This includes centering stories about their water way, water quality science, and how this applies to their story, food and farming, and soil science with land stewardship.





A PLACE TO BREATHE

Garden Design is a personalized, yearlong Horizons project created by three seniors eager to explore landscape architecture, enhance the natural beauty of the MHS campus, and improve community wellbeing.

Working with Greenhouse Manager Marian Rutledge, Sarah Briggs, Nya Mielke, and Brooke Telfer have designed a meditation garden at the intersection of Witherspoon Hall, the Humes Euston Hall Library, Centennial Hall, and the Ara West Grinnell 1901 Greenhouse, the literal and figurative locus for growth at MHS. The immersive space they envision would be tranquil, a place for raking gravel patterns, adjusting rocks, and setting cairns.

"A more nature-centric MHS may look like spending more class time outdoors or doing your homework under the sky. We are privileged to live in such a beautiful area of the Berkshires and on such a beautiful campus. As we get dirt under our nails and plants into the ground, we have the opportunity to strengthen school pride and educate our community on the importance of nature in our lives."

A NEW CHAPTER

A Horizons intern in the School's Marketing and Communications Office, Sam Kangethe '22 is interested in the art of storytelling. Her first project? A podcast that turns the tables on the boarding school admissions process.

To pull it off, she has tackled a new technology (Audacity), tapped the expertise of professionals, and reached out to the admissions officer who impressed her as an applicant to Miss Hall's School.

Pictured here interviewing Ali Haas, Associate Director of Admissions, Sam is the one asking the hard questions: "What are you looking for in prospective students?" "How does self-presentation play a role in your decision-making?" "How have COVID-19 limitations factored into the application process?" "Will anything from 'the new way' change how you do your job in the future?"

ADAPTING OUR

Campus

RETURNING TO CAMPUS MEANT

adjusting to a whole set of guidelines and changes, from one-way stairwells and hallways to limits on the number a people in a room to a whole new way of dining.

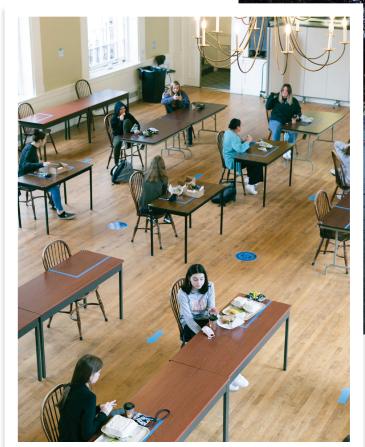
It's taken a little getting used to, and remembering which doors are in-only and out-only has taken some longer than others, but hats off to Campus Services Team members for spending their summer installing arrows, putting up plexiglass, and measuring to make sure desks and tables are indeed *six feet apart*.

We successfully navigated two weeks of quarantine (The students particularly appreciated meals delivered straight to their rooms. Thank you residents, faculty, and staff who pitched in on quarantine duty!), and we were ready on Day One of in-person classes on October 19.

We miss the buzz of everyone eating together in the Dining Room, but Chef Meg and her team have done a great job of keeping us well fed and offering a variety of grab-and-go options to eat in other spaces across campus.

There have been a lot of changes, but sacrifices are well worth making to be able to bring students back to campus. Thank you to all who made it happen!

What hasn't changed? We still have 80 beautiful acres to enjoy, and we soaked up every minute of gorgeous Berkshires weather this fall. •



Centennial Hall now serves as a place for socially distanced eating or studying



Public areas like the new serving station on the Centennial Hall stage have protective equipment





reconfigured for safest occupancy



Leadership team enjoying some of our 125 new Adirondack chairs, donated by a parent, which have enabled many outdoor meetings and classes

The World

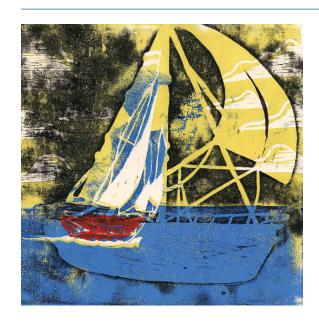
BEING AN INCLUSIVE COMMUNITY

requires ongoing work and commitment, and our community hasn't missed a beat, translating our ongoing work with diversity, equity, and inclusion (DEI) to digital platforms. Last spring, for instance, the International Student Alliance turned its annual Cultural Fair into a digital experience of student-produced videos, and this fall, hosted an online conversation about election processes around the world — keeping our international community connected to our on-campus community, even while apart.

The Diversity Coalition, Spectrum, and Essence have also been meeting virtually, as have two of our new affinity spaces for adults: White Anti-Racist Activism (WARA) and People of Color. Both began meetings over the summer and continue their work during the school year — part of our move from one-time DEI work to regular and ongoing workshops. Online platforms like Zoom can occasionally feel transactional or devoid of engagement, but participants in both of these groups have spoken about the richness of these conversations — a measure of our community's empathy, curiosity, and commitment to one another.

"WARA helped me see the value of engaging in racial justice work communally. It is only in coming together that we can learn to communicate about racial issues, to share our stories, to listen to one another, and to hold one another accountable."

—LIZ KULZE, ESOL TEACHER, ON THIS SUMMER'S WARA WORKSHOPS



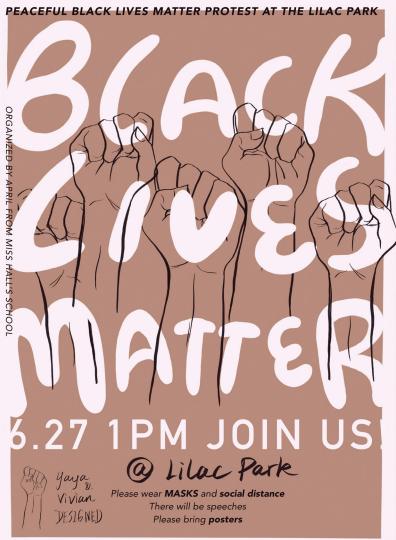
SAME STORM, DIFFERENT BOATS, HEADING TO SHORE TOGETHER

The phrase "same storm, different boats" emerged from some of our DEI work this summer and caught fire with the faculty and staff. The idea is fairly simple: we're all dealing with the same issues in our world — COVID, racial injustice, etc. — but we each come from a different perspective, we each have a unique way in which we're meeting those storms.

The phrase did not originate at Miss Hall's, but we've added our own kicker — heading to shore together — to highlight both our collaborative nature and our strength when we work together.

While this is a useful frame for our DEI work this year, it has already become a useful theme for other work. This year's Convocation, for instance, featured speeches from students and adults on this idea.

Artwork by Phoebe Spare '15



Like many people across the country, Miss Hall's students joined local protests this spring and summer in the wake of ongoing police brutality. Shanyse-Yasmine Reed '21 and Anna Claire Korenman '21, below, attended one of these in early June. At the end of June, April Harwood '23 organized a protest for in support of Black Lives Matter; the poster, at left, was designed by Yaya Wang '20 and Vivian Liu '21.

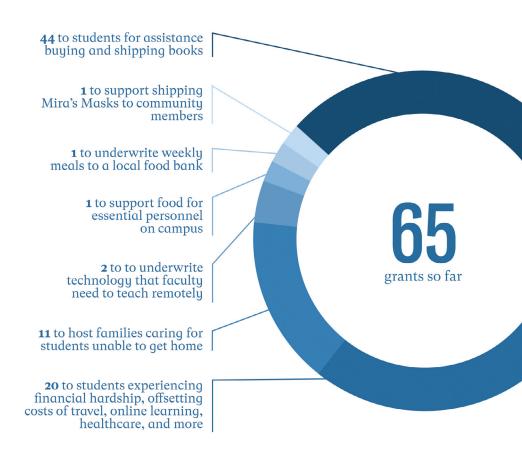






ADAPTING TO OUR

Students' needs



AS GLOBAL TRAVEL WAS INTERRUPTED DUE TO THE

pandemic, many students struggled to find ways home, two of their Miss Hall's classmates acted quickly to support them. The impact has been broad-ranging.

