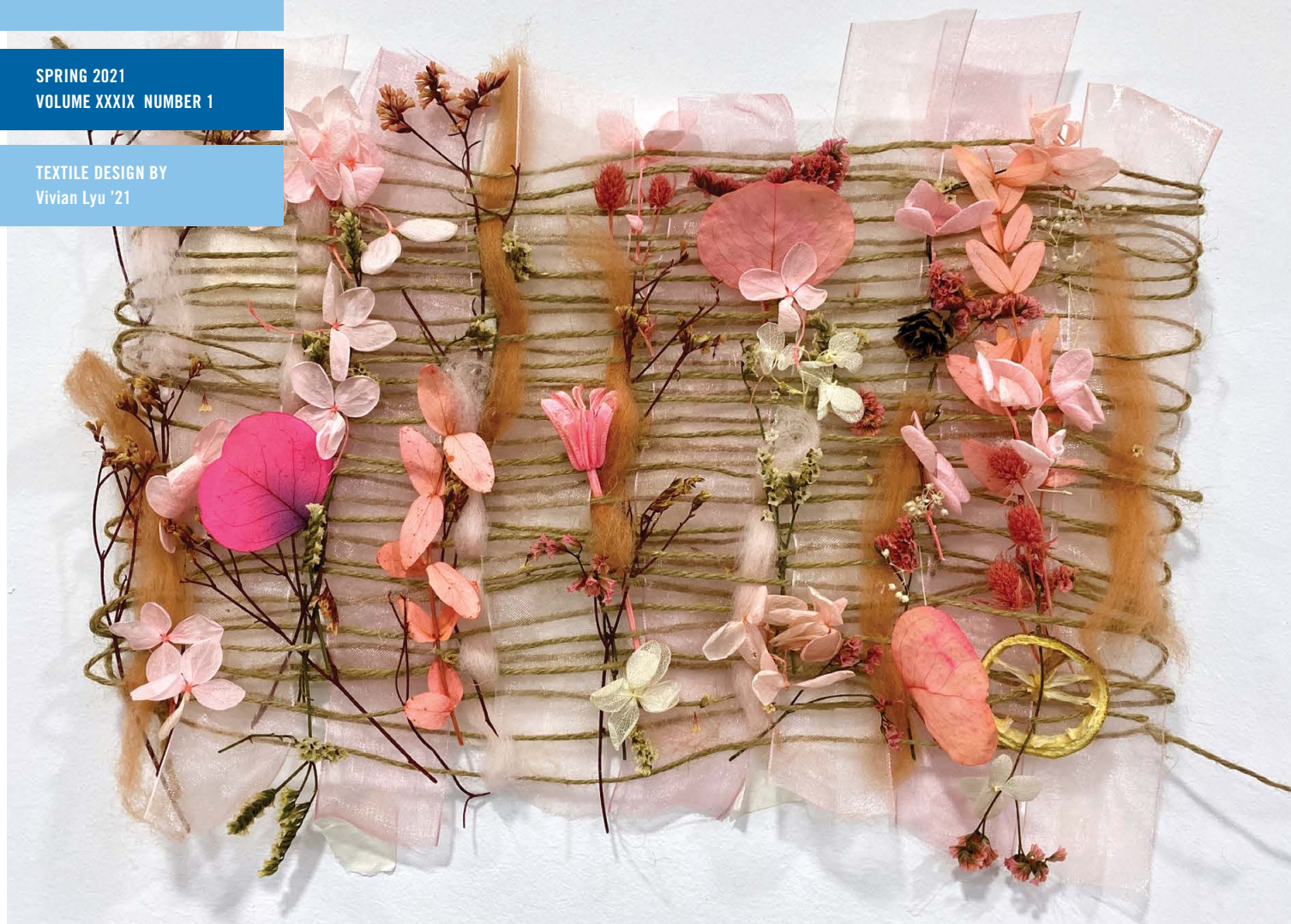


# MISS HALL'S SCHOOL

SPRING 2021  
VOLUME XXXIX NUMBER 1

TEXTILE DESIGN BY  
Vivian Lyu '21



**“NO ONE CAN GUARANTEE HOW THIS YEAR AND THIS TIME IN OUR HISTORY WILL TURN OUT, BUT AT THE END OF THE TUNNEL, THERE WILL BE LIGHT. LIFE WILL GO ON, AND I’M CONFIDENT OUR YOUNG GENERATION WILL FIND WAYS TO CONTRIBUTE TO OUR NEW WORLD.”**

—SELINA LI '21





## FROM THE HEAD OF SCHOOL

# We will always face challenges. Our best response must be asking, 'How do we emerge stronger?'

**THIS YEAR HAS SHOWN WHAT WE ARE MADE OF.**

As we negotiated the abrupt shift to hybrid learning, transformed our campus, and navigated a fraught political climate, we have continued to learn and support each other as a community, even when we could not be together.

Throughout the pandemic, Miss Hall's faculty have delivered an engaging, *innovative program*, redesigning classes for in-person and online cohorts. Students have produced amazing work, from the first-ever TEDx at MHS to new entrepreneurial initiatives, demonstrating a *commitment to engagement, service, and leadership*, when it would have been easy to disconnect and say, "I can't do it."

We have doubled down on our commitment to building a more *inclusive community*, with adults and students actively engaging in dialogue about pressing issues, families joining monthly Zoom chats, and alumnae signing in to our "Second Tuesday" gatherings. We have mastered new technology and found ways to socially distance, stay connected, express ourselves, and grow, demonstrating a *culture of adaptability, collaboration, and excellence*.

If the words in italics seem familiar, it is because they are straight from our Strategic Design, which guides all that we do. The priorities of the Design — innovation, inclusion,

engagement, and adaptability — have prepared us for the current challenges and provide a roadmap as we emerge stronger and look to future changes and opportunities ahead.

The pages herein document many bright spots: the power of passion projects, the value of human connection, and our shared commitment to the common good. But, we are not out of the woods yet. The pandemic's after effects and the issues we all face require bold and creative problem solving. Fortunately, we will soon send fifty-seven bold and creative problem solvers from the Class of 2021 into the world, with new student leaders stepping up to follow in their footsteps after they graduate.

Forging ahead is what we have done for 123 years. And, in this season of renewal, we are grateful for the restorative force and generosity of spirit of this resilient community.



**EMERGING STRONGER:  
SCIENCE**

# OPENING PATHWAYS FOR GIRLS IN SCIENCE



## Expanding Opportunities for Student Scientists

**THE MATH IS FAIRLY STRAIGHTFORWARD — INCREASE** the number of girls studying science, and you increase the number of women scientists.

Two recent changes in the MHS Science Department aim to do just that. First, all departments at Miss Hall's moved away from the Advanced Placement curriculum this year [see "Moving Beyond A.P." in the Fall 2020 MHS *Magazine*]. Second, the department stopped sequencing students into "honors" and "regular" tracks. Instead, foundational classes such as Biology and Chemistry include students of all abilities.

"By taking off the 'honors,' we have a more heterogeneous mix of students in each class, and we're no longer labeling students," says Science Department Chair Donna Daigle. "Those labels stopped students from exploring courses they might have explored, because they didn't see themselves as 'good at science,' or at 'honors' level, even before they took the class."

"There's also a sense of equity and access for all students in terms of what they have available to them," adds Science Teacher Jennifer LaForest, who suggested to Ms. Daigle that the department consider the change. "This message of, 'You are *regular*, and you are *honors*,' really limits a student's sense of self."

Rather, when students discover success in foundational courses, they're much more likely to take upper-level courses in subsequent years. Faculty in the Science Department are already seeing that play out.

"Once we changed our approach to tracking, we saw a dramatic shift in student interest," Ms. Daigle notes. "Our

# EXPLORING CHEMISTRY THROUGH CONFLICT

"WE'VE HAD GREAT SUCCESS WITH Project Based Learning," notes Science Teacher Jennifer LaForest, whose Chemistry students last year embarked on a several-week, cross-disciplinary project exploring chemistry and connections with historical and contemporary conflicts.

They chose an element or compound associated with an historic conflict — whether rubber in the Congo, sugar and the slave trade, or lithium during the Cold War — studied a contemporary conflict associated with the material, then came up with a possible solution for the conflict.



They created posters related to the element/compound and the two conflicts they studied, wrote a lengthy paper, and developed a multimedia component related to the contemporary conflict.

"It was a lot of work, there were many pieces to the project, and it took a lot of time, but we decided in the end that it was totally worth it," she adds. "The students respond to these projects, are inquisitive, dig in, and do great work. And, in the end, they're going to remember what they learned much more than had I presented it to them in a lecture."



electives and Hallmark classes have a mixed grouping of students more representative of our student population. If we want women to fill the ranks as future scientists, then we need to signal that all young women have the capacity to do so, not just a select few.”

The shape of those upper-level courses has significantly changed since launching the Hallmark curriculum. There is more project-based learning and less focus on an all-encompassing, end-of-year exam.

“If we want women to fill the ranks as future scientists then we need to signal that all young women have the capacity to do so, not just a select few.”

