

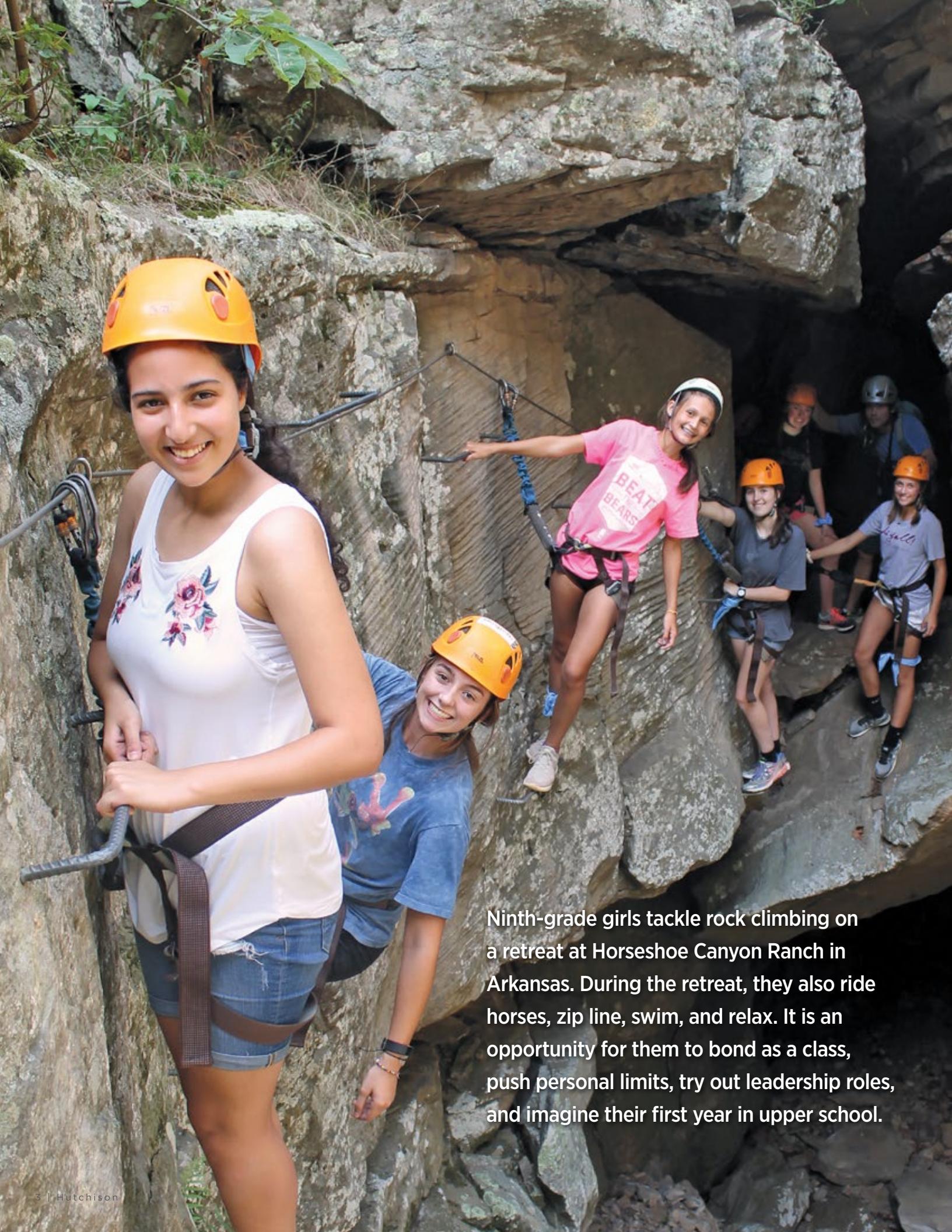


A Call to Serve

MOLLY CRENSHAW '08
CAREY MADISON MOORE '64
LINDA MARKS '63

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Ninth-grade girls tackle rock climbing on a retreat at Horseshoe Canyon Ranch in Arkansas. During the retreat, they also ride horses, zip line, swim, and relax. It is an opportunity for them to bond as a class, push personal limits, try out leadership roles, and imagine their first year in upper school.



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ON THE COVER Hutchison alumnae are working to nurture community in Memphis and make the city stronger. Pictured are Molly Crenshaw '08, Carey Madison Moore '64, and Linda Marks '63, who, along with Alex Middleton '09 and Meg Thomas Crosby '88, are fighting the good fight for the river city.

Alumnae were photographed at Crosstown Concourse, the former Sears, Roebuck and Company catalog distribution center and retail store, originally built in 1927 and revitalized as a “mixed-use, vertical urban village,” with stores, restaurants, apartments, a school, and businesses. Its grand opening was in August 2017.

Photograph by Brandon Dill



*“The greatness of a community is most accurately measured
by the compassionate actions of its members.”*

— CORETTA SCOTT KING

A Call to Serve

There is compassion, determination, prayer, courage, and commitment. Sometimes there are small victories; at other times, setbacks. These are just some of the aspects of shaping a life of service. There are many others that are indescribable. This is the story of just five Hutchison alumnae who have chosen to serve in Memphis. Their work has one common thread—to bring people from different parts of the city together to build a stronger, more united community. They love their hometown, and they want to see it thrive. Their stories are inspiring.

Left: Molly Crenshaw '08, Carey Madison Moore '64, and Linda Marks '63

In August 1963, a few months after Linda Marks '63 graduated from Hutchison (when it was still on Union Ave.), the Rev. Martin Luther King Jr. was leading the March on Washington for Jobs and Freedom. It was a tumultuous time, but also an inspirational one, in which great strides in equality were made. By 1968, faith leaders in Memphis were actively brainstorming the idea of creating an organization that would address poverty and racial division. On April 4 of that year, when Dr. King was assassinated in Memphis, their work became a priority, and by September, MIFA (Metropolitan Inter-Faith Association) was born. This year marks both the 50th year since Dr. King's death and MIFA's 50th year of service.