Cailyn Tetteh '22 and Truc Hoang '22 sprang into action, proposing a relief fund — the Community Action Fund — to help friends struggling to adjust travel plans. They articulated a vision of contributing boldly and creatively to the common good by banding together student contributions and class gifts, plus support from MHS alumnae, family, and friends, to make a direct impact on the lives of students.

The Community Action Fund, adjacent to the Annual Fund for MHS, addresses needs that arise within our family, faculty, and staff community at this unprecedented time. The fund has enabled students to travel safely home, supplied technology for distance learning, and provided access to basics such as groceries, rent, and household items to MHS families in need.

The fund has also supported professional development for faculty as they reimagined teaching for hybrid and distance learning, provided funds to help with unanticipated financial hardships caused by COVID-19, and offered relief for those most vulnerable in the broader Berkshires community, as part of our commitment to the common good.

As of November 5, 2020, we have raised \$80,952.71 and distributed 65 grants.

Want to contribute? Visit misshalls.org/give-now

THANK YOU TO OUR COMMUNITY ACTION FUND DONORS!

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Teaching OUR Teaching

A dispatch from English Teacher Richard Scullin

THE TIMES ARE DIFFICULT. BUT WE CAN use this moment to act on principles we have

been developing over time.

As a teacher of English, and as someone who often thinks about how to integrate digital media with curriculum, I (and my



colleagues, and teachers all over the world) have been wrestling with the complex work of making this happen intelligently.

We know we cannot replicate what happens in the classroom. We do, however, have great students, passionate teachers, and a powerful set of tools to connect with each other across the globe.

A philosophy for learning and technology in a pandemic: What, then, does the best of our work look like? And what can we carry forward as school buildings begin to reopen in the future? Here are six ideas:

- » Tap student interest, passion, curiosity. Now more than ever, design learning "engagements" that start with student interests, passions, and energy. Make these engagements more open-ended and flexible. Journals. Observations and Reflections. Personal opinion pieces. For instance, invite students to generate and showcase their own questions concerning an open-ended prompt or reading. Reacquaint the learner with the curious act, the act of curiosity. Let that curiosity fuel learning.
- Embrace diverse technological possibilities. Use what you have. Be experimental, flexible, and adaptable. Our students have vastly different situations at home. We and they should seize connected learning opportunities afforded by any number of modes and platforms voice, video, text, email, and more. For instance, embrace at least momentarily WeChat, WhatsApp, TikTok, Marco Polo, etc. surveillance capitalism aside. Let students leverage and devise their own modes of connecting and communicating. The specific technology is not as critical as the connection.
- » Collaborate opportunistically. We can redefine the concept of collaboration so that it embraces smaller, more accessible moments such as a phone call, a text message, a shared video, a collaborative drawing, traded photos moments that allow for synchronous and asynchronous communication accessible to everybody. We can welcome and embrace the different possibilities and availabilities that our students bring to a project. Let students do what is comfortable and use what is available.

- Participate and produce. Engage through making. Ask learners to conceive, create, and produce. Engage in a variety of modalities experiments, art, performance, writing, data, research, and more. Design your own cloth mask. Interview your relatives or friends and create personal histories. Record simple data such as the number of new bird species that have arrived for spring. Make. Make, and then share with your community. Sharing a creation or production resides at the core of each learning moment. And, at the same time, acknowledge that sometimes it's ok not to be productive. We need to experience forgiveness and grief and sorrow.
- where they are. Leverage students' varied locations, wherever that may be and however that is defined a room, an apartment, a park, a sidewalk, a field. Respect distancing but embrace non-traditional localities for learning. Use the local/e to generate data, research, writing, science, performance, etc. and bring it back to the peer group. Share their local; share their locale.
- » Encourage self-reflection and self-assessment. Emphasize the student learner and their self-awareness. Shift the responsibility of assessment to the learner, thereby increasing ownership and amplifying her pride, motivation, and passion. Messy experimentation and the surprising ways it goes well and the inevitable ways it falls short can be rendered valuable through reflection. Reflections carry forward important educational moments in this unprecedented period.

We won't be perfect. And we must be kind to ourselves, to our families, and to our students. Yet this current challenge is also an invitation to adopt new approaches to new circumstances and to create new hybrids for learning. •

This article, by English Teacher Richard Scullin, was published in May 2020 on the National Writing Project's website, writenow.nwp.org.

TEACHERS TEACHING TEACHERS

Faced with a school year unlike any other, MHS faculty sprang into action this summer. Reimagining their teaching for a "hybrid" learning model, they took advantage of every possible resource, including launching their own peer-to-peer training.

Forty faculty enrolled in online professional development through our partners at One Schoolhouse and the Global Online Academy, ranging from daylong workshops to three-week courses focused on designing for online learning. And then something magical happened: they started teaching each other. Targeting three key areas — technology, assessment, and curriculum — colleagues helped their colleagues prepare an academic program that would work in all locales, in-person and from a distance.

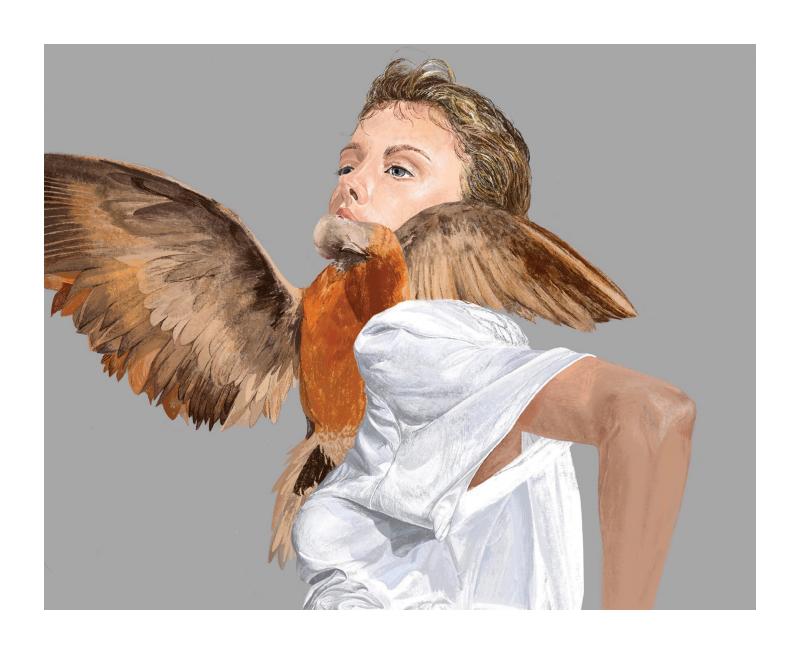
"Our premise was simple: our school is filled with experienced teachers who had participated in outside professional development courses or had expertise in certain areas. If we could tap into them, we could empower their voices and raise up each other."

— Christopher Ouellette

The resulting "Summer Series" featured teacher-led sessions that included:

- » Innovative Practices w/ Zoom, English Teacher Richard Scullin
- » Wayfinding, Science Department Chair Donna Daigle and English Teacher Monica Kirschmann
- » Student Agency and Classroom Culture, Elizabeth Gatchell Klein Studio Art Chair Sophie Lane '96 and Donna Daigle
- » Maximizing Learning Outcomes in a 5-week Term, History Teacher Michael Alexander, Ph.D., and Monica Kirschmann
- » Supporting Learning Needs in a Hybrid Model, Christopher Ouellette, Director of the Leonhardt '76 Academic Skills Center
- » Assessment, Math Teacher Adrienne Lazes '05 and Donna Daigle





"厌食者-Orexis." Digital Illustration by Juju Qiu '21

MOVING BE



YOND A.P.

