

Echoes

THE ALUMNAE/I MAGAZINE OF THE WHITE MOUNTAIN SCHOOL



WELCOME NEW
HEAD OF SCHOOL
JOHN DREW p3



Echoes

THE ALUMNAE/I MAGAZINE OF THE WHITE MOUNTAIN SCHOOL

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THE EVOLUTION OF TEACHING

By Tom Reid, Interim Head of School

“Here are the books and teacher editions you will need: basal reader, spelling, grammar and vocabulary, math and math workbook, history and geography. Students will keep their books in their assigned desks and you can find their seating chart laying on your desk. In your desk, you also will find your gradebook and plenty of chalk. Reams of paper are stored in the closet, where you also will find the film loop projector and the overhead projector, if you want to try using them. There are pulldown maps above the chalkboard to support history and geography. I will show you the library and card catalogue, and the faculty room where the ditto machine is. Announcements and emergency notifications will come over the intercom or be distributed by the messenger of the day. Let me show you the cafeteria, and then I think you will be all set.” (1973)

Though abridged (but not significantly), that was the welcome, introduction and orientation for my first teaching job as a substitute fifth grade teacher. Fortunately for me, it turned into a permanent position. Now, after forty-five years in independent schools, I can look back and marvel at the amazing changes in schools I have witnessed and experienced. Consider a similar brief introduction for today’s beginning teacher:

“Here is your computer. There are texts in the room, but they are all online, as well. Your roster and gradebook can be found once you log-in on the administrative page of the website. I have left every color of erasable marker on your table. Students keep their materials in the cubbies and can sit

at any table. They can choose from a chair, stability ball, or wobble chairs. In addition to the whiteboard, students can write on the glass partition to the mini-makerspace in the back of the room. You can print to the copiers in the library and faculty room and can access the library resources on your computer. You also have a variety of apps and resources downloaded, and you can request others from the Director of Technology. The Director of Technology will help you load other data and programs to your phone, where you will receive texts for special announcements and emergencies. Let me show you the cafeteria, and then I think you will be all set.” (2019)

What a world of difference in these two introductions. Yet, today’s teacher, even with all the bells and whistles, might be teaching in a very similar fashion to the teacher of 1970’s, or earlier, just using different tools. New technology and modern practices do not guarantee improved teaching and learning.

In education, as in many other fields, there are experiments that fizzle, fads that run their course, and innovations that prove only to be repackaging. That is not the case at The White Mountain School. The changes taking place here are having an impact and will be lasting. They are holistic and student-centered. We are not adopting “teacher-proof” texts, “today’s app for math mastery,” or any packaged program to transform teaching and learning. Starting with the best research available and collaborating with outstanding institutions, thought leaders, and master teachers, we are refining our practices and programs as we

strive to offer our faculty and students the finest teaching and learning environment and program possible.

In this edition of *Echoes*, you can read Mike Peller’s (Assistant Head for Teaching and Learning) article on the evolution of teaching and learning and The White Mountain School’s role in leading Student-Driven Inquiry and Competency-Based Learning. You can learn more about the importance of the Essential Skills and Habits that guide our teaching opportunities in the Inquiry, Innovation and Impact Lab, the value of Field Courses, and the breadth of White Mountain’s Creative Edge Dance Program. Change is the operative word for our School this year. It is an exciting time to be in education and a great time to be a part of The White Mountain School.

To close, a final point. The changes in practices and tools I noted in my opening and the more substantive changes presented in the articles of this edition of *Echoes* are valuable improvements. Nevertheless, we have not lost sight of another essential tool for learning: the student-teacher connection, a deeply held tenet of The White Mountain School. Students study teachers as much as they study subjects; personal engagement drives engagement with the material to be studied. Simply put, having engaged teachers leads to engaged students, leads to deeper learning and greater retention. I hope you enjoy reading about how we are achieving that goal. With John Drew’s leadership, we will continue our effort to be the best small boarding school in the country. 🏡



A NEW CHAPTER FOR WHITE MOUNTAIN

WELCOME NEW HEAD OF SCHOOL JOHN DREW

It is with great pleasure and excitement that we announce that the Board of Trustees has unanimously selected John Drew to become The White Mountain School's next Head of School effective July 1, 2019. >>>



"I've been looking for a school that is committed to diversity and environmental sustainability, a place that is not just discussing but actively pursuing new approaches to education, a place with a small enough scale that the word community can have profound meaning. I was moved by how welcoming adults and students were when Gianna and I visited campus. **White Mountain's mission is compelling to me—I want to lead a school that asks us all to be curious, courageous and compassionate.**" -JOHN DREW

John comes to us from Concord Academy in Concord, Massachusetts, where he has served as Assistant Head of School and Academic Dean since 2007. John brings a wealth of experience to his headship and is well positioned to continue our strong momentum as we advance the goals of our Strategic Visions: to be recognized as a leader in education, serving students as they develop into independent learners; to nurture courage and compassion throughout our community, preparing and inspiring students to serve the greater good; and to secure our future by increasing revenue for a mission-sustaining operating budget.

During his 21 year tenure at Concord Academy, John has served many roles, including overseeing curriculum and working closely with faculty to develop new programs. He oversaw their New England Association of Schools and

Colleges (NEASC) self-study and has worked diligently to advance Concord Academy's Community and Equity initiative. John developed the School's Academic Technology Plan and played a significant role in shaping the School's marketing efforts. Before entering academic administration, John served as a teacher and later the Science Department Chair at Concord Academy. He began his career at the Field School in Washington, D.C. and also served as a science teacher and Director of Summer Academic Programs at Potomac School in McLean, VA. John earned his undergraduate degree from Amherst College and his Masters from Smith College. John and his wife, Gianna Drew, are the parents of two children: Sophie, age 21 and Nate, age 18. John and Gianna are looking forward to joining the White Mountain community and residing in the beautiful mountains of New Hampshire. 🏡

LOOKING FORWARD

By John Drew

I am so looking forward to joining The White Mountain School community this coming summer! My wife Gianna and I are moved by the warm reception we're receiving from White Mountain community members past and present. Our children will be making important transitions as well. Sophie is graduating from Haverford College this spring, and Nate is graduating from Concord Academy. We're all preparing for new adventures.

While not unexpected, I've enjoyed learning about the similarities and connections between two former girls' schools—The White Mountain School/St. Mary's-in-the-Mountains and my current school, Concord Academy. Long-standing institutions thrive when they are faced with challenges they are historically poised to meet—girls' schools have more often been explicit about their educational goals. In a cultural moment when there is real need for schools to engage students to ask questions important to them, White Mountain is ready to take on that essential work. I appreciate that White Mountain has produced a document that details the Essential Skills and Habits that the School seeks to instill in students. I am drawn to the School's mission—it takes curiosity and courage to question standardized test hoop-jumping that so many schools aren't willing to challenge. Faculty, staff and students alike can grow together when the shared educational project is clear.

White Mountain's long-standing emphasis on sustainability stands in higher relief as climate action becomes ever more urgent. I've taught environmental science since the 80's,

and want to engage with the experience that the School offers students: a chance to connect with nature in a spectacular setting, to learn something about where one's food comes from, and to develop intentional community amongst a diverse group of people.

The many ways in which the White Mountain community builds and maintains strong ties honors the School's Episcopal heritage. It seems nearly every day I make another connection with someone who thinks highly of White Mountain—recently a potential graduate school mentor of my daughter's happily mentioned a White Mountain connection upon hearing of our family's upcoming move. The kindness that has characterized my visits to White Mountain seems the through-line in the School's long history.

While Gianna and I are still some months away from our move, we're experiencing growing anticipation of getting to campus. When weather changes in Concord, I check to see what's happening in Bethlehem. I'm eager to meet new people, run on lots of new trails, and finally figure out how to wax nordic skis (the latter may be a long shot!) Notes from members of the White Mountain community are forming a patchwork that is helping me deepen my sense of the community's values, hopes and dreams. Tom Reid and school leadership continue to be very generous during this transition period. Most of all, I can't wait to do my part to support the educational program, enrollment success and philanthropic support that all interweave to strengthen White Mountain. There's a lot of good work to be done in helping young people to become their best selves. 🐼

STUDENT-DRIVEN INQUIRY

ESSENTIAL SKILLS & HABITS



.....
By Michael Peller, Assistant Head of School for Teaching and Learning

The educational landscape is changing. Quickly. Arguably faster than it ever has before. There is a movement creating disruptive and welcomed change: competency-based learning.

And this movement is absolutely in line with White Mountain's commitment to Student-Driven Inquiry, resonating synergistically with our LASR projects in which we engage in best practice: "help[ing] students design exhibition and portfolio projects that satisfy their own natural thirst for information and skills" (Guya, Wagner, et. al., 6). This is an exciting time to be an educator; this is an exciting time to be at The White Mountain School.


At our School, it is not enough to simply stay current with the changes; it is our responsibility to help lead this change. As an independent school, long committed to 21st century skills and habits, we need to create not only our own path, but a path for others to follow. No longer are schools simply hoping and wishing for students to embrace 21st century skills; schools are beginning to understand that these need to be taught explicitly if we in fact want to develop in our students the capacity to thrive in uncertainty, to find empathetic solutions for new and novel problems, and to communicate these solutions effectively to diverse audiences. To do this well,

schools and teachers must design both learner experiences and assessment that tie directly to the intended competencies. In the case of White Mountain, we tie them to our Essential Skills and Habits (ESH).

Let's take a step back and ask the question: What are competencies, and how do they relate to White Mountain's Essential Skills and Habits? Sydney Shaef, a thought-leader for reDesign.org, gives a wonderful description of competencies: "Competencies emphasize the application of skills and knowledge to achieve a purpose that has meaning in the world. Competencies mark an important shift... toward a broader, more aspirational vision of learners equipped with the skills and dispositions for post-secondary success" (42). The "skills and dispositions" Schaefer describes are precisely what we have laid out as our Essential Skills and Habits. Almost ten years ago and after significant research, The White Mountain School identified six skills (Research, Critical Thinking, Communication, Quantitative Reasoning, Organization, and Study Skills) and four habits (Curiosity, Reflection, Collaboration, and Persistence)

that lead students to be successful at The White Mountain School, in college, and throughout their lives.

