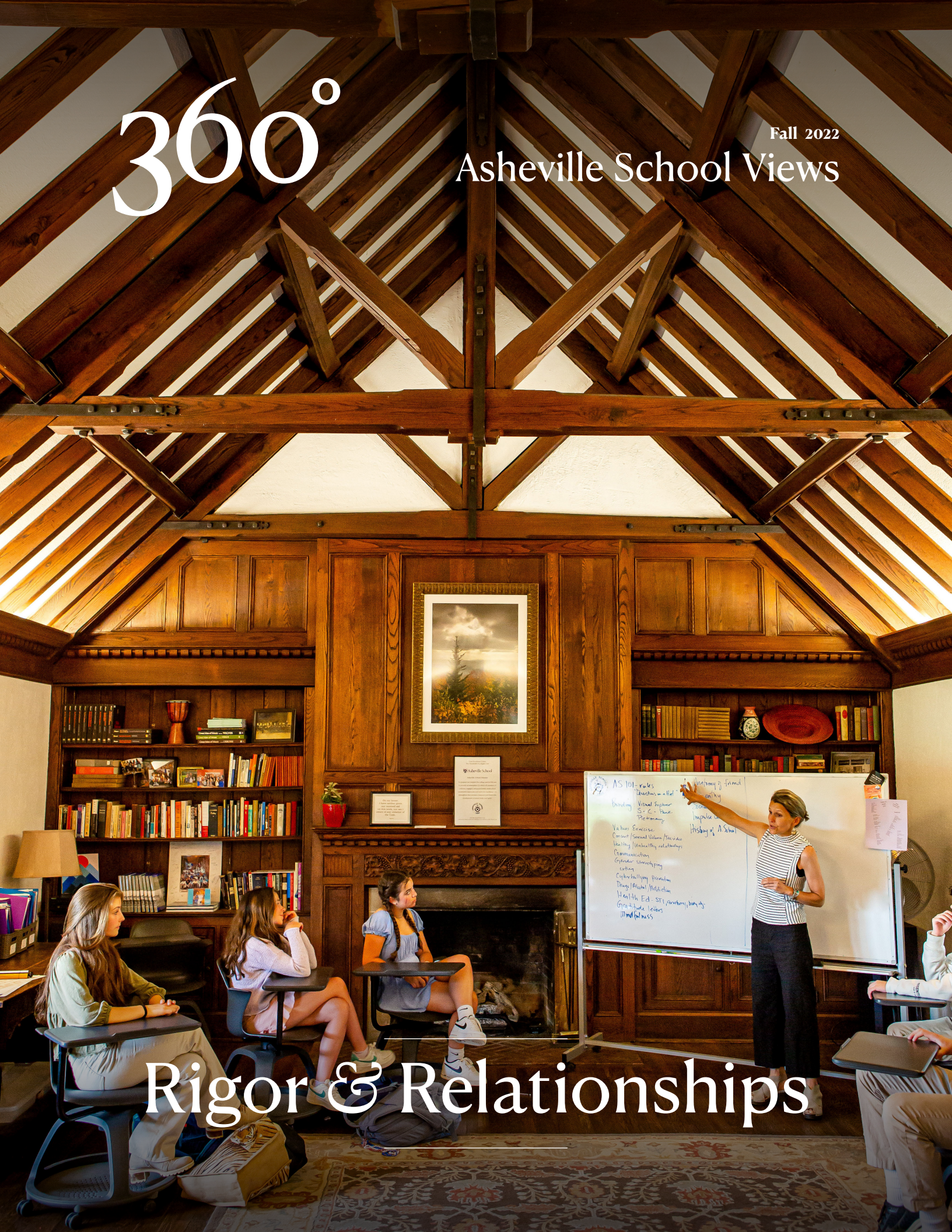


# 360°

Fall 2022

## Asheville School Views

# Rigor & Relationships







ADMINISTRATION  
ADMISSION  
CLASSROOMS

**MITCHELL  
HALL**



# Academics at Asheville School: Rigor and Relationships



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If you have comments, letters to the editor, story ideas, and/or updated class notes, please contact us at [marketing@ashevilleschool.org](mailto:marketing@ashevilleschool.org)

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# Letter from the Head of School

The single proudest day of my academic career was the day that I graduated from Asheville School in 1984. My time at the school as a student was not marked by particularly high academic achievement. Frankly, I struggled mightily in many areas of academic life. I entered Asheville School after having attended a public school in a very underserved area of Appalachia. My experience at Asheville School was truly amazing. It was the first time that I have ever felt completely supported and had teachers who verbally expressed their belief in my abilities and were committed to my success in all aspects of my life. On the first day of classes at Asheville School, I did not think that I had the capacity to complete the program to graduation. On Commencement Day, I believed that I could conquer anything if I put my mind to it. I gained a confidence in my abilities that has been with me my entire adult life. I also knew that my newfound academic confidence was the result of a great deal of emotional and teaching support from highly committed teachers, coaches, and residential faculty. It was also a gift to be in classes with students who cared about their own achievement and mine too.

I remember very clearly my fourth form English class that was taught by Donna Lewis. She had incredible patience with the four students she was tasked to teach in that section. Very early in the school year, the students in the class realized that we were a group who needed significant additional support in reading and writing. We were also a handful of gregarious teenagers. She was able to make the class fun and yet instill an understanding of reading, writing, and grammar. It was an incredibly challenging class, but she was right there with us the whole time. To this day, I credit my love of reading to Mrs. Lewis. I had similar experiences in classes with Ron Bromley, Robert Blair, and Doc Embler.

Asheville School has always had a strong academic

program. We are known nationally and internationally as a place where students are challenged and asked to reach as far as they can academically. Very gifted students from around the world come to our campus for the academic program that meets their needs. They take seminars and AP classes that challenge their views of themselves and the world around them. We teach students not what to think but how to think critically. This has been the case since the very founding of the school in 1900.

The faculty of the school work hard to curate a curriculum that is foundational and yet innovative. We offer classes that allow students to have the knowledge they need to advance and instill in them the skills they will need to achieve success in college and graduate school. Curriculum design and development is something that is constantly front of mind for our faculty.

Helen Plaehn, Asheville School's Academic Dean, sums up the academic experience at Asheville School with two words: rigor and relationships. Try to remember what it is like to be poised on the threshold of your adult life, and what it is like to be both challenged and supported in these classrooms. We hope you enjoy this snapshot of the academic experience at Asheville School as it exists today. Plenty has changed in 122 years, but what matters most remains the same: Our faculty demand the best while caring deeply about our students. When our students recognize the depth of that care, they rise to the occasion time and time again.

Go Blues!

Anthony H. Sgro, Ed.D. '84  
Head of School





# Letter from the Academic Dean

Rigor and relationships. This phrase is nothing new in educational circles. I believe I first heard it in a conversation with Arch Montgomery and Jay Bonner following a 2009 David Brooks editorial, but I know it's been bandied about in educational circles since we discovered chalk. It's not new or revolutionary, but there's something about it that sticks, and I believe these words are at the heart of what we offer at Asheville School.

First, there's rigor. We set high expectations for our students, believing in what they can achieve and in the merit of the challenge it takes to get there. Several years ago, the neuroscientist Frances Jensen delivered a talk to our community about the teenage brain. What inspired me most was her discussion of this extraordinary window of time in students' development, when their brains are ripe and ready to learn—ready to grow new pathways, ready to consolidate and store information, ready to become the critically thinking supercomputers they're capable of becoming. Teens are flexible thinkers, and the more they practice and challenge and stretch themselves, the more they transform right before our eyes. I'm in awe of my students' ability to absorb, analyze, and create. In fact, I've often joked with them that I can hear their brains whirring when they meet the challenge of a demanding problem—or perhaps even fail at it; however, it's no joke that their brains are literally growing right before our eyes. We owe it to our students to push that growth, to prepare them with the foundation where they can share their knowledge and their burgeoning wisdom with the world around them. Yes, we're preparing them for college, but more importantly, we want to prepare them

for a life of purpose.

But rigor alone doesn't get the job done, and we would be remiss if it were our sole focus. Purpose is firmly grounded in relationships—with teachers, with fellow students, and with the broader community. We challenge them and then provide the supportive connection they need to meet those challenges. And if they fail, we'll be there to encourage them and to help them identify what can be gained in that failure, what can be found in new approaches.

When I first discovered the boarding school model seventeen years ago, what I found most compelling was the opportunity to live in a small, intentional community where learning transcends the boundaries of the classroom. Our students are building the foundations to connect and engage with others in meaningful ways, to discover the opportunities that abound for them to put those brains to use. Their brains are wired for learning about the value of strong and healthy relationships in their expanding circles just as much as they're wired to analyze *Course of Empire* or to predict the outcome of chemical processes. Even one meaningful relationship can make such a difference in what comes next.

It's a huge responsibility, and a huge privilege, to participate in this essential, formative time of a young person's life. The more they grow and learn, the more they understand who they're meant to be. It's an honor to watch them figure out how they will engage in this world and live full lives of purpose.

Helen Plaehn  
Academic Dean





While many aspects of life at Asheville School have changed, the piles of unattended backpacks outside the dining hall, theater, and chapel remain very much the same. This small and special enclave will always be a safe place to learn. Since its founding in 1900, generations of students have looked within themselves and discovered the mettle

required to succeed at this school. We ask a lot of our students, but also ensure they have the support they need if—and when—they fail. Failing is as much a part of the experience as success, and is often the better teacher. We hope this issue stirs your memories and reminds you of the friends and mentors who helped you along your way.



# Problem Solver

*Meet Jacob O’Brien, the new chair of the math department*

Whether on the soccer field or in the classroom, Jacob O’Brien learns from his students every day. Here, he shares a little of his own background, what he thinks about this magazine’s theme “rigor and relationships,” and how he feels when a student claims to *hate* math.

**Tell us a little about your path to Asheville School.**

I am originally from Jacksonville, Florida. I taught and coached at a Catholic school in Jacksonville for thirteen years. At my time at that school, I was a department chair, led the Professional Development Program for new teachers, was chair of our Administrative Review Team, coached five different sports at different periods of time, and taught over a hundred students every year. I felt like all those extra duties were taking away from why I became a teacher. My day-to-day interactions with the kids seemed more brief and too businesslike. Both for me and for my family, a change of scenery was best for all of us at the time. I applied, received a phone call the same day, and was travelling to Asheville for the full interview a week later. Asheville School has given me the opportunity to get back to what I love: working with students and helping them grow as mathematicians and as people.

**Who were some of your role models, in math, or in life?**

My parents have always been my role models. I always say that my mother was

my example of how to live love, and my father was my example of how to show love. My mom cared for me and my siblings while my dad was away at sea and did so with exceptional patience. She showed me how to live for others with care, while also having strong expectations of those around you. My dad loved spending time with us when he had it, and we always felt how much he loved us throughout our upbringing. I can only hope that my own children look up to me half as much as I look up to my own parents.

**How has math education changed since you were a student?**

Education is full of buzzwords and phrases. But “sage on the stage” must be the most perfect description of how math education was when I was a student. Teacher in front, loads of examples, millions of problems for homework, good luck. That direct teaching style has its place, but giving our students the opportunity to experience the concepts even before they learn the formal processes has been the biggest change since I was a student. In Statistics, I love for my students to “play” with data even before we begin to work on what formulas they need to solve any specific questions.

**Who do you look to for inspiration / how do you get your ideas?**

I hope this does not come off as corny, but my students are my main drive and inspiration. If I notice that my methods are becoming stale and the students are



Jacob O'Brien has his hands full.

losing interest, it is time to try something new and get them hooked again. If the class is struggling, I need to look at what is working and not working and adapt my methods. At that point, I take advantage of my colleagues and the math community. There are so many resources out there now that I feel like I could study what other teachers do every day and not even scratch the surface of what is available. If I ever get tired of trying to learn new methods or adapting to the ever-changing world, that will be the time for me to step out of the classroom.

**What would you say to a student who professes they “hate math.”**

Hate math? Who can hate the intricacies of the quadratic formula or the excitement of learning the power rule in Calculus after having to trudge through the clunky derivative formula? I used to hate math. I did not see the value of plodding through formulas. I often tell students to keep an open mind and to find something that we do that they do enjoy. After a student finds something they like in math, they have a platform to build upon. Once a foundation is built, it is easier to find increased enjoyment at any level of math explored. It

is also important for us to make learning accessible. We try not to continue to punish students for not answering questions correctly but reward them for the process they take and the attention to detail they use.