OUR NEW HALLMARK COURSES ALLOW STUDENTS TO DIVE DEEPER INTO SUBJECTS THAN EVER BEFORE

There are five Ping-Pong balls in a bag. One of the Ping-Pong balls is green. Reach into the bag and select a ball. What is the probability it will be the green one?

WHAT ARE THE ODDS MS. SUTTON WILL ASK YOU A

question such as this in her Hallmark Statistics class? The short answer: probably next to none.

"Hallmark Statistics is built around real-world problems," explains Math Teacher Joanna Sutton, who introduced the class last year. "We're working with material that is directly relevant to students' lives, and I want to provide students with applications that not only stress the importance of what they're learning, but also mean something to them."

Those concepts — project-based work and deep investigation into subjects of personal interest — are two cornerstones of a reimagined Miss Hall's curriculum that continues evolving. The latest evolution? "Hallmark" courses.

Introduced in the 2019-20 school year, these forward-thinking, upper-level classes allow for personalized, in-depth,

"Colleges and universities want students who are flexible, motivated, eager, proactive, adaptable, adventurous, curious, and genuine."

—COURTNEY HATCH BLAUVELT DIRECTOR OF COLLEGE COUNSELING

and sustained inquiry. They also provide students with advanced work in the MHS core competencies of vision, voice, interpersonal efficacy, and gumption, and they have supplanted Advanced Placement (AP) classes in the MHS academic program.

Hallmark Statistics was one of nine Hallmark classes — at least one in each academic department — to debut last year. This year, the MHS course catalog includes sixteen Hallmark courses. (In all, twenty-one Miss Hall's classes have been redesigned for this academic year — and that was before MHS faculty dug into adjusting for online and hybrid learning models because of the ongoing coronavirus/COVID-19 pandemic.)

This redesigned curriculum is built around three academic levels. Foundational courses, typically taken as ninth-graders and sophomores, provide students with core skills essential to succeed in each discipline. Electives, typically sophomore year and beyond, offer students a breadth of classroom experiences and opportunities to delve into subject areas they find most interesting. Hallmarks cap the MHS academic experience.

"These are higher-level, challenging, dynamic, innovative courses," explains Dean of Academics and Faculty Lisa Alberti '73. "They're an opportunity for personal inquiry and investigation and a chance for students to do a deep dive, using the foundational skills they've learned in their earlier courses."

In Hallmark, for example, students work with advanced sources. The classes require motivated students who can work independently, and there is often a public component, an opportunity for students to share what they have learned with the School community. Further, Dean Alberti points out, the idea behind Hallmark is not simply "more," and Hallmark courses are not meant to be a college experience.

"We are providing students with an experience that prepares them for college and beyond. The skills students are developing now, at Miss Hall's, are what colleges and universities are looking for in applicants. A Hallmark course gives students a window into college-level coursework and prepares them to excel and contribute at their next school."

The decision to reimagine the MHS curriculum and introduce Hallmark had been in the works for several years, notes Director of Academic Counseling Sarah Virden.

"We wrestled with a number of questions — Is it feasible? Can we do it? What are the options?" Ms. Virden notes, and those conversations extended to college admissions offices. "We asked a lot of questions about how Hallmark would be interpreted and what it would mean for our students, and we were told, 'You're not alone.'

"What colleges told us was to describe what Hallmark is and where it lives within the curriculum," she adds. In other words, they want to know that Miss Hall's students take the most appropriate and advanced courses available to them.

"Many, many independent high schools have gone in this direction already or are going in this direction," adds MHS Director of College Counseling Courtney Hatch Blauvelt. "This is not news at all to college admissions offices. We also



Yaya Wang '20 receives feedback during a Review Board for Hallmark Art Intensive.

GIRL-CENTERED

IN SERVICE OF GIRL-CENTERED LEARNING — AND

alongside some of the best and most progressive schools in the county — Miss Hall's moved away last year from the Advanced Placement (AP) curriculum that had long been part of the academic program. In its place, MHS's Hallmark courses emphasize in-depth study, self-direction, exploration, and thematic approaches. Hallmark courses require students to work from a solid knowledge base and apply information in real-world contexts.

Science Department Chair Donna Daigle's Hallmark Environmental Science class is a prime example. Instead of a syllabus tied to a prescribed curriculum, reading load, and exam requirements, students gain hands-on skills in research, critical thinking, and presentation while working with a teacher who is deeply passionate about the natural world.

"Their year-long study of local watersheds brings students outside the classroom regularly — whether they are on campus or around the world — to explore and study the natural environment most relevant to them — the one they live in," explains Director of Admissions and Enrollment Management David Hopkins. "The research and work they do is practical and accessible, and highly engaging."

This shift is significant, and one that has been welcomed by students and faculty alike.

"What colleges and universities are looking for in firstyears is very different than what it used to be," notes Dean of Academics and Faculty Lisa Alberti '73. "AP classes had their time and their place, but in the digital age, colleges have moved away from memorizing information. They want students who can do research, write and communicate, analyze information, and think across curriculum topics."

Director of College Counseling Courtney Hatch Blauvelt concurs. "Colleges and universities want students who are flexible, motivated, eager, proactive, adaptable, adventurous, curious, and genuine," she notes. "They want students to have taken advantage of opportunities to stand out and to have participated in shaping their own experience. Hallmark courses allow them to do exactly that by giving them the freedom to deeply engage in the content."

Hopkins adds, "When presented with the choice between reading about the environment in a classroom or putting on waders and stepping into a stream on Tuesday morning to collect water samples with their classmates, I've found that most kids choose to get wet!" •





consulted with them about the skills their most successful applicants need, so those concepts could be built into course development. Colleges and universities want students who are involved, independently driven, proactive, and users of knowledge."

Prospective students and families have also responded enthusiastically to Hallmark, notes David Hopkins, Director of Admissions and Enrollment Management.

"They are excited by the opportunity for focused, deep learning that allows students and teachers to engage holistically in a subject area and really explore their passions from unique and varied perspectives," Mr. Hopkins says. "They are excited to build and practice the research and critical-thinking skills that they will need in college while studying topics that are relevant and interesting to their lives."

Mr. Hopkins notes, however, that Hallmark does require added conversations with families, particularly those who are accustomed to thinking of AP as the gold standard for education and who judge or rank a school by the number of APs offered. "It's very important to communicate to families that Hallmark was developed in consultation with college admissions offices, and to let them know that the skills Hallmark courses build are the skills that colleges are looking for in their applicants," he adds.

The pandemic forced classes online for the school year's final weeks, so some of the public presentations did not happen as planned, but there were several of those experiences earlier in the year. Hallmark Humanities students shared their work and sought feedback from students and adults, and MHS adults sat in on review panels as Hallmark Art students presented their work.

In her classroom, Ms. Sutton believes that engaging students in ways that go beyond learning the mathematics of applied statistics resonate more deeply with them. During the course of the year, for example, the class explored social justice issues and election-related issues, two areas of particular interest to the students.

One class project looked at census data for a given area and compared it with the prison population in that same area. Another looked at graphs from news outlets, and showed how those graphs could be manipulated to fit a viewpoint. Other students examined the U.S. Gender Wage Gap, and outlined its economic and social costs.