—DONNA DAIGLE  
SCIENCE DEPARTMENT CHAIR

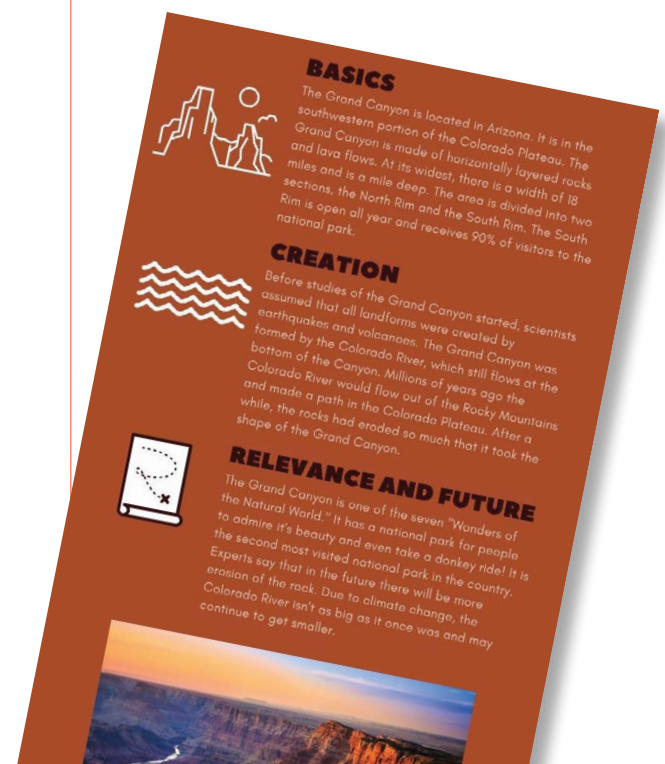
“When we used to sequence our courses, honors classes prepared students for the exam, and that drove the content,” Ms. Daigle adds. “Now we ask ourselves, ‘What do we want to teach? What are we passionate about? What do students need to learn? What’s relevant to today?’ and, ultimately, these questions, and many more, help us to develop courses that better prepare students for college and beyond.” •

## EARTH SCIENCE STUDENTS DIG DEEP

**THIS FALL, STUDENTS IN KENNEDY** Raimer’s Earth Science class completed in-depth explorations of the earth’s features, creating infographics to highlight important details of their work and to share what they learned, whether plumbing the depths of the Mariana Trench or calculating the size of the Sahara Desert.

Students were asked to research five areas for each region: a tectonic landform; a water-made landform; an atmospheric event; a water network; and a human impact. “The goals were for students to understand how the systems of the earth are dynamic and work together, and for them to explore what processes have created the earth as we know it today,” Ms. Raimer explains.

“I enjoyed this project,” says Cherish Buxton ’23. “I am very passionate about climate change and would love to pursue a career in environmental engineering. This was my main purpose for taking Earth Science. I believe the first step to fighting climate change is to become more aware. We must step out of our own country and take account of how actions affect people in other regions as well.”





## MISS INFORMATION

**DURING TERM 2 (OCTOBER 19 TO NOVEMBER 30), THE** pandemic was raging — and so was the misinformation.

“Coupled with this relevant issue was the question of content,” notes Science Department Chair Donna Daigle. “So, during my Term 2 Biology class, I decided to teach cell physiology by doing a deep dive into the immune system.” Ms. Daigle posed this question to her students: “There’s a lot of misinformation about SARS-CoV-2 or lack of information. How can we support our community and provide helpful information as we continue to run school during a pandemic?”

Students responded with a number of impressive projects, which included “The Comparison of State vs. National Legislation Regarding COVID-19” (Zoe Brown ’22), “Female Leaders and How they have Handled the Pandemic” (Hava Methe ’22), and “A Crisis in Immune Town” (Ivy Zhou ’22), above. See these and more at [misshalls.org/stories](https://misshalls.org/stories).

### A CRISIS IN IMMUNE TOWN

“I have always been an artistic person, so when I had the chance to choose the format, I immediately decided to use art as my tool. And, I wanted to use a way that everybody was able to understand to talk about coronavirus, so I chose the format of the story book. The most important thing I learned was how to write and structure a story and how to work the biology information into the simplicity of the story.” —Ivy Zhou ’22









"Fruit Bowl" by Hadeer Rizq '22

# NEW HORIZO



Above, Sammy Rusk '21 attaches handmade paper roses to bags of food during the December 2020 "Bread and Roses" food distribution event organized by the Berkshires chapter of the Democratic Socialists of America to feed those struggling with food insecurity. Sammy's Horizons work this year has focused on advocacy and activism [see page 12!] Photo by Stephanie Zollshan/*The Berkshire Eagle*. At right, Cailyn Tetteh '22 with the "Picture This" Horizons site. For one of their projects, students recorded themselves reading children's books for the 24-Hour Pajama Read-A-Thon hosted by the Berkshire Museum.



NS

## EMERGING STRONGER: HORIZONS

### Student-led projects showcase flexibility and impact

#### LAST SUMMER, OUR HORIZONS TEAM FACED A

central question: How do we adjust this program — which was designed to send students out into the local community — for a school year in which students wouldn't be allowed off-campus?

The answer? "With great intention and dedication to our students' learning and to the integrity of Horizons," explains Director of Horizons Alison Basdekis. "We shifted the program significantly, but not at the expense of what is core and dear to us."

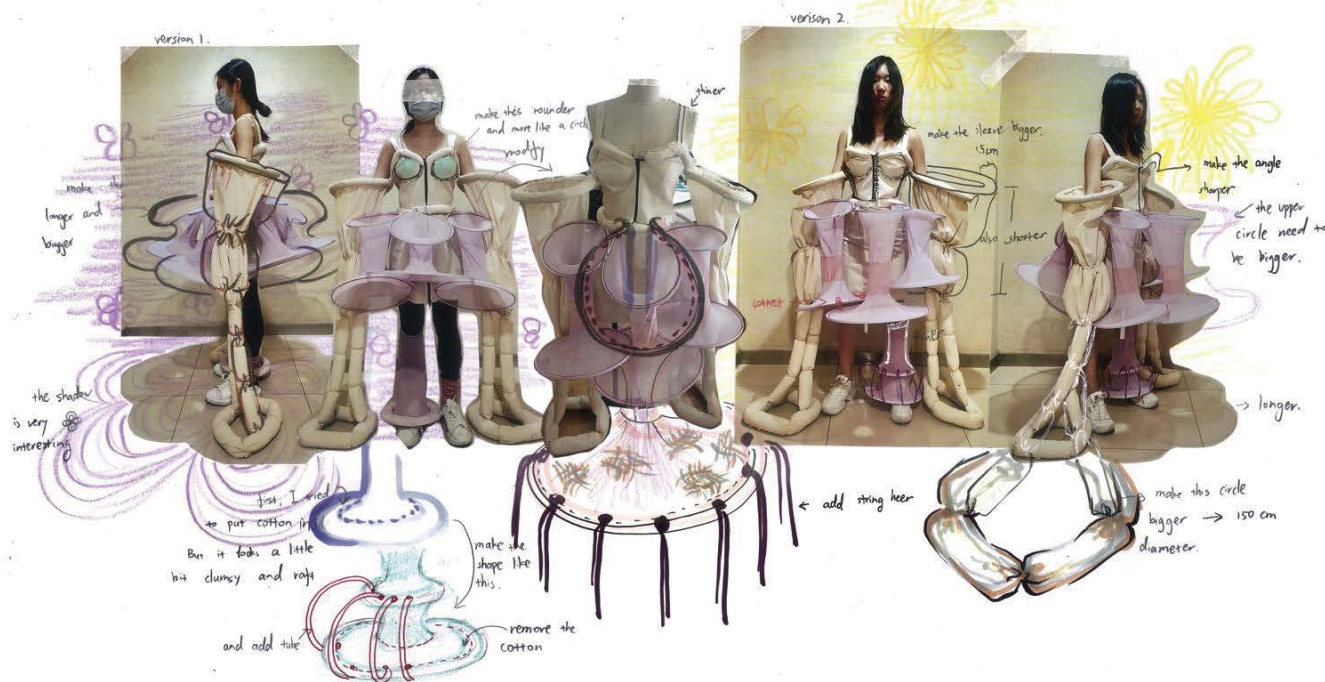
This year's program for juniors is a perfect example of how to make that happen. There are nine, student-led projects, each with authentic community impact and facilitated by MHS faculty, both remotely and in-person.

A key tenet of the year is student voice and facilitating a team dynamic, notes Associate Director of Horizons Emerald Power. "We are encouraging students to value the process of starting a project and the journey from the beginning of that work on through to completion," she adds.

Seniors participated in remote internships, personalized projects, or "IN-ternships" on the MHS campus with Miss Hall's Faculty. Horizons priorities overall this year included maintaining access to community learning, even in a remote setting, and dedicating time in the schedule for personalized learning and exploring student passions. The team is taking what it has learned this year and using it to plan for 2021–2022.

"We have 25-plus years of experience running this phenomenal program, and we're living a brave new world, so we are going to evolve with that," Ms. Basdekis notes. "We've proven that we can live through these unsettling times and show our students what's possible — and they're showing us what's possible."





VIVIAN LYU '21

## QUARANTINE INSPIRATION

By Chelsie Li '21, Horizons Media Team

**“BEING INSPIRED BY MY QUARANTINE LIFE, I CAME UP** with a fashion project recording my feelings through the whole process, from being limited to being released. After I flew back from the U.S. to China, I had fourteen days of quarantine. When I left the quarantine site, I felt like I finally stepped out from limitations and was free.