**The theme of this magazine is “rigor and relationships” and focuses on how we ask our students to do rigorous things, but we ensure they have meaningful personal relationships in place that are there to support them if (when) they fail. What does the concept of rigor and relationships mean to you?**

This goes back to what I learned from my mother. Expectations were always high, but I was never scared of failure. My mom drove me to learn from my failures, to take an introspective look at what I did leading up to challenging times, and to bounce back quickly. I try to help my students understand that struggles are the best path to deep learning. Failure does not mean we like our students any less. Quite the opposite; the most important part of our job is to teach students to bounce back from challenging times.

I see this in the classroom, but I see this the most on the soccer field. Sports offer students the chance to fail and bounce back again and again. I can think of one athlete in particular who faced adversity throughout their academic and athletic career here at Asheville School, who tended to crumble in their third form year, but by their sixth form year had grown into someone who knew how to respond to adversity in a positive way. This learning goes beyond these walls and will stay with them their whole lives.

I have learned so much from my colleagues as well. I feel like Ms. Cianciulli should have ‘rigor and relationships’ as a title on her nametag. Seeing the standards she holds for her students while being genuinely interested in knowing each child on a personal level is inspiring. There are so many stories like this here at Asheville School, and I hope that I am helping the students understand the importance of both rigor and relationships.



# The Power of

*Q&A with Mary Elizabeth Martin,  
Director of Blues CORE*

**H**ow long have you been at Asheville School?  
I am starting my eighteenth year!

**What is Blues CORE, in a nutshell?**

A school wide initiative designed to help prepare our students for college and for life; to allow time for our students to talk with adults in small group settings about life issues; to create opportunities for belonging; and to educate our students about life issues so that our students can make informed decisions. Each form's program has a unique focus. Over the course of four years, students will engage in deep meaningful conversations, think about their personal values, and learn how to step outside of themselves. We want students to walk into the world with as much knowledge as possible so that they are informed and equipped to navigate and embrace life outside of Asheville School. We want them to know their personal values and understand how their values impact their decisions and, ultimately, their path in life.

There are fifty faculty members who teach Blues CORE classes. I think the enthusiasm and support coming from the faculty is key to our success and clearly shows how much the adults in our community care deeply about our students. I become emotional thinking about how much my colleagues care about our students. We also know that educating students is more than just teaching them academics. We owe it to our students to create time to talk about life issues that are typically addressed outside of the classroom.



To learn more about Blues CORE, visit our website: <https://www.ashevilleschool.org/culture-of-respect-alt/blues-core>

# Blues CORE

This is what being “in loco parentis” means—we are talking about a wide range of life stuff that parents would also be talking about at home around the dinner table.

**Why is it important to make Blues CORE part of the academic day?**

Having Blues CORE be a part of our Monday to Saturday programming allows for the entire community to participate in Blues CORE. By placing it among our academic offerings, we are showing that our community believes it is important work for our students and faculty. A group of juniors, currently seniors, asked for Blues CORE to be more embedded in our day-to-day life.

**Blues CORE has now been in place for a full academic year: What are you most proud of?**

I am most proud of how our students jumped in with enthusiasm and curiosity. Yes, some had reservations and were frustrated with “another thing” to do. It’s okay for them to feel that way. Most students took the chance to participate fully in conversations and absorb as much as they could. I am proud of the courage and open-minded attitude that our students displayed. I have deep gratitude for the adults who stepped up and immediately joined this initiative. This is what makes Asheville School so special: Adults continue to step up and provide chances to help our students. Without the care, attention, and participation from my colleagues, this program would not work.

**How will the program change for the next school year?**

Based on faculty feedback and support and ideas from students, Blues CORE will rotate more into the Monday–Saturday academic rotation. Blues CORE will also be a seventy-minute period (it was fifty minutes last year). Based on student feedback, students will have more time for group bonding and personal reflection. The fifth formers will engage in a new program entitled The Social Institute which focuses on helping students use technology in positive and productive ways, conversations around character education, emotional intelligence, belonging, preparation for college, and diversity and inclusion.

**What advice would you give to incoming students who are embarking on Blues CORE for the first time?**

If you feel as though a particular topic doesn’t relate to you or is something that you believe won’t even come into your life, I hope you will pause and think outside of yourself. I hope you will be curious and consider how you may use this particular topic/information to help someone else. Be empathetic. Be vulnerable. Blues CORE doesn’t have any tests, quizzes, or homework! You are asked to be you.... to bring your curious mind and open heart to each discussion. Think about yourself, think about the impact you have on society and others, and think about how to help those around you. Look for connections with your life and with lives outside of Asheville School.



# Leading the Way

*Innes Boland, Assistant Head of School for Strategic Initiatives, shares why a new partnership focused on ending sexual violence is so important to Asheville School.*

**W**hat is Culture of Respect, in a nutshell? Culture of Respect, an initiative of NASPA (National Association of Student Personnel Administrators), builds the capacity of educational institutions to end sexual violence through ongoing, expansive organizational change. Culture of Respect works in partnership with Schools to create policies and programs that support survivors, prevent sexual violence, and communicate that violence is unacceptable. Culture of Respect has worked with more than 125 schools to date, with their initial focus being colleges and universities. Recognizing opportunity to take a more ‘up-stream’ approach, they have more recently partnered with K-12 and secondary schools, adapting their college-based approaches and tools to meet the needs of those institutions.

In February 2021, Asheville School partnered with Culture of Respect with the goal of advancing their organizational culture and policies towards those aims. The two-year commitment includes the formation of the Campus Leadership Team that will commit to and guide this work; the administration of Culture of Respects’ CORE evaluation; the development of an Action Plan; Action Plan feedback, implementation, and additions; ongoing professional development and technical assistance from Culture of Respect; and the re-administering of the CORE evaluation at the completion of the two-year period.

**How was the Campus Leadership Team formed?**

In the initial phase of a school's partnership with Culture of Respect, they ask that the school form a Campus Leadership Team (CLT). It is important

that the CLT have representation across numerous areas of school and campus life to ensure a diversity of perspective and insights. We formed our CLT by first asking a few faculty members who serve in roles that would be essential to this work and the school's objectives alongside Culture of Respect. We then shared the opportunity more broadly with faculty and staff, outlining the time commitment and responsibilities, to seek those interested in being a member of the CLT. We are very fortunate that we had a greater number of faculty and staff who were interested in serving on the CLT than would have made for an effective and efficient group size, so we had some individual conversations and landed on our current group. We then shared the opportunity with students and were able to engage at least two students per form in the initial CLT and assessment process with Culture of Respect. In addition, we had an alumna who generously offered her time and talents and has served as a member of the CLT remotely since its inception.

**What has been accomplished over the past year?**

- Implementation of Blues CORE: a health, wellness, and human relationships curricula that spans our entire student body. This program will continue to be evaluated, adjusted and strengthened on an ongoing basis to best meet the needs of our students and community.
- Student/Parent handbook revisions and sexual misconduct policy updates were made to provide greater clarity around reporting options and the process following a report being made.
- Creation of a “Know Where to Go” poster

displayed around campus for any community members with concerns about sexual misconduct.

- Training Sessions for employees in opening of school Faculty/Staff meetings each year: Mandatory Reporting and How to Handle a Disclosure.
- Boundary Training Workshop was provided to faculty and staff with “One Trusted Adult” for employees in August 2021.
- Independent School Health Check climate survey conducted in November 2021 among entire student body. This survey result will guide our future needed actions. We will conduct this survey every two years, observe trends, and adjust programming accordingly.
- Created and are maintaining a webpage, videos, and community communication about Culture of Respect and Blues Core.
- Webinar with Culture of Respect offered for all constituents (recording on webpage).
- Offered a presentation during Alumni Weekend 2022 about Culture of Respect and Blues CORE.
- Joined Learning Courage as a founding member school in partnership with ten other independent schools (many of whom are boarding) to learn and share best practices for preventing and addressing sexual violence on our campuses.

**What are the goals of the CLT for the new school year?**

The Campus Leadership Team will continue addressing the Action Plan in partnership with Culture of Respect and Learning Courage, adding new objectives as previous objectives are complete. We aim to continue to engage with peer schools and professional organizations in this space to continuously learn and implement current best practices and continue to evaluate and adjust our policies and support systems. We will be conducting another CORE evaluation in January/February of 2023 through Culture



Members of the Campus Leadership Team.

of Respect to measure progress to date from the initial evaluation conducted in the Spring of 2021.

A key objective in the year to come is to further involve students interested in engaging in these efforts on campus. An initial interest meeting in early May 2022 resulted in a very good turnout of a wide-range of returning students from all forms. They brought great ideas and meaningful questions to the conversation. We hope to capitalize on their interest and support student-led efforts and ideas in the year to come.

**How can alumni be involved?**

If this is an area of Asheville School that you are passionate about engaging in further or you have professional or personal experience or expertise, we welcome the opportunity to speak with you about ways you may be able to assist in this work going forward. Please contact Innes Boland ([bolandi@ashevilleschool.org](mailto:bolandi@ashevilleschool.org)) and Ray Edmond ([edmond@ashevilleschool.org](mailto:edmond@ashevilleschool.org)).





# Heart to Art

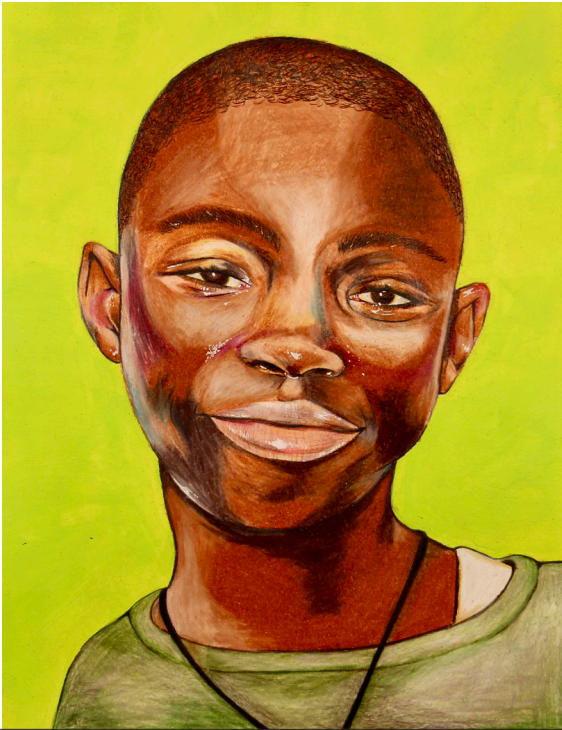
*Reminding students that everyone is an artist*

**C**asey Arbor is the Visual Arts Instructor and John M. Crawford Gallery Curator. She began working in the classroom as the Visual Arts Teacher and curating the gallery in Fall of 2008, and she is one of the only instructors who teaches every single student at Asheville School. One of her most interesting assignments is based on a partnership with The Memory Project, a nonprofit that works with art teachers and students to create and donate portraits to children around the world who have faced extreme poverty, violence, and loss.

## Why is it important that art be a part of the academic day?

We educate the whole child at Asheville School—the arts are just as important as the other academic classes. It is shocking to me that funding for the arts is one of the first things to go in schools. Asheville School seems to know better. I dare say it is when one is thinking “outside of the box” they are exercising the very important and coveted critical thinking and problem-solving abilities. These developing skills are like muscles that need to be worked; in Art they are really stretched. We need creative solutions for tomorrow’s problems.





Portraits from The Memory Project by Yaxuan Len (top left) and Ann Lee (bottom right).

**When did you first learn of the Memory Project, and what attracted you to it?**

I still have the postcard that was mailed to me. That’s right, snail mail. It seemed too good to be true: “Creating a kinder world through art.” I picked up the telephone and called Ben, the man who began the MP. Ben says MP connects “youth around the world to build cultural understanding and international kindness.” Since that day five (or so) years ago, I have been singing his praises from the mountain tops. At conferences, I share the word with other teachers. It was a treat to have some of the portraits earn national recognition at Carnegie Hall this summer.

**What has been your favorite part of participating in the MP?**

MP offers a perfect opportunity to connect with something bigger than one’s individual experience. My students were to make portraits of photographed refugees. Upon completion, we would prepare the work in a protective sleeve, after putting the artist’s handprint, photograph, and a sweet message on the back of the artwork. (They can metaphorically touch hands with each other!) The portraits are mailed back to Ben, who organizes them to be hand delivered to the children.

**What has surprised you?**

Watching the students fall in love with the individual whose portrait they are creating. It has been such an honor to be in the room while they work so hard to create their best work for these children who have lost nearly everything.