"Last year was a great entry point," Ms. Virden notes, adding that each department expanded its Hallmark roster this year. "It allowed us to showcase what is possible, and we saw enthusiasm and investment from the students and faculty. The courses our students have the opportunity to take, whether Hallmark or our electives, are amazing." •

MICHAEL LAVIN FLOWER; AMY INGLIS

THE HALLMARKS OF A HALLMARK COURSE



Hallmark Environmental Science uses project-based learning to teach students to test and interpret the biology and chemistry of the local Pittsfield water system. They use primary sources and data to examine the physical, historical, cultural, global context, and impact of a watershed on a community.

By the end of the year, **Hallmark Humanities** students will have built a graduate level "research toolbox," which includes developing sophisticated independent research skills and becoming an expert on a topic of their choice. An individual research project is a cornerstone of this course. (See page 2 for some of our students' research topics this year.)



"I took **Hallmark Humanities** because it looked like a really innovative approach to learning. What I enjoyed most was the independence of the project! I have never gotten to plan and execute such a large project on my own (with the support of teachers

and peers, of course)."

'The areas we explore in Hallmark Latin are identified by the students, and we start with the idea of, "I've always wanted to learn more about X.' It's nice for the students, who

have worked hard to get to this level of proficiency in a language. It is very motivating for them to hear, 'What do

 Language Department Chair and Hallmark Latin Teacher Sarah Nix, Ph.D.

vou want to do?""

— Hannah Holt '21

PERSONALIZED LEARNING

PROJECT-BASED WORK

DEEP INQUIRY AND INVESTIGATION

PUBLIC PRESENTATION

Students in the Hallmark Art Intensive participate in Review Boards, a non-graded evaluation that allows students to present work and receive feedback from their personal team. The group also talks about future ideas for the artist to consider as they work toward a culminating solo show featuring 20 pieces that reflect their voice and growth as an artist.

"I think it was overall quite exciting and eye-opening. Usually, artists speak to the audience indirectly through their works. Having the Review Board, however, breaks this boundary between the artist and audience, leading both sides to a transcendental level of understanding. That's the moment when I saw an intricate relationship developed between me and my art: I gave birth to my art; the second it was completed, its existence relied on the rest of the world."

— Yaya Wang '20





SINCE COMING TO THE UNITED STATES IN 2019,

Kidist Mekonen Fesseha '22 has been surprised by the lack of diverse representation in the media and the photography she has seen. So... she did something about it.

Kidist photographed thirteen models — twelve Miss Hall's students and MHS Dean of Equity and Inclusion Paula Lima Jones — for her photography exhibit "Black Representation." The stunning portraits, which measure 20 inches by 30 inches, were displayed in the Front Hall of the Main Building. "I wanted to do a photo shoot that centered around black

members of our community," says Kidist, who noted that it took about two weeks to take the photos, then another week to edit and sort the pictures. "I wanted to challenge myself and have a photo shoot with a good meaning behind it. I enjoyed the process the most — connecting with my models and seeing how excited they were when they saw how the pictures turned out."

Long interested in photography, Kidist hadn't had a chance to pursue the interest until last year, when she started taking photography after arriving at MHS as a sophomore. •

FRENCH AS A WINDOW TO THE WORLD

An adventurous traveler lands in the Berkshires and falls in love with Miss Hall's

AURÉLIE CRESSIN COULD HAVE LANDED ANYWHERE.

She has, after all, visited more than 60 countries and territories around the globe. And, when Aurélie says visited, she only counts places she has fully explored, not, say, simply passed through on a connecting flight or spent a few days.

It was fortuitous then, that when she visited Miss Hall's for a teaching interview in May 2006, while finishing her Master's Degree at the University of Arkansas, it was a beautiful day in the Berkshires. Mlle. Cressin, originally from France, had been considering teaching and staying in the U.S. after graduation, and an immigration lawyer suggested she look into independent schools. She went online and discovered a posting for a French Teacher at MHS.

"I decided to apply, as it seemed to be my dream school: high school, the values, the mission, single-sex education, a beautiful campus, and so much more," recalls Aurélie. "I realized I was right when I came for my interview. It was a beautiful, sunny, and warm spring day (which fooled me, I must admit), and the community was so warm and welcoming. I loved it as soon as I stepped foot on campus and did not hesitate for one second when I was offered the position."

Since joining MHS, Aurélie has taught five French classes each year, in addition to her roles as a beloved student advisor (She received the May 2020 Pietas Award, given to a faculty and/or staff member who goes above and beyond for the School community.) and resident — seven years on 2nd South (formerly 2nd New) and the last seven in Groves Hall. She supervised the French Club for many years, has served on multiple committees, been a mentor to new faculty and new advisors, and, not surprisingly, coordinated a 2011 school trip to Paris and London, and chaperoned a 2018 school trip to Haiti.

Aurélie's family has always traveled. When she was a youngster, they visited Provence every summer, and, when she was 10, the family began annual international trips, the first to the 1992 Summer Olympics in Barcelona and the following year to Poland. "The first trip that really stuck with me, however, was the next year, when we visited French Guiana, in South America," she explains. "That trip changed my life and turned me into the adventurous explorer I am



Aurélie Cressin teaches her Hallmark French class in January 2020.

today. I went there a second time a few years later, and today I dream of going back, as it is still to this day one of my favorite places."

Aurélie points out that teaching was not initially in the cards for her. She did not enjoy her high school experience, and thought that as an introvert, being a teacher did not fit with her personality. "Being a teacher seemed like a terrible idea to me then," she recalls, but when she was getting her Bachelor's Degree at the Université du Maine, something changed. "I had wonderful teachers who made me want to get up in the morning to go to class, and I really enjoyed learning. I saw teachers who were really passionate about their jobs. That's when I started considering it." Her university and the University of Arkansas have a TA exchange program, so Aurélie jumped at the opportunity to still be a full-time student while trying her hand at teaching under the close supervision of experienced professors. "I felt quite comfortable in that role after that dreadful first day of classes. I did that for two years while getting my Master's, and I've been at MHS for 14 amazing years now."

Simply put, Aurélie loves teaching French, which is not only a beautiful language, but also a useful one, spoken by

an estimated 270 million people worldwide. "Contrary to what people might hear, it's not hard, but it's not easy either, I confess," she notes. "Learning French is a good intellectual challenge that can benefit people's lives, as it is a means to appreciate art, literature, music, and cinema, to increase one's employment opportunities, and to travel to more places in the world and interact with the local population, among other reasons."

She also loves teaching at MHS, first and foremost, because of the students. "They have so much potential, they are ambitious and driven, and I admire their hopes and dreams," Aurélie says. "I know that they are all going to impact this world in a positive way and that they are going to accomplish extraordinary things." Aurélie also believes in the School's mission and the values and has felt supported by the administration and her peers since her first day. "I know that this strong camaraderie is rare and very special to MHS," she says. "It is truly a unique place with an exemplary culture and very special people. I wouldn't change it for the world. Oh, and the beautiful campus is definitely a plus."

Fortunately, Aurélie's travels brought her to Miss Hall's on a sunny day in 2006! •

CLASS OF 2020

I don't believe that it is a c the Class of 2020 — for we something greater. Thoug than we thought it would. has brought us all togethe lot of 'I don't knows' right uncertainty and that bluri that I do know, one thing We are the creators of a fu brilliant, and so revolution of 2020, can you see it? Ca

coincidence that we are have always envisioned h today looks different it is in fact vision that r today. There are a t now. But, among the riness, there is one thing that I can see so clearly. ture that is so bright, so nary. So, I ask you, Class an YOU see it?

CLASS OF 2020

Sixty bold and creative contributors to the common good became the newest MHS alumnae on Sunday, May 31, during the School's 122nd Graduation.