For almost ten years, we have held our Essential Skills and Habits—our core competencies—as a compass. This year, we are doubling down and committing to teaching, learning and specifically to assessment—both formative and summative—focused on student growth in Essential Skills and Habits. Thus, these transdisciplinary skills will be clearly assessed in every class, with direct feedback being given to students. Whether it is an English, history, or math class, students receive regular feedback on how they are communicating, thinking critically, and reflecting on their learning. Whether it is in art, science, or world language class, students receive feedback on how they are researching, organizing their work, and collaborating with others. One might ask: what about content? We still organize our courses around traditional disciplines, and we will still focus on content; as a college prep school, we know it is necessary for our students to have this preparation. Furthermore,



A potent combination of full attention, enthusiastic interest, and positive emotional intensity. The joy in learning comes during these moments."

-DANIEL GOLEMAN, "THE SWEET SPOT FOR ACHIEVEMENT" IN *SOCIAL INTELLIGENCE: THE NEW SCIENCE OF HUMAN RELATIONSHIPS*



we know that students need to have exposure to content so as to be able to ask rich questions. Schools cannot effectively do Student-Driven Inquiry without content. At the same time, we believe it is critical to emphasize the Essential Skills and Habits since these are what students will use regardless of the question they are answering or problem they are solving. Furthermore, the ESH provide the framework and compass to ensure that learning is inspiring, relevant and meaningful, creating the right ingredients for Student-Driven Inquiry: "a potent combination of full attention, enthusiastic interest, and positive emotional intensity. The joy in learning comes during these moments" (Goleman, 249). We are committed to teaching and assessing the 21st century skills that "accommodate the full range of value outcomes (and not just cognitive/academic achievement narrowly defined and narrowly measured)" (Bialik, Martin, et al., 7). Our Essential Skills and Habits—our core competencies—will allow our students to thrive in ambiguity and uncertainty, which is precisely the need for today's youth. As there is increasing momentum and belief

in competency-based education, White Mountain is leading this work.

As an intentionally small school, competency-based learning is aligned with White Mountain's commitment to knowing each student, and meeting them where they are because "competency-based learning has the potential to transform our education system [through] its non-negotiable commitment to the growth and achievement of every child; a distinctive positive youth development frame reinforces a belief that, with the right experiences and supports, all students can achieve at high levels" (Shaef, 44). Competency-learning invites students into the conversation of what and how they should be learning, putting them as active co-creators of their learning experience. Thus the role of teachers is changing, as now the teachers' role is to sit beside the students, and "cultivate wide-awakeness" in our students because "the highest form of education is not that of imparting skills or knowledge but of 'turning the soul' towards objects worthy of our attention" (Higgins, 436, 459).

What is the result of competency-based learning and assessment? Through teaching and assessing the Essential Skills and Habits, our students better develop a practice of curiosity that encourages them to ask bold and daring questions about the world around them. Our students learn to ask "what does the research say?" And then with academic rigor and scholarly habits, find answers to their own questions. They learn to effectively communicate their results, engaging others effectively in their ideas. They learn to collaborate effectively, developing an awareness of the importance of a diverse team. Our students are developing the Essential Skills and Habits to succeed now and in the future.

Finally. A system and structure that supports our fundamental belief in Student-Driven Inquiry.

Finally. A system that sees all kids as highly capable and with diverse potential. 🏡

What an exciting time to teach and learn at The White Mountain School!

Works Cited: (1) Bialik, M., Martin, J., Mayo, M., & Trilling, B. (2016). *Evolving Assessments for a 21st Century Education*. (2) Goleman, D., "The Sweet Spot for Achievement" (267-284) in *Social Intelligence: The New Science of Human Relationships*, Random House Publishing, 2006. (3) Guha, R., Wagner, T., Darling-Hammond, L., Taylor, T., & Curtis, D. (2018). The promise of performance assessments: Innovations in high school learning and college admission. *Palo Alto, CA: Learning Policy Institute*. (4) Higgins, Chris. "Teaching as Experience: Toward a Hermeneutics of Teaching and Teacher Education." *Journal of Philosophy of Education* 44.2-3 (2010): 435-78. Web. (5) Shaef, Sydney (2016, October 9). *What IS the difference between competencies and standards?* Retrieved from <https://www.redesignnu.org/what-difference-between-competencies-and-standards>

A close-up portrait of a woman with long, wavy brown hair and blue eyes, smiling slightly. She is wearing a black turtleneck sweater. The background is softly blurred, showing what appears to be a window with light coming through.

DANCE AT WHITE MOUNTAIN

DEVELOPING PERSISTENCE

Since the mid-1950s, dance and the performing arts have played an influential role in the development of St. Mary's and White Mountain students. Today, Director of Dance, Dinah Gray, believes in dance as a vehicle for student success and holistic growth. >



"As a repeated physical practice, dance classes serve as a lab where students are able to engage with these skills and recommit themselves to further development everyday." -DINAH GRAY, DIRECTOR OF DANCE

DINAH GRAY, DIRECTOR OF DANCE:

"I expect dancers to work hard in class—to concentrate, to stay engaged, to stretch themselves physically, and I try to create an environment where those feelings of awkwardness and discomfort are welcomed. That's when you are learning and growing."

The White Mountain School hosts a professional dance studio in the new Catherine Houghton Arts Center on campus. Our partnership with the Creative Edge Dance Studio enables White Mountain students to take any number of dance courses offered at the studio, including a student choreography class.

"As a repeated physical practice, dance classes serve as a lab where students are able to engage with these skills and recommit themselves to further development everyday. White Mountain's Essential Skills and Habits are aligned with what I hope to nurture in dance students. That feeling of discomfort and awkwardness must be re-met over and over, creating many opportunities to develop persistence. Curiosity, reflection, and collaboration are essential for success as an advanced dance student or professional dancer," explains Dinah.

Dinah joined the Creative Edge and White Mountain communities on July 1, 2018. She brought with her over 20 years of dance experience as a teacher,

choreographer, and performer. Dinah studied dance in a pre-professional program at the Virginia School for the Arts and earned her B.A. in Dance Performance and Choreography at Goucher College. She also holds an M.F.A. in Creative Writing from Columbia University. She is enthusiastic about the growth and forward momentum of the dance program here at White Mountain.

Place and program are shared closely between Creative Edge Dance Studio (CEDS) and The White Mountain School. Creative Edge was founded over 20 years ago as the only studio in the area. Offering quality, affordable dance instruction for students from ages three and up, CEDS provides an environment where children can be exposed to movement, exercise, and art while older students can develop strong technique and use dance as their main extra-curricular activity. The studio relocated to The White Mountain School campus in 2014 and currently serves over 210 students, 6 of which are full-time White Mountain student dancers and 5 part-time dancers.

The collaboration between CEDS and White Mountain provides students with access to quality instruction in multiple dance genres (ballet, jazz, tap, contemporary, modern). These offerings would normally not be available at a non-performing arts school of this size. The teaching faculty at CEDS is professional, experienced and supportive. White Mountain students who come to the School as serious dancers can continue training at a high level while also benefiting from the challenge and rigor of White Mountain's innovative academic program. White Mountain students continue to grow and take advantage of the academic and athletic opportunities available to them in a dance program that is integrated into their School. 🏡

TEACHING & LEARNING IN THE FIELD



Is the classroom the only place in which to learn? We don't think so. Field Courses at The White Mountain School demonstrate our commitment to learning outside the classroom. Students at White Mountain immerse themselves in week-long, off-campus Field Courses each semester. These unique experiences allow in-depth, academic exploration of a specific topic in an authentic setting. Each Field Course provides an incomparable opportunity for students to explore and develop interests and passions beyond the walls of the traditional classroom. Here is a sampling of Field Courses offered in the last two years:

Natural History of the Mojave Desert: Joshua Tree National Park

The Mojave Desert is the driest and smallest of the four North American deserts, and it only receives an average of 6 inches of precipitation annually. The Mojave is considered a true arid landscape, but in the desert there is always life. This Field Course is an immersive natural history and rock climbing course focused on exploring and discovering that elusive desert biological phenomena. Based in Joshua

Tree National Park, students seek to understand the natural world and our own connections to the desert environment. With natural history as their focus, students gain a sense of place by studying and teaching their peers about the desert flora and fauna, geology, human history and other aspects of life in the Mojave Desert.

SIMON DUGGAN '19:

This was the first time I had been so far from home. Before this trip, I had always been in an environment familiar to me, so seeing a landscape like Joshua

Tree led me to revelation. The most memorable part of the Field Course was when I stood on top of one of the granite domes. I had a 360-degree view, and I was astounded. The desert is so incredibly flat, broken up only by the granite. On all sides there were high desert mountains. It felt like I was in a sandy snow globe.

TAGGART COLE '20:

The Natural History of the Mojave Desert Field Course instilled a love for climbing in the desert and an appreciation for the rich ecosystem of the Mojave.

TED TEEGARDEN, DIRECTOR OF OUTDOOR EDUCATION:

“Field Courses allow students to follow new or developing interests and passions into a specific field of study for a week-long intensive program. The power of spending time learning and bonding as a co-learning community for a week deepens connections with both the academics covered in their course and also with their peers.”



Education & Equity

Equity talks about fairness and justice in the way people are treated. Using the current situation in New Hampshire—one of many states wrestling with issues of school choice, funding, and vouchers—students examined big questions about education and its role in our society. These include the purpose of school, who makes the decisions that determine a student’s educational future and the impacts on the communities and individuals. In visits to a variety of academic settings in the state of New Hampshire, students opened conversations with political, administrative and other decision makers which allowed them to develop and reflect on their own personal questions around these issues. Students were able to identify and research different aspects around the issues of educational equality and disparity in order to share with and inform the group as a whole.