**What do you hope your students take away from the MP?**

Compassion. An understanding that the world is a big place, and we can make it a little more connected and special through our compassion for others. I hope they begin to understand that while the world is a big place with big issues that sometimes seem impossible to fix, they are part of a global community and are changing lives through their work, their kindness, and their art.

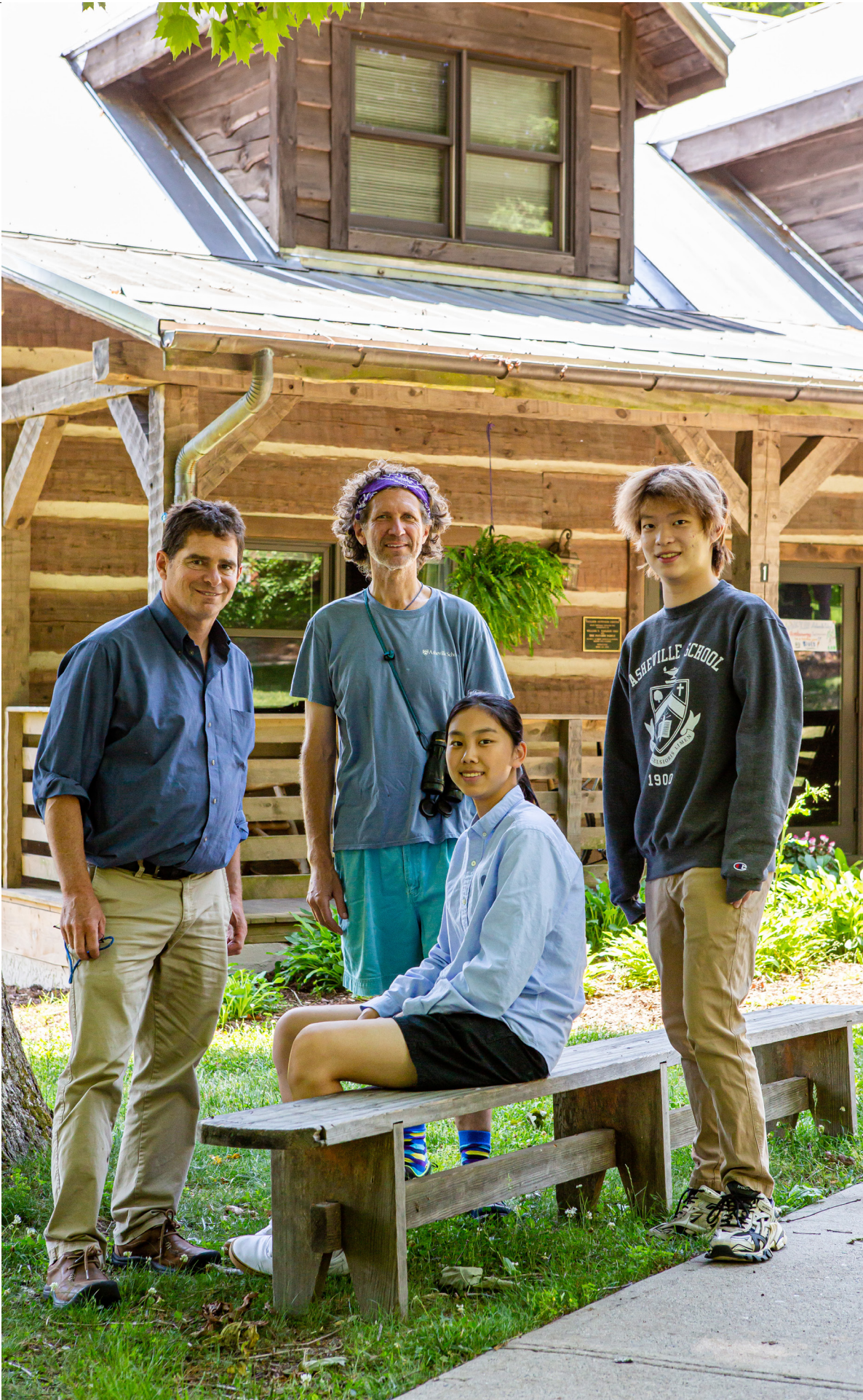
**What is your advice to alumni who want to unlock their creativity (again)?**

We have this idea that if we don’t make the perfect marks in the beginning, then it isn’t going to work out. Perfection is found in the chaos. Remember that our most important lessons happen when we fail. Try to recall what it was like to be in the classroom, constantly learning from mistakes. Try making something for someone else...a card, a bracelet, a basket. Just do something. It doesn’t have to be perfect.



RESEARCH CLUB

Members of the Research Club, Cici Liu (seated) and Yoyo Zheng (far right) together with Faculty Advisors Frank Kriegler and Seth Buddy.



# New Club in Town

*Three cool projects students explored for Research Club*

“Research is a force to bind people,” says Yoyo Zheng ’23, who co-founded Research Club in September 2021. “The mission of the research club is to provide a creative and insightful space for encouraging other students to apply the knowledge we have studied in class, further explore our academic and career interests, and solve real-world problems like sustainability, education, and health. The brilliant faculty members and student body here at Asheville School are the keys to our growth.” Here are just a few of the projects that students researched:







## PROJECT 1

# The conservation of chimney swifts

Yoyo Zheng '23 initiated a conservation project to provide habitats for a declining bird species called chimney swifts (*Chaetura pelagica*). The birds' unique physiology make its legs hard to perch but easy to cling to the cracks or grooves in chimneys or hollow trees. In the past decades, the population of chimney swifts has declined drastically. Artificial chimneys are one solution, and this spring, a group of Asheville School students faculty came together to help construct an artificial chimney habitat on campus. This chimney tower not only serves as a home for chimney swifts, but also as a natural on-campus research lab.



## PROJECT 2

# Stock and bond risks

Stella Zhang '24 led a project using computational modeling to help evaluate the options for buying stocks. Intrigued by economy and finance, Stella and the research club dove behind the economic principles and financial systems to find out a model for reducing the potential risk of buying a stock or a bond. By using a binary tree and available market data, they constructed a two-period binomial model. To increase the accuracy and minimize the potential deviation, they utilized Risk-Neutral Pricing through codes, which allowed the students to manipulate the number of steps in the model. The model and research were recognized at the Regeneron International Science and Engineering Regional Fair.

## PROJECT 3

# Elephants in Yunnan, China

"For the elephant research project, I led my team members in looking at the issue of human-wild elephant conflict from the perspective of misleading reporting," says CiCi Liu. "We visited twenty local villagers, including ordinary farmers, the village chief, and elephant watchers to get a more accurate perception of the damage to the local villagers. Then, we consolidated the farmers' attitudes toward wild elephants and the actual losses and launched a questionnaire survey, which included general knowledge questions and attitudes toward wild elephants." The students analyzed the data and published an evidence-based article on the truthfulness of wild elephant news in *Public Interest Times* (a Chinese newspaper focused on environmental action).



# Cultural Immersions



*Students lived with host families, explored Europe by foot, and sharpened their language skills*

**T**his summer, Asheville School's World Languages Department offered two cultural immersion experiences to Spain and France.

In France, students spent three weeks studying the French language and culture in the beautiful Norman city of Caen. A calm, small city of about 100,000 residents in the North of France, Caen boasts one of the best-preserved historic towns in country. Students enjoyed exploring the ruins of William the Conqueror's castle, medieval abbeys, as well as more modern treats like the local restaurants, farmers markets, boutiques, and

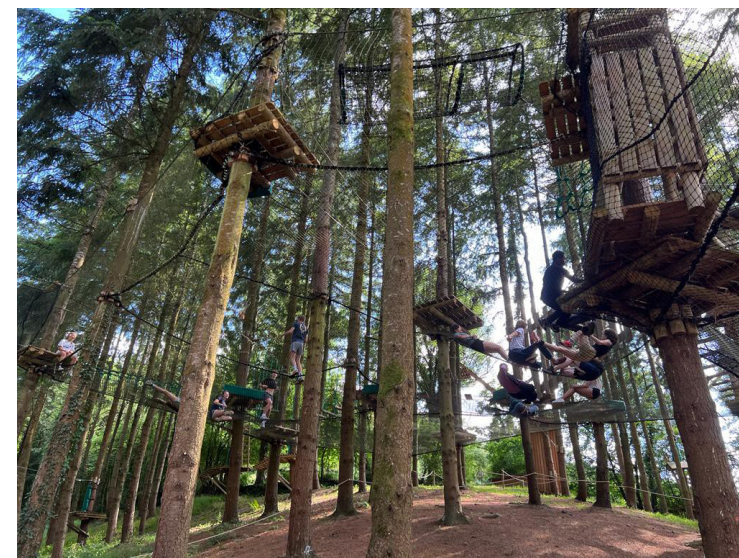
nature trails.

A frequently updated blog kept parents up to date on their kids' adventures. "My favorite memory was walking and exploring Caen's *centre-ville*," wrote one student. "It is beautiful in an ancient way and has one of the most beautiful bookstores I've ever been in and is home to some of the best croissants I've ever tasted."

Students lived with host families, took language classes in the morning, and spent their afternoons exploring the city and region. When not in the classroom, students had the opportunity to authentically practice

Students bravely made the 45-minute walk to magnificent Mont Saint-Michel.

# to Spain and France



Spanish language students enjoying the treetops and waterways of coastal Spain.

their French, be it in a shop, at a restaurant, or at their host family's dinner table. Excursions included Le Mont-Saint-Michel, the D-Day beaches and memorial, and guided visits to all of Caen and other nearby cities. The trip concluded with a three-day visit to Paris. "We went on a boat tour around Paris," wrote Scarlett McCarroll, then a rising fifth former from Nassau in the Bahamas. "On the boat, we saw so many different architectural pieces and watched as the Eiffel Tower lit up with lights!"

The cultural immersion in Northwest Spain involved students traveling to Villagarcía

de Arosa, Galicia. Galicia and Ría de Arosa are hidden treasures with little international tourism. Villagarcía de Arosa is a small town of about 37,000 people, completely explorable by foot; students could walk from the beach to downtown or from the port to their classes.

In addition, students visited two international tourist destinations: *Santiago de Compostela* (a World Heritage Site known as the end point of a traditional Christian pilgrimage), and Cíes Islands Natural Reserve (an Atlantic Islands National Park and also a World Heritage Site) where they slept under the stars.



# Musical Interlude

*The 2022–2023 school year will be the twenty-fifth for John Crawley, the Director of Music and Drama*

**When did you first learn to play piano?**  
I began lessons when I was five. They say my fascination with the piano began at three. I didn't really get serious (which also dovetailed with my finally getting a teacher who really nurtured my abilities) until I was a sophomore in high school and then I took off.

**Where did you study music?**  
My parents were concerned about my ability to make a living as a musician so as a compromise, I went to Wheaton College in Illinois (which had a conservatory of music within their liberal arts program). However, after two years, I had achieved all I could there, so I transferred to the Eastman School of Music in Rochester, New York. After receiving my Bachelor of Music degree in piano performance, I knew that I wanted to hone my skills further as a collaborative pianist (accompanying and chamber music). At that time, there weren't many schools that offered advanced degrees in collaborative piano, so I went to Temple University in Philadelphia, which was one of the first schools to create such a program. There I got my Master of Music in piano performance.



**Who are some of your role models, in music, or in life?**  
My hero as a child was Beethoven. To create such moving music through such hardship is something that really resonates with me. The pianist I wanted most to be like was Arthur Rubinstein. I've always been fascinated by musicians who bring out colors in their instrument that defy the limitations of the instrument. My teacher at

John Crawley leads an afternoon drama rehearsal.



The end-of-year chorus and handbell concert is a highlight of our robust music program.

Eastman was that kind of player. She had complete control over the keyboard.

**Why is it important to have time for music study (and practice) during the academic day (as opposed to squeezing it in the margins of everything else)?**  
Music is such an integral part of becoming fully human that I have always struggled with the fact that our country doesn't place the same importance on music as it does other academics or athletics. So, to have Instrumental Ensemble meet during the academic day has been a joy. There are still students who put their instruments aside when they come here but for those who want to continue to hone their musical skills, I have fought hard to make those options a reality for them. As with any skill, consistency is key in mastering any art. Not having to compete for time with other school obligations has been a real boon for our instrumental program.

**What piece of music have you been most inspired by in the last few years and why?**  
This past year I discovered the music of Florence Price and just fell in love with her musical vocabulary. I think that discovery was also helped by my delving so deeply into the music of George Gershwin for a show I did last summer. Opportunities arise in one's career, and those opportunities take you in directions you can't foresee if you are open to pursuing them.