“The biggest blessing is experiencing how connected we all are with each other. Then there’s the importance of stepping outside of the default setting, the comfort zone, and just seeing the bigger world.”

— LINDA MARKS '63

Although Marks stayed close to Memphis for her college studies—English at Agnes Scott College in Georgia and law at The University of Memphis—much of her career was spent in the Northeast working as a patient rights advocate for people with mental illness. When she returned to Memphis in 2004, she started working at MIFA in their ombudsman program. It was a natural fit for her experience in advocacy.

She now serves as the Inter-Faith and Community Outreach Officer at MIFA. The organization offers a number of programs for seniors and families. The senior programs offer home-delivered meals, free transportation to doctors' appointments and congregate meal sites, and companionship for seniors living in their homes, and advocacy for those in long-term care facilities. The family programs offer a spectrum of personalized interventions designed to address the vulnerabilities that could lead an individual or family to homelessness.

But Marks always points to the organization's vision—"Uniting the community through service"—as its defining characteristic. "The service MIFA offers became the vehicle for bringing people together," Marks said. "The service we offer is vitally important, but underlying all of that is the initial impulse to bring people together who would not ordinarily be together, wouldn't know each other, wouldn't realize they had anything in common. We don't just do things for people and give things to people. We bring the community together."

This happens most visibly when volunteers deliver Meals on Wheels or spend time with seniors. Marks said she often hears from volunteers about how the work has changed their lives. "They had no idea of the effect it would have on them to know people they would never have come in contact with otherwise," Marks said. "There are countless stories of friendships that have been made." Marks' mother, Frances Marks, who taught Latin at Hutchison and also served as upper school head, often volunteered for MIFA.

Marks said she continues to do this work because it energizes and stimulates her. "The biggest blessing is experiencing, in so many different ways, how connected we all are with each other. Then there's the importance of stepping outside of the default setting, the comfort zone, and just seeing the bigger world."

Building Relationships with Tea

You can ask Carey Madison Moore '64 about stepping out of her comfort zone. Moore spent many years traveling and doing mission work in India with her husband Rick, a current member of Hutchison's Board of Trustees. When they slowed their traveling abroad, Moore said the Lord moved her to do work closer to home. Moore, who graduated from the University of Kentucky, has four daughters and one granddaughter who graduated from Hutchison (**Catherine '89, Emily '91, Grace '94, Maddi '07, and Bess '13**) and four granddaughters currently attending.

In 2013, she and Rick bought and supervised the renovation of a house in Memphis' Orange Mound neighborhood at the corner of Semmes and Carnes. It became The House of Orange Mound and serves as a resource center for the Neighborhood Christian Centers, which was established 39 years ago. At The House, volunteers teach women who live in the community domestic skills that have been lost in generational poverty, as well as GED classes, résumé building and job readiness, faith and finance, and Bible study. The idea is to link two cultures in friendship and respect.

Moore then took another step toward actively helping the women in the neighborhood. She purchased a tea company called My Cup of Tea from Mary Beth Bryce (mother of alumnae **Missy Bryce Perkins '97** and **Emily Bryce Bowie '00**) and renovated another house on Semmes that serves as the packaging and distribution center for the tea. The tea company's website states it clearest: "Our mission is to walk with women beyond the boundaries of poverty and neglect and assist them in finding their purpose." Women who have been trained in a Tea Life class at The House can apply to work at My Cup of Tea.

Moore's promise is that if they finish all of the courses, she will hire them. They learn all about tea and how to package, label, inventory, market, and ship the product.

"My desire was to merge resources with need," Moore said, helping women move toward "whatever it is that the Lord wants these women to be. For the majority of our women, it is their first income stream." She said the women work together, become friends, and learn to appreciate each other's talents and differences. "The tea is our toolbox. It's the relationships that will have eternal strength and value. Lives have changed. That was always the motivating piece ... to make a difference in a few people's lives, and give this historic community a chance to lift its head."

My Cup of Tea products are sold around Memphis at farmers markets and in stores, as well as online. Tea names and packaging have taken on Memphis themes such as "Bluff City Chai," "901 of a Kind," and "Riverboat Queen." Moore said they also own the property across the street from the distribution house and hope to build a larger facility there, when they can. She stressed that whatever they build, they will maintain the architectural style of the neighborhood.

Helping Youth Find A Voice

As a junior at Hutchison, **Alex Middleton '09** participated in Bridge Builders, a yearlong program for students in grades 6–12 sponsored by the organization BRIDGES in Memphis. The program was founded by Becky Webb Wilson (grandmother of **Olivia Wilson '18**). One part of that experience was spending a week at The University of Memphis with a roommate from Craigmont High School who lived in a different part of the city. Along with about 20 other students, Middleton and her



Women working at My Cup of Tea in Orange Mound

roommate discussed challenging issues that were rising to the surface in the city and in their lives. She said it was enlightening because she and her roommate were "having the same experiences just from different lenses."

Middleton's experience with Bridge Builders during high school "changed the way that I saw the world. I fell in love with the program. It pushed me and challenged me in different ways and gave me a chance to meet people from all over the city. That's where my interest in working with children started ... seeing that in a week you could have a life-changing experience."

After graduating from The University of the South at Sewanee, Middleton gravitated back to BRIDGES, where she is now the Bridge Builders curriculum and training coordinator. She and her colleagues focus on helping youth bridge the gap between cultures, races, and faiths. "Our programs are aimed at community transformation through a youth lens," she said.

BRIDGES programs are experiential, not lecture-based, so participants are constantly engaged in activities and discussions with one another. She said topics in a workshop might range from building community within their own schools to talking about leadership, economic justice, or environmental justice. "Those conversations can be difficult," she admitted. "But it's a learning experience. You should know what other people think and you should be able to engage with them and hear them without shutting them down."

One exercise, she explained, has students create their own communities. "We point out what they've chosen for their community. You have a landfill right next to your park. Is that

“The tea is our toolbox. It’s the relationships that will have eternal strength and value. Lives have changed.”