“The best moment of the Field Course was meeting with Executive Councilor Volinsky. It was eye opening to see how much of an impact property taxes have on the quality of education you receive in New Hampshire.” -FATIMATA CHAM '19

JUDAH BORGES '20:

“The most impactful experience I have had at White Mountain took place on my most recent Field Course. The Field Course focused on education and equality in the state of New Hampshire. What made this an impactful experience for me, was feeling inclined to speak and contribute to important conversations.”

ELIZA POLICH '19:

“I enjoyed discussing challenges and strengths of New Hampshire’s education system with state legislators, teachers, and other experts. Hearing about the varying opinions on the state of education gave me perspective on the magnitude and complexity of the issue.” 🐼

INQUIRY, INNOVATION & IMPACT LAB





DINE WEBSTER DELLENBACK '53, P'84, FORMER TRUSTEE: "The Inquiry, Innovation and Impact Lab provides a much needed, forward thinking Lab in which innovative research and teacher training can occur. My husband, Bob, devoted his life to science and scientific research and one of our earlier gifts to St. Mary's-in-the-Mountains was a Wang computer, now a dinosaur of computers. It is a way to honor Bob (Robert Joseph Dellenback) in providing for future science learners and explorers from my beloved school."

MIKE PELLER: "The Inquiry, Innovation and Impact Lab encourages students to courageously pursue new and interesting lines of thinking. In bringing ideas to life and turning the hypothetical into the actual, students are inspired to live and grow into their creative, intellectual and empathic potential. By embracing Student-Driven Inquiry as the central tenant to our learning, White Mountain students, through the questions they have asked and solutions they have created, come to understand they can and will have a positive and compassionate impact on the myriad communities in which they live, as well as themselves. The Inquiry, Innovation and Impact Lab does more than remove barriers; it expands what is possible. Thank you to the many generous donors who made the Inquiry, Innovation and Impact Lab possible."



JAMES HOWE '19: "The Inquiry, Innovation and Impact Lab allows me to experiment and create things I didn't have the opportunity to before. I'm currently working on a way to remotely stop a shower from running as a project to help out a friend. Since the addition of the I-Lab to White Mountain, I have accumulated gadgets and electronics in my room, and spend a lot of my nights tinkering around trying to get a project to work."



Than Baker '93 and Zach Paull '93.



Mazzie Madeira Gogolak '68, FT, Jay Jennings '67, Kathy Dickinson Rockwood '67, and Ashley Willumitis, faculty.



ALUMNAE/I WEEKEND



Ellie Commo McLaughlin '53; Anne Clark Bridge '68, P'95, P'97, FT; Louise Taylor '68, Susan Stout '68, Nan Bacon '68, Timi Carter '68, and Judy Butler Shea '58, FT.



This year's Linda Clark McGoldrick '55 Award winners were Anne Clark Bridge '68 and Timi Carter '68. Ann Howell Armstrong '58 (center) was the Sylvia Dickey '54 Award recipient.



John Glessner '83 and David Walsh '83.



The Class of 1958 (back row, left to right): Lynne Weymouth Russell-Johnson, Louisa Turner, Judy Butler Shea, FT, Ann Howell Armstrong, Trustee, Karen Naess Budd, Stella Brewster Hall, Starr Jordan Moore (front row, left to right) Sally Post Fern, Betsey Foss Dinsmore, Mary VanVleck, Sue Oakes Morin, P'83, and Sarah Sargent Leiser.



Alumnae/i Dinner and Award Ceremony



Class of 1978: Alex MacPhail, Lisa Hart Malloy, Alison Simmons-Uvin, Brad Gilbert, and Rob Arsenault.



Ellie Commo McLaughlin '53, and Henry Vaillant, FT.



Ann Reid, Judy Butler Shea '58, FT, and Tom Reid.



Friends reconnect at the Alumnae/i Reunion Reception.



Class of 1968: Susan Stout, Mazzie Madeira Goglak, FT, Louise Taylor, Muffet Lacey Wright, Penny Walsh Gilbert, Trustee, Anne Clark Bridge, P'95, P'97, FT, Nan Bacon, and Timi Carter.

GRADUATION 2018

132ND COMMENCEMENT,
JUNE 2ND, 2018



CLASS OF 2018

Hayden Alden
Franconia, NH

Liana Alford
Bronx, NY

Shane Alvarez
East Orange, VT

Joseph Boden
Winnetka, IL

Winston Cadwell
Waitsfield, VT

Maria Cartagena
North Bergen, NJ

Benjamin Cohen
Short Hills, NJ

Banner Cole
Annapolis, MD

Aliah Connolly
Bethel, ME

Jackson Crocker
Edgartown, MA

Julia Crocker
Edgartown, MA

James Egues
Dobson, NC

Zirui Feng
Shanghai, China

Ziyi Feng
Shanghai, China

Zinou Jessica Foster
New York, NY

Christopher Gentes
Wellesley, MA

Sampson Gregorich
Darien, CT

Wenyi Guo
Shanghai, China

Morgan Hunneke
Asheville, NC

Maximilian Lauster
Hunting Valley, OH

Julia Lent
Rhinebeck, NY

Jiayi Li
Shanghai, China

Ysanel Luciano
Lawrence, MA

Colin Lunetta
Jamaica Plain, MA

Zhennan Luo
Cixi, China

Corrine McGrath
Lyman, NH

Fawaz Okoya
Trenton, NJ

Audrey Sellers
Bradenton, FL

Nessa Short
Medina, WA

Claire Smith
Concord, MA

Grace Tamlyn
Katy, TX

Natalia Tangborn
Seattle, WA

Pyper Williams
Dalton, NH

Michael Zagranichny
Philadelphia, PA

Lingrui Zeng
Shanghai, China

Liang Zhuang
Ningbo, China

Alyssa Zoeller
Woodstock, GA



- FAWAZ OKOYA '18, SENIOR COMMENCEMENT SPEAKER

Through the good times and the bad times, the warm springs and the brutal winters, the mountains and the rapids, White Mountain has transformed us into the people you see now, people who aspire to lead great lives of curiosity, courage, and compassion."

AWARD & SCHOLARSHIP WINNERS

THE ETHEL W. DEVIN PRIZE
for excellence in English
Ysanel Luciano '18

THE VALPEY PRIZE
for excellence in History
Liana Alford '18

THE PHILOSOPHY AND
RELIGIOUS STUDIES PRIZE
Grace Tamlyn '18

THE RICHARD J. HAYES PRIZE
for excellence in Mathematics
Liang Zhuang '18

THE FREDERIC L. STEELE PRIZE
for excellence in Science
Wenyi Guo '18

THE JACK COOK SUSTAINABILITY PRIZE
Aliah Connolly '18

THE GOODRICH PRIZE
for excellence in French
Liana Alford '18

THE ALICE C. HUMPHREY PRIZE
for excellence in Spanish
Julia Crocker '18

THE HAMISH MACEWAN PRIZE
for excellence in Art
Pyper Williams '18

THE CAROLINE O. McMILLAN '47
MUSIC AWARD
Jianghang Li '17

THE MOUNTAINEERING AWARD
Aliah Connolly '18

THE ATHLETICS PRIZE
Delaney Nightingale '19
Bill Luo '18

THE SAMUEL ROBINSON II
COMMUNITY SERVICE AWARD
Fatimata Cham '19

THE COURAGE PRIZE
Banner Cole '18

THE ROBIN McQUIRE PEARSON AWARD
*to the girl in the graduating class who has
shown the greatest perseverance in her studies
and life at White Mountain*
Maria Cartagena '18

THE LT. MICHAEL S. PIERCE '82 AWARD
*to the student who has achieved the most
in one year's time at WMS in academics,
athletics and personal maturity*
Christopher Gentes '18

THE BISHOP'S PRIZE
*to the student who has the highest
scholastic standing*
Zoë Simon '21

THE FACULTY AWARD
*to the student who has, in the opinion of
the faculty, demonstrated excellence in both
attitude and performance in scholarly and
athletic endeavors*
Djenebou Semega '19

THE HEAD'S AWARD
*to the student who best personifies the
mission of The White Mountain School*
Ysanel Luciano '18



2018 COLLEGE ACCEPTANCES

Babson College
 Barnard College
 Bates College
 Bentley University
 Carnegie Mellon University
 Case Western Reserve University
 Colgate University
 Colorado College
 Connecticut College
 Cornell University
 Dartmouth College
 Fordham University
 Georgia Institute of Technology
 Gettysburg College
 Lafayette College

Northeastern University
 Rensselaer Polytechnic Institute
 Savannah College of Art and Design
 St. Lawrence University
 Trinity College
 Union College
 University of California, Davis
 University of California, San Diego
 University of Colorado at Boulder
 University of North Carolina, Chapel Hill
 University of Oxford
 University of Oregon
 University of Puget Sound
 University of Richmond
 Western Washington University



“

There is no endeavor too small when it comes to making this world a better place through social justice. My challenge for you today as you leave this beautiful campus is to hone in on your interest. No idea is too small or too bizarre!"

- GRACE OCHIENG '08, COMMENCEMENT SPEAKER

The graduating class was addressed by accomplished alumna, Grace Ochieng '08, who reflected on how having access to education in Kenya, along with her impactful time spent as a student at The White Mountain School ignited positive change all over the world.