**What is your advice for incoming students who want to get involved with the music program?**  
It has been my goal for the past twenty-five years to make Asheville School a place where you can continue to pursue music at whatever level you'd like to do that. All it takes is to show up at the beginning of the year when Chorus, Handbell Ensemble, and Instrumental Ensemble begin rehearsals. Reach out to me and we will find a way for you to continue learning. Don't let anyone ever tell you music isn't an important part of your education or dispensable in any way. It's simply not true. If music is a passion of yours, don't let anyone keep you from following that truth.



# Past is Present

Teaching  
students how  
to think and  
not what to  
think

By Dr. Burke Rogers

As a teacher, I count our latest investigation of *The 1619 Project* as my favorite Asheville School experience. Yes, our Humanities curriculum gives all our students a solid foundation in key texts and tenets of Western Civilization; I am proud of playing a role in shaping that course of study. But our elective program now allows students to go further, to dig deeper, and to view the world through a different lens. I was fortunate to inherit the Humanities Seminar from Jay Bonner for this past year, and I had the freedom to challenge students in new ways.

For the third trimester of this year's Seminar, a hearty group of juniors and seniors joined me in reading, discussing, and dissecting a provocative book. Nikole Hannah-Jones won a Pulitzer Prize for her opening essay when the *New York Times Magazine* published the 1619 Project in a special edition in 2019; the *Times* marked the 400<sup>th</sup> anniversary of the arrival of enslaved Africans in Virginia by tracing the lasting and pervasive impact of slavery on American society. The Project won initial acclaim but soon encountered a backlash. Professional historians disputed certain key propositions; politicians divided over policy implications. The Project itself became a political issue, with some states banning it from school curricula while other states mandated its inclusion. Positioned at the center of a political storm, Nikole Hannah-Jones and a team of sixteen other authors devoted the ensuing two years to writing and refining a series of essays that explained the links between the

Dr. Burke Rogers and students engaging in deep discussion.



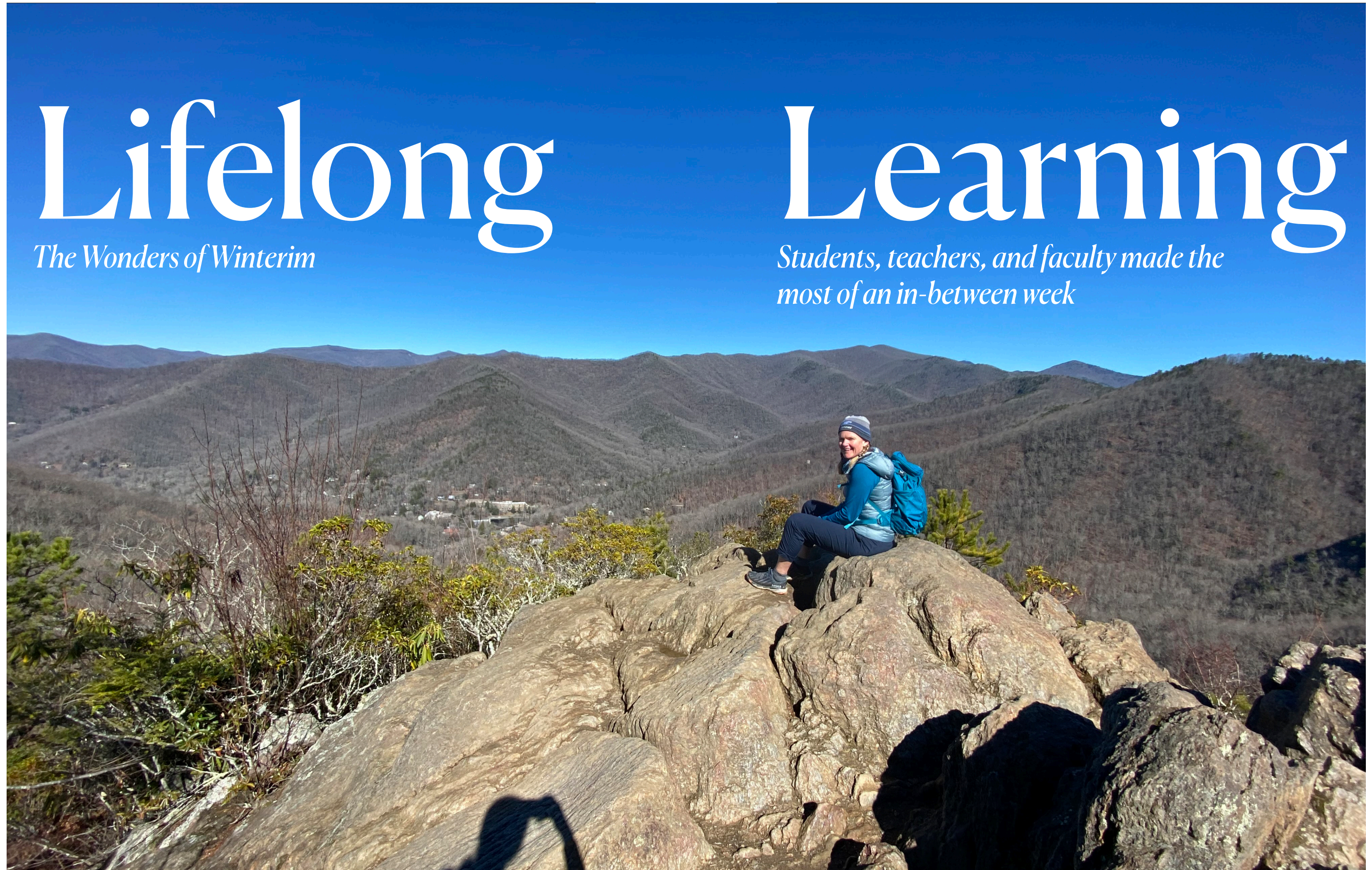
past and the present and the gaps between American ideals and American practice. The publication of *The 1619 Project: A New Origin Story* was a major intellectual, cultural, and political event.

What a great opportunity for an elective in an independent school! With so many around the country taking sides over a book few had read, why not dig in and assess the actual arguments? We have students who can handle heavy material and then think for themselves. They have the freedom and the confidence to speak their minds, to read and to analyze, to listen and to debate. Asheville School values inquiry, the free exchange of ideas, and open-minded consideration of multiple perspectives. *The 1619 Project* overflows with engaging, enlightening material, offering students so much with which to agree or to contend. Each chapter follows a thread from the past to the present, and together the authors weave a complex tapestry that demands consideration. I feel fortunate to teach in a school where students are excited to take on such a challenge—and that's exactly what they did.

When I extended an offer to colleagues in a faculty meeting to sit in on the seminar whenever they were free, many took me up on it. Six, in fact, attended every session. I feel grateful to teach among such curious, committed colleagues. As for the students, what a treat to sit as peers in one classroom with instructors who teach them in another. Where else but Asheville School could they engage and challenge, lead and emulate such a merry band of lifelong learners? Is there some rigor involved when really bright and motivated students join equally motivated faculty members in a shared intellectual endeavor? Yes. But most dear to Asheville School are the relationships that such experiences foster.

*Dr. Rogers, now in his ninth year at Asheville School and his thirty-third year in the classroom, teaches in the Humanities Department and directs the College Office. He holds a doctorate in American history from the University of Texas at Austin and a bachelors in Classics from Princeton University. He considers the Humanities Seminar a highlight of his career.*





# Lifelong

*The Wonders of Winterim*

# Learning

*Students, teachers, and faculty made the most of an in-between week*



Winterim is a week-long opportunity for students to develop a new hobby, learn a new skill, discover the community and outdoors beyond campus, or complete a project that may not fit in a traditional academic schedule. “We hope students get off campus and explore the city of Asheville or the surrounding parks and forests for at least one Winterim during their four years,” says Megan Grant, the faculty chair for Winterim. “My advice for new students: Sign up for a Winterim that sounds interesting to you and don’t worry about what your friends are taking. It is also a chance to learn from a faculty member who is not your classroom teacher.”

This past year, students tried something new outside of the regular curriculum at Asheville School, whether it was rock climbing, writing music, riding bikes, studying Biltmore through a historian’s eyes, beekeeping, or sharpening their money skills. Here are a few of the students’ favorite memories.



Biltmore



Beekeeping



Barn quilts



Drama students used Winterim as a chance to construct elaborate set pieces for the interactive dance performance, *Fragments of Frankenstein*.



## Creole Cuisine

BY SASHO YANG '23

“No recipe was ever needed—our eyes, taste buds and her experience were enough to make the food magnificent. As Ms. Delly would say, every dish comes out a little different every time because of the ratio of spices, the cooking time, and ultimately the chefs’ mood. My personal favorite was the squash, chicken, and root vegetable soup—the tender, warm, sweet bites of carrots and turnips tasted like a long hug that I don’t get that often anymore. The session always ended with us sharing the meal, and I heard a lot of laughing. I hope more people can experience the ten-course feast, Ms. Delly shouting “it’s never spicy enough, baby,” and the satisfying feeling of flattening a deep-fried piece of plantain.”





# Financial Literacy

BY LOGAN BRUNK '23

"After mornings full of test prep, I took the Financial Literacy Winterim course early this spring. Though it might sound like a terrible lack of foresight on my part to go from SAT prep over Zoom to what might initially sound like an accounting class, I enjoyed this course because it allowed me to explore the necessary yet woefully undertaught subject of money. During the course, we took a trip downtown to understand the nuance and inconvenience of public transportation in Asheville while discussing alternatives such as leasing vs. buying cars. We visited Ingles to create grocery lists for families and students on a budget while sipping on \$6 coffee from Starbucks, and we explored our interests and possible future careers, only to learn that college might not be the last time we live with a roommate. We explored Excel past the ten-minute intro you receive and then immediately forget in science/physics class, because let's be real, most of us still have no idea how to input a line of best fit onto a properly labeled graph. I enjoyed this class and would recommend it to anyone interested and willing to talk openly about money: a vital topic often ignored in education."



The fruits of their labor: Nature Journaling and Taco Extravaganza were popular with students and faculty alike.



# Art History at Biltmore

BY YOYO ZHENG '23

"I could almost witness the day Mr. Vanderbilt's ostentatious carriage rushed into the barn, celebrating the completion of the Biltmore Estate from a bald 8000-acre land. I could hear the wedding and the parties held in the Biltmore Garden, built by Sir Frederick Law Olmsted. I could taste the turkey prepared by the servants in the backhouse and the wine enjoyed by the Vanderbilts in their living room. I could smell the ink of the signature of Queen Elizabeth I and the bloody chess battles played by Sir Napoleon on his beloved set made of red and white ivory. When a conservator at the estate excitedly presented us a frame of a painting she was refurbishing recently, with the progress that appeared to be humongous to her but barely noteworthy to us, I found my answer to a question bothering me for a long time: What is so valuable about history? To the staff at Biltmore, they cherish every small impact they could make on the preservation, exhibition, and education. History is indispensable as it teaches us about life, culture, ideology, and philosophy while being a bridge connecting the past, the present, and the future."





## Refugee Resettlement

BY LUCY LU '23

"We not only got the chance to learn about refugees in different parts of the world, but we also got the chance to interview Joseph Sebarenzi, who survived the Rwanda genocide, and Amy, who works for the Lutheran Services in Asheville. As suggested by Amy, here are some potential ways that we as the students at Asheville School can do to help refugees: English tutoring, grocery shopping assistance, food donation, and making friends with refugee teenagers. Imagine yourself entering a foreign country at the age of twelve with no one speaking your language. You would want some friends to back you up, right? We can be the refugee teenager's fellows and help them adapt better to their new home."



## Mountain Biking and Trail Building

BY JINHOO YOON '23

"My friend Noah had tried to get me into mountain biking for a while, and with a rarely used mountain bike sitting around in my room, I decided to finally put it into good use. Besides simply mountain biking, we were also able to build and use some trails on campus. We would build or maintain trails in the morning and go biking in the afternoon. We learned techniques such as succeeding a downhill into a turn, as well as braking and gears. The last day was a fun and challenging culmination at Kanuga, a local mountain biking park. It was filled with beginner to expert routes, featuring jumps, berms, and a gorgeous view. There were some falls, yes, but everybody had fun."