Amal Aden Lomesia Allen Kaidi Aloupis Ella Biancolo Xinlin Cai **Emily Carmel** Kande Charles Jiayi Cheng Hannah Chrzanowski Asiana Cothran Mava Mao Mei Creamer Anh Trang Do Marva Essence Ezell Jennifer Galvin Ruonan Gao Ava Gillette Angela Guachione Meredith Hall Qinyu Han Ashley Cussen Hehir Olivia Irion Breonna Chantay Jamison Ria Kedia Lanna Knoll Emma Gervase Kotelnicki Isabelle Maria Lapierre Soleil Teresa Laurin Abigail Rachie Linton Yuning Liu

Annie Lombardi

Jenna Maces Téa Francesca Mazzeo Erica Morales-Armstrong Jacqueline Taylor Mosley Yuka Nakano Dang Van Khanh Nguyen Khanh Dan Nguyen My Hoang Thao Nguyen Alanna O'Reilly Sophia Madeline Perry Naruedee Prempojwattana Serena Rice Kathryn Sirois Kailani Small Charlotte Smith Xuanxuan Song **Evelyn Stewart** Linh Chi Tran Napasorn Visuthiwat Ayla Ann Maria Wallace Bingqi Wang Ning Wang Yu Wei Riagain Wiley Yuling Xiao Xinyan Yu XinRan Yuan Jingtong Zhang Yujing Zhang

Zhongyin Zhang





WELCOME TO OUR NEW TRUSTEES

THREE NEW TRUSTEES HAVE JOINED

the Miss Hall's School Board and one Emeritus Trustee returns, bringing with them a wealth of talents, experiences, and expertise.

Kristina Delgado '09, Elizabeth Welch Gustafson '88, and Sheila Nutt, Ed.D. P'09 have joined the Board, while former Board President Susan P. O'Day '77 has re-joined the ranks.

Kristy, of New York and Germany, is an international advocate, social change strategist, and global policy specialist currently working with the Open Society Foundations' International Migration Initiative. She has worked at the intersection of racial justice, migrant advocacy, and humanitarian policy in Turkey, the United States, and Germany for nearly a decade. Prior to joining Open Society, Kristy served as the director for a grassroots non-governmental organization in Turkey, providing genderresponsive relief to urban refugees during the peak of the Mediterranean Migrant Crisis. Possessing experience within community-led and international policy levels, she has also worked as a consultant for United Nations bodies, international non-governmental organizations, and political strategists to advance strategies that shift power to affected communities and bolster equality, justice, and democracy. A former Fulbright fellow, Kristy holds a Master of Public Policy from the Hertie School of Governance in Berlin and a Bachelor of International Relations from the George Washington University.

A resident of Basking Ridge, New Jersey, a practicing artist, and a dedicated volunteer, Beth follows in her parents' roles











as MHS Trustees. Beth's father, Joseph F. Welch, and her mother, Marcia Welch, both served on the MHS Board in the 1980s, and sisters, Lori '83 and Cindy '86, also attended Miss Hall's. Beth currently serves on the Parents Association's Steering Committee and Athletic Booster Board at Gill St. Bernard's School, in Gladstone, New Jersey, where her son, J.W., is a junior. She also serves on the vestry of St. Bernard's Episcopal Church in Bernardsville, New Jersey. Additionally, Beth has served as an MHS Class Rep and Reunion Chair for the Class of 1988. A graduate of Colby College as an Art History and Studio Art major, Beth continued her studio art education at The Isabel O'Neil Studio Workshop. She worked in the jewelry business and in retail in New York City before moving to New Jersey in 2000. Beth enjoys oil painting, all things creative, hiking with her 2 Labs, Maizie and Charlie, and spending time on Nantucket whenever she can.

Sheila, of Newton, Massachusetts, is the Director of Educational Outreach in the Office for Diversity, Inclusion, and Community Partnership at Harvard Medical School. Previously, she was Executive Director for the Center for Human Development in Ethiopia and a Communications Consultant at the United Nations Economic Commission for Africa (UNECA). Sheila graduated from the University of Massachusetts Boston and earned an M.Ed. in Early Childhood Education from Boston University, a Master of Theological Studies (MTS) from Harvard Divinity School, and an Ed.D. in Educational Administration and Instructional Development from the Boston University School of Education, where she received a Martin Luther King, Jr., Fellowship. Sheila is the mother of Tsega Meshesha '09 and aunt of photographer Kidist Mekonen Fesseha '22 (whose work is featured on pages 24–25) and a past member of the Miss Hall's School Board of Visitors.

Susan, of Jupiter, Florida, rejoins the Miss Hall's Board after having served the last seven years as an active, Emeritus Trustee. She retired in January 2020 from her position as Executive Vice President and Chief Information Officer for The Walt Disney Company and is excited to be back on the East Coast. Susan joined Disney in 2008 from Bristol-Myers Squibb, where she served as Chief Information Officer and Vice President of Global Shared Services. She previously worked for twelve years with CSX Corporation, the railroad and transportation company, ultimately rising to Assistant Vice President for Telecommunications. In 2012, STEMconnector, an online STEM clearinghouse, named Susan among its 100 women role models in its inaugural 100 Women Leaders in STEM publication. She holds an M.B.A. from The College of William and Mary and a B.S. in math from St. Lawrence University. Susan joined the MHS Board in 1998 and served as its President from 2002 to 2013. She is currently co-Chair of the Be Bold Campaign, Chair of the Development Committee of the Board and a member of the Board's newly formed Incident Advisory Committee. •

THANK YOU TO OUR OUTGOING TRUSTEES



The School also wishes to thank departing Trustees Susan Dick, Carolie Rutter Frazer '64, and Carolyn A. Green '74, who have completed their terms on the MHS Board. Susan, Carolie, and Carolyn did yeowomen's work on behalf of the School during their tenure and we are grateful for their commitment.



Susan served on the Board from 2009 until 2014 and re-joined the Board in 2017, serving on the Executive and Investment committees and as Relationships Chair of the Development Committee. Susan's niece is Sarah Whiting Wilson '01.



Carolie served on the Board for a decade, was an active member of the Development Committee, and Chair of the Trusteeship committee.

Carolyn, grandmother of Ayla Wallace '20, joined the Trustees in

2012, chairing the Audit Committee and serving on the Facilities & Compliance, Finance, Executive, and Investment committees.

Thank you, all, for your dedicated service to Miss Hall's School!

TRISH SHUART RETIRES

TRISH SHUART HAD JUST RETIRED (FOR THE SECOND

time), had moved to the Berkshires with her husband, Ross, and was staying at her sister's house in West Stockbridge while waiting for furniture to be delivered to their home in Pittsfield.

"We were looking at the newspaper one Sunday morning, and my brother-in-law noticed a blue and gold ad for a Math Teacher," Trish recalls. "My sister said, 'Don't you dare,' so I had to. My initial mindset was that it would just be for a year." That was in 2011.

Trish retired in June, after nine years at MHS, the last six of those years as Math Department Chair, and wrapping up (we think) a career she hadn't initially considered. "The last thing I wanted to do was teach math," Trish recalls. "I didn't even want to major in it, but it was almost destiny. Your passion is what it is. You go with the flow, and things happen."

Trish did major in math and was living in Syracuse when a local high school needed a Math Teacher mid-year. She taught there for three years, earned her master's degree at Syracuse University, and was an instructor at Onondaga Community College in Syracuse for twelve years. In 1988, she joined the State University of New York at Oswego and retired (for the first time) in 2000, when Ross took a position in Florida.

Then, Trish unretired, joining Polk State College, in Winter Haven, Florida. She was a Mathematics Professor, Mathematics Academic Coordinator, Associate Dean of Math and Science, and Dean of Academic Affairs, before retiring in 2011 and moving to the Berkshires. Joining MHS, she taught Algebra I, Algebra II, AP Calculus BC, AP Statistics, Introduction to Statistics, and Topics in Modern Mathematics.