— CAREY MADISON MOORE ’64

going to work for anyone? Is that reflective of Memphis? Are there certain areas in the city where there might be a landfill next to where students are or where families live?

“The idea is to challenge students to think about what’s happening in Memphis, what’s happening in their own communities, and then what we could do in the future to create a more equitable society. Our goal, whether or not you live in a community that’s being directly affected, is that you’re going to leave our workshop wanting to do something, wanting to learn more.”

Bridge Builders connects students with resources to get involved in their communities and provides service-focused work where they can learn more. Students might go to a blighted area and plant a garden, for instance. “From that experience, they’re learning about blight, doing a service, and getting more information about how to continue this work or do it someplace else.”

A Focus on Parenting and the Next Generation

One alumna is working on creating a stronger community from another point of view—prevention of childhood stresses that lead to bad outcomes. **Molly Crenshaw ’08** is the Universal Parenting Place (UPP) site director and parent coach at Perea Preschool in North Memphis. The UPP program is administered by the ACE Awareness Foundation. ACE stands for Adverse Childhood Experiences, which might be physical, emotional, or sexual abuse, domestic violence, a parent with mental illness, divorce or separation, alcohol or substance abuse, or incarceration of a family member.

The five UPP sites around Memphis were created in response to research that showed that “toxic stress caused by chronic exposure to traumatic events in childhood is at the root of many poor adult outcomes ... including violence, aggression, addiction, depression, and chronic diseases.” These stresses can affect anyone, regardless of socioeconomic status, ethnicity, education, and other factors. It’s estimated that in any given population, about fifty percent of people have had one ACE.

“What we know now through the ACE study and findings from neurobiology is that the most brain development changes are from in utero to five years old. That’s your optimal time for change. We know that teaching parents skills, counseling them, and interacting with their kids—all of that is more beneficial in

the long run than trying to catch kids at 14 or 18 when they don’t have as much ability to change.”

“We’re prevention,” Crenshaw said about UPP. “Ninety-five percent of federal dollars are going toward intervention; five percent are for prevention.” Without resources and support for prevention, Crenshaw added, federal dollars end up going toward medical care and government assistance.

“With counseling, we are generally building a relationship with someone and establishing trust,” she said. “A lot of what we talk about is what parents went through in their own childhoods that is now affecting who they are and how they’re parenting their kids. We know things happen cyclically and that a two-generational approach is the best to provide lasting change for families.” In other words, the support provided to children is more effective when their parents are equipped with the proper skills to help them at home.

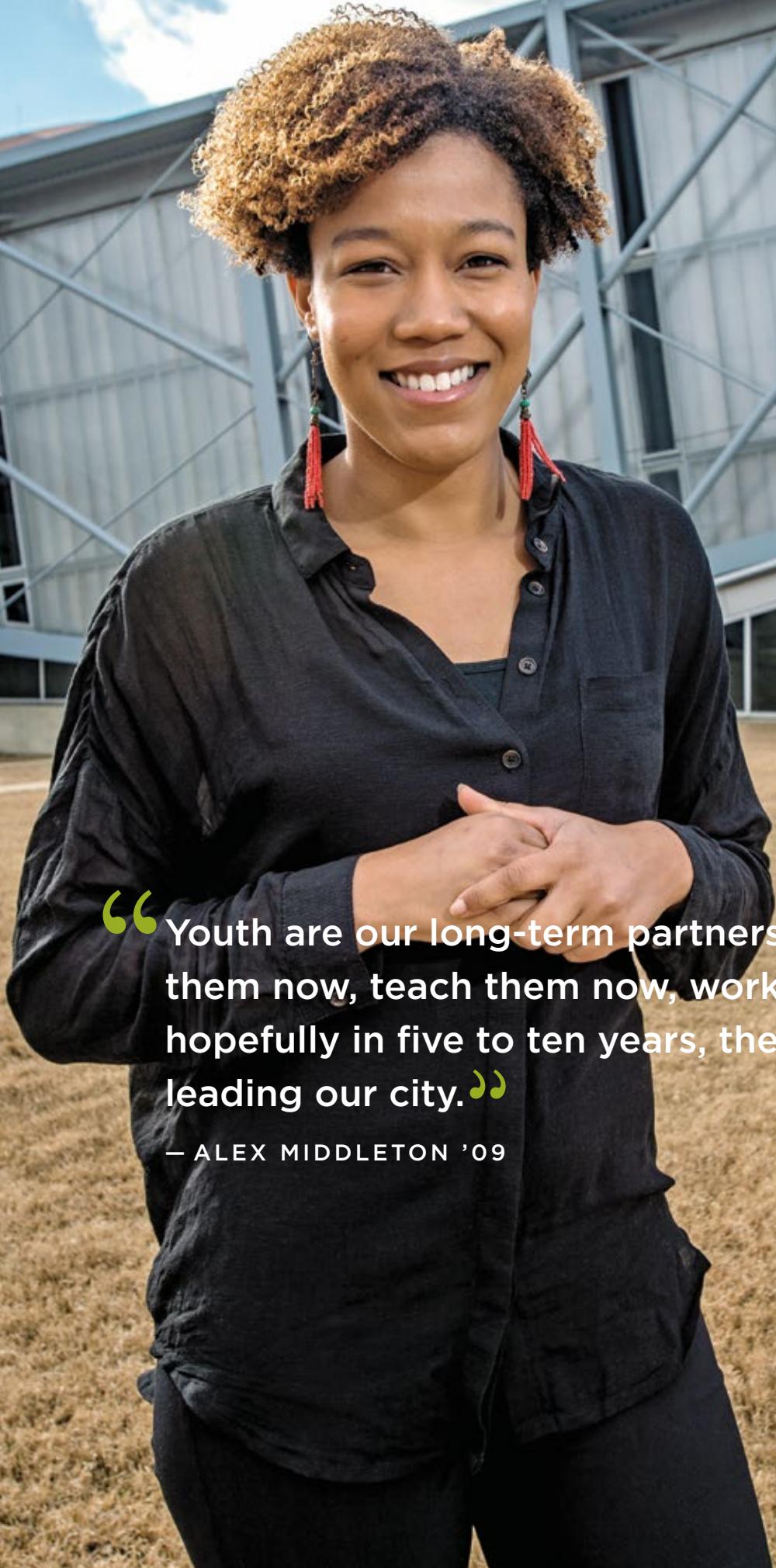
Crenshaw, who studied social work at the University of Georgia and then received her master’s in social work at the University of Texas at Austin, said she knew early on that this was the work for her. Her family (including sisters **Wendy Crenshaw Bolden ’06** and **Lucia Crenshaw McKnight ’05**, who established the Hutchison Community Service Endowment Fund), would drive every Sunday from East Memphis to Calvary Church downtown. “I was concerned about the community in Memphis when I was little, and I noticed things that were not necessarily obvious to others.” She also remembered interacting with Perea preschool children who came to Hutchison for events.