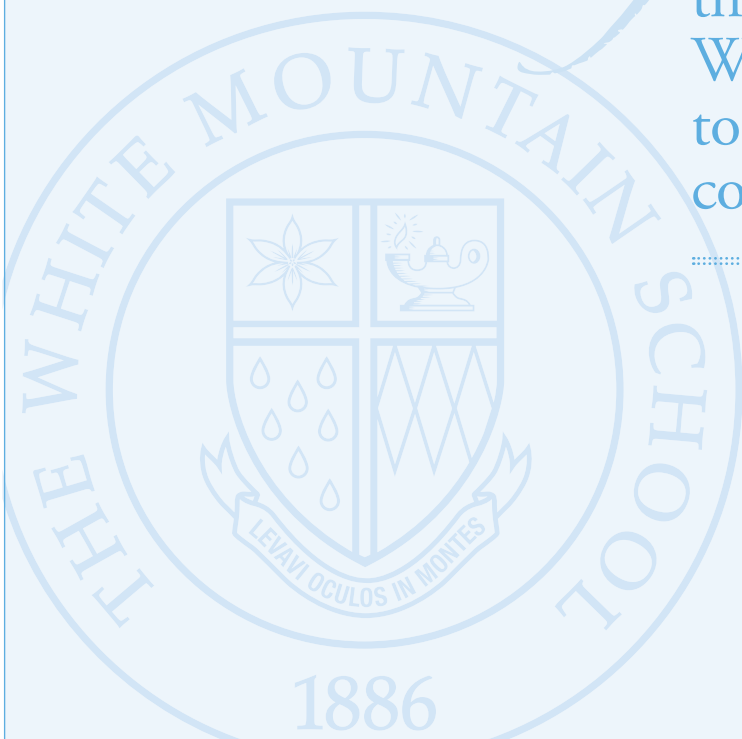


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JEFF BROWN '04

"Far from solving all of our problems, new technologies will breed new challenges that will require very human solutions."

USING HUMAN SOLUTIONS TO DRIVE TECHNOLOGICAL CHALLENGES

How does someone trained in the world of international affairs become an expert in the future of work and artificial intelligence (AI)? Jeff Brown '04 first became fascinated with AI during a discussion on the "future of work" in Boston. As a result, Jeff's current position highlights how the changing nature of work is developing into one of the most intractable public policy challenges that local communities and policymakers will face over the coming years.

The discussion that kindled Jeff's interest in AI occurred during a Transatlantic Policy Lab project, which focused on crafting policy solutions to address income inequality in Boston and Athens, Greece. During the project, Jeff considered the question, "How do cities currently generate jobs and opportunities for workers?" As conversations continued between city leaders in Boston and Athens, the question needed to be reframed to, "How will tomorrow's jobs change based on emerging technology, particularly AI, and how can cities best

prepare for these changes?" Jeff and his team recognized a growing need to educate policy makers about how to implement emerging AI technology in a way that not only sustains employment today, but creates a roadmap for how to grow jobs as new technology is implemented.

Jeff now manages a slate of projects on the future of work and AI at the Washington, D.C.-based Bertelsmann Foundation, a think tank focusing on digital topics through the lens of transatlantic relations. Jeff explains, "My interest lies in how humans will ultimately govern the development and scaling of technologies such as AI. People are very concerned about how technology is impacting their jobs, tasks, incomes, and their personal lives. In particular, AI technology is at the beating heart of many people's fears—and hopes. While we have a lot to gain from new technologies, the past few years have shown us some of the negative consequences bred by such "progress." Far from solving all of our problems, new technologies will breed new challenges that will require very human solutions."

For example, Jeff is currently leading a team project that is focusing on helping American and European policymakers at the local level craft policy around the future of work. Jeff says "we have been working with policymakers in Las Vegas, Orlando, and Riverside on how they can prepare

their citizens and their workforces for the rapid implementation of technology and automation." His team is creating a "future of work" microsite that includes videos, illustrations, and a written "scroll" detailing strategies for how each city can approach the "future of work." Jeff and his colleagues released a video in December highlighting the potential threat of robot bartenders on low-wage, low-skill work in Las Vegas. Jeff adds that the most important strategy for now is awareness. If policymakers understand that the future of work is a policy challenge, they can learn to steer productive conversations with constituents and communities.

What's next for Jeff? "I value the ability to travel around the world while stitching together projects that have measurable impact. Such projects often involve negotiating with people in other cities, states, and countries. For example, I recently spoke on the future of work at the U.S. Nuclear Regulatory Commission, and in the fall, I presented a talk titled, 'People-led Innovation: Toward a Methodology of Solving Urban Problems in the 21st Century' at the Paris Peace Forum, hosted by French President Emmanuel Macron." And, while he's not sure exactly what lies in his longer-term future, Jeff is confident it will involve travel, exploring the workforce aspects of new technologies, and doing something that offers a tangible and positive impact on the world.



THE IMPACT OF WHITE MOUNTAIN

"While a student at White Mountain, I worked closely with Monique Roy (French teacher), and became entranced with the French language and culture," said Jeff. He participated in White Mountain's French exchange program with Centre Scolaire Notre Dame (formerly known as Lycee Saint Cyr) in Nevers, France. This experience influenced his decision to study abroad in college. Fully bitten by the French bug, one of Jeff's first jobs out of college was as a lecturer at the University of Franche-Comte in Besancon, France, thus setting him on his current path involving international relations.

In addition to encouraging him to explore new languages and cultures, Jeff feels that having the ability to think creatively and ask the right questions empowered him to pursue his current career. "White Mountain taught me to be a contrarian while giving me the flexibility and space to grow into an independent thinker. This base allowed me to further develop critical and strategic thinking in college, which has of course helped me immensely in the machiavellian world of Washington, D.C. and also in working on 'outside of the box' strategies for addressing current and future employment needs during a rapidly changing workplace."

After graduating from The White Mountain School in 2004, Jeff earned his BA in Political Science & International Relations from Saint Olaf College and then earned his MA in Political Science, with a concentration in Transatlantic Relations from the University of North Carolina, Chapel Hill.

ALEXIA SAMPSON '09

CURIOSITY, COURAGE AND COMPASSION

Recent graduate, Alexia Sampson '09 discusses the importance of these three pillars of White Mountain's mission on her career and life in Veterinary Medicine.

Lexi Sampson has loved animals for as long as she can remember. At the age of seven, following the death of her beloved family pet, she knew she wanted to be a veterinarian. Now in her clinical (fourth) year of veterinary school at Tuskegee University, Lexi is confident she made the right decision, is proud of her accomplishments and looks forward to all she has yet to learn and contribute. Lexi reflects here on the roles curiosity, courage and compassion play in veterinary medicine in general and on the impact they've had on her journey to becoming a vet.

THE IMPORTANCE OF BEING CURIOUS

Q: What role does curiosity play in your professional life?

A: Curiosity is at the very center of veterinary medicine. Because our patients can't talk, we need to engage in a sequence of questions to our client, the pet owner, physical examination of the patient, and analysis of lab tests. With each layer of information that is added, we need to

revise our original hypothesis, ask new questions, and gather more data. There is a constant ebb and flow of questions and revisions based on new evidence. This requires both a curious mind and an open mind. If you remain stuck along one line of thought, you could easily miss the underlying medical issue.

Q: What you're saying here reminds me of White Mountain's Anatomy and Physiology/Wilderness First Responder course.

A: Exactly. I think there are two areas in which White Mountain clearly helped me develop the skills and habits I've needed to be successful in veterinary medicine. One was my Anatomy and Physiology/WFR class experience. WFR required us to evaluate the medical situation, ask probing questions, assess the problem, and reassess the problem when new information was presented—all in the high pressure environment of a wilderness emergency scenario. It was both terrifying and exhilarating at the same time. WFR cemented my resolve to pursue a career in medicine. And, as it turns out, veterinary triage is exactly the same as First Responder triage!

White Mountain also taught me the cognitive flexibility I've needed throughout my higher education. In

elementary and middle school, I relied on strong memorization skills to be successful in school. When I received my first progress report at White Mountain, I was both shocked and devastated to see low grades and less than positive comments from my teachers. My advisor, Lee Zanger, went through my comments with me and helped identify a trend. My teachers were all asking me to dig deeper, and to communicate my thoughts more clearly. My grades were low because I wasn't asking enough questions and my resulting work was superficial—gone were the days when memorizing facts and spitting them back to my teachers was acceptable! I had to re-learn how to learn. With my advisor's and teachers' help, I began to study differently, think critically and communicate my thoughts more fully and clearly. Developing new thinking patterns and study habits is hard, but I am forever thankful that White Mountain (and Lee Zanger!) taught me how to do that. Critical thinking and effective communication are skills that I use every day in my profession now. And my ability to assess who I am as a student—to think about how I'm learning and adjust my study habits accordingly—was important in college and then again in veterinary school.



"I developed courage by being listened to, supported to push myself, encouraged to try a different approach when something didn't work instead of giving up. People at White Mountain reminded me regularly that I was both worthy of success and capable of achieving it."

THE COURAGE TO PURSUE ONE'S DREAM

Q: In what way has courage influenced your ability to achieve your goals?

A: Becoming a veterinarian has been hard academically, emotionally and financially, and it hasn't happened overnight. I've had to overcome setbacks, defy critics and make both personal and financial sacrifices. I've dug deeply into my personal store of courage and have relied heavily on some incredibly strong friendships and mentorships to help see me through.

Q: How do you think one develops the courage necessary to pursue a goal worth attaining?

A: In small steps. Looking back, I see how important White Mountain was in helping me develop the courage and the confidence I've needed in later years. Lots of people helped me along that path. I remember, specifically, the role my advisor, Lee, played. He never let me give up on myself and always encouraged me to face each challenge head on. Seeing that I had lofty academic goals, he pushed me to take difficult classes and supported me when I chose to take more than the required number of credits. Lee also encouraged me to step outside of my athletic comfort zone, which were team sports, by signing up for outdoor-focused

trips like mountain biking and wilderness orienteering. And, as I mentioned previously, when I got my first academic progress report, Lee was there to help me navigate through the critiques. Instead of letting me feel defeated because of one report with low marks, he recommended new ways I could study and assured me I would improve. I guess, then, I developed courage by being listened to, supported to push myself, and encouraged to try a different approach when something didn't work instead of giving up. People at White Mountain reminded me regularly that I was both worthy of success and capable of achieving it.

LIVING A COMPASSIONATE LIFE

Q: You're remembered at White Mountain, Lexi, for being a compassionate person. Can you tell us a little about the role compassion has played in your life?

A: Compassion is a principle that was taught to me from a very young age—it's deeply valued in my family. My father, who is a Pastor, involved our entire family in church mission trips and community events that both required and deepened our compassion for others. In my family, living a compassionate life is to live mindfully, joyfully and within the teachings of God. It is just something one practices on a daily basis.