“The steps of my fashion project are the inspiration board, the mood board, the color board, textile design, first lineup sketches, draping, analysis, more sketches, final lineup sketches, and final draping, then I make the clothing. Next, I contact the photographer and model for the photoshoot, go over the shooting plan with the photographer, and, after the shooting, the last step is phototypesetting. Fashion is a whole process, and each little step is critical.

“Ultimately, I hope to become more creative and add more bold elements to my designs, which are an expression of emotion and about feeling limitations and freedom at the same time. From the mood board to the final outcome, I added experiments and sketches. I love the process, and I feel satisfied with what I have achieved.”

MEREDITH KESTYN '21

## OH MONARCHS, WHERE ART THOU?

By Symaira Elliott '22, Horizons Media Team

**“MY HORIZONS SITE IS A PERSONAL PROJECT THAT I** created to work in tandem with an ecology class I took last semester at Berkshire Community College [through a collaborative agreement for MHS students]. The goal is to research the ecology and preservation of monarch butterflies in Berkshire County.

“During my class, we learned about the ecology of the monarchs and the importance of their relationship with milkweed, which is abundant in Berkshire County. My goal is to be able to provide information about the ecology of monarchs and how preservation is very important, due to the declining numbers of the monarch species. So far, my research has consisted of recording and measuring milkweed on the BCC campus to observe where monarchs are most likely to eat on the milkweed plants. My research has also looked at the population decline of monarchs. In the past two decades, their population has declined by more than 80 percent and continues to decline.

“I enjoy being able to work on a project that interests me and allows me to use what I learned in my ecology class, and I am excited to share what I learned with the greater community.”





## DORIT WANG '21 RESEARCHING ALZHEIMER'S

By Dorothy Shi '22, Horizons Media Team

### "I'VE VOLUNTEERED IN TWO NURSING HOMES FOR

the past two years, including last year with Kimball Farms in Lenox. Music has always been part of my life, and I'm interested in how to incorporate music into peoples' daily lives and brighten their day. I'm currently self-studying music production and music theory to deepen my understanding of music and instruments.

"Through my experiences, I noticed that the majority of residents were women, and I became interested in the reasons behind the disproportionate gender difference for Alzheimer's Disease. As part of my Horizons Senior Independent Research Project, I completed a research paper, "Analysis on Risk Factors of Women in Alzheimer's Disease," that I presented in October at the 2020 International Conference on Public Health and Data Science (ICPHDS) in Guangzhou, China.

"I've enjoyed learning about different practical uses of music in peoples' lives and how peoples' mental and physical states improve with the help of music therapy. I plan to study psychology or social science in college, but music therapy is a specific area of my interest and one of my passions to do."

## 11th Grade Projects

### A QUICK LIST OF JUNIOR HORIZONS PROJECTS THAT THRIVED THIS PAST YEAR.

**Girls Right the World** – online literary journal featuring work by young, female-identified writers and artists from around the globe. Faculty Advisor: Emily Pulfer-Terino '97

**MAPS (Mira's Alliance for Philanthropic Sustainability)** – students fundraise and promote sustainable philanthropy in our community and around the world. Faculty Advisors: Emerald Power & Alison Basdekis

**TEDx Team** – hosted a virtual TEDx event called "Boundless," about youth activating positive change in the world. See page 16. Faculty Advisor: Alison Basdekis

**Miss Hall's Makes** – a blog designed to celebrate and disseminate student work. <https://makes.misshalls.org>. Faculty Advisor: Liz Kulze

**MHS Media Team** – students generate stories, photos, and videos for the MHS website and on the pages of this very magazine. Faculty Advisors: Merritt Colaizzi & David Smith P'20

**Project G.I.R.L. (Gumption in Real Life)** – examines and documents girls' perspectives on relevant and current topics of girlhood (i.e. race, body image, gender, sexuality, education, and more). Faculty Advisor: Emerald Power

**Hatchery** – Students create their own business and donate profits to charities. See page 20. Faculty Advisor: Ellie Spangler

**Filling Empty Bowls** – investigating local food insecurity and, when on campus, throwing on the pottery wheel and creating as many bowls as possible for the "Empty Bowls" fundraiser, which supports the Berkshire Food Project. Faculty Advisor: G Grosenbeck

**Picture This** – examines diversity and representation in children's literature and explores ways to promote early literacy. Faculty Advisor: Rebecca Cook-Dubin P'24



## SAMMY RUSK '21 ON THE CAMPAIGN TRAIL

By Dorothy Shi '22, Horizons Media Team

### **"I AM VOLUNTEERING FOR DIANNE MORALES," SAYS**

Sammy Rusk '21 of the New York City mayoral candidate, pictured above. "She is a really amazing candidate who advocated for defunding the police and universal housing, and I wanted to help her however I could, despite the location difference.

"I have volunteered and interned for politicians in the past, but it is always interesting to see the world of campaigning. I also have learned a lot about New York City and many of the social and economic issues there.

"Some challenges are definitely the fact that I live so far away, and it is difficult to do extra work during senior year. I wish I could meet the team and canvas in real life. Adding more Zoom to my schedule is never ideal, and I really dislike phone-banking.

"The thing I enjoy most is feeling like I am making a difference, no matter how small. Dianne Morales probably doesn't have a chance to win, as she is an incredibly progressive Afro-Latina woman in a race crowded by centrist men, but it still feels good to campaign for a different future for New York City. I also really like working alongside motivated people who care a lot about their work."

## YOUTH-LED CONFERENCE AMPLIFIES VOICES

### **ONE YEAR INTO COVID, MISS HALL'S**

School students continue to learn, grow, and embody hope for a better future.

In late January, and undeterred by the challenges brought about by a global pandemic, five students — from Brooklyn, Bulgaria, China, Ukraine, and Vietnam — hosted a virtual TEDx they called "Boundless," about activating positive change in the world.

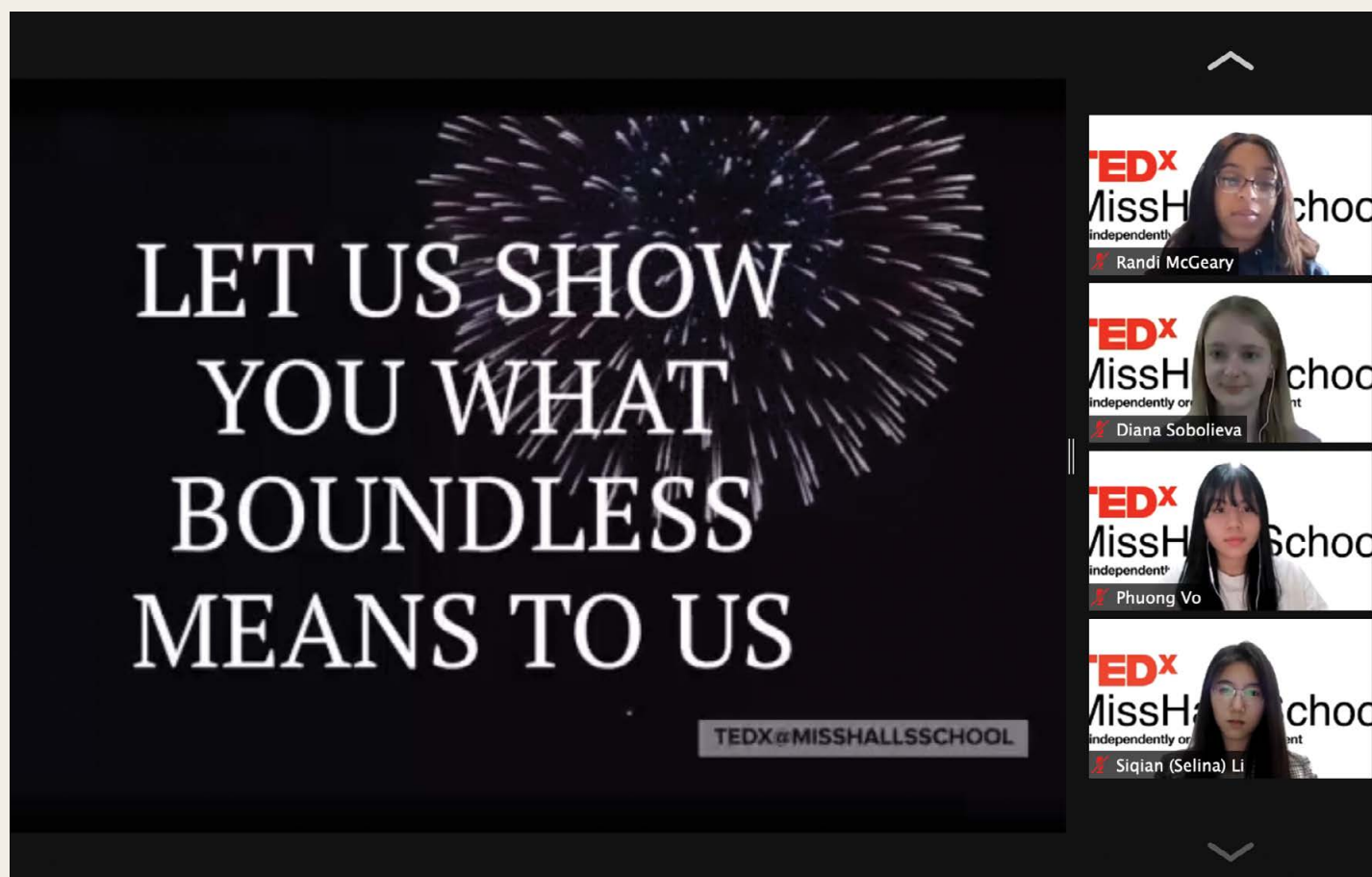
By youth, for youth, the TEDxYouth@MHS conference was two hours of bold ideas, advocacy, and girls' leadership, interspersed with music, digital animation, virtual theater, and guided meditation. It was astonishing!