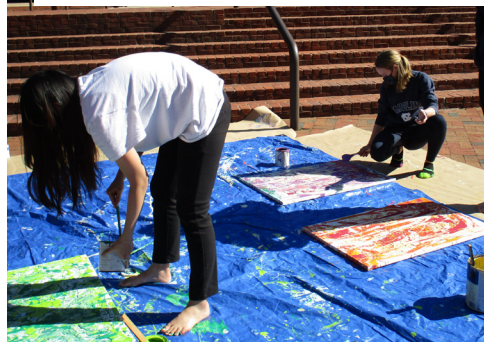




## Jackson Pollock in the 21st century

BY VICKY REN '24

"Standing barefoot on a huge blue tarp and surrounded by canvases, we started to splatter paints with a stick and a spoon. At first, we all showed unwillingness to damage the blank canvas by pouring paints on them, but after Ms. Arbor kept insisting that there should not be any blank space left on the first layer, we finally gave up the struggle and began pouring casually like true artists. After hearing that Jackson Pollock would throw his hair, nails, and cigarettes into his artwork, Lydia also cut a small piece of her hair and dropped it on her canvas. It took us two hours to finish the first layer and another two hours to finish the second layer. With paint on our feet, clothes, and even hair, we briefly experienced the joy of being Jackson Pollock in the 21st century."



## How I Found my Inner Yogi

BY GINNY THORSEN '24

"The benefits of yoga were evident in our sleep, flexible bodies, and zen states. Our week of yoga included three trips to a local studio, Hot Yoga Asheville. We were all nervous for these classes with the knowledge that the room temperature would be 107 degrees, yet all twenty-two of us surprised ourselves, relishing in the sweaty experience. Shavasana was eagerly anticipated at the conclusion of each session for the chance to rest on our mats. Finally, we finished each class by sharing the word 'namaste' with our fellow yogis, meaning 'the light in me sees and honors the light in you.'"





# SENIOR STATUS

## *Appalachian Spring: A Senior Demonstration For Vance Wilson, Martha Parker, and John Gregory*

By Jay Bonner

When I used to read the *Little House on the Prairie* series to my three children, I found that, in Wilder's day, students were obligated to demonstrate to the entire town community mastery of their subjects: history, geography, math, literature. This demonstration took place in public and was a great civic celebration and cause for pride. The stakes, consequently, were elevated for both the student and the teacher. The students were evaluated in front of friend and family, neighbor and mentor; implicit in the success of the student's demonstration was the student's commitment to and passion for the subjects and the effectiveness of the teacher's own passion and commitment. And the public nature of the event, raised the stakes—and elevated the commitment of the student to succeed because of the bonds of connection with the members of the audience.

A special graduation requirement of Asheville School holds its students accountable to a similar culminating experience: the Senior Demonstration. The Senior Demonstration, or Demo, is a rigorous rite of passage that allows students the opportunity to demonstrate their mastery of written, oral, analytical, and





research skills—skills essential for college (and work or life) success. Students explore a topic of particular interest, whether chosen from a provided list of some 300 topics, or a self-designed project. To fulfill the requirements of the Demo, students write two analytical papers, the second of which requires the use of secondary sources. The project culminates with an oral defense of the work before a panel of faculty members.

The Demo began forty years ago, initiated in the early 1980s by then Writer-in-Residence Vance Wilson and English colleague Mel MacKay, inspired by the reading of Ted Sizer's *Horace's Complaint* and a visit that Sizer made as a guest of Asheville School. The Demo was intended, inspired by Sizer's educational reasoning, to have students demonstrate their

*Our students frequently reflect back on their Asheville School experiences and claim that the Demo helped them more than any other academic experience for the demands of college, especially with writing.*

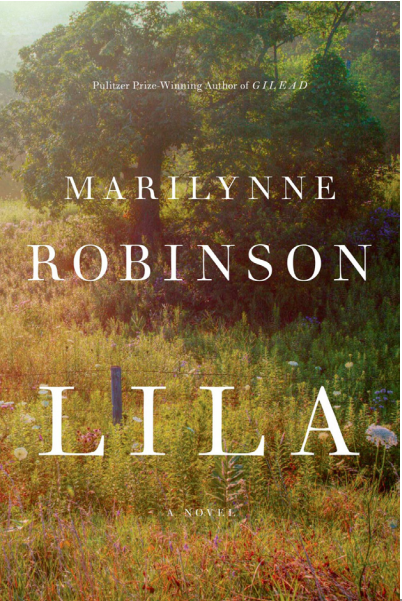
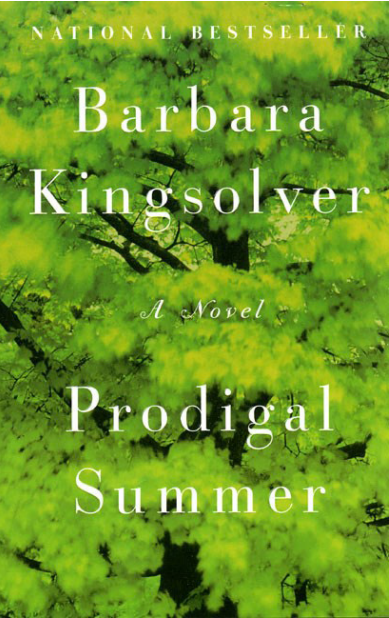
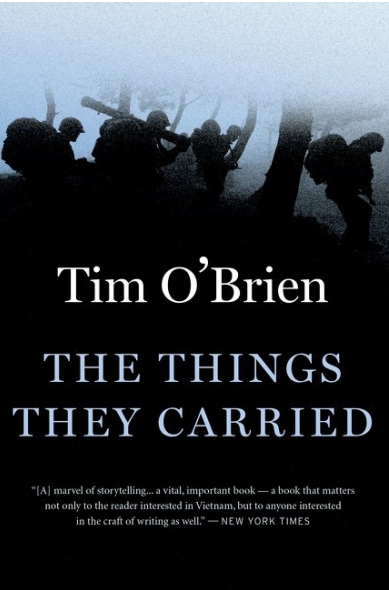
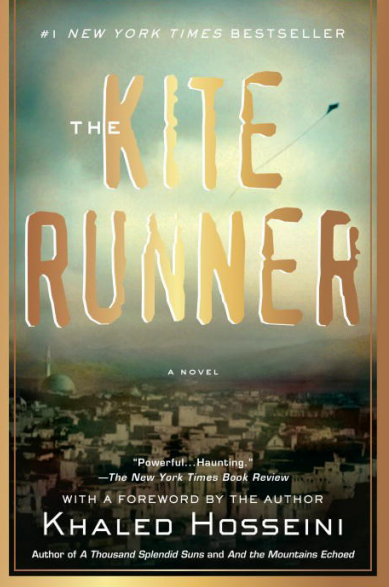
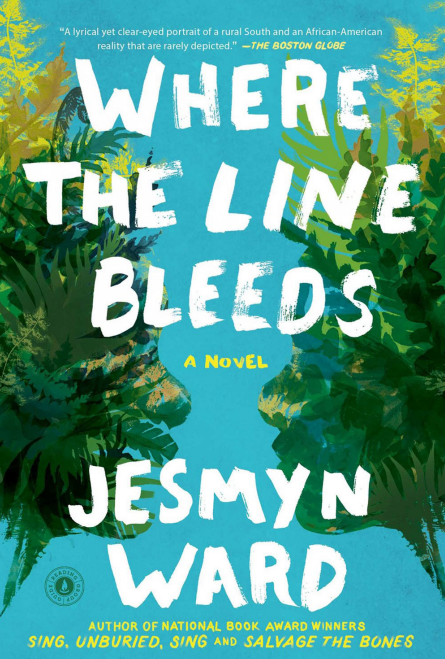
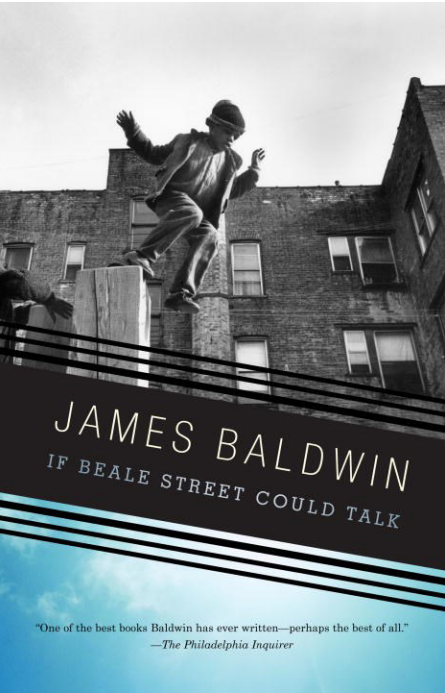
reading, writing, and analytical skills before heading to college. The Demo became the final exam and a graduation requirement for English in 1995, approved by the English Department and then the Curriculum Committee. When Asheville School's English and History Departments combined into a Humanities Department in 1999, the Demo remained as the final exam grade in the student's literature course (generally, since 2008, American Studies). In order to graduate, students must pass the Demo. (If students fail the

Demo, there remains an opportunity to redo the Demo in June and thereby earn an Asheville School diploma.)

Topics in recent years have ranged from study of such traditional writers as Shakespeare, Austen, Tolstoy, Camus, and Hemingway to more contemporary authors such as Walker Percy, Toni Morrison, Ann Patchett, Kevin Wilson, Jesmyn Ward, and Weike Wang. Topics on war literature or World War II, evolution or the history of zero expand the experience beyond purely literary study. Several students have designed interdisciplinary projects combining interests in, for example, literature and medicine or illness and death, business and philosophy, human evolution and morality.

# Read Like a Senior

Collectively, the 77 seniors in the class of 2022 read more than 230 books of their choosing for their Senior Demonstrations. Here are just a few of the books they read:



*The Nickel Boys,*  
by Colson Whitehead

*The Things They Carried,*  
by Tim O'Brien

*Where the Line Bleeds,*  
by Jesmyn Ward

*The Kite Runner,*  
by Khaled Hosseini

*Prodigal Summer,*  
by Barbara Kingsolver

*Lila,*  
by Marilynne Robinson

*If Beale Street Could Talk,*  
by James Baldwin



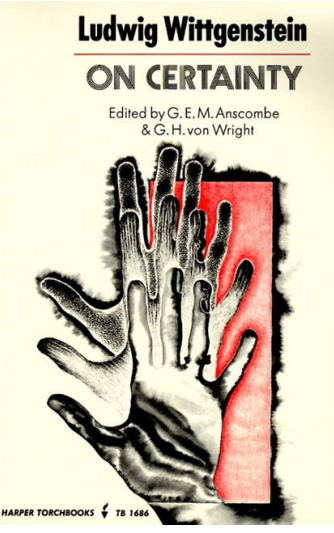
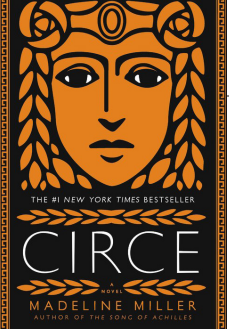
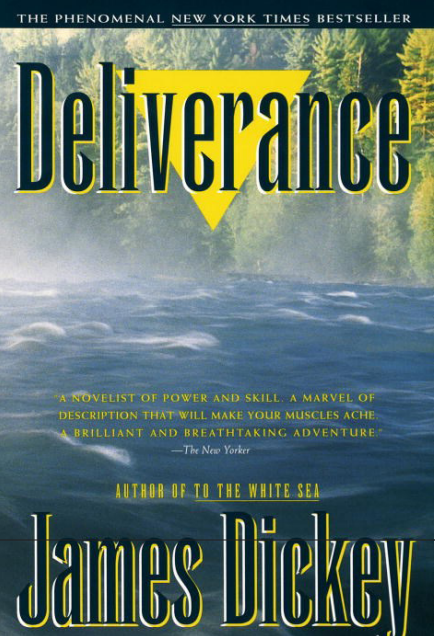
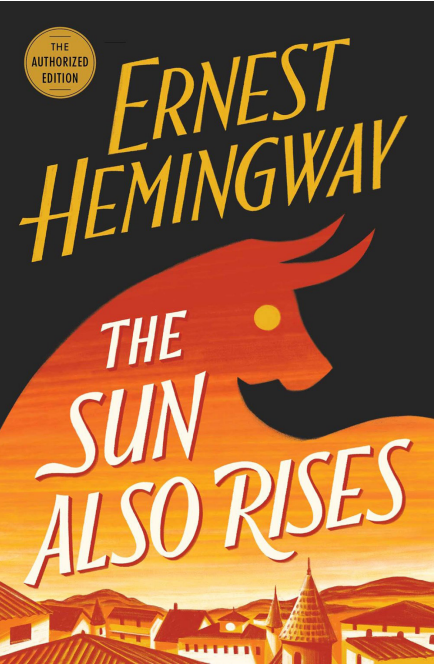
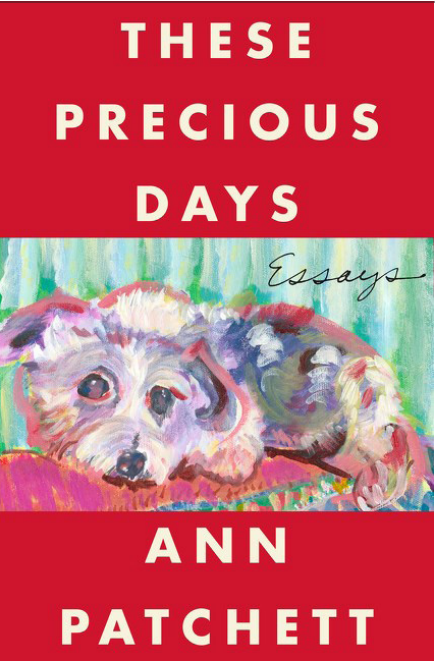
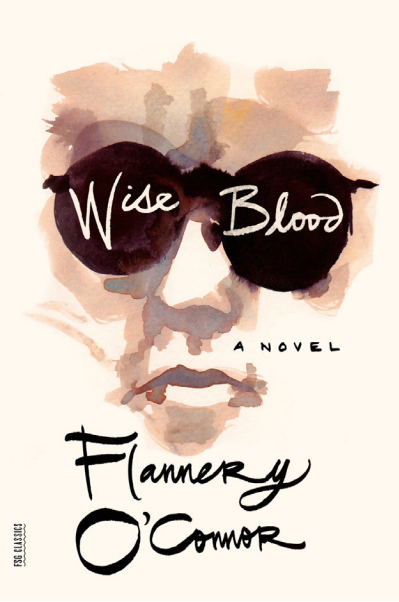
Given the range of possible topics, the self-directed aspect of this program (mirroring their forthcoming college experience), and the rigorous, collaborative work with the faculty sponsor, students generally enjoy the Demo process, even as they sweat the academic game. Although the Demo challenges all of the School's college prep students to meet a high standard of achievement, those students with the strongest passions and academic interests working in conjunction with curious and engaging faculty members often enjoy the greatest degree of intellectual growth and exchange. The interpersonal relationship between student and adult inspires almost all of our students to work a little harder, to engage the process as intended. Watching so many of our students close the Demo process with polished, comfortable Oral performances is a special moment for my colleagues and me as these students complete a crucial academic chapter in their Asheville School experience.

The expansiveness of the topics allows a student an opportunity to become something of an authority or "expert" in an area. Students have interviewed writers for their papers incorporating secondary materials and have been able to send their papers to current writers for feedback and constructive criticism. For example, recent students of mine have been able to interview via email writers such as Ann Patchett and Kevin

Wilson in writing their second papers. I once worked with a student with an interest in both literature and science, so we developed a topic that explored literary connections to disease in such pieces as, for examples, Defoe's *A Journal of the Plague Year* and Sontag's work on illness and metaphor. I had also suggested that the student include Allan Gurganus's novel, *Plays Well With Others*, an artistic coming-of-age

*The interpersonal relationship between student and adult inspires almost all of our students to work a little harder, to engage the process as intended.*

novel set in New York City in the midst of the AIDS crisis in the 80s, knowing that she might have an opportunity to interview Gurganus as a source. We sent Gurganus a copy of the student's analysis of *Plays Well's* use of metaphor in the context of her other readings, and, after reading the student's paper and after her interview with him at his Hillsborough home, Gurganus gave her in appreciation an as yet unpublished story he had written about a doctor treating a midwestern town during a 19<sup>th</sup> century cholera epidemic. (That story, published in *The New Yorker* in 2020 as COVID shut down the country,



*Circe*,  
by Madeline Miller

*Deliverance*,  
by James Dickey

*On Certainty*,  
by Ludwig Wittgenstein

*The Sun Also Rises*,  
by Ernest Hemingway

*Wise Blood*,  
by Flannery O'Connor

*The Moviegoer*,  
by Walker Percy

*This Side of Paradise*,  
by F. Scott Fitzgerald



leads his recently published *The Uncollected Stories*.) Thus, Asheville School students are provided an opportunity to develop unique, interdisciplinary, and personal approaches to topics.

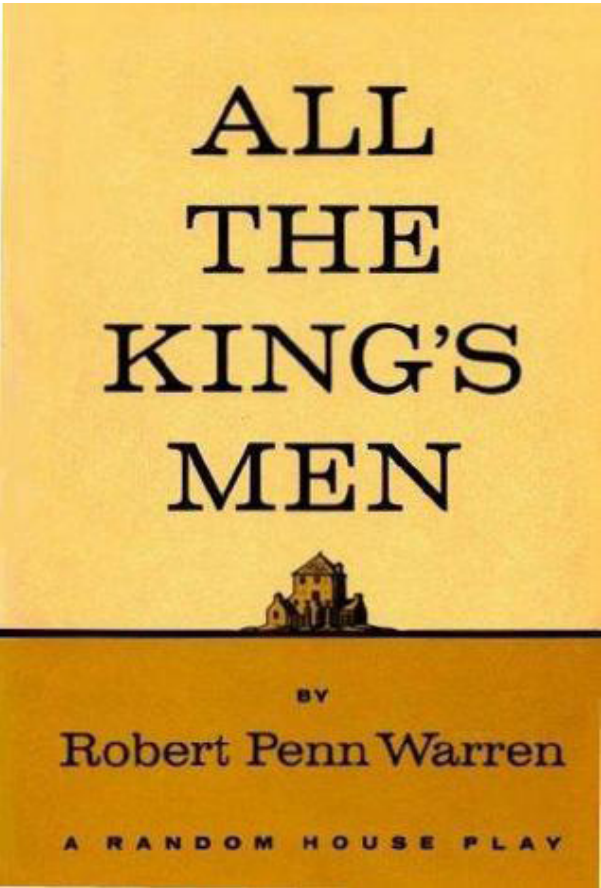
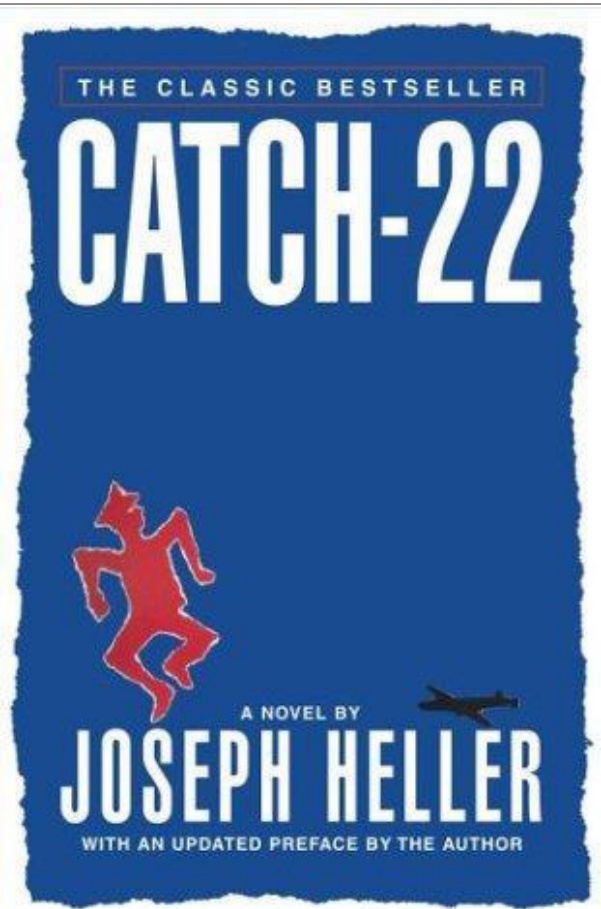
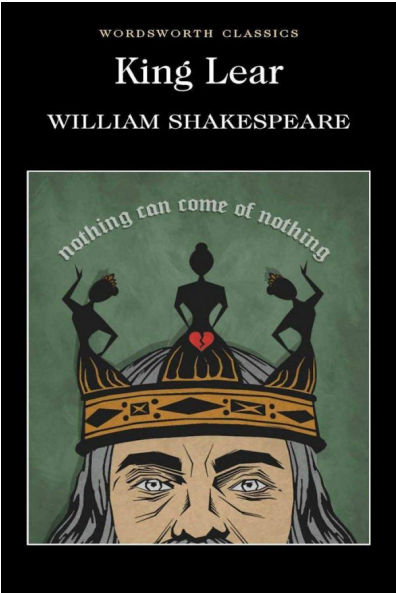
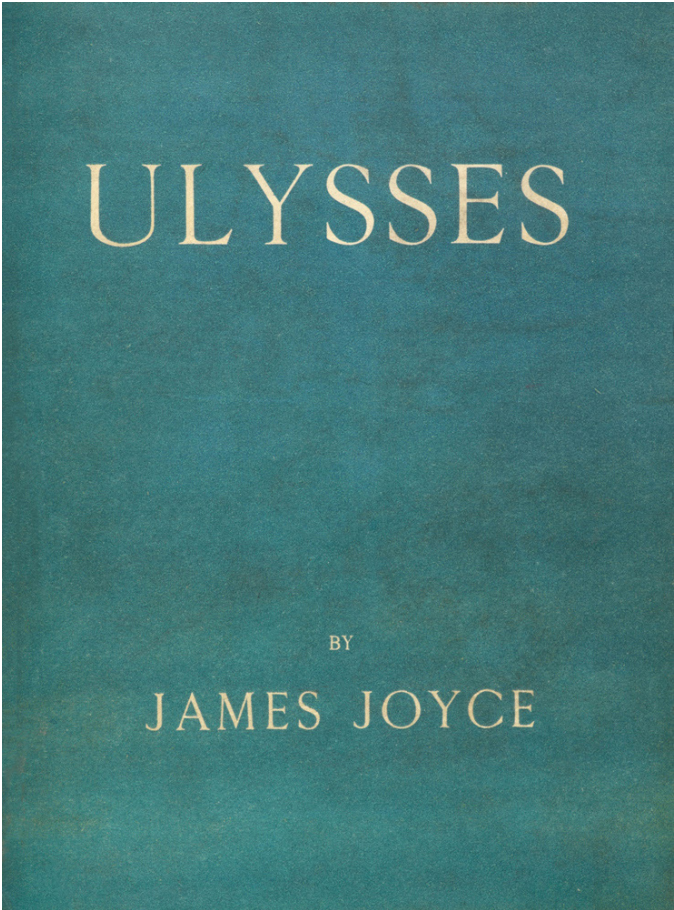
The Demo creates an intellectually charged environment until year's end, allowing students the freedom and latitude to explore a topic of interest throughout the spring semester. The Demo also fosters close intellectual partnerships between students and faculty members. Most students enjoy the process of discussing the readings with their faculty sponsors. Almost every faculty member at Asheville School works with a student (spouses frequently end up as sponsors as well!), creating a genuine community of learners across the campus. This connection with the adult as a fellow "investigator" creates a collaborative approach to education and to learning that will serve students well in college—and in life.

Finally, students engage in a public discussion of their topics in a year-end colloquy. Interested Sixth Formers join faculty members to share with other classmates and with faculty members their work from their final months at Asheville School. Students question peers who have studied C. S. Lewis and Christopher Hitchens, Camus and John Hawkes, Morrison and Ralph Ellison and Colson Whitehead. This give and take session is often one of the most exciting aspects of the semester's work, a chance for the pure intellectual excitement to play out without the need for assessment or evaluation.

Our students frequently reflect back on their Asheville School experiences and claim that the Demo helped them more than any other academic experience for the demands of college, especially with writing. When we survey our college students, the writing preparation our students receive at Asheville School always ranks as their best college-level skill, and the Demo plays a key role in this college preparation and accomplishment.

The Demo has engaged students even beyond their time at Asheville School. One recent advisee read three books by Jesmyn Ward for her Demo and then studied in Ward's fiction writing class as a Tulane senior. A former student's examination of disease served her at a personal level when she suffered Hodgkin's disease later in college. After successful treatment, she returned to college and undertook an independent, interdisciplinary course of study following the same topic explored in her Senior Demo. Her work on the Demo provided a stable framework for dealing with her own personal health, served as a course of academic inquiry in her undergraduate major, and led her to her current medical career—high stakes, indeed. No stronger public statement or example is possible. She is one exemplary demonstration of what such a program may entail for curious and committed students. Even the citizens of Laura Ingalls Wilder's famous town would be proud.