"I will miss being with students and my colleagues, and the community and how genuine and vibrant it is," she notes. Trish and Ross have two grown daughters and two granddaughters and had planned to travel in retirement, but those plans have been complicated by the coronavirus/COVID-19 pandemic. Still, Ireland and the Northwestern U.S. are on the list. Trish had also planned to volunteer at

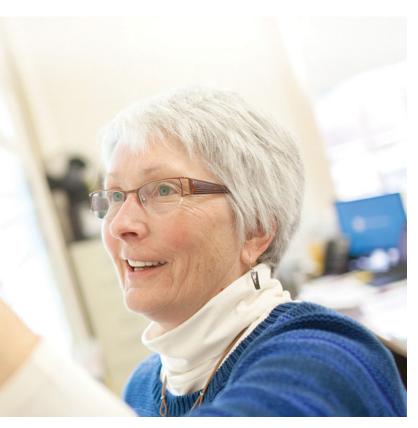


Tanglewood, but those plans, too, are on hold. (If she gets bored, I am sure MHS could find something for Trish to do!)

"My first day at Miss Hall's, I was just so impressed with the girls, and I fell in love with the School, the community, and the students from the beginning," she adds. "The students are just very impressive, and they've become more impressive as the years have gone by."

Thank you for your service to Miss Hall's School and its students, Trish! •

NEW DEPARTMENT HEADS







Brittany Kickery

Julie Schutzman, Ph.D.

CONGRATULATIONS TO MATHEMATICS TEACHER

Brittany Kickery, who has been named Math Department Chair, succeeding Trish Shuart, who retired in June.

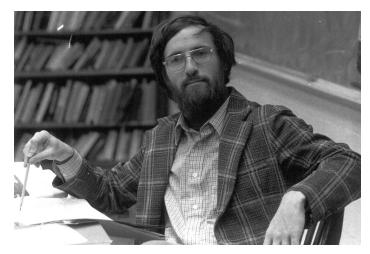
Brittany joined Miss Hall's in 2014-15, coming to the School from Mount Everett Regional High School in Sheffield, Massachusetts, where she had been a Middle School Math Teacher. Brittany earned an M.Ed. from the Massachusetts College of Liberal Arts and earned her B.A.S. in Secondary Education and Mathematics, with a minor in Spanish, from Salve Regina University.

CONGRATULATIONS TO ENGLISH TEACHER JULIE

Schutzman, Ph.D., who has been named the Phoebe Goodhue Milliken '37 English Department Chair, succeeding Rebecca Cook-Dubin, who held the position for the past four years. Additionally, English Teacher Monica Kirschmann will succeed Julie as Director of The Writing Center at MHS.

Julie previously served as English Department Chair from 2010 to 2016. She taught from 2005 to 2007 at MHS, then returned in 2010, after spending a year advising the Writing Fellows program at Williams College. She holds undergraduate and graduate degrees in English from Brown University and earned her Ph.D. in English from the University of Pennsylvania. •

REMEMBERING OUR FRIENDS



TRAFTON FOSTER, FORMER HISTORY DEPARTMENT

Chair, has passed away in Florida.

Mr. Foster, shown at right in his classroom, joined Miss Hall's in 1977. He taught History and Psychology, assisted with College Counseling, and coached cross-country, recreational skiing, and boys' soccer, among other duties, serving at the School until 1995. After Miss Hall's, he moved to Florida, where he continued to teach.

"He was an amazing teacher and was loved by so many of his students. He would always walk into his classroom on the second floor saying, 'Good morning, glorious day.' And the way he dressed; nothing ever matched, and it was great!"

— Wendy Ballantine Wills '84

"Trafton served as my Department Chair in the History Department, and he was a kind man, who had a wonderful, droll sense of humor and way of delighting kids and connecting with students that personifies our personable approach to teaching. Like many teachers who spend time at Miss Hall's, he was a beloved figure, certainly a character, an important part of the School's history, and a teacher students loved."

— History Department Chair Matthew Rutledge P'08, '11

FRIEND OF MISS HALL'S SCHOOL MICHAEL HAWLEY

passed away June 24 in Cambridge, Massachusetts.

A computer programmer, professor, musician, speechwriter and impresario who helped lay the intellectual groundwork for what is now called the Internet of Things," as noted in his obituary in *The New York Times*, Mr. Hawley also published *Bhutan: A Visual Odyssey Across the Himalayan Kingdom*. Measuring five feet by seven feet and weighing more than 130 pounds, the book was certified by Guinness World Records at the time as the world's largest book, according to *The Times*. It also became the foundation of a special bond with Choki Lhamo '10 and Miss Hall's School.

In 1998, Mr. Hawley visited Bhutan and, inspired by



its beauty, decided to produce a limited-edition book of photographs to raise money for schools in Bhutan, according to the Miami University Libraries. For two years, he and a team of photographers took 40,000 photographs of their travels, which included pictures of daily life through the eyes of two Bhutanese children, Choki and Gyelsey Loday.

Mr. Hawley later helped support Choki's education at MHS, and visited the School in 2008. In 2014, Choki presented the School with a smaller-scale version of Mr. Hawley's book, which remains in the collection of the Humes Euston Hall Library. (Choki took the photo of Mr. Hawley above.)

As noted in *The Times*, Mr. Hawley began his career as a video game programmer at Lucasfilm, the company created by the *Star Wars* director George Lucas. He also worked at NeXT, the influential computer company founded by Apple, Inc. co-Founder Steve Jobs, and was a professor at the Massachusetts Institute of Technology Media Lab for nine years.

For the last 15 years, Mr. Hawley curated the Entertainment Gathering, or EG, a conference dedicated to new ideas. He was also a noted pianist, playing alongside the cellist Yo-Yo Ma at the wedding of the celebrity scientist Bill Nye, joined one of the first scientific expeditions to Mount Everest, and wrote commencement speeches for both Mr. Jobs and the Google co-Founder Larry Page. •

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FACULTY/STAFF UPDATES









Helen Telfer P'21







Natalie Matus P'05

Meghan Rusk

MEGHAN RUSK HAS BEEN NAMED KITCHEN MANAGER

for the MHS Culinary Services Team, responsible for kitchen oversight and leadership of the MHS Culinary Services team.

Chef Meg joined Miss Hall's in March as Lead Cook, coming to the School after three years of cooking at cafes in Williamstown, supporting Williams College. There, she specialized in preparing from-scratch meals and bakery items for daily menus and high-volume catering.

In addition to endearing herself to the MHS community with her tasty meals and treats, Chef Meg has launched a video series — "Mira's Quick Bites" — short features offering recipes and helpful culinary tips, such as how to make strawberry soup and veggie art.

SEVERAL MISS HALL'S COMMUNITY MEMBERS ALSO have new titles, roles, or responsibilities:

- » Robert Aldrich has been named Director of Operations and has joined the School's Leadership Team. Bobby joined Miss Hall's during the 2011-12 academic year as Director of Campus Safety and was named Director of Campus Services in 2013.
- Helen Telfer P'21 has been named Chief Financial Officer. Helen joined MHS in July 2018 as interim Director of Finance and Operations and was named to Director in December 2018. Helen is also a member of the Miss Hall's Leadership Team.

- » Horizons Teacher and Athletics Coach Kim Boland '94 has added 12th Grade Advisor/Coordinator to the many hats she has worn since joining Miss Hall's in 1999 as an Admissions Counselor. In addition to her Horizons and Athletics responsibilities, Kim also serves as co-Coordinator of Diversity, Equity, and Inclusion (DEI).
- » Natalie Matus P'05 has been named Director of Alumnae and Family Engagement. Natalie joined Miss Hall's in July 2017 as Director of Leadership Development.