I have been able to take advantage of many opportunities to further develop compassion through international service trips and internships. At White Mountain, I went on two service trips—to the Dominican Republic and to Nicaragua. Both were deeply challenging and also deeply fulfilling. I've also been on service trips to Ghana and have had veterinary internships in Ghana and rural Alabama. Being exposed to cultures that are very different from one's own deepens compassion. It helps open one's mind and reduces one's tendency to be judgemental.

It is vital in veterinary medicine to continually practice compassion. When you are a veterinarian, your animal patient can't speak to you and your human client is trying their best to explain the situation from their perspective to you. In my line of work, it's a constant balancing act between patient and client and you need to develop empathy for both while you work toward decisions and treatments that are best for the patient. It is especially humbling for me to see time and time again the tremendous love people have for their pets regardless of their level of education, their geographic location or their cultural background. I am reminded daily of the impact a vet can have on animals as well as on their human owners. 🐾

A YEAR IN SPORTS





GIVING BACK

WELCOME NEW TRUSTEES



XUENING
LYDIA
CHEN '11

Coming from the northwestern mountainous region of China, Lydia spent 2.5 years at The White Mountain School and graduated in 2011. She then received her B.S. from Syracuse University with double majors in Advertising and Information Management & Technology. She participated in a semester-long internship program in NYC and fell in love with the city. Right after graduation, she packed her whole life into a little car, drove down from upstate, and stayed ever since. Professionally, she has taken on various roles in the PR/Marketing/Advertising industry. She enjoys the creative aspect of advertising and the challenges from big data, so she found a happy medium—Tech Analyst at an advertising software company. When she is not working, you can find her taking full advantages of the city. Museums, comedy shows, concerts, professional events, etc. There is nothing she'd say no to if she has the time.



JOHN
BROWN
P'04

John and his wife, Nancy Johnson, are parents of alumnus Jeffrey Brown '04. John served on the Board of Trustees for thirteen years from May of 2003 through June of 2016. Within this time, he was elected as both Vice President in 2005 and Chair of the Board in 2008. John has practiced municipal and public law in California with the law firm of Best Best & Krieger LLP in California for more than forty years. He is the City Attorney of Ontario, California. He graduated from Claremont McKenna College (BA), Occidental College (MA) and has a law degree from the University of California Berkeley's School of Law. John also currently serves on the Board of Directors of the Sam and Alfred Maloof Foundation for Arts and Crafts and the Friends of the California Citrus Park in California and he previously served on the Board of Trustees of the California Historical Society in San Francisco for many years. John and Nancy are avid hikers and recently returned from a trip exploring the Basque country of Spain and France. 🇪🇸



DONOR PROFILE

IT'S MY TURN

Sue Tracy Moritz '56

First we supported my husband's alma mater, then we gave to our children's...now it's my turn. This refrain, "it's my turn" was a strong voice in my head five years ago and it coincided nicely with a visit from The White Mountain School in which they described a project of interest to me. To this day I look back on my time at the School with nostalgia and appreciation. Education has always been important to my family and we believe strongly in giving back.

Five years ago, White Mountain was raising money to restore the Formal Garden. Having fond memories of the garden, I was interested in supporting this project, but before doing so I had some questions...about the academic program, the student body, the faculty, the physical plant, and the School's financial stability. I wanted to know more about White Mountain's mission and vision, and its ability to move forward with both. Satisfied with what we learned, my husband (Charlie) and I were pleased to give a leadership-level gift to support the garden restoration project.

My reconnection with my alma mater was sparked by the garden project but has since deepened. Each year I've seen the School set high expectations and work hard to achieve them. The White Mountain School is doing interesting

and important work in the world of education, students are thriving, admissions are strengthening, and the facilities are being cared for. Ever since my reconnection, we have been pleased to give an equivalent or higher gift to the School dividing our support between the annual fund, capital projects, and the endowment. Our annual giving recognizes the good work being done today for White Mountain students. Our capital and endowment gifts are our way of telling White Mountain that we also believe in and want to support the School's future.

Believing in the importance of cultivating young donors, we financially challenged the School to find ways to encourage the next generation of philanthropic support. They responded with the Young Leaders giving program and a more robust Senior Gift program. We hope these programs will continue to grow and provide support for White Mountain in the years to come.

Charlie and I are proud to be a part of the current and future success of The White Mountain School. I am glad that when my turn came, we could invest in a small educational institution that is deeply meaningful to me and one with which I could partner in giving back. 🏡



CLASS NOTES

Alumnae/i Weekend 2018.

1941

Scribe: Penelope (Penny) Pease
52 Dartmouth Court
Bedford, MA 01730
781-275-4538

1943

**Scribe: Harriot (Bunny)
Purinton Nutter**
182 Ipswich Road
Topsfield, MA 01983
978-887-5644

1944

75TH REUNION!
OCT. 18-20, 2019

Scribe: Mary Ann Peckett Canan
4001 Bell Avenue, Apt 151
Billings, MT 59102
406-252-4050

1945

Scribe: Edith Williams Swallow
61 Medford Leas Way
Medford, NJ 08055
410-745-5170
eswallow@atlanticbb.net

1946

Scribe: Louis Coffin Witte
39 Blueberry Lane, Unit C38
Falmouth, ME 04105
207-781-2817

1947

Scribe: Marian Benton Tonjes
900 Solano Drive NE
Albuquerque, NM 21663
505-268-5023
mtonjes@unm.edu

1949

70TH REUNION!
OCT. 18-20, 2019

Scribe: Katherine (Kate) Gulick Fricker
1010 Waltham Street, Apt. E220
Lexington, MA 02421
781-862-8868
kfricker@alum.swarthmore.edu

1951

Scribe: Harriette Wallbridge Ward
76 Clive Street
Metuchen, NJ 08840
732-548-7642
Wardhc@aol.com

1953

Scribe: Dine Webster Dellenback
PO Box 8610
Jackson, WY 83002
307-690-1648
1776dine@gmail.com

1954 65TH REUNION! OCT. 18-20, 2019

Scribe: Sandra (Sandy) Clark Dodge

1671 Valley Drive
Venice, FL 34292
941-485-1786
rsdodge29@gmail.com

&

Scribe: Barbara Dunn Roby

7 Bliss Lane
Lyme, NH 03768
603-795-2080
bdrobby@gmail.com

Sandra Clark Dodge writes: "My sad news is our daughter Judy, died 9/14/18 from complications with Gastroparesis. Horrible, horrible illness. It truly is a blessing as she is no longer suffering which she did for at least 4 years. As for good news, Bob and I are just great, and we are ecstatic the Red Sox won the World Series and Patriots are doing so well. Weather here in Venice, Florida has been providing us with a few cooler days here and there—what a relief. Missed not being at the reunion but have been pressuring my classmates we all must make a concerted effort for our 65th next year. Also missed seeing WMS girls whipping the NHS girls—hopefully again this year, and the gorgeous foliage. As you probably know, Bob went to NHS so it's a running competition between us for some good laughs. Bob still wears his WMS cap every morning on his walks. I had a wonderful phone conversation with **Sally Parsons Sayre** this weekend. She and Ford had a good summer and had a nice visit with **Barbara Dunn Roby** and hubby David at the Cape this summer. Bob and I met David and Barbara in New London in August for lunch. Much reminiscing and many good laughs. Great visit for all of us. Bob and I were pleasantly surprised to unexpectedly meet Tom Reid, Scott Hunt and Rob Constantine, who I did know, during our visit to White Mountain in August. Very impressed by all of you. Sorry Tom will be leaving the end of the school year. Needless to say, my heart has been broken with Tim and Julie moving on. Thankfully Julie stayed to help with the transition. I will be looking forward to seeing her when she comes to Sarasota/Venice this winter. Bob and I were in awe with all the new changes which have taken place in just one year...all those who are a part of White Mountain have so much to be proud of. Wishing you all another very successful year at school and really enjoy reading the *Echoes* and keeping up on all the news. Many thanks for all you have done for White Mountain, it is truly appreciated."

1955

Scribe: Jocelyn Taylor Oliver

20 Buchanan Road
Marblehead, MA 01945
781-990-3941
joliver53@comcast.com

&

Scribe: Angea Sheffield Reid

95 River Road
West Newbury, MA 01985
978-363-2351
angeareid@gmail.com

1956

Scribe: Kristina (Stina) Engstrom

321 Middle Street
Amherst, MA 01002
413-253-3620
keng@crocker.com

Kristina Engstrom writes, "I am retired now and instead of writing health-related teaching materials and manuals for others, I've been writing my own story. One local publisher has agreed to read it in order to consider it for publication, so that in itself is a minor success, at least in the book biz. When I'm not writing, I play in the dirt in my yard and do other things to keep the house operating. I hear from classmate **Galen Williams** and 1955 friend **Janie Coulter Langmaid** at Christmas, but that's about it."

Janet McGregor Grafflin writes, "This past August, **Ruth McGregor Glover '61** and her husband Vic, **Nancy McGregor Nowak '60** and her husband Jerry, and **Janet McGregor Grafflin '56** and her husband Bill toured parts of Scotland to see where our ancestors came from. Our second granddaughter got married in October, while our first granddaughter presented us with a second grandson. We three 'McGregor sisters' and families enjoy the summer at our cottages in Muskoka, Ontario, Canada."

Georgia Doolittle McDowell writes, "I survived the shocking big 80 this year. Can't believe it has been 62 years since SMS. We live here in Pawley's Island, SC for the winter months and in the Adirondack Mountains in NY for the summer. We are both in good health and keep active. I continue to some volunteer hours as a nurse in a local Free Clinic. Keeps me involved and current in medical issues."

Susan Tracy Moritz writes, "I live in Vero Beach, Florida, with my husband Charles."

Scribes needed for the following classes: 1940, 1942, 1948, 1950 & 1952

In summer, we are in Dorset, Vermont. One of my daughters is a nursery school teacher in California who recently had to expel three of her students for bad behavior. Can you imagine? I have six grandchildren, who behave themselves very well, I'm sure."