Modeled after the popular TED Talks — short talks by influential leaders on global issues — TEDx events are independently run but similarly inspirational.

Selina Li '21 and Diana Sobolieva '21 conceived the idea for a TEDx at MHS and led a team of peers, including Neda Dimolareva '22, Randi McGeary '22, and Phuong Vo '21, in organizing the event for their Horizons work this year. Their theme of "Boundless" reflected the idea of using voice, regardless of challenges, and TEDxYouth@MHS featured seven speakers, including six Miss Hall's students:

- » Cailyn Tetteh '22 and Truc Hoang '22, who spearheaded the Community Action Fund at MHS [see the Fall 2020 MHS *Magazine*] at MHS.
- » Emily Meng '23 shared two stories illustrating the link between COVID-19 and climate change, two crises which require a global response.





- » Jessie Bai, a software engineer at Goldman Sachs, spoke about her love of computer science and her experience as a female professional in the industry.
- » Naomi Hopkins '24 shared her story of navigating 2020 and how racial injustice prompted her to alter her course.
- » Kathleen Nguyen '22 spoke about the importance of self-care and the stigma and double-standard girls and women face when it comes to appearance.
- » Maggie Bullock '22 bravely shared the story of how her adoption as a traumatized one-year-old by a family from the United States changed her life.

Other contributors included Anna Ho '22 singing "365 Days of Paper Airplanes" in Vietnamese; School President Hannah Holt '21 contributing two animated shorts;

Grace Notes performing "Take Me Home," by Pentatonix; the MHS Theater Ensemble previewing its 2020-21 production, *Almost, Maine*; and members of MeditaTeen, a youth-led group from Toronto, leading a brief meditation.

The event was a true collaboration, Selina noted. **"We hope it can not only set an example of how we can still successfully carry out an event, despite challenges and obstacles from the outside environment, but also inspire youth to realize our potential, and encourage our peers to start thinking about what we can do, as a young generation with great vitality, in a post-pandemic world."** •







## EMERGING STRONGER: HORIZONS

# JUNIORS LAUNCH ONLINE MARKETPLACE

Think Etsy or Facebook Marketplace, add some Arty Party — the entrepreneurial project in which 9th-grade Horizons students make and sell crafts to support philanthropic causes — and mix in a bit of Klein Arts Center mojo for good measure. The result?

Hatchery, a new Horizons initiative offering juniors the opportunity to hone their business savvy by selling handmade crafts created by MHS students. The products are sold through Hatchery's website, **[hatchery492.square.site](http://hatchery492.square.site)**.

The inaugural cohort — Emma Adelson, Isa Brettbauer, Zoe Brown, Rebecca Dontje, Montgomery Erickson, Emily Gerstein, Emily Lombardi, Hadear Rizq, and Sienna Trask — is advised by Studio Art Teacher Ellie Spangler, who helped bring Arty Party to life in collaboration with Hyun Jung Jung '13 and Arielle Sebestyen '12.

"I call it 'Arty Party 2.0,' because students are creating their own ideas and figuring out the viability of each product, but Hatchery takes it to another level," Ms. Spangler explains. "We also do two collections, so the students get experience with a winter sale, then again in the spring, and they are a lot more empowered for the second round."

Hatchery began its work in the fall with market research, interviewing students to see what products might sell in an online marketplace. Each Hatchery student proposed a product, which the group evaluated, and, if approved, produced. The winter collection featured bead necklaces, hand warmers, safety pin earrings, and dyed clothing.

For the spring marketplace, Hatchery solicited product ideas from student-makers at MHS, then mentored the creators through production, marketing, and getting their products onto Hatchery's online marketplace. Twenty-five percent of the sale's proceeds went to support GLSEN (a student-focused group formally known as the Gay, Lesbian, and Straight Education Network).

"The idea is that students are building tools for potential entrepreneurial endeavors," Ms. Spangler says, who herself harbors a startup streak. "Starting a business is something that can be as small or as big as you want it to be. You just need to see it be done to know how to do it." •



Muhiim Ali '21





Sam Taxter '22

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**GRANDMA'S NOTORIOUS CARROT CAKE RECIPE...**  
**A POEM BY KENNEDY SIMEON '21**

2 cups of flour

4 eggs

It'll have your lips fastened around the perimeter, ever-so-  
slowly, pulling away the fork

that'll leave you flooded with memories from another realm

2 cups of brown sugar,

"for my sugar" she would say

One bite and you'll be left costive with the sole thought of  
how the world is seen through the great Beverly Garnett's  
pupils

2 cups of grated carrots

½-1 cup of raisins

Gram's always said fill the cup up with walnuts to where it's  
half empty;

"that's how you should view the world Kenny."

2 teaspoons of baking powder

1 teaspoon of baking soda,

to have the cake perfectly ascend within the baking mold it's  
confined in.

"I pray the same thing for you, Kenny. I pray with every ounce  
of my soul for my Pookie to rise up despite any chains  
people might want to encase around you. I pray for the  
Lord to bless my grandbaby 'to be the head and not the tail,  
above and not beneath' (Deuteronomy 28:13)"



2 teaspoons of nutmeg  
2 teaspoons of cinnamon,  
to add spice into the world “but Kenny remember, don’t let  
your mouth run ahead of what you can catch up to. ‘Let  
every person be quick to hear, slow to speak, slow to anger’  
(James 1:19)”

Lastly,  
1 cup of oil  
This is what will moisten the cake Kenny  
Now close your eyes, take a bite,  
and dream Kenny, dream.

Recipe:

2 cups of flour  
4 eggs  
2 cups of brown sugar  
½–1 cup of raisins  
Walnuts  
2 teaspoons of baking powder  
1 teaspoon of Baking soda  
2 teaspoons of nutmeg  
2 teaspoons of cinnamon  
1 cup of oil

# SEEING OURSELVES IN OUR STORIES

History teacher Liza Burbank, Ph.D.,  
is challenging dominant narratives  
alongside her students

**IT'S A MEMORABLE YEAR IN WHICH TO** teach U.S. History. There are some things — interacting with students via Zoom, instead of in the classroom — that History Teacher Liza Burbank would change. There are others — opportunities to discuss the extraordinary events of the year and history as it happens — that have been invaluable.

“Everything we’re studying, whether it’s voter suppression in the post-Reconstruction south or the fight of women and others who have been marginalized to be included in decision-making, shows us how we got here,” Liza explains. “On Thursday, January 7, we were learning this as history was happening right then, and these are powerful moments.”

It’s those powerful moments in the classroom — or on Zoom — that Liza lives for as a teacher. “I love being in the classroom, and I love the organic moments that come up and the insights and realizations that happen during the course of a discussion,” she says, noting that a year of hybrid classes has been hard.

“It’s the buzz and the energy of being together and being with students while they are learning that are my fuel,” she adds. “This year has been different, but we still have really amazing moments.”

Liza’s path to MHS, where she started in 2013 as an Academic Support Specialist in the Leonhardt Academic Skills Center (ASC), wasn’t a direct line. She originally planned to teach at the college level and be an academic. The trouble was, while writing her dissertation (“Advertising Love: Personal Ads, Product Advertisements, and the Consumption of Romance”), Liza realized she didn’t enjoy research and writing as much as she thought.

“A career in academia was not all that appealing,” confides Liza, who finished her Ph.D. at Brown University and returned to Pittsfield, where she grew up. Friend and MHS English Teacher Rebecca Cook-Dubin P’24 suggested she consider Miss Hall’s, which was looking for help in the ASC.

“I hadn’t thought much about all-girl education, but once I got here, I loved the whole package — the girl-centered education, the students, and my colleagues,” says Liza, who joined the History Department in 2015. “It was a circuitous route, but I love being in the classroom with students, and this is a much better fit for me.”





Liza teaches U.S. History and two electives, Introduction to Gender Studies and A History of Race in the United States. This year, she added Hallmark History of American Advertising, which, as the subject of her dissertation, is in her wheelhouse. Liza is also the Sophomore Class Advisor.

With this year's compressed schedule, History Department Chair Matthew Rutledge — who also teaches sections of U.S. History — and Liza changed the course's curriculum, with an eye toward making the best use of limited time.

"This year in particular, we were forced to look at what was essential," Liza says. "We also had an opportunity to be responsive to what's going on in the United States right now — the summer of racial reckoning and what has been happening in Washington."