“I told our principal at the time that I wanted to work with kids in our city, and now I am so grateful that it has come full circle.”

Using Data to Help Non-Profits Become More Effective

Although she doesn’t consider herself a “tech person,” **Meg Thomas Crosby ’88** spent five years working in human resources at one of the biggest tech companies in the world—Google. So while she knows a lot about how people make an organization effective, she also knows that technology plays a vital role in making organizations more efficient.

She returned to Memphis in 2006, and then co-founded PeopleCap Advisors in 2011, which consults with for-profit



“ Youth are our long-term partners. If we invest in them now, teach them now, work with them now, hopefully in five to ten years, they’re going to be leading our city.”

— ALEX MIDDLETON ’09



“In Memphis, we’re starting to use data and analytics to understand how our social programs are working ... Our challenges in Memphis are so great that we need to be able to quantify them, because we need to be able to move the needle in a very significant way.”

— MEG THOMAS CROSBY ’88

companies and non-profit organizations about growth and transition. She is actively involved in the boards of several local companies and organizations, including Rhodes College, the Community Foundation of Greater Memphis, the new Crosstown High School, Big Green (formerly The Kitchen Community), and several others.

Crosby said one of the biggest challenges in non-profits and non-governmental organizations is the influence of technology. "Organizations are starting to use technology to help measure outcomes, whereas before, everything was anecdotal. Our challenges in Memphis are so great that we need to be able to quantify them, because we need to be able to move the needle in a very significant way."

She believes that there will always be relational giving, when people give to support one another. But by giving more strategically, "we can amplify the change and make substantial progress." Additionally, she believes that as today's millennials start to become a larger percentage of the donor base, they will ask for numbers, because they are accustomed to looking at evidence and outcomes. Another trend she sees is collaborative giving, where people will pool their resources to target a specific area to really make a difference.

The challenge, she admitted, is that technology is always a budget issue for most non-profits; donations often go toward high-visibility programs or capital campaigns. She said that the Community Foundation has been successful in funding non-profit capacity building for upgrades to technology or other needs, so that organizations can run more efficiently.

One of the boards Crosby sits on is Slingshot Memphis. This organization is working to "bring data and analytics to our non-profits to help them understand how they are making an impact and where to allocate their resources to have a greater impact. We also highlight and promote organizations that have proven they are having an impact to help drive dollars to those organizations."

Crosby said Slingshot is fashioned after the Robin Hood Foundation that Paul Tudor Jones, a native Memphian, founded in New York. "He was a pioneer in this area. He was saying, 'We give all this money to non-profits, but we don't put them through the same rigor we do on the investment side.' If we begin to use data and analytics and to fund programs that actually work, can we really fund the change and create the change that we need to see?"

Being the Change – In Memphis

In 2015, **Kirby Dobbs Floyd '82** and her husband, Glenn Floyd, endowed the Hutchison Serves program. While connecting girls with service opportunities has always been a priority at Hutchison, the Serves endowment codified the program and made service something that girls in all divisions learn about. Girls in early childhood, for instance, take part in a St. Jude Trike-a-Thon, which raises money for the hospital and teaches them how and why it's important to get involved in the community. In lower and middle school, girls help grow and harvest vegetables on the Hutchison Farm to donate to the Mid-South Food Bank, and learn about how some people live with food insecurity. In upper school, girls venture out into the community to partner with people and organizations and lead projects that have a real impact on people's lives. The majority of the learning is about creating and sustaining relationships, and how we all share a common experience.

Linda Marks said the phrase "giving back" is often used when talking about service, but that it implies a one-way relationship. "I prefer something like opening up. The thing that makes us our best selves is when we can open ourselves to see, authentically, how somebody else is living, both what's different and what we share. And the differences can be wonderful and exciting and interesting or they can be threatening, but the things that we share are the most important."

Much like the relationships that Carey Moore is helping to develop in Orange Mound, Molly Crenshaw says that the relationships she has fostered while working with parents and children help to create a stronger community. "To change Memphis, there has to be more communication," Crenshaw said. "Relationships strengthen when there's improved trust of one another. I think one major way to do that is mentoring. You don't even have to call it mentoring ... just cultivating relationships with people who aren't the exact same as you."

Girls in Hutchison's Rogers Scholars cohort often visit Crenshaw, and she tells them, "There is a world that exists outside of the world that you are living in right now. Open your mind up to these worlds, because making one connection decreases the perception of the racial divide, the economic divide. It takes a village, and we have to create a safe village. And I think the main way to do that is by talking and getting to know each other."

websites

bridgesusa.org
mifa.org
shopmycupoftea.com
aceawareness.org
slingshotmemphis.org



[GIVING *pause*]

[PHOTOS BY *Cady Herring '13*]

by Max Maddock



Most of us look at and take photos every day. With social media and the ubiquitous camera phone, it's relatively easy. So what makes **Cady Herring's** photographs so different?

"I'm looking to take photos that create a pause," Herring, Class of 2013, said. "Because of social media, our attention spans are being forced to focus on things for eight seconds and then move on. I want to create work that not only has an important message, but also is interesting enough to get people to think about it, remember it, and have an impact on how they think about an issue."