Nancy Thompson Rideout and Kristina Engstrom spoke via phone, "I was able to reach Nancy by phone and we had a nice chat. We noted how we had never heard each other's voice on the phone. Another sign of time moving on. Nancy spends most of her time in South Paris, Maine, where she owns a house decoration shop, which one or more of her three daughters now operates on a daily basis. Three months every winter Nancy stays in Marco Island in Florida. She keeps in touch with Sue of course and **Jeannie Rau Dawes**, class of 1957, who married a brother of our **Mary Dawes**."

1957

Scribe: Jemi Humphreys Howell

P0 Box 355
New Harbor, ME 04554
207-677-2883
jemihowl02@roadrunner.com

&

Scribe: Judith Dorr Stewart

11 Old Homestead Road
Westford, MA 01886
jstew40@comcast.net

1958

Scribe: Judy Butler Shea

40 Signal Hill Road
Lake Placid, NY 12946
518-523-9815
jshea@northnet.org

1959

60TH REUNION!
OCT. 18-20, 2019

Scribe: Barbara Hamilton Gibson

P0 Box 193
Chatham, MA 02633
508-945-3633
barbgibson53@comcast.net

1960

Scribe: Sarah Hawkins Jones

P0 Box 625
Whitefish, MT 59937
sarahj@bresnan.net

Scribes needed for the following classes:
1962, 1963, 1970 & 1973

1961

Scribe: Lee Montgomery
108 1/2 Kinnaird Street
Cambridge, MA 02139
617-547-3530
lee.montgomery976@gmail.com

1964

55TH REUNION!
OCT. 18-20, 2019

Georgie Brown (Mother of Muffie Brown Milens '64)
100 Wake Robin Drive
Shelburne, VT 05482
802-985-3937

1965

Scribe: Thane Stimac Butt
285 Oakhill Road
Shelburne, VT 05482
butt@champlain.edu

Thane Stimac Butt writes, "Enjoying retirement in the great northwest and thriving having turned 70 in February. Have started plans for our 55 in May 2020 with the help, as always, from **Carolyn** and **Chris**. Please save the date. Would love to see anyone in or who happens to be in or lives in the Seattle area. We have a guest bedroom."

Joanne Parmenter DeBold writes, "Continuing to carry on in retirement working as a tour guide at Canterbury Shaker Village and volunteering at a local school. Did work to support the Democrats for the November election by making hundreds of phone calls to voters, which I didn't love doing but felt I needed to support those running for office locally. My favorite use of time is visiting my daughter who lives in Maryland and works in DC at the Folger Shakespeare Library. Best to all my SMS classmates from the 1960s."

Nancy Hand Higby writes, "Following four interesting years at UC Berkeley, I applied my Landscape Architecture degree to apprentice and practice professionally in urban areas on both coasts. A dozen years and one divorce later, I landed near my family's melon farm in the rural upstate NY county where I grew up, fell in love, married for life, raised two kids, and hung my own Garden Design shingle. We're proud of our two healthy and employed kids, who settled within a half day's drive—our daughter in NE Vermont and our son in the Berkshire region of NW Massachusetts. My husband retired from the Nature Conservancy in 2015. I'm still enjoying my LA work with a wonderful group of like-minded and talented women."

1966

Scribe: Betsy Parker Cunningham
5 Montvale Road
Wellesley, MA 02481
781-237-4838
betsyncunningham@comcast

1967

Scribe: Lisa Gregory Schmierer
23 Norfolk Drive
Northport, NY 11768
631-261-0715

Deborah Hemstrought Moore shares, "Memories are many and most fantastic, from making new friends, opening my mind to 'so much to learn', enjoying the outdoors and most especially the mountains, and finally the nightly ride to dinner on the bus singing songs all the way over and back after the 'fire'. Thank you SMS!"

1968

Scribe: Anne Clark Bridge
PO Box 205
Harrisville, NH 03450
603-827-5731
anne.bridge@gmail.com

&

Scribe: Anne (Timi) Carter
26 Sligo Road, Apt A
Yarmouth, ME 04096
207-846-4187
timigreensboro@yahoo.com

Penny McIlwaine writes, "I am the very proud grandma of four kiddos: two 3-year-olds and two 6-year-olds. I have been so privileged to be present at each of their births. And I'm also a very involved childcare taker of them. This year fond me traveling to China with a Tai Chi group as we did Tai Chi on the Great Wall and at the birthplace of Confucius."

Henny-Lill Wibye Thinn writes, "We are still waiting to move into our new house, which was actually due last February. We hope to move in before Christmas! In the meantime, we live in the big, old house that belonged to my mother in law, who died in May. So, we are surrounded by our furniture, the original furniture of the house, lots of boxes, and we do not find anything. But we live in Moss, which is our hometown, and we have lots of friends and family here. We really enjoy coming "home", and still not too far from our grandchildren. It's always nice to hear from my classmates. Love from Henny-Lill, in Norway."

1969

50TH REUNION!
OCT. 18-20, 2019

Scribe: Carol MacEwan Powers
14066 Mahogany Avenue
Jacksonville, FL 32258
904-619-9495
cmacpowers@gmail.com

&

Scribe: Valle Patterson
2985 Gerona Drive W.
Jacksonville, FL 32246
904-223-3323
arenvee@bellsouth.net

1971

Scribe: Robin Boucher Vaughn
7170 S. Poplar Court
Centennial, CO 80112
robin.davis52@gmail.com

1972

Scribe: Kathy Bridge Devine
1 President Point Drive, #A1
Annapolis, MD 21403
301-869-1485
kathy.j.devine@gmail.com

1974

45TH REUNION!
OCT. 18-20, 2019

Scribe: Patti Knapp Clark
98 Sterling Woods Road
Stowe, VT 05672
802-253-8952

1975

Scribe: Catherine Creamer
3255 Dorais Drive NE
Grand Rapids, MI 49525
C2creamer@gmail.com

Catherine Creamer writes, "Several of us joined together in Aspen on Sept 23, 2018 to celebrate the life of **Nancy Oakes Hall**. Atop Aspen Mountain, we held a beautiful ceremony that honored her life and pursuits. The life of Nancy Oakes Hall may have been cut short by a devastating disease but her legacy lives on and her impact is spread far and wide. Nancy was born in Aspen, Colorado on August 10, 1957. Daughter of John and Bette Oakes she practically had skis on her feet from day one as her father owned one of the first ski shops in Aspen, Colorado. She grew up ski racing in the Aspen Ski Club and when she was 16 years old moved to New Hampshire to join the White Mountain School and ski team. Boiler-plate ice was her nemesis and she was there to conquer it, and conquer she did, not only the ice but

Classmates and friends gather to remember and celebrate the life of Nancy Oakes Hall '75 in Aspen, CO.



the slopes, community and region. She raced most weekends and while in school, learned to weave, a skill that had a great influence in her textile career thereafter.

Besides her love of skiing and 'pure grace' on the slopes, Nancy loved music, dancing and her effervescent personality and never-ending smile melted hearts left and right. Nancy made life-long friends there (typical for 'Nancelton Oakwood' as she was known) and was a central element to the energy at the school from 1973-1975.

After High School, she studied at Bradford College in Haverhill, Massachusetts yet the mountains were calling her, and she finished up her BFA from the University of Colorado in Boulder, Colorado. Her ski-racing career at the national level slowed near that time and she turned her focus to the arts, embraced weaving and textile design. Her love for the tactile textures of yarns combined with beautiful colors that created both knitted and woven fabrics led her to a short career as knitwear designer for the ski clothing industry. The position allowed her to continue to teach skiing part-time, which eventually led her to a spot on the Alpine Demonstration Team for Professional Ski Instructors of America from 1992-1996. During this time, she lived in Ketchum, Idaho; working as both an instructor and co-lead trainer for the Sun Valley Ski School. It was here she met her future husband Jay and his sweet daughter, Heather.

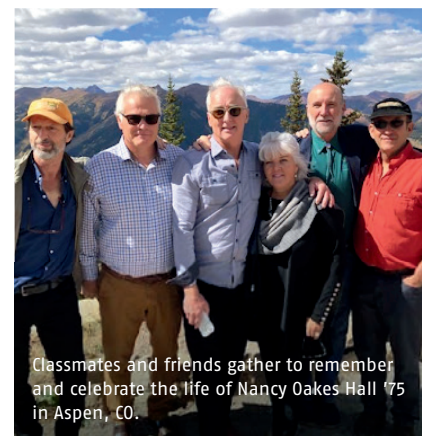
Nancy's passion for skiing, and her ability to share her love of the sport was immediately obvious to all. She was poetry in motion. In moving to Grand Rapids and settling down with Jay and Heather, she pulled slightly away from her skiing to a pursuit of art, specifically mixed media. Always a student of something,

Nancy continued her education in a life-long pursuit of excellence in the arts. During the winter of 2007, she was awarded a place in the artist residency program at Anderson Ranch in Snowmass, Colorado and she loved the time she spent pursuing her artwork there. Other educational opportunities include receiving a MFA from Kendall College of Art and Design in Grand Rapids, MI and Master of Arts in Teaching from Rhode Island School of Design. In her own words, she describes her work's focus, "Combining layers of collage with paint and drawing materials satisfied my lure to rich, textured surfaces. While studying at Kendall College of Art and Design, I learned the basics to navigate through Photoshop, which inspired me to create my own designs that could be collaged into a surface. Oddly, my Kendall experience introduced me to exploring and investigating different areas of science, which was once loathed as a child. Organic images relating to astronomy, botany, biology and genetics became my inspiration.