MISS HALL'S ALSO EXTENDS BEST WISHES TO

Director of Athletics and Varsity Basketball Coach Brad Horth, Science Teacher Lee Blackmer, History Teacher Char Green, and Associate Director of Admissions & Financial Aid James Eberhart, who have left Miss Hall's for new opportunities. Thank you, Brad, Lee, Char, and James for your service! •

AN INVITATION FOR BLACK ALUMNAE



In keeping with the School's core values of respect, honor, authenticity, and growth, and in support of our deep commitment to diversity, equity, and inclusion, we invite all Black alumnae to come together to inform the creation of a Black alumnae affinity group.

We hope that this group will be an important space for sharing and support — needs identified in the listening sessions we held in July 2020. The group will serve as a resource to students and to each other and will inform the larger Miss Hall's volunteer body as we work toward anti-racism.

For information, please contact Dean of Equity and Inclusion Paula Lima Jones at

plimajones@misshalls.org.

Dean of Equity and Inclusion

Vanessa Stair '06
Miss Hall's School Trustee

A NOTE FROM NORVELENE

AFTER THIS STRANGE AND TRYING SPRING, I WOULD

like to reach out to all at Miss Hall's. I'm guessing that there will be no Valedictory Tea for those of us who are leaving Miss Hall's this year. I myself had a very touching and lovely sendoff on my last "Me to We" class in November. I feel very honored by the freshwomen's presentation and thoughtful gifts and poems. Thank you so much, Director of Horizons Alison Basdekis, and ninth-grade girls.

So, this is a good-bye to the MHS community. For 45 years, you have played a major role in mine and Tony's lives.



From the days of (former Head of School) Bob Bussey, (former Assistant Head of School and Math Teacher) Jim Ervin, and (former Dean of Students) Nancy Coleman, through the decades, and several heads. we have always held the School in the highest of regards.

We knew all the boys from The Hall School. Most of them joined the Outdoor Program, mainly because we did a lot of off-campus hikes, climbs, and camping out with the girls. Rest assured that Tony and I would be tenting in the big middle of the group. I had ears like a rabbit in those days. We even have fond memories of Andrea Becker '79, who we all honor at Graduation. It was a wonderful ride.

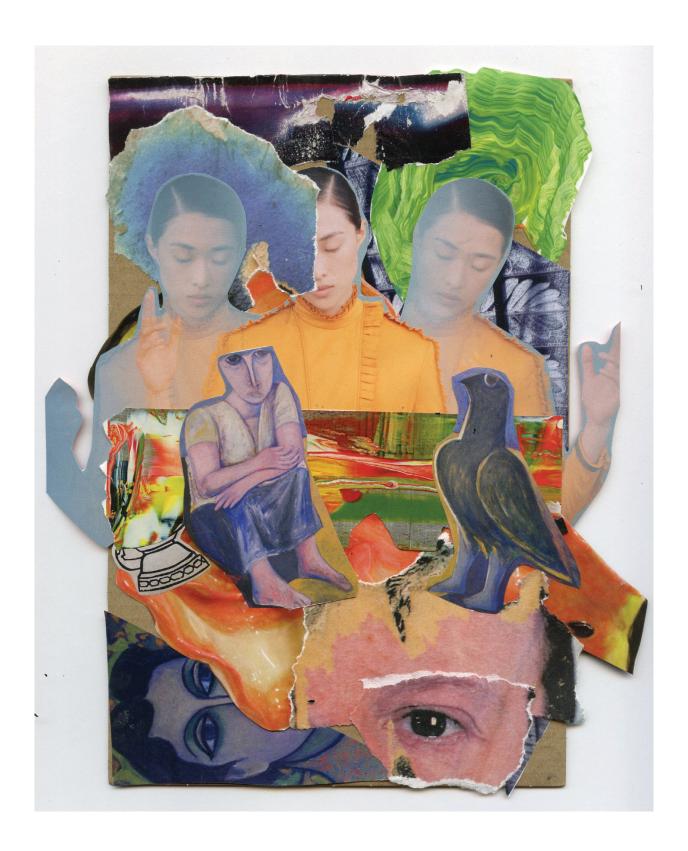
I have a lot of anecdotes, of course, that I won't share with you now, but I would like to share my very favorite, in hopes that it lightens your day just a bit. Back in the day, we were allowed to take groups of students for long weekend climbing or backpacking trips. Several times,

we took students to Acadia National Park in Maine, where there was great hiking and rock climbing. Sue Lovell made some of those trips with us. Students would rappel down a granite face to sea level, with only one way to get back up. That was to climb. Very thrilling!

Flash-forward twenty years later, and Tony and I were on a trip in Maine. Of course, we go to Acadia, to all the old haunts. Tony taught climbing for Hurricane Island Outward Bound School in the summer, as well, so many memories of Otter Cliffs engulfed us. We remember the climbers path to the cliffs, and find ourselves alone at the spot. I am sitting on my favorite rock, looking out at the sea, and Tony is in his standard position near the edge peering over. I heard voices and saw a man and a woman, about 35 years old or so, carrying a climbing rope and gear. I heard the man say, "Yes, this is it! This is where we went to climb!" Then, he stopped dead in his tracks, staring agape at Tony, and, after a moment and with bated breath, stated, "And that's the man who taught me how to climb!!" I then recognized him, believe it or not, and we had a very sweet reunion with Jeff Goodell '80, one of the lads from The Hall School. This was a magic and precious moment for us and hopefully for Jeff, too. Five minutes either way and we would have missed each other.

So, I bid you farewell and hope to stop in once in a while. You do such amazing work here, and I'll always be proud to say that I once worked for the School. ●





MILESTONES

Deaths

Jean Erdman Campbell '34
Theodosia Smith Casey '44
Virginia Manny Lancaster '47
Lorraine Nichols Higbie '49
Maureen Vincent Beck '50, former Trustee
Elizabeth Farrelly Morrill '51
Hope Haviland Leizear '51
Anna Wells Kalal '52
Essie Harris Wade '68
Justine Bross Yildiz '61
Gerry Snow Welles '70
Trafton Foster, former History
Department Chair
Michael Hawley, friend of
MHS (Choki Lhamo '10)

Patty Winn, former Accounts
Payable Specialist

In Sympathy

Anne Crosby Nichols '49 on the death of her sister-in-law Lorraine Nichols Higbie '49 Wendy Bross Frazier '56 on the death of her sister Justine Bross Yildiz '61 Comfort Gilder Gordinier '59 on the death of her mother Anne Alsop Gilder Palmer Caroline Amory '76 on the death of her mother Elisabeth Jackson Rose Anita-Lucille Nichols Staeheli '76 on the death of her aunt Lorraine Nichols Higbie '49 Patricia Parker Mueller '78 on the death of her mother former trustee Helen Walker Parker Evelyn Johnson Frierson '78 on the death of her son Kenneth Jerome Frierson Nina Coletsos '79 on the death of her brother Andrew Coletsos Anita Warren '67 on the death of her cousin Gerry Snow Welles '70 Annette Pankey '80 on the death of her grandmother Wendy Jackson Robbins '87 on the death of her mother Roberta "Robin" Jackson Dense Balamaci Forbes '99 on the death of her father William Balamaci Jasmin Stanley '07 on the death of her grandmother India Adams Rance English and German Teacher Ingrid S. MacGillis on the death of her husband Donald

IF YOU WOULD LIKE TO CONNECT WITH YOUR CLASS REPRESENTATIVE(S), OR WANT TO SEND US YOUR CLASS NOTES FOR A FUTURE MAGAZINE, PLEASE EMAIL US AT ALUMNAE@MISSHALLS.ORG.