Herring discovered her passion for photography during her junior year at Hutchison when she went on a service trip to Honduras and visited Good Shepherd Children's Home. It was her first trip to a developing country, and it made an impression. "I wanted to share my experiences learning about poverty and the need for education in developing countries," she said. "I'd just gotten a camera, and I thought that if I could communicate stories about the individuals I was meeting, I could make statistics about poverty matter to people who couldn't go. A light bulb went off, and I said to myself, 'Okay, you're going to use photography to try to inspire social change.'"

When she returned to the United States, Herring pursued a Hutchison Leads internship with photographer Lindsey Lissau, who taught her about camera function, lighting, post-production techniques, and storytelling. With those skills in hand, she returned to the orphanage in Honduras by herself, and, with the help of a Spanish translator, interviewed the children and took their photographs. "I wanted these photographs to be creative, motivational, and impactful." The culmination of the project was an exhibition in midtown Memphis to raise awareness and funds for the orphanage.

"The photos that I took there were my first ever photojournalistic, documentary-style photos, and I got kind of lucky with them. They're still some of my favorites today. Hutchison Leads taught me how to take an idea and push through the steps to complete a capstone project like that—learning technical skills, language skills, traveling





to another country. Once you have these small victories, you realize that you can dream bigger. It made me feel grateful for the environment at Hutchison, because it is a place that fosters growth, creativity, and the pursuit of a passion.”

Honing Her Craft in College

At The University of Mississippi, Herring majored in international studies and minored in Spanish and journalism. During her time there, she traveled to Ethiopia, Uruguay, and Tanzania, taking photographs to tell the story of each place. She also worked with a group of other students to report on what 50 years of the voting rights act in the Mississippi Delta looked like. The resulting special magazine they published about the topic won the 2016 Robert F. Kennedy College Journalism Award.

For her senior thesis, Herring studied and interviewed members of the Hispanic immigrant community in Oxford,

Mississippi. “It’s small, but it’s there,” she said. Her idea was to study how news media representation of Hispanic immigrants impacts U.S. citizens’ opinions about those immigrants, and how all of that impacts their lives. She decided to take a mixed methodology approach to the project, combining artistic and documentary photography with journalism and anthropological studies.

The people she spoke with were predominantly women. She got to know them, developed a rapport, and started to interview them about why they had come to America and what their experience was. “I don’t think anyone spoke English, so it was challenging to explore and try to represent what would it look like to live in small town Mississippi and not be able to communicate with most of the population?”

She then started to photograph them but was faced with a huge challenge—many of the women were undocumented immigrants, so she couldn’t show their faces. The women



were worried about the repercussions of being exposed. "I faced a huge responsibility in my work of, 'okay, I want to talk to these people, and I want to share these stories and photos of them to create a pause and get readers to think differently, think more empathetically.'"

It forced her to be especially creative. She conducted a photo workshop, teaching the women how to take their own photos to democratize the process of representing their culture. She photographed details of the mothers interacting with children and took silhouettes of others. "I focused on the emotions tied to motherhood, because that was the only way that I could represent meaningful aspects of their lives with the time and the constraints that I had."

Herring was nervous when she published the project and knew that her subjects would see it. "I wanted it to be a democratic process, and I wanted them to take ownership of their representation. I wanted them to be proud of learning how to photograph their lives in a way that makes them feel empowered about how they can represent themselves and how they can communicate with the community through photos, since they can't necessarily communicate very well through language." She said the women were completely supportive.

"One of the most important parts of this type of work is to

build relationships," Herring added. "You have to build that relationship or else you're taking advantage of your opportunity. It's very easy to continue marginalizing people. Once you build relationships with people who might look very different than you look, whether it is surface level or something else about their lifestyles, you find that there are a lot more similarities."

Creating Work that Matters

These days, Herring is based in Florida, working and traveling as a freelance photographer, as well as with a production company that covers special events to tell compelling stories with photographs and video. She admits that it's challenging to make a living as a professional photographer when everyone has access to a smartphone camera.

"My goal is to find a way to support myself while growing as an artist and creating artistic documentary work that matters," Herring said. Because she speaks Spanish, she says her interest will most likely always include Hispanic culture, and she's open to living abroad at some point. She also cares deeply about women's rights. "My goal is to go into communities along the margins that are often pushed aside and explore topics that might be uncomfortable to talk about. I want to create something that those marginalized communities can be empowered by and proud of."

"Photography for me is a tool. I believe in the ability, the potential, for social change through documentary storytelling. Photography captures moments, but it's also a language. Being a photographer comes with a responsibility to be specific about what you say with your work, about what you say through your work. And so I'm always looking for something that has a greater meaning about society or about humanity. I feel like if you're not using your talent or your ability or your circumstance to have a greater impact on society in some way, then what are you doing? For me, it's an inherent responsibility to have a positive impact with whatever I'm doing."

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It is the proud philanthropic support of the greater Hutchison community—the collective spirit of giving by parents, alumnae, parents of alumnae, grandparents, faculty, and staff—that keeps Hutchison strong.



t Hutchison, history comes alive. Classes are not about memorizing dates and names or listening idly to lectures. Instead, girls are learning about U.S. and world history, making connections across time, and learning how to engage each other over important topics. Hutchison teachers are ...

Making REVIEW

Ask an upper school Hutchison girl about her experience with history classes today, and you'll get an effusive response. Hutchison girls are actively strengthening their critical thinking, reading, and writing skills while absorbing historical content. They're scanning and analyzing current news through the lens of history and talking about it. They're learning how to discuss differences of opinion in empathic and constructive ways.

In the upper school, a cohort of four teachers is encouraging girls to think of history as a living, breathing entity that is integral to their understanding of current events. The group is led by Ronnie Robinson, chair of the department, and also includes Amanda Magdalena, Clay Francis, and Rachel Mattson. The team collaborates to ensure that the roster of classes covers the required content, while honing the skills the girls will need to succeed in college and beyond.