The first term focused on the inherent conflict in the story of a nation based on the ideals of liberty, equality, and justice while at the same time enslaving a group of people based on racial identity. The second term continued to interrogate the truth behind the notion of "We the People," examining the experiences of women, indigenous peoples, and others impacted by U.S. expansion and imperialism, and immigrants and the working class.

Challenging the dominant narrative is a regular staple in Liza's classroom and she has long been drawn to the stories of people left out of traditional histories. She wants her students — who come from all sorts of backgrounds — to see their histories in the lessons.

"As much as possible, I try to find ways that students can connect to what we're learning," she says. "I am always looking to enable students to see themselves in what they are learning, as well as encourage them to see other stories that they've not been exposed to."

The goal, she notes, is to develop critical-thinking skills.

"Yes, we need to teach the year something happened, but I am much more interested in the connections and relationships between events," Liza explains. "We can look up the 'when.' What's more important is the relevance. That is what is so powerful for me about teaching in this moment. So much in history explains what is happening today." •

**EMERGING STRONGER:  
SCHEDULE**



# TAKING THE LONG VIEW

**Sarah Virden on overhauling the  
schedule during a global pandemic**





### WHEN SHE TOOK THE ROLE OF DIRECTOR OF

Academic Counseling, Sarah Virden likely didn't think the job description included overhauling the MHS academic schedule amid a global pandemic.

But, during her twenty-six years at MHS — twenty-five years as a Main Building resident — “Vird,” as she’s called by many students, has seen just about everything. So, convene a team and create a new schedule for 2020–21 in the matter of a few weeks? Sure. (And it will need to be revised again next year, as the School emerges into a post-pandemic world.)

It’s that kind of involvement in our academic program that Sarah most enjoys in her role as Director of Academic Counseling. She started wearing that hat in 2017, after sixteen years as Director of College Counseling. In her new role, Sarah still guides students on their post-MHS plans, but she also uses her vast knowledge of the MHS program and college process to expand her work with students and adults.

The role also includes helping faculty and students navigate the schedule and calendar — an aspect of her job that came in handy when the pandemic forced a move to distance learning for the final weeks of the 2019–20 academic year.

“We knew when we changed the schedule a few years ago that it would need adjustments,” says Sarah. “We

were preparing to do that when the pandemic put that work on fast-forward.” Sarah and English Teacher Monica Kirschmann had attended a scheduling workshop in January 2020, with an eye toward adjusting the School’s traditional academic schedule. Instead, the pandemic meant a shift to a schedule that included options for on-campus learning, distance learning, and, at times, a combination of the two [see “Adapting Our Schedule,” in the Fall 2020 Miss Hall’s *Magazine*].

It is work Sarah relishes. “I love that this position gives me a view into what’s next for Miss Hall’s, whether it’s through Academic Affairs or teachers getting excited about developing curriculum and seeing what that might mean for our students. I also love connecting with students, talking about possibilities and their personal interests. To get to explore the curriculum with them is a gift.”

In many ways, Sarah sees her role as a bridge between the academic program and the students and their advisors. “I am someone who is taking a 3,000-foot view on ‘Here’s where you are, here’s where you want to go, and here’s how to get there,’” she explains. “Because there’s not always one way.”

Sarah’s own MHS path is an interesting one. Her parents, John and Martha Virden, taught at The Hotchkiss School and knew the family of Trudy Hall, then Head of MHS. In the family’s 1993 Christmas letter, Sarah’s mother mentioned Sarah had recently graduated from St. Lawrence University and was looking for a job. Trudy Hall’s mother suggested Sarah visit MHS for some advice.

“I came up in March 1994 to interview and get some advice, and they said, ‘We have gaps right now, in residential life and student activities,’” recalls Sarah, who signed on. She joined MHS full-time that fall as Director of Student Activities and Main Building resident. Sarah was Director of Residential Life from 1996 to 1998 and joined the College Counseling Office in 1998. While in College Counseling, she was Assistant Dean of Students from 1998 to 2008 and was named Director of College Counseling in 2001.

During the last quarter century, Sarah has seen the campus expand and modernize, moving from pay telephones in the dorms to telephones in students’ rooms to cell service and internet available throughout campus.

“My first email address ever was at Miss Hall’s,” says Sarah, who has also seen the academic program expand and modernize, moving away from Advanced Placement (AP) courses to new Hallmark courses. “As we have reimagined our academic program and developed a program that is rigorous and full of student choice, we have not been afraid to say that there are different ways to do things and to explore those different ways,” Sarah notes.

That growth mindset and willingness to change is something Sarah loves about Miss Hall’s. There has, she adds, always been room to grow and change, modify, adapt, and re-envision. She has seen it herself for more than two decades. “When I first came to visit, I was promised two months of work,” Sarah recalls. “Two months turned into twenty-six years.” And counting! •



# WHAT TO DO ABOUT GRADES

YET ANOTHER  
PANDEMIC RECKONING

Thoughts from English Teacher  
Rebecca Cook-Dubin P'24 on  
grading for growth

*This article first appeared in February on the "Raising Girls' Voices" blog, hosted by the National Coalition of Girls' Schools, and The Coalition Connection newsletter published by NCGS.*

## EMERGING STRONGER: PEDAGOGY

### LIKE MANY EDUCATORS, I HAVE HAD A PROBLEM

with traditional grading systems since I began teaching nineteen years ago. I have struggled with the basic grading paradox: I must support my students, help them grow, encourage risk-taking, differentiate instruction; and still, every five weeks, I need to reduce that individualized growth to a standard letter system that dates back to the 1940s.

Working at a girls' school over the past seven years has only made this grading conundrum more problematic for me. As educators of girls, we understand the research on girls' low levels of confidence and risk-averse tendencies — and we also know the positive impact girls' schools can have in addressing these problems. Yet, at the same time, we rarely get to talk openly and strategically about how assessment intertwines with the research. We work to uphold our schools' missions to encourage boldness, empowerment, and innovation, but we still are concerned about whether our grades might appear inflated. Our culturally responsive classrooms are built on our teacher-student relationships. So many of us tell our students to value process over product, that perfection is a myth, and that a good night's sleep is more important than any one assignment. We even say that grades don't matter.

But they do. Clearly, they do. Even more in 2020-21, despite this school year being like no other.

COVID-19 is causing health concerns in our students' families and networks, disruptions to teenage social behaviors and schedules, long stretches of remote learning, high risks of mental illness, and a host of socioeconomic, racial, learning style, and family structure inequities. Still, students maintaining a high GPA has become all the more important.

So often, we must focus on making sure students are ready to apply to college. This year, teachers, students, and families are guessing even more than we used to about the college admittance process. Almost all universities have gone test-optional, and prospective students can rarely visit campuses. What once was a difficult game of chess has now turned into the minotaur's maze.

For students, this means grades matter even more. While putting a grade down for seniors in the fall semester has always been hard for me, this year felt like proclaiming a verdict in a court of law. In the past, I could confidently

“I don't like living in this world of us vs. them, of pressure to give the A, of causing a girl to lose confidence or motivation.”

tell a disappointed student that no college would turn them away because of one semester's B+ in English. Then, we could have a positive conversation about goals and growth. But how do I know that now? During this pandemic, most students have few options for extracurriculars or athletics. Community service is in high need, but potentially dangerous due to COVID-19. Clubs are on hiatus. What differentiates one virtual applicant from another? What is left besides the apparent “rigor” of classes and their transcripts? My entering a B+ might remove someone from a high honor listing and could actually be the deciding factor.

As grades become even more critical to college admissions processes, I also know the grade represents such a miniscule part of a student's story, one that can't be expressed on any transcript. Each year, I wonder what a grade actually measures. This year, I question even more what story the grade tells. Am I just trying to quantify how much a student understands the lesson? What role does effort play? Overcoming obstacles? Studying in isolation? Producing schoolwork despite mental and physical health challenges? Using most rubrics, I'd give myself a B- for my work this school year. Adults are allowed to qualify their work with the disclaimer, “despite the circumstances...” Am I allowing my students the same pass?



And then there's the impact. In a typical year, I partner with students to offer regular self-assessments and give consistent feedback. Like many teachers, I have spent years designing mission-based approaches to grading systems that value growth, self-awareness, and student voice. I have been content with flipping grades upside down within my own classroom and aligning them with our school's outward-facing system. Over the past eight years, I have honed my own holistic approach to "grading" with an atypical assessment system prioritizing growth.

But with the chaos of 2020-21, our emphasis on asynchronous learning, and only seeing student names in a small on-screen box twice a week, I can no longer be confident in my retrofitted grading system. I am trying to employ ultimate flexibility and understanding, but what does that mean in this moment? I cannot confidently say I'm applying this latitude equitably across all of my students, because I can only respond to what I know. And, I don't fully understand my students' lives right now. I haven't had the daily face-to-face conversations or developed trusting relationships with them. I don't know everything that is going on at home or the challenges they may be facing. We aren't on the same team anymore. I am not getting to see their wholeness.

I don't like living in this world of us vs. them, of pressure to give the A, of causing a girl to lose confidence or motivation — all of those pieces of grading systems that exist even in a normal year. But 2020-21's distanced, remote learning has revealed the limits of these grassroots assessment movements. I know the grades I am giving this year are in no way an accurate reflection of a student's ability or performance, and that they cannot fully express my philosophy and values. Still, I will think carefully about each student alongside the rubric I created to try to account for the current circumstances. I must allow that for now that the grades work well enough.