The Advancement Office at Miss Hall's School retains the right to edit content included in Class Notes. When you submit news, please be aware that information may have to be edited in order to follow format and fit space requirements. **Thank you.**













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PHOTOGRAPHY & ART

Robert Aldrich Ben Bocko Merritt Colaizzi Amy Inglis '08, Avida Love Photography Michael Lavin Flower Julia Heaton P'24 Sophie Lane '96 Olivia McKeon '23 David Smith P'20 Debra Wendell P'20

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MISS HALL'S SCHOOL

492 Holmes Road Pittsfield, MA 01201 Tel: 413-443-6401 Fax: 413-442-2874

misshalls.org

advancement@misshalls.org

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HERITAGE SOCIETY

In the fall of 1995, Miss Hall's School announced the establishment of the Heritage Society to honor alumnae and friends who remember the School by bequest in their estate plans, or who have made life income gifts.

New members added between July 1, 2019 and June 30, 2020 listed in italics.

Anonymous (3)
Jane Tracy Ahrens '73
Robert J. Aldrich
Grace Vogel Aldworth '49+
Marjorie Peterson

Anderson '67 Bettina Moran Anthony '52+ Barbara F. Appell '69+ Barbara Miller Arnold '31+ Mary K. Atwood '83 Marcia B. August P'94, '00 Nancy Gustafson Ault '73 Nancy E. Bacon '72+ Joan Brooks Baker '62 Wilder Baker+ Vanda Glade Baker '53 Wendy Sprole Bangs '63 Barbara G. Barrett P'09 Anne Benjamin Barry '41+ Mariel E. Beasley '02 Maureen Vincent Beck '50 Martha Beck von Peccoz '53 Frank S. Bell, Jr. P'85 Polly Putney Bell '56+ Carla Wilkinson Bellemare '84 Timothy J. Berg P'88 Marsha Berg P'88+ Lesley Finnell Blanchard '73 Doreen A. Boatswain '75 Anne Fickling Brainard '75 Nancy Peterson Brewster '43+ Eleanor Daniels

Bronson-Hodge '35+ Sally Nicholson Brooke '60 Jane Acheson Brown '37+ Louise Este Bruce '43+ Robert C. Buffum+ Sydney Hinkle Buffum '47 Martha D. Bullock '81 Isabel Goff Bunge '54+ Deborah Washburn Burke '55 Eunice Davidson Burley '58 Alice Butler Burnham '65 Jane Mason Campbell '30+ Geraldine Kimberly

Carpenter '20+ Susan Rowland Chollet '62 Anne Louise Luquer

Clinton '52 Anne Peterson Conolly '70 John K. Conway P'88+ Barbara J. Cooperman '73 Alison E. Cowie '00

Sally Manny Cross '40+ Natalie Cook Culley '62 M. Hope Dean '65

Gwendolyn Gwynne de Clairville '33+ Sarah R. DeLong '90

Thomas A. DeLong P'90, '93+ Elizabeth DeLong Delvin '93

Susan Dennehy '95 Diana Fetter De Villafranca '51+

Susan L. Dick Virginia Dodge '29+ Nancy E. Dorman '74+ Louise Lins Ducas '61 Madeleine Bronson Dugan '69

Wendy Ross Eichler '58 Elinor Ellsworth '59 Grace White Ellsworth '32+ John E. Ellsworth P'59, '60, '65+ Barbara Humes Euston '29+

S. Page Faegre '65 Craig M. Ferguson P'91 Barbara Fickling P'71, '75, '83+

Catherine Watjen Flemings '55 Alisha Arnold Foster '78 Angela W. Fowler '73 Carolie Rutter Frazer '64 Pamela Waterman Gale '54 Julia Ix Genovese '91

Cynthia Naylor Gillispie '39+ Adrianna Zuill Goodfellow '57 Mary Norton Gordon '36+ Virginia Devilbiss Gordon '32+ Mary Linen Graham '34+ Isabella Grandin '26+ Carolyn A. Green '74 Nancy Dow Grover '58 Gale Robb Guild '53

Clifton Gustafson P'70, '73+ Janet Gustafson P'70, '73+ Valorie Walker Guthrie '71 Terry Triest Guylay '59

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Judith Hill Kittredge '49

Elizabeth Gatchell Klein+ Joan Kelley Kopperl '55 Sally Bonaiuto LaBonte '88 Elizabeth La Branche '35+

Claudette de Clairville Lauren '58

Joy Fischbaucher Law '63 Michele Lazorko '76 Lee Auchincloss Link '61

Gail Gustafson Lintern '70 Paula Wood Loud '65 Susan L. Lupien '87

Kate Bicknell Luzius '58 Charlotte Lathrop Mabley '27+ Greer Andrews Macready '60

Deborah Johnston Magowan '63 Janis K. Martinson P'08 Lucilla Fuller Marvel '53

Verna Damon Matthews '48+ Natalie Matus P'05 Roger Matus P'05

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Courtenay Compton
McGowen '64

Phyllis Bennett McQuillen '30+ Shelley B. Miars '69 Florence K. Millar '40 Margo Miller '53

Sarah Daniels Morse '67 Carolyn Castle Munson '60 Ruth Milliken Murphy '30+

Jill Ford Murray '51+ Deirdre D. Nicholson '98 Deborah Graves Nolin '52 Jeannie Norris H'62, H'12 Susan P. O'Day '77

Olivia Offner '05



Laura Rand Orthwein, Jr. '58 Kathleen Oliver Parker '43+ Nancy Brewster Paternotte '65 Sally Gooch Paynter '51 Hilary A. Pender '67 Bonnie Campbell Perkins '57 Patricia W. Peters '68 Sarah Daniels Pettit '40+ Ella Manny Place '39+ Charles Platt P'04 Renia Platt P'04 Virginia Penn Plexico '57 Hilary Prouty '62 Shiella Davis Puddephatt '89 Louise Ransom '41 Cris Cristiano Raymond '55 Carol Reineman Rees '52+ Katherine Bolman Rhoads '25+ Margaret Holmes Robbins '59 Vanessa Rooks '89 Faith Ford Sandstrom '62 Frederick H. Sandstrom Eleanor Dommerich Schmeltzer '31+ Mary Joe Sentner '62 Patricia Casey Shepherd '69 Sinclair Siragusa '82 Grant S. Smith Patricia Manley Smith '55 Richey Smith Sandra Roe Smith '56 Stacey Sotirhos '89 Linda Connell Sproul '59 Margaret Stanley '32+ Charlotte M. Stetson '62 Flizabeth McChristie Stetson-Pettit '37+ Donna Miller Straat '55

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+deceased

BECCA HAJJAR '89

BECCA HAJJAR '89 MIGHT JUST BE PREDISPOSED TO

giving — her blood type, after all, is O, the universal donor. That is not, however, what prompts her generosity with her alma mater.

"I got a leg up in my education and in my career because my parents were willing to send me to Miss Hall's," says Becca, Senior Vice President of Field Development with Commonwealth Financial Network, an Independent RIA/ broker-dealer outside of Boston. She believes wholeheartedly in the MHS mission of empowering girls and young women, having been a beneficiary of that mission.

"One of the things I love about Miss Hall's is how supportive everyone is, and I know how important it is to have leadership opportunities at such a young age," says Becca, who as Chair of the Board's Investment Committee, further knows how crucial the School's endowment is to its long-term sustainability. That's why she joined the Heritage Society, making Miss Hall's a beneficiary of her retirement account.

"I'm really passionate about paying it forward," she adds. "I want to help the next generation, and I know how important it is for the School to be around for more than the next 100 years."

Becca, we couldn't agree more!

For information about the Heritage Society, please call Natalie Matus P'05, Director of Alumnae and Family Engagement, at 413-395-7064.



492 Holmes Road Pittsfield, MA 01201 misshalls.org