"Our classes are all about discussions; it's a very organic

environment," Robinson said. "We're moving around a lot. We do group work, we do board work, there's constant engagement. I call it the lab method, because you're not just learning history or learning content. You're doing what historians do—asking questions, synthesizing information, and forming opinions. The content is the base, but we're covering the content in a way that sharpens their skills." Robinson teaches sophomore American history, including Advanced Placement (AP) and honors classes.

Robinson knows that reading comprehension and writing are critical skills for Hutchison girls because in addition to teaching for more than 20 years, he has spent the last 13 years working with the College Board, which oversees the SAT and AP exams. Robinson started with the organization as a reader, scoring AP history exams, and is now at the leadership level, training AP readers and teachers across the country. Last year, he was one of three to receive the College Board's Teaching Excellence

History



in History award. He also was nominated and won the Coca-Cola Educator of Distinction award for Tennessee.

"When you make the study more active," Robinson said, "there's a better understanding of history, without just memorizing dates and facts. You still have to learn dates and facts, because history is built on those, but you've also got to be able to compare slavery and Native American history, for instance, or the development of a democracy over time."

Amanda Magdalena, who teaches AP U.S. government and AP comparative government, said memorization only helps so much. She said if a class is talking about the powers of the president, for example, they might look at how they have expanded and contracted. But they have to ask, "What about the historical context enabled the presidential powers to grow and how did that change? Did they contract and why? What are the pros and cons of that?"

Clay Francis agreed. "Being able to understand cause

Ronnie Robinson and upper school girls in the Government Club on a trip to the National Archives in Washington, D.C.



and effect is one of the primary things that we want our girls to learn," he said. "We want them to think about contextual issues and then say, 'this leads to that.'" He said they also need to understand how to analyze and synthesize all of the information that they are learning. Francis teaches AP human geography, world religions, global studies, civics, and economics.

Learning to Love History

The upper school faculty agreed that the old teaching model—endlessly lecturing to students about historical dates and places—led many people to dislike history.

"There is never a time in which I'll lecture more than five to seven minutes at a time without giving girls an opportunity to imagine or compare and contrast or analyze some type of information related to what I've just shared," Francis added. "It's this constant process of engaging with the students and having them engage with one another."

Maeji Brown '18 said her love of history is because of her classes at Hutchison. She's taken advanced honors world history, AP U.S. history, and AP comparative government, and is finishing her senior year with AP U.S. government and AP art history. "Our teachers want us to be involved. They try to get us to think about what we're learning and make connections with different parts of history and even different classes. It's not just stating 'this is what happened, this is how it connects,' but getting to why it happened and why it connects. It's engaging and involves asking open-ended questions."



Upper school history and social sciences faculty, L to R: Clay Francis, Rachel Mattson, Amanda Magdalena, and chair Ronnie Robinson

Giving girls a voice not only makes the classes more interesting but also more empowering.

"I'm definitely more outspoken in class," Brown said. "I'm not afraid to speak up and give an answer, even if it is wrong, because we'll normally talk through it and understand why the right answer is the right answer. Or discover whether there even is a right answer, because occasionally in some classes, it's up for debate, especially in art history."

Using a Spectrum, Contract, and a Different Viewpoint

Nevertheless, history—and politics especially—can be messy and fraught with differences of opinion. So how does the faculty steer the girls toward civil and constructive dialogue?

"As we start classes, I immediately say that, of course, we have political differences just like we have different hair colors and different religions and languages, and we're going to celebrate those differences," Magdalena said. Additionally, she tells the girls to stick to the facts. "The government is happening around us, but we're talking about government structures and not making any value judgments about anybody."

Francis said he starts his semester by asking the girls to create a contract. "I say, 'we're going to be talking about challenging issues, but I want to do it in a way that's constructive, and I want your opinions on how we do that.' Then each class comes up with a contract. I write it down. And at the end of that, we sign that contract, which says we as a class are going to follow these rules."

Another way to diffuse tension that both Magdalena and Francis use is to change it from being a yes or no proposition to a spectrum of opinion. They place numbers on the walls around the classroom. For instance, if you believe statement X

one hundred percent, you stand near number 1. If you disagree with statement X one hundred percent, you stand near 5. And if you don't completely agree or disagree with statement X, you stand at 3. Then they have discussions across the spectrum—who believes what, who disagrees, why you disagree, and back and forth.

Francis said walking in someone else's shoes helps too. He occasionally asks the girls to filter their research and statements about an issue through a different way of viewing the world, such as realism, liberalism, constructivism, or Marxism. "Then it becomes less about an opinion and more about how a realist or a Marxist would approach this issue. Sometimes they have to take on issues from a point of view with which they don't agree, but I think it helps them understand that point of view a little bit better and have more compassion for someone who believes that way."

Abigail White '18, who has taken advanced world history, AP U.S. history, and AP U.S. government and politics, and is currently taking AP art history, co-runs the Government Club with Mary Margaret Treadwell '18. "We are close friends, but she and I disagree on most every issue. Over the years, she's become my favorite person to talk politics with because we've learned through the guidance of Mr. Robinson and other faculty members to have what we call 'debate without hate.' We've learned how to respectfully talk about different issues, why we believe the things that we believe, why we disagree, and how we can reach a consensus of sorts. Hutchison has helped me to develop those skills."

Becoming a Better Citizen

The upper school history department takes the mission of raising young women to be responsible citizens very seriously. That's why sharpening the girls' skills while teaching the historic content is so important.

"I think literacy is key to being a better citizen," Robinson said. "If you can read and think critically, if you can make comparisons, and dig and research and write and understand news, then you become a better citizen, not only on the local and national level, but also on the international level."

"My history classes have challenged my viewpoints in a good way," said Maeji Brown. "It's made me consider things that I wouldn't otherwise think about. And the classes have been some of the toughest courses I've taken, but in the end I definitely see them as very rewarding. I can take the lessons I've learned from my classes and apply them to my life, whether it was conversations I had or learning from the past."