I also hope when this pandemic ends, and when we can return to our real, tangible classrooms, we stop avoiding long-overdue conversations about assessment. We own up to the fact that our school-wide grading systems are outdated and fundamentally flawed. That they don't represent the missions and values of today's schools, particularly girls' schools. That the challenges of the pandemic, like in so many other dimensions of our society, have exposed what glaringly doesn't work. That we finally acknowledge the paradox we have created over these past years of educational innovation: Our grades are both piercingly meaningful and entirely meaningless. Then, we can make change.

When faculty and staff reconvene for the next school year, we need to forward our discussions of assessment that we have been tiptoeing around for years. We must consider hard questions in order to get to answers we can actually implement. We need to take the risk, like we encourage in our girls, to establish grading systems that value equity, gumption, and growth. •

*Rebecca Cook-Dubin P'24 is the Leonhardt Family Teaching Chair and an English Teacher at MHS.*







## RETURNING TO THE GREENHOUSE

**LAST YEAR'S NINTH-GRADERS DIDN'T GET TO FINISH** their Greenhouse project because of the coronavirus pandemic, but here they are as sophomores, taking a break during an orchid workshop with Director of Horizons Alison Basdekis and Greenhouse Manager Marian Rutledge. Noted one student, "I've really missed this!"

Left to right, Aurora Rahman, Kenja Harley, Viviana Lanphear, Viola Quiles, Bethania Robertson, Ollie Walter, Ms. Basdekis, and Lucy Garrison.

For readers wondering about this year's Horizons Plant Sale, mark your calendars for Saturday, May 22. Details TBD. Check [misshalls.org](http://misshalls.org) soon for more info! •

# INVESTING IN INCLUSION

**A tremendous new gift supports ongoing work at Miss Hall's to improve access and inclusion**

**IN 2016, WE UNDERTOOK A COMMUNITY-WIDE**

strategic design process, from which four institutional priorities were established. We are thrilled to announce that one of those priorities — making Miss Hall's a truly inclusive community — has just received a tremendous vote of support: a \$500,000 gift from the Fairbanks Family Charitable Foundation.

"We are delighted to be able to give back to the community that has done so much for our daughter," said Jim and Susan Briggs, parents of Sarah '21 and Trustees of the Foundation. "This is our daughter Sarah's first introduction to the Foundation, and she forcefully advocated for the gift to be directed toward equity and inclusion efforts at Miss Hall's. Sarah feels strongly that the School needs to continue purposeful measures not just for its own community, but also as part of the greater, nationwide effort. To that end, we are excited to see how Miss Hall's will continue to improve its efforts in this critical endeavor."

Inspired by this contribution, MHS Trustee Susan P. O'Day '77 made a gift of \$200,000 to push our Diversity Equity and Inclusion Endowment past the \$1 million mark. "Since its founding in 1898, Miss Hall's has been eliminating barriers to education for girls and women," Susan reflected. "This investment is about giving young women the tools,



New role of "Global Citizenship liaison" helps increase our community's cultural competency

COURAGEOUS  
CONVERSATIONS  
WORKSHOP FOR  
FACULTY AND STAFF

History of Israel:  
3-part discussion  
series hosted by  
DivCo and led  
by Dr. Michael  
Alexander, History  
Teacher

Longstanding  
partnerships with  
A Better Chance  
(ABC), ASSIST,  
Prep for Prep, and  
others

A COMPREHENSIVE  
CURRICULUM AUDIT  
THROUGH THE LENS  
OF EQUITY +  
INCLUSION, TO BE  
COMPLETED NEXT  
YEAR

*Inclusive Hiring/  
Anti-bias training  
and practices  
adopted institution-  
wide, Spring 2021*

training, and practice they need to disrupt inequities for the common good."

The work supported by these gifts is wide-ranging, and though the ongoing COVID-19 pandemic forced us to shift to new platforms and new modes of learning, it didn't stop us from engaging in meaningful conversations, trying new initiatives, and looking for ways to make our community even more inclusive — and even more awesome!

This and the following pages are filled with just some of the projects we've undertaken of late.

Thank you to Dean of Equity and Inclusion Paula Lima Jones and DE&I Coordinator Kim Boland '94 for leading this charge, the Briggs Family, International Student Advisor Tanya Kalischer and Global Programs Liaison Josephine Nicholson, the Fairbanks Family Charitable Foundation, Susan O'Day for endowing this work and ensuring it continues long into the future, and to everyone who is part of this important work! •

Student interns  
support peer  
learning and  
growth

*Horizons student  
social action projects:  
charity AND justice*

Spectrum:  
student-  
led coalition  
supporting  
the LGBTQ  
community

9th grade  
read: "This  
Book is Anti  
Racist" by  
Tiffany Jewell

Two faculty and  
three students  
attended the  
NAIS People of  
Color conference

Partnership with  
Soul Fire Farm on  
MLK Day

NEW DEI  
STATEMENT  
DEVELOPED BY  
COMMUNITY IN  
2018

International  
Student Alliance:  
student-led  
coalition planning  
cultural activities

Essence:  
student-led  
coalition promoting  
harmony,  
regardless of race  
and ethnicity

Black History  
Month event:  
Hope Ward '11  
intersection of  
race, gender, in  
theater and film

Hispanic/  
Latinx  
Heritage  
Celebration

Community  
dialogue and  
allyship in  
solidarity with  
AAPI students

Introduced  
DEI curriculum  
to 9th grade  
Horizons

Mash-up  
events between  
International  
Student Alliance  
and Diversity  
Coalition

*Student  
and Country  
Spotlight  
Series*

*Justice, Equity,  
Diversity,  
Inclusion,  
Identity Teach-  
In, April 2021*

*Cultural literacy  
session for  
current parents  
+ faculty/staff*

*A robust media  
partnership with  
URL Media is  
connecting us with  
communities of  
color and immigrant  
communities*

*misshalls.org  
translated into  
Chinese and  
Vietnamese*

**ADMISSIONS TEAM  
BUILDING AN  
INCREASINGLY  
RACIALLY, ETHNICALLY,  
LINGUISTICALLY, AND  
GLOBALLY DIVERSE  
STUDENT BODY**

*New academic classes  
challenging dominant narratives,  
like Intro to Gender Studies,  
A History of Race in United  
States, and Art History, with a  
focus on social justice movements  
in the history of art*

*Affinity groups for  
adults at MHS, now  
in their third year, to  
support and retain  
faculty and staff.*

**Student-led  
Essential  
Coalitions  
promote  
conversation  
and connection**





## ANNOUNCING PERSONALIZED FAMILY TUITION

### EMERGING STRONGER: ACCESS

**ONE LESSON THE PAST YEAR HAS TAUGHT US IS THAT** just about *everything* can be reimaged and reconfigured, including tuition and financial aid.

The traditional model for providing families with financial information, and the distinction between full-pay and financial aid families, never sat well with Director of Admissions and Enrollment Management David Hopkins P'24. So, this past year, the Leadership Team and the Board of Trustees set out to change that. They introduced Personalized Family Tuition.

The new model doesn't change *how* tuition and financial aid are calculated at Miss Hall's, but it makes the process much more transparent, takes guesswork and uncertainty out of the process, and provides financial stability for families.

"It just feels so much more aligned with Miss Hall's, with our mission, and with who we are," Mr. Hopkins explains.

It works like this:

- » Tuition falls within ranges, based on the type of enrollment — domestic boarding, international boarding, or day student.
- » A calculator on the MHS website provides families with an estimated tuition they could expect to pay, based on their financial circumstances.

- » Once families submit supporting financial documents and the application fee, the School provides their actual tuition cost in real time.

"The way we determine tuition levels for our families stays the same," Mr. Hopkins notes. "Each family's tuition payments are tailored to their abilities, needs, and circumstances, just like they always have been. The difference is that we are much more transparent about the process, and we've advanced the timeline for providing tuition and financial aid information to families."

Previously, families applied to MHS and submitted their financial aid application simultaneously. Depending on when they applied, they could wait months until they received an acceptance package and a financial aid award.

"Instead of seeing the maximum price and *hoping* for a financial aid award to make Miss Hall's accessible, families know immediately where their tuition will land," says Mr. Hopkins, noting the initiative makes Miss Hall's attractive to families who might otherwise rule out MHS, simply based on the maximum price.

"We want to make Miss Hall's accessible to as many families and students as we can, and we want to give them a realistic idea of the cost," he adds. "The reality is, more



than 70 percent of Miss Hall's students receive some level of tuition discount."

There are also benefits for returning families. They no longer re-apply each year for financial aid. Rather, tuition levels carry through to graduation, with only the standard increases added annually (typically 2 to 5 percent), providing financial certainty throughout their student's time at Miss Hall's. The model also eliminates the divide between full-pay and financial aid families, because everyone pays their full, personalized tuition.

"This model is inclusive and it's personalized," says Mr. Hopkins, "and we are proud about the ease and peace of mind and the ability for financial planning that this provides families." •

**Tuition calculator**

Estimate your personalized family tuition using the calculator below.

The tuition range is an estimate based on important but incomplete data. Your family's actual tuition level may fall above or below this range, pending completion of the [SSS financial survey](#) and submission of supporting documents. Because of the data it processes, this calculator is accurate for domestic families only.