In recent years, she split her time between Aspen and Grand Rapids where she enjoyed life with her family. In thinking of her legacy, before her death, Nancy set up a foundation and in her words... "....to give back to the organization that has given me so much and made me the woman I am today" Her foundation will offer scholarships to help young women grow and improve their talents in both skiing and the arts. She is survived by her husband Jay, daughter Heather, grandchildren Felix and Edith, sister Gigi, niece Sara, and mother Bette Oakes. How Nancy wanted to be remembered in her own words: 'I was kind, thoughtful and generous. I worked hard at being the best version of myself in skiing and ski teaching. Even though I often suffered when painting, I am appreciative of my husband Jay for allowing me the time to pursue

Echoes is a great way to stay connected!

You can also stay up to date on the White Mountain Facebook page, SmugMug photo albums and through the Telemark e-newsletter. Send us your email address today! alumni@whitemountain.org



Classmates and friends gather to remember and celebrate the life of Nancy Oakes Hall '75 in Aspen, CO.

it. Also, I am enormously grateful for the means my family provided to access all the supplies for which any artist would want or need.'

Nancy passed peacefully on April 18, 2018 at her home in Grand Rapids, Michigan. We will miss her smile and kind and generous nature. Donations in her memory should be made to her foundation. Contact Catherine Creamer '75 for more info.

White Mountain Attendees were: **Catherine Creamer '75, Stave VanLier '75 Jack Middleton '76, Chris Walsh '74, Hal Melanson '76, Cindi Vanderveer '76, and Jim Lunay '76.**

1976

Scribe: Mark Hardenbergh
829 Indian Trace Court
Cincinnati, OH 45255
513-699-0164

1977

Scribe: Lisa Santeusano
PO Box 428
Kennebunk, ME 04043
207-590-3090
lisa@patey.com

1978

Scribe: Peter Hadley
PO Box 1222
Greenfield, MA 01302
413-225-3087

&

Scribe: Caryl Taylor Quinn
3906 Timber Ridge Road
Midlothian, VA 23112
804-639-6039
carylquinn@gmail.com



SAVE *the* DATE

ALUMNAE/I WEEKEND

October 18-20, 2019

whitemountain.org/alumwknd2019

Paula and John Feit '79 with Casey Fletcher '80.



1979 **40TH REUNION!**

OCT. 18-20, 2019

Scribe: Sue Garcia Mori

20505 Dubois Court
Montgomery, MD 20886
301-540-3109
susangmori@aol.com

John Feit writes "We recently flew up to Asheville, NC and got to spend time with Casey Fletcher '80, and it was wonderful to reminisce about our White Mountain School days. Great preparation for 40th Reunion in the fall!"

1980

Scribe: Lisa Evans

1076 Rue d'Armentieres
Quebec City, QC G1Y 2S6
lgenorth@gmail.com

1981

Scribe: Deborah (Deb)

Cross Gaudette

142 Danis Park Road
Goffstown, NH 03045
603-669-3708

&

Scribe: Heidi Dupre' Hannah

1515 Blue Sage Drive
Steamboat Springs, CO 80487
970-879-2129

1982

Scribe: Kathleen Groleau Lanzer

76 Cogan Avenue
Plattsburgh, NY 12901
518-561-4688
lanzerkat@gmail.com

Ollie Foster '91 (white shirt) and Tim Maus '95 (orange shirt) at the Chrysler at Carlisle 2018 car show in Carlisle PA! Ollie's Cummins converted Ram Charger is in the background.



Ryan Crochere '99 with Chris Marks P'21 and former faculty climbing together again after 20 years.

Scribes needed for the following classes:

1989, 1992, 1996 & 1997



Dr. Samuel Madeira '01, Scott Hunt, and Lindsay Gilbert Quinn '01.

1983

Scribe: L. Brooke Boardman
613 N. Strokes Street
Havre de Grace, MD 21078
lboardy2@aol.com

1984 40TH REUNION! OCT. 18-20, 2019

Scribe: Chrissy Valar Breen
196 Eaton Ridge Drive
Holden, ME 04429
207-989-5557
cvalarbreen@hotmail.com

1985

Scribe: Victoria (Vicky) Preston Crawford
PO Box 962
Telluride, CO 81435
970-728-7023
parker Crawford@mac.com

&

Scribe: Karin Robinson Koga
2938 Loi Street
Honolulu, HI 96822
808-988-6081
kkoga@cancercenter.hawaii.edu

1986

Scribe: David M. Budd
1721 Monaco Parkway
Denver, CO 80220
303-321-0801
dbuddphoto@me.com

1987

Scribe: Geoff Bedine
1860 W Fawsett Road
Winter Park, FL 32789
geoffbedine@gmail.com

1988

Scribe: Andrea DeMaio Smith
PO Box 671
Harwich Port, MA 02646

1990

Scribe: Callie Phillips Pecunies
PO Box 161792
Big Sky, MT 59716
callie.pecunies@gmail.com

1991

Scribe: Josh Hill
trapsailor@gmail.com

Josh Hill writes, "I am running workshops at Squam Lakes Association in Holderness, NH. I have been doing volunteer work at SLA this year. Their primary mission is all about land conservation. In addition, they run summer youth camps featuring a small sailing program. The condition of the fleet is poor, and I have put some work into fixing up the boats. Concerned with the safety of the running rigging lines, I will present a workshop about hiking staffs. My goal is to raise some money for new lines and hopefully a sail or two. Using the workshop to sell raffle tickets and sneak in some public awareness about the youth sailing program. I am an artist at heart, boat builder by trade, and racing sailboats is my primary hobby.

1993

Scribe: Jason R. Frank
540 Carillon Parkway, Apt 3038
St. Petersburg, FL 33716
727-422-9425
jrbfrank@yahoo.com

&

Scribe: Jennifer (Jenn) Gilman McLaughlin
715 Municipal Street
Pittsburgh, PA 15204
412-561-1124

1994 25TH REUNION! OCT. 18-20, 2019

Scribe: Jennifer (Jenny) Halstead
3826 10th Avenue South
Minneapolis, MN 55407
612-747-8947
jennyhalstead@gmail.com

1995

Scribe: Lydia Farnham Kahn
1113 Summit Ridge Drive
Papillion, NE 68046
lydia.w.kahn@gmail.com

Tim Maus '95 writes: A little background on the photo above. I never knew **Ollie Foster '91** at White Mountain. I met him on a web forum that deals with older Dodge trucks, specifically '89-'93 Cummins diesel powered trucks, about 4 years ago. We became friends on the forum. Every year there is a large car show, the Chrysler Nationals, in Carlisle PA about 40 minutes from my house. I typically attend that show every year. Several of the folks on the forum were discussing who was going to go to the show. Ollie and his daughter travel from Vermont every year to the show in Carlisle.

Three years ago, I bought some truck parts from Ollie and he brought them with him to the car show. I was able to meet him face to face and we hung out for a while and had a really good time. It has become a tradition for



Sarah Abbott '17 was on her fall break and climbing for a few days in the notch at Echo Crag.

us and a few others to meet at the show every year. I did not know that Ollie graduated from White Mountain until this year. It came up randomly in conversation. Ollie was talking about working at the ski mountain in Stowe VT and I mentioned that I'd done quite a bit of skiing at Cannon Mountain.

The rest of the conversation, and discovery that we were both White Mountain alumni, went something like this as we were sitting by his Cummins converted Ramcharger having a beer: Ollie: Yeah, I know Cannon Mountain. I had a season pass there in high school. Tim: Oh yeah? Did you go to Profile school, the local public school at the time? Ollie: Nah a little private school no one's ever heard of named White Mountain. My graduating class was like 12 people. Tim: No way!! What year did you graduate? Ollie: (looking at me kind of funny) I graduated in '91. You've heard of White Mountain?? Tim: Did you know Nate Hazzard '91? Ollie: Yes! I know Nate Hazzard he's one of my best friends! How do YOU know Nate??? Tim: I graduated from White Mountain in '95. I never met Nate, but he and his brother Zach were kind of legendary, or perhaps infamous, when I started in '92. Then a bunch of reminiscing and the photograph taken by Ollie's daughter Charlotte.

1998

Scribe: Zach Alberts
154 West Street
Lisbon, NH 03585
603-838-5092

1999

20TH REUNION!
OCT. 18-20, 2019

Scribe: Breeda Edwards Cumberton
78 Gorham Avenue
Pembroke, MA 02359
sabrina2016@hotmail.com

Ryan Crochere '99 and **Chris Marks P'21**
(former faculty) went climbing together again after 20 years.

2000

Scribe: Cate Doucette
1970 South Grant Street
Denver, CO 80210
catedoucette@hotmail.com

2001

Scribe: Christine Benally Peranteau
Rüdigerstrasse 3/TOP7A
1050 Wien, Austria
christine.benally@gmail.com

Scribes needed for the following classes:
2003, 2005, 2006, 2007, 2008,
2011, 2015, 2016 & 2017

Scott Hunt, Director of Development and Alumnae/i recently met up with **Dr. Samuel Madeira** and **Lindsay Gilbert Quinn** in Seattle. Great memories were shared during a lively dinner conversation.

2002

Scribe: Shannah Paddock
71 Lakeview Terrace
Waltham, MA 02542
shannah.paddock@gmail.com

2004

15TH REUNION!
OCT. 18-20, 2019

Scribe: Molyna Sim Richards
65 Lane Street, Unit 2
Lowell, MA 01851
lyna14s@hotmail.com

2009

10TH REUNION!
OCT. 18-20, 2019

Scribe: Davi da Silva
19 Garden Street, #48
Cambridge, MA 02138
davi.e.dasilva@gmail.com

2010

Scribe: Esthefania Rodriguez
77 H Street NW, Apt 290
Washington, DC 20001
er378@cornell.edu
973-476-4429

&

Scribe: Bryan Chan
3300 Race Street Residents
Philadelphia, PA 19104
Bryan.ChuenHo.Chan@drexel.edu

2012

Scribe: Maegan Martinez
7008 N. 32nd Street
McAllen, TX 78504
(956) 793-7697
mnm322@nyu.edu

2013

Scribe: Katie Wolfe
4 Mehan Lane
Dixhill, NY 11746
kaitlyn.wolfe95@gmail.com

2014

5TH REUNION!
OCT. 18-20, 2019

Scribe: Heaven Hodge
318 Halsted Street #3R
East Orange, NJ 07018
hodge22h@mtholyoke.edu

2017

Sarah Abbott '17 went climbing for a few days in the notch at Echo Crag on her fall break. 🏔️

WE WANT TO HEAR FROM YOU!