**Published in a different version in *Second Home: Life in a Boarding School* (Avocus Publishing, 2003)**



# Standout Scholars

Students highlight some of their favorite books

"In *All the King's Men*, Robert Penn Warren gives the reader a brilliant example of how one leader can capture America's heart. Warren's Willie Stark represents the fictional pinnacle of a 'man of the people' who powers his entire political agenda with the spirit of the hoe and the plow. As the readers, we get to sit back and watch power change him, his goals, his relationships with the people he loves, and his morality."

—Jake Bernstein

"I enjoy the themes of ambition, betrayal, and human nature in general. I would recommend *King Lear* because it has multiple story lines happening at the same time and deals with pretty relatable issues."

—Coco He

"My main takeaway from reading my books was that war, on the whole, is usually a drawn-out affair that causes soldiers to suffer and sacrifice at the hands of their countries, who do not really care about them. *Catch-22* is a perfect book to discuss themes of greed, superiority, and morality through the lens of satire."

—Julian Kotara

"I chose to read *Ulysses* as it was my late grandfather's favorite book, and I have been wanting to read it since his passing on Bloomsday."

—Emma Kate McCann



# MEMORIES MADE

## *Alumni Weekend Recap*

Watching the sun set over Mount Pisgah while the laughter and chatter from more than 370 of our alumni and guests spilled across the Bement Lawn is not something I will soon forget. After two difficult years with a “closed campus,” it was our honor to welcome a record number of alumni home for connection and celebration in April. My personal highlights from the weekend included the 2002 women’s soccer reunion, joining the class cluster dinners across Asheville on Saturday night, and observing our alums connecting with current students during campus tours and networking events.

I remember a moment on Mitchell lawn during the Saturday barbecue lunch; our oldest alum, from the class of 1950, was sitting with a member of our youngest graduating class, 2017. Those opportunities for cross-generational ties are what make us strong. I was so pleased and reassured to see how many of you took time to return, in person, to see one another and reconnect with this special place. We hope you will plan to join us again soon.

Save the date for next year’s Alumni Weekend: Friday, April 28–Saturday, April 29

—Burt Gordon, Director of Alumni Relations









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# Class Notes

## 1948

### John R. “Bob” Kimberly 1948

In response to receiving the latest 360 alumni magazine, Bob sent us an email: “The winter issue of 360 just came and is enjoyable and well done. A writing group I’m in had a prompt: Five Ways to Say Hello; so “Five Ways to Create a Sense of Place” caught my attention. I can’t begin to tell you how many special places come to mind if I close my eyes and let memories flow. Everything from spring mornings when the sun shone through the Rose Window during morning chapel to Mr. Peck’s dreaded Red Book. A lot has happened in the last seventy-four years, but the memories of those six years are as sharp today as then. I hope those who are at Asheville will be able to look back on their time there with the same amount of fondness. A quick update: After fifty-one years living various places in the Bellevue area, Nancy and I moved into an assisted living facility last June. It’s been a bit of an adjustment, but we are enjoying it more and more as we get used to the idea of community living. We are keeping busy with the activities here plus my writing group and weekly volunteering at our hospital. Best wishes to all, Bob ’48.

## 1950

### George Shambaugh 1950

George provided us with an update by pictures. You can see that he is proud of another group of graduates and doctors at this May’s graduation ceremony at Emory University’s Medical School.

## 1974

### Hugh Hemmings 1974

Dr. Hugh Hemmings was elected to the National Academy of Medicine. He is the Senior Associate Dean for Research and Dean of the Department of Anesthesiology at Weill Cornell Medicine. In a press release, the institution reported: “The academy recognizes individuals who have made major contributions to the advancement of the medical sciences, health care and public health. Dr. Hemmings is among 100 new members who were elected in 2021 by current members. Dr. Hemmings, an expert in the pharmacology of general anesthesia, has helped pioneer the study of how anesthetics work at a molecular level. Specifically, he has investigated the mechanisms of neuronal signaling and the effects of general anesthetics on the transmission of signals across synapses-the chemical connections between neurons. Dr. Hemmings directed Weill Cornell’s anesthesiology research program from 1995 and was named chair of the department in 2013 and senior associate dean of research in 2017. He currently serves as editor-in-chief of the British Journal of Anesthesia, is an elected fellow of the Royal College of Anesthetists and a member of the Association of University Anesthesiologists. He has authored more than 175 articles in anesthesiology and neuroscience, and has co-edited four textbooks on anesthesiology.” Hemmings said: “It’s not common for anesthesiologists to be elected to the National Academy of Medicine, so I never expected to receive such an honor,” Dr. Hemmings said. “I owe this recognition to the incredible mentorship and support I have received from my teachers, colleagues and collaborators.”

## 1975

### Keith Bishop 1975

Keith Bishop (the son of H.C. Bishop Jr.; Class of 1946), writes: “I was pleased to meet my newest granddaughter, Inez Monserrat Bishop. She is the daughter of my son, Paul, and his wife, Alejandra. Last fall, I had a chance to visit with Scot Kirkpatrick ’75 while visiting Atlanta. Over the last two years, I have enjoyed the opportunity to have Zoom reunions with fellow members of the renowned Class of 1975!”



# Class Notes

## 1980

### Evan Rommell 1980 ›

Evan wrote a note to us in April, and he said that he did not have much to report. But in reading his letter, he is quite busy! He is still enjoying climbing in the Crestones, a mountain range in southern Colorado. Kit Carson Peak and Challenger Point are his two recent climbs. Additionally, he has been working on some piano pieces by Camille Saint-Saëns, Maurice Ravel, Claude Debussy, and Scott Joplin. Evan sends his best to everyone!



## 1986

### Mark George 1986

Mark shared that he has a new job as a chief architect for Aliro.

## 1987

### Ulli von Stein 1987

Ulli read the most recent alumni magazine and noted the piece about campus tree plantings with Christopher Arbor. He wrote: “Very interesting article on the tree efforts on campus. We even did some planting back then. As a forest owner in Germany, we have been plagued heavily by the spruce beetle and winter storms. Over the past years, I have introduced some new species in our forest. The photo attached is of the planting of some hickories I raised in our greenhouse. I have about 250 out now. As Martin Luther allegedly said, ‘If I knew the world ended tomorrow, I would plant an apple tree today.’”

## 1990

### John Dalton 1990 ›

John writes to us following Alumni Weekend '22: “So great to be back on campus last weekend. Such a magical place. I was recently invited to throw out the first pitch at a Boston Red Sox game. The invitation was made following the recent opening of my rail transportation project in Boston. It was a quite a compliment to be asked to throw out the first pitch. I was really flattered. Anyway, here are a couple pictures of me and my family on the field at Fenway before the pitch was thrown (And yes! the pitch made it to the catcher without bouncing!) Good times.”

### Clay Smith 1990

Last October, Clay moved to Washington, DC, to begin work at the Library of Congress as the Director of Literary Initiatives. One of his new primary responsibilities is to oversee the National Book Festival, and Clay has plenty of experience in that area as he was the director of the San Antonio Book Festival.



## 1993

### Miya Gray 1993

Miya became a member of the Board of Trustees in July 2021, and she was on campus for her first round of meetings in September. Miya is also a member of the Black Alumni Council. In September, Miya, Raven Walters 2018, Shavontia Cochran 2004, came to campus to work with student members of the Black Student Union. Daryl Brown 2005 and John Volquez 2013 Zoomed in. This workshop was organized for students and alumni at the Bement House, and current faculty members Radar Onguetou, Taina Delly, and Ray Edmond attended as well. A second in-person meeting was held in April during Alumni Weekend.



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# Class Notes

## 1999

### Gillian Cummins Libby 1999

On the literary front, Gillian has written a book published this summer: Four Ways to Wear a Dress.

## 2002

### Jeremy Andersson 2002 ›

Jeremy not only announced that he had a new job, but about two months later, he and his wife, Helena, welcomed twins. The babies, Eleanor and Roman, were born on March 1, 2022. Jeremy is now working for a multimedia advertising agency based in Tampa, but he is able to work remotely, so the new family is able to remain in Atlanta.

### Hyung Duk Kim 2002

Hyung Duk and his family recently moved back to South Korea, and he now works for Mohegan Gaming Entertainment, a U.S.-based casino company that will open an integrated resort next to the Incheon airport. You need to put Seoul on your travel bucket list!

### Rashid Rumah 2002

Rashid recently reported that he is the co-founder of Astoria Biologicia, Inc. The company is working to develop “novel therapeutics to combat multiple sclerosis.”



## 2003

### Andrea Andrus Kibbe 2003

Andrea and her husband, Giles, welcomed a baby girl, Aquila Andrus Kibbe, into their family in February 2022.

### Molly Campbell Pimentinha 2003

Molly and her husband, Matt Kroll, welcomed their first child, Viviana Sophia Kroll, in October 2021.

## 2004

### Nathan Bradshaw 2004

Nathan and wife, Megan Durling, had their first child, Moira Edana Bradshaw, in February 2022.

## 2005

### Winta Haile Assefaw 2005

Winta announced that she has finished an internal medicine residency program and that she served as the program's Chief Resident. She is now headed to the Cleveland Clinic in Weston, Florida, to continue her work.

### Erik Cunningham 2005

Erik shared that he is now the Buying Director at ALDI, UK.

### Sarah Gehring Musicaro 2005

Sarah married Matt Musicaro on Saturday, June 4, 2022, in Darien, Connecticut. Fellow Blues who attended Sarah's big day were Jeke Jordan '06, Molly Gehring '08, Kendall Bruni Hill '05, Caitlin Barron '05, Alea Skwara '05, Sarah Gehring '05, Patrick Darab Hartigan '05, and Morgan Mischer Warth '05

### Conner Hayes 2005

Last October, Conner, his wife, Colleen, and their daughter Ellie welcomed a new baby boy into the family.

### Nash Harloe 2005

Nash and his wife, Erin, welcomed their first child, Shepard K. Nash Harloe, Jr. Shep was born in Charleston, South Carolina, at MUSC in February. Nash wrote, “We welcomed Shep into our family with tears of joy.” Nash, Erin, and Shep have moved back to Charleston.



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# Class Notes

## 2006

### Maddy Aman Piercy 2006

Maddy and her husband, Tyler, welcomed their first child, a boy. Miles Hollis Piercy was born in February.

### Caroline Paul Doyle 2006

Caroline, her husband, Teddy, and son Ben welcomed baby number two to the family. Lillian “Lilly” Elizabeth was born in February.

## 2007

### Fabeah Adu-Oppong Newton 2007 ›

Fabeah and her husband, Chris Newton, welcomed their first baby! CJ was born in April.

### Zach Hamilton 2007

Zach married Sara Foster on April 10.

### Hardtner Klumpp 2007

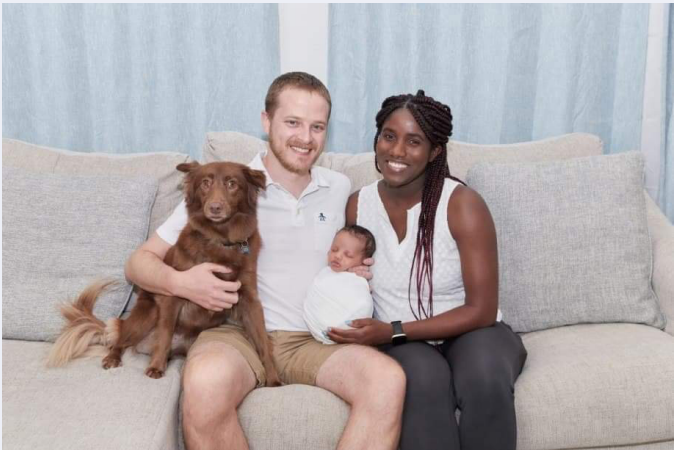
On May 12, Hardtner and his wife, Julie, welcomed the new addition of a boy, James Robertson Klumpp, who joins older sister Madeline.

### Jess Maggart Evans 2007

Jess and her husband, Tyler, and their daughter, Marie, all welcomed their little addition. Grace Eleanor Evans arrived in February.

### Tae Joong Yoon 2007

In February, Tae and his wife, Hayley, and their son, Theo, all welcomed an addition, a little girl, Gia.