International families seeking a personalized family tuition below the maximum price should contact the Miss Hall's admissions office directly.

**Student type\***

☒ Boarding student

☐ Day student

**Household income\***

Include all income, regardless of source (W2, 1099, disability, child support, etc.)

**Assets\***

Include all physical and liquid assets, except automobiles and debts over \$10,000

**Family size\***

Include all people who live in your household full time, regardless of their relationship to the student

**Number of enrolled students\***

Include anyone for whom you will pay a tuition next fall through undergraduate college

**Calculate your tuition**

A new tuition calculator on our website allows prospective families to get an immediate and clear sense of their tuition. Explore for yourself at [misshalls.org/tuition](https://misshalls.org/tuition).



# SCHOLARSHIP WINNERS ANNOUNCED



## FOR THE 2020-21 ACADEMIC YEAR, MHS AWARDED

more than \$6 million in financial aid and merit scholarships to students who have excellent academic credentials, have excelled in school life, and show great promise as members of the MHS community. And the winners are:

- » Class of 1940 Scholarship — Dillon Rodgers '21, of Pittsfield, Massachusetts
- » Butler Family Art Scholarship — Hannah Holt '21, of Long Island, Maine
- » Pamela Humphrey Firman '31 Scholarship — Muhiim Ali '21, of Somaliland
- » The Hope Scholarship — Kathryn Barrett '22, of Sandisfield, Massachusetts; Maggie Bullock '22, of North Bennington, Vermont; Hannah (Grey) Carmel '23, of Pittsfield, Massachusetts; Kidist Mekonen Fesseha '22, of Addis Ababa, Ethiopia; Hava Methe '22, of Lee, Massachusetts; Solitaire Niles '23, of Shaftsbury, Vermont; Abigail Putnam '22, of East Otis, Massachusetts; Dillon Rodgers '21, of Pittsfield; and Hilary (Ollie) Walter '23, of Cheshire, Massachusetts
- » Lee Auchincloss Link '61 Scholarship — Viola Quiles '23, of Dalton, Massachusetts
- » Elizabeth Perkins Miller '31 Scholarship — Naomi Hopkins '24, of Chicopee, Massachusetts; Olivia McKeon '23, of Pittsfield, Massachusetts; Tuong (Kathleen) Nguyen '22, of Ho Chi Minh City, Vietnam;

- and Shairai Richards '21, of Pittsfield, Massachusetts
- » Dale Sperry Mudge '67 Arts Scholarship — Hadeer Rizq '22, of Boston, Massachusetts
- » NPS Authenticity Scholarship — Cherish Buxton '23, of Jersey City, New Jersey
- » Debra Cohen de Rothschild '77 Scholarship — Keely O'Gorman '22, of Lee, Massachusetts
- » Sosnoff Scholarship — Nicole Forman '21, of Pittsfield, Massachusetts

## ADDITIONAL SCHOLARSHIPS AWARDED IN 2020-21

- » Mansfield E. Pickett Scholarships Awarded by the Lenox School Alumni Association — Lomesia Allen '20, of Plainfield, New Jersey, now attending Bryn Mawr College, and Nicole Forman '21, of Pittsfield, Massachusetts
- » Adelis Ortiz Liriano '21, of Everett, Massachusetts, received a 2021 Light of Dawnn Scholarship presented by the Highland Street Foundation, the West End House Boys and Girls Club, The Kraft Family, and the Massachusetts Nonprofit Network in honor of Dawnn Ashley Jaffier. The scholarships for higher education are presented annually to three Massachusetts high school seniors who embody Dawnn's legacy and demonstrate a commitment to their community through service. •



MAY 2020 GIVING DAY  
TOTAL RAISED: \$20,092

DEC 2020 GIVING DAY  
TOTAL RAISED: \$70,156  
WELLBEING + SUPPORT

FEBRUARY 2021 MONTH OF LOVE  
TOTAL RAISED: \$106,014  
TANGIBLE GOODS

# GIVING DAYS BREAK NEW RECORDS



**IN THE LAST TWELVE MONTHS, WE HAVE HELD THREE**

special giving days to focus our community’s attention on some of the unique demands caused by the pandemic. It is no exaggeration to say that we are emerging stronger right now because alumnae, faculty, staff, families, and friends all came together to help meet these great needs.

On May 5, 2020, we held our first giving day, which raised more than \$20,000. The momentum from that day built into the incredible Community Action Fund, which continues to support students and families affected by COVID-19.

Our December 1 giving day supported wellbeing programs at Miss Hall’s. In addition to the amazing outpouring of gratitude that we saw on social media — our community takes wellbeing seriously! — we also raised more than \$70,000, which supported everything from increased counseling staff to the creation of a student-designed meditation garden.

Energized by four different matching gift challenges, our February 2021 “Month of Love” raised more than \$106,000, offsetting the cost of 184 specific items: everything from new air filtration systems and COVID testing equipment to software licenses for online learning — even additional fuel for the fire pit to enable more outdoor gatherings.

Thank you for your support! •



Emma Adelson '22 and Rebecca Dontje '22 practice archery under the watchful eye of teacher Donna Daigle.



Bleu (right), a longtime campus fixture owned by Facilities Services Technician Matthew Grallert P'21, gained a new friend this pandemic: Pickle (left), owned by Director of Advancement Merritt Colaizzi.



# OUTSIDE (IS) OUR COMFORT ZONE

During the past year, we have been living and learning outside more than ever.



New fire pits at the School allowed students to hang out, regardless of the weather.





"Leafy Reflection" by  
Nathania Williams-Jack '24





Candy Yu '20

# REMEMBERING MADGE BUERGER



## **FORMER ATHLETIC DIRECTOR, COACH,**

Archivist, Alumnae Association Executive Secretary, mentor, and friend Madge Buerger passed away on January 4 at age 97.

Mrs. Buerger dedicated 42 years to MHS, 23 years as Director of Athletics, and she coached nearly every sport at the School. A faithful MHS ambassador, Mrs. Buerger was until recently a presence at Alumnae Weekend and our annual Awards Banquet, where she presented the Madge Buerger Blue/Gold Cup.

Between them, Mrs. Buerger and her husband, former Latin Teacher, Registrar, College Counselor, and Assistant Headmaster Joe, served a combined 70 years at Miss Hall's, and the Buergers made an indelible impact on the lives of generations of MHS students.

We received many remembrances — far too many remembrances to publish all of them here — but we share some. For more, visit [misshalls.org/stories](http://misshalls.org/stories).





"I can see and hear her during graduation practices directing everyone with class and grace. A legend. She'll be in charge up above for sure."

— **Alexandra Martin-Mellor '83**

"There were so many memories surrounding her. She set the pace to the music (with bent arm moving back and forth in front of her) to make sure we entered any formal event in the student center. I think of her to this day when I hear God of Our Fathers (and am ready to walk in time to the beat). As members of the Athletic Association, she was really our mentor. Then, later, when I was Alumnae Council President and she was Alumnae Association Director, I felt she was a real friend and her guidance priceless. We were so lucky to have her at Miss Hall's."

— **Sheila Scranton Childs '57**

"I feel lucky to have had Madge inspire me as a student, and then mentor me as I took on the role of AD at Miss Hall's, fresh out of college. Needless to say, I was green, but she always seemed to know just what to say. I will forever think of her fondly."

— **Rachel August Horn '94**

"The Buergers were the heart and soul of MHS and cared so deeply for all of us students. What a wonderful legacy, I will remember both of them fondly."

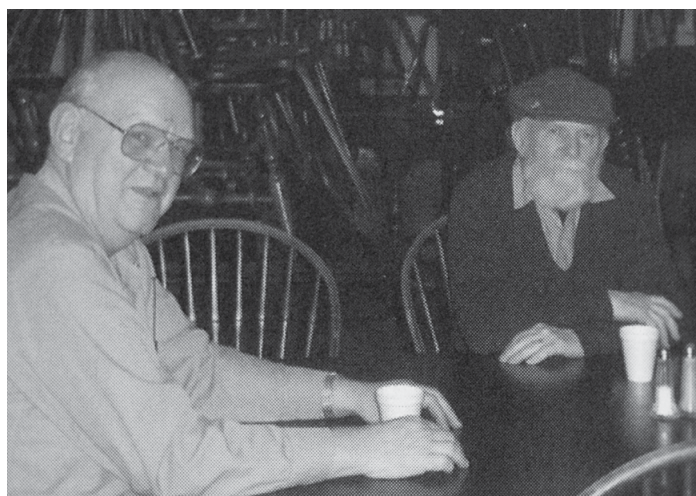
— **Laura H. Harris '74**

"Oh, such a loss. Mrs. Buerger made everyone feel special, and even recognized me whenever I came back on campus. I think of her running alongside our field hockey team during the fall games."

— **Alice Butler Burhnam '65**

## REMEMBERING FORMER STAFF

**FORMER SECURITY OFFICER JOSEPH MURPHY P'05**, father of Lindsay France '05, passed away unexpectedly on December 27. Joe (at right in the photo below) worked at MHS from the early 2000s until 2006. An avid outdoorsman and jack-of-all-trades, Joe loved his cats, being in the woods, hunting, and grafting in his orchard.