Submitting a class note has never been easier! You can submit a note online anytime at: www.whitemountain.org/classnotes

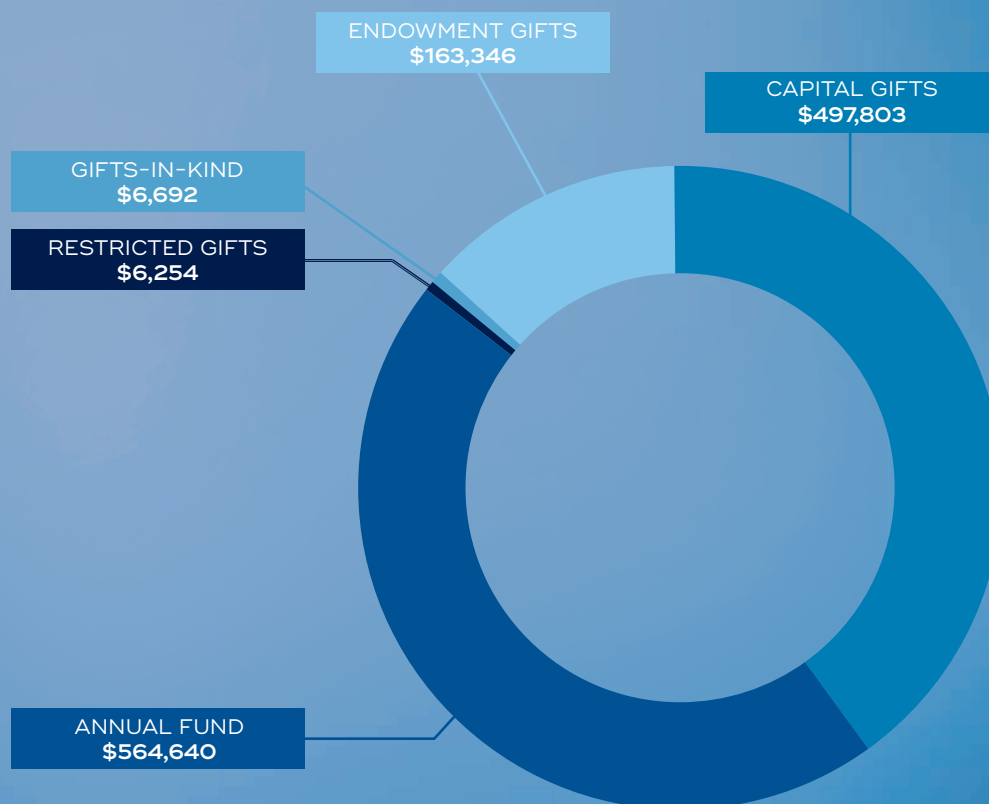
THANK YOU

FOR SUPPORTING THE WHITE MOUNTAIN SCHOOL IN 2017-18

.....

Last summer, The White Mountain School produced its third stand-alone Annual Report. This publication allows us to celebrate the great success we have had as a School while more immediately recognizing those generous alumnae/i, families and friends who supported White Mountain during the last fiscal year. The following is just a small part of what was included in the 2017-2018 Annual Report. If you did not receive your copy or would like to receive additional material from us, please contact Scott Hunt, Director of Development & Alumnae/i, at scott.hunt@whitemountain.org.

► TOTAL FUNDS RAISED: 2017-18 FISCAL YEAR \$1,238,735



*Includes Cash and Pledges

FRIENDS WE'LL MISS...

JOHN CARTER, FORMER TRUSTEE



John Carter confers with his associate in front of the new Main Building (McLane) in 1965.

The White Mountain School has lost a cherished and influential member of our community. John Carter, who was a prolific architect, died on January 29, 2018, at age 92. John served as a longtime member of our Board of Trustees with 5 terms spanning from 1972 to 1993. During two terms, he served as Secretary of the Board. The School has a long legacy with the Carter family. Edith Carter, John's mother, was a lifetime member with 40 years of service including Trustee, Chair and Honorary Trustee. And his sister, Anne Carter Mears, is a graduate of St. Mary's-in-the-Mountains, the class of 1944.

John graduated from Phillips Academy Andover in 1942 and attended Yale University. Following his service in the U.S. Army in World War II, he graduated from

the Yale Architecture School in 1950 and later started his own architectural firm.

Carter & Woodruff Architect designed a long list of buildings for prep schools, colleges and churches throughout New Hampshire and Massachusetts, earning many awards. At The White Mountain School, John was involved with the design and redesign of many of our beloved buildings. Following the fire of the main building in 1963, his firm provided the reconstruction designs for what is now the McLane building and the wing. He was also responsible for the designs for two dormitories, Carter, named in honor of his parents Edith and Eliot Carter, and Burroughs. Additionally, he designed Dickey House, which serves as the residence for the Head of School.

Throughout the years, John and Julie, his wife of 65 years, have continued to support the School. Fervent believers in the power of education, they are members of The White Mountain School's Bishop Niles Society in support of the School's endowment and scholarship. John's legacy will continue for generations to come as we continue to enjoy the beauty and the sense of home he has brought to our community through his designs. Our community feels a great loss and recognizes the positive impact John had on our School and many others.

ANN M. BRIDGE '48, P'72

On Thursday, December 27, 2018 surrounded by her family Ann Margaret Kilbourn Bridge passed away at Concord Hospital after a long period of failing health, she was 88.

In 1948 she graduated from St. Mary's-in-the-Mountains now known as The White Mountain School in Littleton, NH. Ann celebrated her 70th reunion this past fall. She earned an associate degree from Garland Junior College now called Garland School part of Simmons College in Boston, MA in 1950. Ann worked as a dietitian at Burbank Hospital in Fitchburg, MA where she met her husband, Carl J. Bridge MD. Ann and Carl married in Ayer, MA on February 17, 1951. Carl served in the U.S. Army and moved many times, finally settling in Keene, NH in 1963.

Ann was a very loving and caring person to her family and was blessed with many good special friendships. She loved cooking, knitting, traveling, music and her beloved cats.

GEORGE MAGOON P'68, *former employee*

George Arthur Magoon, 93, a vibrant and adored resident at the Allenwood Senior Living Center in So. Burlington, VT, passed away in the presence of loving family members on December 23, 2017, at the University of Vermont Medical Center in Burlington.

He received graduate degrees from Springfield College and Yale Divinity School. He dedicated much of his life to working with youth, having worked for the YMCA as a camp counselor, program director and director before later becoming an Episcopalian priest. In that capacity, he not only dedicated himself to church congregations, he also served in the roles of teacher, chaplain and later, director, of private schools in several states over five decades.

NANCY OAKES HALL '75

Nancy was born in Aspen, Colorado on August 10 1957. Daughter of John and Bette Oakes she practically had skis on her feet from day one as her father owned one of the first ski shops in Aspen.

She grew up ski racing in the Aspen Ski Club and when she was 16 years old moved to New Hampshire to join the White Mountain School and ski team.

In recent years she split her time between Aspen and Grand Rapids where she enjoyed life with her family. In thinking of her legacy, before her death, Nancy set up a foundation and in her words, "...to give back to the organization that has given me so much and made me the woman I am today." Her foundation will offer scholarships to help young women grow and improve their talents in both skiing and the arts.

JOY SEARLE COOLIDGE '48

Joy Whiting (Searle) Coolidge, 88, of Cromwell, beloved wife of Rev. Ted Coolidge, passed away on Monday, September 24, 2018 at Middlesex Hospital. Born in Boston, MA, she was the daughter of the late Richard and Allan (Ayers) Searle.

Joy lived in Cromwell for the past eleven years. She was a member of The Church of the Holy Trinity in Middletown where she served as a Eucharistic Minister. Joy was a self-employed artist and a teacher in the local school systems. She was a member of the Connecticut Watercolor Society and the Calligraphers Guild of New Haven. She enjoyed teaching, selling and exhibiting her art. Joy had a great sense of humor, discipline, creativity, attention to detail and a concern for excellence.

VERA WARK, *former employee*

Vera Wark, age 78, of Green School Road, Waterford, Vt., passed away at Weeks Memorial Hospital surrounded by her family, in Lancaster, N.H., on Monday, July 2, 2018, following a short decline in her health.

Vera enjoyed the outdoors. Hunting and Fishing were her two favorite passions, being very successful at both. She loved sharing her adventures with friends at the office. Her sense of humor and perspective on life will be deeply missed. Vera had many other hobbies throughout the years including making maple syrup, chokecherry wine, and trapping. 🐾



now IS THE TIME

The Campaign *for* White Mountain

why *now*?

There has never been a time in our School's history quite like this one. We have a vibrant community where students and faculty alike are inspired to grow through inquiry and engagement. The momentum at White Mountain is strong. Now is the right time to invest in today and prepare for tomorrow.

Join us!

The world needs what White Mountain students offer. *The Campaign for White Mountain* has raised more than **\$6 Million** in gifts and pledges so far, and with your help, we can reach the campaign goal of **\$6.8 Million** by June 30, 2019.

*Now is the time to invest in our students,
our community and our future.*

Now is the time for White Mountain.

► HOW CAN YOU GIVE?

Make a secure gift online whitemountainschool.org/now // **Use the enclosed donation envelope**

Contact Julie Yates, Campaign Director phone: 603.991.8529 // email: julie.yates@whitemountain.org



THE
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MOUNTAIN**
SCHOOL

371 West Farm Rd, Bethlehem, NH 03574

Parents of Alumnae/i:

If Echoes is addressed to your son or daughter who no longer maintains a permanent address at your home, kindly email us with his or her new address. Thank you.



SAVE
the
DATE

•••••

ALUMNAE/I
WEEKEND

October 18-20, 2019

whitemountain.org/alumwknd2019