"Personally, it's made me grow as a person. I was very shy my freshman year when I came into upper school, and I feel like I'm going to be leaving upper school with a voice, that I have something to say, and I'm going to say it."

creating a strong sense of community

THE WORK OF INCLUSION AT HUTCHISON

An integral part of the culture at Hutchison is creating community—among our girls, their families, and between our faculty and our girls. One part of creating community is fostering a sense of belonging. Research consistently shows that a sense of belonging is key to a girl's learning and achievement.

Hutchison has been examining in earnest the inclusion experience from several different viewpoints. We are talking and listening to teachers, staff, students, parents, and alumnae to explore what being inclusive means and to ensure that everyone has an opportunity to be heard. It is important

work, and our goal is to meet the challenges that we face along the way with honesty and understanding.

Over the last two years, Rachel Shankman, a visiting scholar and one of the Mid-South's foremost thought leaders for many years on issues surrounding diversity and inclusion,

has been guiding us through this work. Shankman brings a wealth of experience in working with Hutchison. She was the founding director of the Memphis office of Facing History and Ourselves and spent 22 years with the organization. Facing History is an educational and professional development organization dedicated to engaging students and teachers of diverse backgrounds in "an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry." The organization's unique pedagogy emphasizes empathy and reflection.

We asked Shankman about Hutchison's work on inclusion and what it means.

❖ How would you differentiate between diversity and inclusion?

I always start by saying that diversity is a fact, whereas inclusion is an action. Diversity considers who is sitting around a table, including gender, ethnicity, and socio-

economic and religious backgrounds. Diversity is a fact, because it is who we are. It's not something we can choose or change. Inclusion, on the other hand, looks at how we welcome and embrace diversity. It is an action, because we can choose to be inclusive or not.

❖ Why is Hutchison prioritizing the topic of inclusion?

Hutchison's stance on inclusion isn't new, and most organizations and companies believe building a diverse and inclusive environment is critical to success. As a school striving to prepare our girls for work and civic participation in a diverse and changing world, it is our responsibility to expose them to differences, both in cultures and in thought.

❖ What is the goal of this work?

For me, there are three elements that I try to share with everyone with whom I work.

- 1) The environment should offer a real sense of belonging, meaning that all students, teachers, staff members, and parents feel like they can be their authentic selves here at Hutchison.
- 2) All community members should feel that their uniqueness, their diversity, can be honored. We don't want people to feel as if they have to show one face at home and one face at school.
- 3) The end goal is to create an environment that is supportive and enables people to do their best work.

❖ How did you start?

To inform our work with three of our major constituents—girls, teachers, and parents—the Board of Trustees established an inclusion committee made up of trustees, parents, community members, and administration. Part of the charge for that committee is to help our teachers and parents model constructive dialogue about differences. It's about testing our assumptions and developing empathy. Faculty have also participated in professional development sessions facilitated, in part, by Facing History.



The inclusion committee, front row, L to R: Reggie Davis, Humi Kazmi, Sara Kris, Rachel Shankman, Cindy Grissinger, Erica Coopwood, Tonya Faulkner, Kristen Ring, Lori Guy; back row, L to R: Andy McCarroll, Kimberly Perry, Merry Moore, Leslie Daniel, Robyn Raby '88, Muffy Turley '88, Laura Shy, Laurie Stanton '65, Keith Dodge

❖ How do we go about fostering inclusion among the parent community?

One suggestion was to have small family gatherings with diverse hosts. We've had gatherings hosted by Muslim, Jewish, and Christian members of the committee. We know it can be intimidating sometimes for families to come to big events at the school, but if they have opportunities to get to know each other in small groups, it makes it much easier to engage with the school at a different level. We want to model for our girls how you step out of your comfort zone and have conversations with people who have different backgrounds.

❖ How do you engage the girls in inclusion?

It's building on what is already organically here. There are opportunities for girls to work together across differences through programs like Hutchison Leads and Hutchison Serves. There is a Facing History Leadership group. There is a club called Co-Exist that was born out of the desire to have deep conversations about differences. There's openness in each division for girls to talk about complex subjects. In upper school, for instance, Dr. Kristen Ring and Dr. Barry Gilmore hosted a lunch forum for girls who wanted

to talk about players kneeling in the NFL. There are panels about immigration where faculty members talk about their journeys coming to America. In early childhood, classes have created mosaics with different threads, and they discuss what's different and what's common. Librarians are choosing books that are reflective of diversity and inclusion. It's giving girls more opportunities to engage in conversations and listen to different perspectives. It has to really be organic. It can't feel contrived. And last, with the school's counselors, girls have people that they can talk to one-on-one.

❖ These can be difficult conversations. What's your advice?

If our girls are going to be successful, they have to develop the critical thinking skills to be able to look at a complex issue from multiple perspectives and to allow for different perspectives. It means on a tough issue—life, freedom, the first amendment—you're going to bring different voices to that conversation, so that a girl can learn. She is then better equipped to make an informed decision about where she stands on it. These experiences help a girl strengthen the clarity of her own ideas and better articulate her beliefs.

WE DEDICATE OURSELVES TO CREATING AN ENVIRONMENT THAT VALUES DIFFERENCES AND HONORS COMMONALITIES. AS A MEMBER OF THIS COMMUNITY, EVERY PERSON AT HUTCHISON IS RESPONSIBLE FOR HONORING HUMAN DIFFERENCES INCLUDING, BUT NOT LIMITED TO, ETHNICITY, RACE, SOCIOECONOMIC BACKGROUND, RELIGION, CULTURE, DEMOGRAPHICS, SOCIALIZATION, AND BELIEFS.

— FROM THE HUTCHISON INCLUSION STATEMENT

Helping Girls Thrive In Real Life and Digital Worlds

Ana Homayoun Visits Hutchison

“Technology has not changed things as much as it has amplified things. Girls and boys have always been mean to each other, have always been rude, and have always been exclusionary. When it comes to what kids are experiencing today, what we need to do is come from a place of empathy, compassion, and understanding rather than anger, fear, and frustration.”