## 2008

### Andrew Bradshaw 2008

In May, Andrew graduated from University of Pennsylvania with a Masters in Social Work.

### Ben Peyronnin 2008

Ben married Amanda Marie Van Winckle on August 8, 2020.

## 2009

### Grace Cowan Morgan 2009

Grace married Mike Morgan in Rutherfordton, North Carolina. Blues attending Grace’s big day were Lara Poll ’12 and Lissa Clarke ’09.

### Melanie Haas-Stabler 2009

Melanie and her husband, Griffen, welcomed their second child. Penny was born in October.

## 2010

### Hallie Boyd 2010

Hallie married Ryan Dillon in Asheville on September 25, 2021.

### Rudy Klumpp 2010

Rudy married Emily Kathleen Fruge on March 27, 2021, in Lake Charles, Louisiana.



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# Class Notes

## Jeff Warren 2010

Jeff wrote an article that was published by the Wake Forest Law Review. Jeff writes: “I am delighted to report that the Wake Forest Law Review has published my article exploring the unique harm presented by “Giglio Letters” to law enforcement personnel, and how North Carolina’s new “Giglio Bill” amplified that harm without due process—probably rendering the law unconstitutional.”

<http://www.wakeforestlawreview.com/2022/02/the-scarlet-letter-north-carolina-giglio-and-the-injury-in-search-of-a-remedy%E2%99%BC/>

# 2011

Taylor Baird 2011 was joined by Hank Boyd ’17, Raven Walters ’18, and Justin Merriwether ’19 on campus. These four alumni/ae returned to campus for Alumni Weekend 2022, and they participated in a Q&A panel specifically for the current Sixth Formers, the class of 2022. This program was the last for this year’s Blues Core program as we talk with the Sixth Formers about transitioning from Asheville School to college.

## Terria Boston 2011

Terria and Tcheser Holmes welcomed their first child. Their baby boy, Ramuikai Maa, was born on November 2, 2021.

## Thomas Carr 2011

Thomas married Martha Schull in Birmingham, Alabama, on Saturday, June 25, 2022. Other Blues in attendance were Thomas’s classmates Spencer Ayscue ’11, Taylor Baird ’11, Brian Becker ’11, Chase Garrish ’11, and Will Patton ’11.

## John Craver 2011

John has recently moved to Charlotte to start a new job with Inlivian (formerly the Charlotte Housing Authority) as an HR Manager.

## Won Jun Kim 2011

Won Jun married Alice Won in a small ceremony in Boston on August 28, 2021, but they recently returned to Seoul in June for a larger wedding ceremony for hometown family and friends. His Asheville School classmate Gerry Nam ’11 attended the ceremony. The couple is back in New York City where Won Jun is a third-year MD/PhD student at Weill Cornell working in a cancer research laboratory.

## Addie Navarro 2011

In December, Addie married Asaf Zemah. The two of them have completed work on a documentary film, The River Jordan.

## Carly Mitchell Gillespie 2011

Carly and her husband, Sam, welcomed their first child, Lily Ann, in February.

## Philip Stone 2011

Philip returned to campus on December 18 to marry Sara Crawford in the Boyd Memorial Chapel.

# 2012

## Edward Chang 2012

Eddie recently graduated from Western University as a Doctor of Osteopathic Medicine. This fall, he will begin a residency program at the University of California–Irvine as a Resident Physician in Internal Medicine.

Kate Fitzsimmons 2012  
Kate married Mark Fischer in Charlotte, North Carolina, on December 4, 2021.

## Laura Gibbs 2012

Laura married Garrett Hennig in Beaufort, South Carolina. They still live in Warrenton, Virginia.

## Brennan Harlan Lovejoy 2012

Brennan and her husband, Jonathan, welcomed their first child, a boy, Elliott James Lovejoy.

Natalie Kuehl Powell 2012  
Natalie married Tyler Powell on May 7, in Charleston, South Carolina.

## Liz McKee 2012

Liz married Max Lemaigre on Spring Island, South Carolina. They live in Savannah.



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# Class Notes

## Sonya Robinson 2012

Sonya graduated Cum Laude North Carolina Central University's School of Law. She writes, "This degree is a dream come true. I had to overcome so many obstacles, but here I am standing with my degree in hand. I am so thankful for my family who stood beside me and cheered me on, helping me to reach this milestone. Next step, the bar!"

## Taylor Smith 2012

Taylor and his fiancé, Francesca, are moving to Hanover, New Hampshire, in June as he was matched into the Anesthesia Residency program at Dartmouth Hitchcock Medical Center.

# 2013

## Ashton Caudle 2013

Ashton announced that she has a new position as Senior Merchandise Planner for the Designer Women's Ready-To-Wear line at the Neiman Marcus Group.

## Robert Cook 2013

We got a phone call from Robert who is still based in Hawaii with the US Army. He had recently received word that, in May, he will assume command of his group of soldiers/army divers. The ceremony is in May, and his parents are flying out to be there. This is a twelve to sixteen month command. His team is responsible for all West Coast, Pacific fleet, Asian coverage pertaining to diving. Robert is also applying for a job that will take him back to West Point that will have him overseeing 130–150 cadets.

## Shirley Duquene 2013

Shirley recently announced that she was honored by Boston University School of Law for its 2021 JD Pro Bono Award, given to the graduating student who has completed the most pro bono hours during his/her/their three years at BU Law. Shirley completed 418 hours of pro bono work during law school, and she spent a majority of her hours supporting the Institute for Justice & Democracy in Haiti.

## MaryKate Frisch 2013

MaryKate married Justin Lalor in Asheville on November 27, 2012. Some Blues who attended the wedding were classmates Deane Pless '13, Shirley Duquene '13, and Deanne Modaff '13.

## Deane Pless 2013

Deane graduated from New York University with a Masters in Social Work.

# 2014

## Kenny Hong 2014

Kenny graduated from Columbia University with a Masters degree in Business Analytics.

# 2015

## Audrey Davis 2015

Audrey returned to campus in September 2021 to marry Hank Estep in our Body Memorial Chapel. The wedding was on September 18, and other Blues attending the ceremony were Toddy Collett '15, Hannah Frisch '15, Avery Kelly '15, and Ben Szurek '15.

## Hunter Smith 2015

Hunter graduated from the American University (DC), with a Masters of Terrorism and Homeland Security.

## Kennedy Wesley 2015

Kennedy graduated with a Masters in Counseling from the University of North Georgia.

## Abby Willis 2015

Abby married Colin O'Brien on January 15, 2022. Her brother, Ben Willis '12, was there as were Nancy Cruz, Abby's former advisor, and classmates Isabelle Bonner '15, and Elise Niven '15.



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# Class Notes

## 2016

### Conor Fenn 2016

Conor was on campus for a visit. He has graduated from Davidson College and is now working in Alpharetta, Georgia.

### Claire Kaplan 2016

Claire graduated from Furman University and is currently working on a Masters in Education at Clemson University.

## 2018

### Mary Alice Faunce Brown 2018

Mary Alice married Jack Brown on April 30, 2022. They live in Rutherfordton, North Carolina.

Lillie Bridges 2018  
Lillie announced that she has graduated from UNC–Chapel Hill and has begun her career at Capital One as a Strategy Associate. She was recently recognized among “the 2022 Best & Brightest Business Majors” by Poets&Quants. Career Development Director Sarah Crockett says, “Lillie’s interests revolved around sustainability and the intersection of business and technology. Her drive to get involved in these spaces started in her first years at UNC by joining organizations including Carolina Women in Business (Undergraduate), the Business Technology Club and the UNC Institute for the Environment.” One of Lillie’s goal is to become a leader in corporate sustainability and a role model for women in business. She is a self-described, “Tar Heel girl with global ambitions to make business more sustainable for everyone.”

### Paul Hill 2018

Founder @ Strada, a Web3 marketplace for art.

### Mary Mac Johnson 2018

Mary Mac writes, “I am thrilled that I will be working part time with Teach For America this semester, as I serve as an Ignite Fellow. I will be working virtually with students in small groups with the goal of allowing all children to learn, grow, and create a meaningful future. Additionally, upon graduating from Denison University, I will be working full-time with Teach for America as a Corps Member in the Chicago area. I am excited to do meaningful work with Teach for America and to help create equal opportunities in education for all students.”

### Stewart Mitchell 2018

Stewart graduated from Elon University, and he is headed to the Loomis Chaffee School to serve as a teaching intern.

### Kai Newman 2018

Kai announced that she graduated Magna Cum Laude from the Sally McDonnell Barksdale Honors College and the Croft Institute for International Studies at the University of Mississippi. While there, she double majored in Chinese and International Studies with a concentration in Global Health.

### Mac Waters 2018

Mac has announced that following his graduation from Columbia University this past May, he is “super super excited to announce that I’m headed to Dartmouth to pursue a two-year Masters in Digital Musics starting this fall, studying with Ash Fure, Cesar Alvarez, and Michael Casey. I am beyond grateful for all my mentors and collaborators throughout my undergraduate career, and I look forward to more wacky interdisciplinary art-making in the Upper Valley for a few years.”



# Class Notes

## 2019

### Alex Park 2019

Upon graduating from Asheville School, Alex went to Georgia Tech. After her freshman year, she transferred to the University of Pennsylvania, and she is currently majoring in Computer Science and Women's Studies.

### Jake Drum 2019

Jake is now a rising senior at UNC–Greensboro, and he first told us of his summer plans back in February—to bike across the United States from San Francisco to Washington, DC. He is due to arrive in Washington on August 13! Jake's bike ride is part of the philanthropic partnership that his chapter of the Pi Kappa Phi fraternity has with The Ability Experience and its annual Journey of Hope. The money that Jake and his fellow cyclists raise goes to pay for the trip and assists various agencies across the country in certain cities along their route in order to raise awareness and support for people with disabilities.

### Kamryn Graham 2019

Kamryn finished her junior year at Davidson College where she is a Biology major. This summer, she is in Boston for a ten-week internship working at the Broad Institute.

### Rachel Kuehn 2019

Rachel continues to do great things in the world of golf. In an article posted in the March 16 issue of Golf Week, we read that "Wake Forest's Rachel Kuehn wins Northrop Grumman at Palos Verdes, earns sponsor exemption to new LPGA event on same course. Rachel Kuehn's victory at the Northrop Grumman Regional Challenge came with a bonus for the Wake Forest junior: a sponsor exemption into the LPGA's JTBC Championship at Palos Verdes. Kuehn's 10-under 203 total broke the tournament record of 7 under set by Lorena Ochoa in 2002. This victory marks Kuehn's second of the season and fourth of her career. In a press release, Rachel said, "This week has been incredible, and I feel fortunate to have won on such an amazing course. To receive a sponsor exemption into the LPGA tournament here in a couple weeks is a dream come true."

### Di Wang 2019

Di finished up his junior year at Wake Forest and stopped by campus on his drive to Atlanta, where he has an internship with Goldman-Sachs.



# Commencement 2022







# College Bound

*Our 79 seniors have decided to enroll at the following 56 colleges and universities:*

UNC Chapel Hill (5) *	NC	Lafayette College	PA
University of Colorado Boulder (4)	CO	New Mexico Military Institute	NM
Wake Forest University (4)	NC	New York University	NY
Davidson College (3)	NC	Newberry College	SC
George Washington University (3)	DC	Ohio State University	OH
Queens University of Charlotte (3)	NC	Penn State University	PA
College of Charleston (2)	SC	Pitzer College	CA
Cornell University (2)	NY	Roanoke College	VA
North Carolina State University (2)	NC	Skidmore College	NY
Purdue University (2)	IN	Southern Methodist University	TX
Rochester Institute of Technology (2)	NY	Stetson University	FL
University of San Francisco (2)	CA	Stony Brook University	NY
American University	DC	Trinity College Dublin	IRE
Auburn University	AL	UNC Asheville	NC
Aurora University	IL	UNC Charlotte	NC
Brandeis University	MA	UNC Wilmington	NC
Bucknell University	PA	University of Alabama	AL
College of Wooster	OH	University of Buffalo	NY
Colorado State University	CO	University of California (Davis)	CA
Columbia College (Chicago)	IL	University of California (Irvine)	CA
Columbia University	NY	University of Georgia	GA
Connecticut College	CT	University of Richmond	VA
Dartmouth College	NH	University of Tennessee	TN
Denison University	OH	University of Toronto	CAN
Duke University	NC	University of Vermont	VT
East Carolina University	NC	Washington and Lee University	VA
Furman University	SC	Worcester Polytechnic Institute	MA
Hillsdale College	MI	Yale University	CT





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