**FORMER MHS HOUSEKEEPER ROGER WELCH** passed away in February. Roger retired from Miss Hall's in 2011 after ten years of service. His wife, Doreen, worked at MHS for twenty-five years, with Aramark, then the School's dining services provider.



# REMEMBERING SARAH MCFARLAND



## WE WERE SADDENED TO LEARN OF THE JANUARY 12

death of former History Teacher, College Counselor, and Resident Sarah McFarland, who wore many hats during her 25 years at Miss Hall's.

Sarah joined MHS in 1989 as a resident and college counselor, a position she held for thirteen years, and began teaching History in 1992. A resident for 25 years, she also held the roles of History Department Chair, School Archivist, Senior Class Advisor, JV basketball and tennis coach, and advisor to Essence.

Sarah came to MHS from the Williams College Library, where she was Head of the Reference Department. A seasoned world traveler and consummate reader (Sarah maintained a list of books she had read since 1960), she was, as her obituary noted, "the kind of teacher every high school should have."

Here are just a few of the many messages we received upon Sarah's passing. Please visit [misshalls.org/stories](http://misshalls.org/stories) to see more.

"Sarah was direct in her critiques, for sure, but also invaluable to me as a first-year head trying to learn so much so fast, and decipher so many unspoken Miss Hall's rules. I know that I am a better head of school for having known her and learned from her, and I will be forever grateful for her kindness, generosity, humor and care."

— **Head of School Julia Heaton**

As a resident, Sarah delighted in spending time telling MHS ghost stories with the 9th graders, when they lived together on the 2nd floor — to my absolute dismay, as it took weeks sometimes to calm them back down. I had the pleasure of taking AP European History with her, and she amazed me with her notes and preparation for each class — much of which she never really had to reference during a lecture. She was like that in all of her classes, and her students benefited from all that brought with her into the classroom and in to the dorm."

— **Director of Academic Counseling Sarah Virden**

"Ms. McFarland was an outstanding teacher and advocate for her students' futures. She pushed me to reach higher than I had imagined, and I was buoyed by her confidence and support."

— **Erin Dobson Cooley '97**

"Ms. McFarland was a huge part of MHS life for me. She taught me the value of quick wit and dry humor. She always had an eye out for me and protected me when I didn't know I needed it, and I will always hold my memories of her close to my heart."

— **Ali Moore-Ede '05**

"Ms. McFarland opened up the world to me and really taught me how to think critically about our place in it. She showed me what a future as a badass, world-traveling, independent woman could look like. What a woman."

— **Nora McCloskey '08**





"I will remember her forever for lots of reasons, but especially for the chair races that she and I used to have. This was truly a noble MHS tradition — what started as a strange, impromptu (and eventually annual) race on office chairs down the upstairs hallway finished as a dramatic spectacle in front of the whole school at a community meeting the year she retired. We probably did this a dozen times, over the years, and I never once won. I was always happy to play the villain to her hero for the students who watched, and I can still see her triumphant smirk. I loved her for it."

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



# MILESTONES

## Deaths

Rebecca Ashton Goss '47  
 Virginia Manny Lancaster '47  
 Emilie Starke Piper '48  
 Chantal Leroy Hodges '52  
 Deborah Washburn Burke '55  
 Susan Breit Willis '61  
 Deborah Schubert Tenney '61  
 Lee C. Higgins '62  
 Penelope "Penny" Perkins  
     Wilson P'64, GP'94  
 Kristi Krey '89  
 Caroline Vreeland '08  
 Former Athletic Director  
     Madeline "Madge" Buerger  
 Former faculty Sarah McFarland  
 Former staff member  
     Joseph (Joe) Murphy P'05

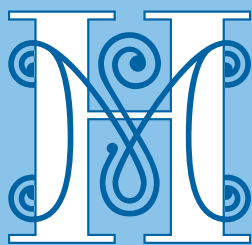
## In Sympathy

Leslie Guy Connery '47 on the death of her husband Donald Connery  
 Donna Miller Straat '55 on the death of her husband Kent Straat  
 Keye Hollister '56 on the death of her sister Jo-Ann Emerson  
 Katherine Denny Brown '60 on the death of her husband Martin Denny-Brown  
 Suzanne Wilson '64 on the death of her mother Penelope "Penny" Wilson P'64, GP'94  
 Jennifer Perkins Speers '71 on the death of her aunt Penelope "Penny" Wilson P'64, GP'94  
 Carol Connery '75 on the death of her father Donald Connery  
 Patricia Parker Mueller '78 on the death of her father Foxhall Parker  
 Jill Paley '78 on the death of her mother June Paley  
 Kris Krieg Vallandingham '94 on the death of her grandmother Penelope "Penny" Wilson P'64, GP'94  
 Emma Salguero '97 on the death of her grandmother Virginia Manny Lancaster '47  
 Emmy Goldin '01 on the death of her brother Jason Neil Goldin  
 Lindsay Murphy France '05 on the death of her father Joseph "Joe" Murphy  
 Hannah Bartini '07 on the death of her grandmother Rita Bartini  
 Sarah Connor Davekos '07 on the death of her father Phil Connor  
 Jasmin Stanley '07 on the death of her grandmother India Adams Rance  
 Dana Drugmand '08 on the death of her grandfather Norvan Oakley Drugmand  
 Gabriela Keator '17 on the death of her grandfather Reverend George Keator  
 Sarah Nason '17 on the death of her father Robert Nason  
 Trudy Fadding '19 on the death of her grandfather Russell E. Fadding

**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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# 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 since July 1, 2020, 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. Boatwain '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  
Carollee 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  
Rebecca A. Hajjar '89  
Gwendolyn Fisk Halleran '23+  
Susan K. Hamill '75  
Barbara Hamlin P'67+  
Laura H. Harris '74  
Lorraine Nichols Higbie '49+  
Joyce Martin Hill '65  
Elizabeth Gibson Hoffman '32+  
Willoughby Scott Hood '45+  
Nancy P. Hubbard '65  
Abbie Breene Hubert '63  
Anne Dalrymple Hull '34+  
Belinda Laird Hylinski '59+  
Anne Morgan Jefferson '53+  
Susan Raab Johnson '68  
Helen S. Joline '69  
Stephanie Lawlor Kadnar '90  
Anna Wells Kalal '52+  
Carol Goodman Kaufman '70  
Katherine Kinnicut '66+  
Stacy Kirk '90  
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  
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Margaret S. McDonald '87  
*Sarah McFarland+*  
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Shelley B. Miars '69  
Florence K. Millar '40  
Margo Miller '53  
Sarah Daniels Morse '67  
Carolyn Castle Munson '60  
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Jill Ford Murray '51+  
Deirdre D. Nicholson '98  
Deborah Graves Nolin '52  
Jeannie Norris H'62, '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  
 Elizabeth McChristie Stetson-Pettit '37+  
 Donna Miller Straat '55  
 Kathleen Szpila '98  
 Patricia L. Thatcher '66  
 Theresa S. Thompson '64  
 Ellen Thrower P'09  
 Susan H. Timken '61+  
 Kristine Krieg Vallandingham '94  
 Helene Peters Victor '36+  
*Sarah Virden*  
 Catharine Bentley Waller '57

Dorothy Goepel Warner '31+  
 Eleanor Humphreys Watts '54  
 Catherine Mather Webb '42+  
 Ellen Purdy Webster '56  
 Anne Gillin Weingartz '87  
 Mary J. Weston '71  
 Ann Harriman White '49+  
 Emma Raymond White '33+  
 Madeline Emery White '56  
 Caitlin Hamblet Whitehead '00  
 Cornelia Cabot Whiting '89  
 Alden M. Whittaker '87  
 Geoffrey R. Wickwire  
 Virginia Breene Wickwire '67  
 Mary E. Wilcox '70  
 Virginia Maloney Wilkins '81  
*Sarah Whiting Wilson '01*  
 Suzanne Wilson '64  
 Isabel Wise P'62+  
 Amy Church Wood '89  
 Mary "Mimi" Brooks Woodbridge '56  
 Dorothy MacColl Woodcock '60  
 Richard M. Woods P'82  
 Robin Brown Woods '58  
 Diane Wortis  
 Kelly Jeanne Youngs '89  
 Edith Stetson Yovu '67  
 Jane Beach Zalman '64+  
 Gwen Drum Zimmerman '62

+deceased



## SARAH WHITING WILSON '01

**WITH A BACKGROUND IN FINANCE AND AS A COACH OF** women in the workplace, Sarah Whiting Wilson '01 knows a few things about the gender wage gap.

When she learned that endowments at girls' schools — including Miss Hall's — are substantially less than those at boys' schools, she decided to do something about it. "It's an important leading indicator of the disparity between opportunities for men and women," says Sarah, Senior Director of Borrower Finance at LendingClub, a financial firm that links borrowers and investors.

It also inspired her to join the MHS Heritage Society, which underwrites the School's endowment.

"I want young women to have the same opportunities as young men," notes Sarah, who volunteers time and expertise to coach women navigating their careers. She credits MHS with giving her the time and space to discover her inner voice, set her own course, and be confident in her direction.

"The great thing about an all-girl education is the opportunity for girls to focus on what is important to them," she adds. "I support young women in their education because I want to make sure they have the confidence to ask for what they deserve when they enter the workplace and beyond."

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



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