THIS WAS ONE OF THE CENTRAL IDEAS author and speaker Ana Homayoun stressed when she visited Hutchison in February 2018 and gave separate talks to students, faculty and staff, and parents about the pros and cons of using social media. She emphasized that she wasn't advising students or adults to give up social media. Instead, she provided tips for how to balance real life with digital life and to stay safe.

Homayoun is one of the go-to experts on teen behavior. In addition to her latest book, *Social Media Wellness: Helping Tweens and Teens Thrive in an Unbalanced Digital World*, she also is known for her previous books, *The Myth of the Perfect Girl* and *That Crumpled Paper Was Due Last Week*. Through

her company, Green Ivy Educational Consulting, she has been working with students around the country for more than 15 years, and has used her research to help her become fluent on topics such as organization, planning, and creating a plan for success. She regularly authors columns for *The New York Times* and *The Washington Post*.

As an illustration of how technology helps amplify situations, Homayoun gave the example of a girl going to a party and having a great night, only to return home to see photos on social media of another party she wasn't invited to. Suddenly a great night turns into the worst night ever. What

makes it worse is it's happening in real-time, and often teens aren't equipped to deal with the emotions they experience. “Kids need the ability to learn how to process, filter, opt in, opt out, and also move through these experiences in a way that's promoting buoyancy—in other words, how quickly do they bounce back if something doesn't go as planned?”



BETTER ONLINE HABITS

In her talk at Hutchison, Homayoun identified three ways—what she called three Ss—to encourage better habits and decision-making when it comes to social media:

- **Healthy Socialization**
- **Effective Self-Regulation**
- **Overall Safety**

For healthy socialization, Homayoun encourages girls to

consider what is energizing and what is draining to look at online. Then they need to take time to reflect and figure out the “why”—“Why am I posting this?” or “Why am I looking at my phone when I’m with friends?” And last, girls should determine the how/where/when to consume content and decide what they can opt in to and opt out of.

To help with self-regulation, one of the keys is identifying how long homework would really take without the distractions of text messages, alerts, and emails. Homework that takes six hours might really only take three. Once girls know that, they can reflect on what they might do with an extra

“When girls create their own blueprints ... they become more engaged. They become less stressed. They’re fulfilling their own sense of purpose.”

7-10 hours of free time every week. One of Homayoun’s suggestions is to try productivity apps like Forest, Flipd, and Moment, which keep track of how much time one spends on a phone. Another is to delete social media apps during the school week.

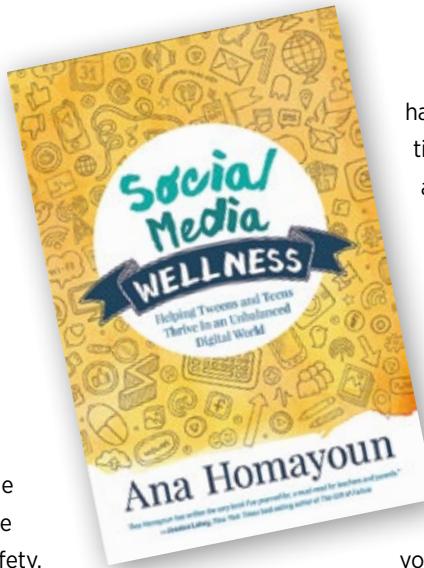
And perhaps most important is maintaining safety online for girls. In addition to physical safety, this also means what’s safe socially and emotionally. Homayoun says one way to do this is to decide together what the family mission is around how to maintain safety. Another aspect is to make sure girls identify someone they can turn to when things don’t go as planned, including people who can act as supporters or clarifiers, or someone they trust in crisis.

CREATING A BLUEPRINT FOR SUCCESS

Since Homayoun focused her talks at Hutchison on the healthy use of social media, we asked her about her book *The Myth of the Perfect Girl*, the subtitle of which is: *Helping Our Daughters Find Authentic Success and Happiness in School and Life*. She said she wrote the book because girls are often stressed out and stretched thin while trying to be “perfect.”

“There’s been a message that girls can do it all. And it’s a wonderful message. But, oftentimes girls are translating that message into ‘I’m supposed to be doing it all, all the time, perfectly.’” As they juggle schoolwork, extracurricular activities, family, social lives, and friends, Homayoun said, they begin to lose sight of who they really are. The goal of the book is to empower both parents and girls and help them discover what true success and happiness means to them.

“The heart of *The Myth of the Perfect Girl* is the idea of designing your own blueprint for success,” Homayoun said. She encourages girls to start with their values as a foundation, and asks them what they enjoy doing in their free time. Next, she helps them look at how they can structure their schedules so they have more time to do those things. She



has them analyze their habits around organization, time management, personal productivity, and managing distractions, particularly time spent on social media.

“In a world where there’s so much content coming at us at once on how we should look, see, act, and feel, if we can’t discern what’s important to us, we’re likely to be listening to the outside voices rather than our own voice about what success looks like. When you don’t have time to identify what’s important to you, you end up doing what other people are doing because you never have the time to reflect,” Homayoun said. She admitted that reflection can be difficult, but it pays off because it encourages healthy risks and often results in girls doing things that other girls aren’t.

Sometimes, she said, this means giving up something that they’ve been doing since they were in kindergarten or first grade. Girls often believe that because they’ve been doing something for so long, they should continue, even though their time commitments change as they get older. “What ends up happening is when we don’t say ‘no’ to something, we can’t say ‘yes’ to something else. My whole vision is helping students navigate this world where in order to let something in, you might have to let something go.

“When girls create their own blueprints, the pieces start to fall into place. They become more engaged. They become less stressed. They’re fulfilling their own sense of purpose,” Homayoun added. “They’re far more fulfilled and don’t have time to deal with the exclusionary meanness that we often see in communities. They begin to ask: how can I build inclusive things that make a difference for my community? How can I be an engaged member of my school and greater community?

“Helping our kids build their own blueprints for success and find their core values,” she continued, “helps them build a foundation so that no matter what new opportunities and changes come within the next decade, they can still adapt.”