

Echoes

THE ALUMNAE/I MAGAZINE OF THE WHITE MOUNTAIN SCHOOL



ACCELERATING MISSION AMID CRISIS:
OUR PATH FORWARD



PHOTOS (above, left): Oliver Yeomans '22 goes for the bullseye on the School's new archery range on Solar Field. (top, right): Isabel Handly '21, Arli Moyao-Ramirez '21, and Leah Foster '21 make announcements during Morning Meeting on Twin Day during Spirit Week in the Ruhl Family Amphitheater, which has been the heart of community-wide events during the pandemic. (bottom, right): Seth Moore '24 paints his recently fired clay luminary made in an Exploratory Learning Course.

Echoes

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TABLE *of* CONTENTS

Features

FINDING OPPORTUNITY FOR ACCESS IN CRISIS **PAGE 4**

A White Mountain education continues to be in high demand for curious, compassionate, and courageous prospective students and families from across the country and world.

A BREAK IN THE CLOUDS **PAGE 6**

How unexpected opportunities for engagement and support across our community have been established for a new era of dynamic circumstances.

COMPASSION & ENGAGEMENT AMONG CRISES **PAGE 8**

“We are a better school because of the work we have, are, and will continue doing in response to COVID-19, the reckoning on race, and the political turmoil that torments our nation.”

REALIZING THE WHITE MOUNTAIN MISSION FOR ALL **PAGE 14**

“How do you create belonging?” This question was at the heart of a number of initiatives launched or grown at the School throughout 2020.

A SHEPHERD OF LOVE: THE REV. KATHY BOSS **PAGE 18**

“There are so many moments of love in the midst of chaos if you look for them. That’s what I’m hoping comes out of this moment: more care in the world. Because there’s not enough of it right now.”

ALUMNAE/I RESILIENCE **PAGE 30**

See how five alumnae/i from across generations found and exemplified perseverance, fortitude, adaptability, and resilience in 2020 and are working to help others.

STUDENT DIGITAL PHOTOGRAPHY **PAGE 36**

See the beauty and strength of our community and campus found by four talented students during a fall semester that looked different than any before.

Sections

CONVERSATIONS LETTER FROM JOHN DREW **PAGE 2**

NEW DEAN PROFILE **PAGE 22**

PARENT PROFILES **PAGE 26**

ALUMNA MEMOIR **PAGE 28**

DONOR PROFILE **PAGE 34**

WELCOME NEW TRUSTEES **PAGE 35**

END-OF-YEAR CELEBRATIONS **PAGE 42**

CLASS NOTES **PAGE 46**

IN MEMORIAM **PAGE 52**

LETTER FROM THE HEAD OF SCHOOL



ASPIRATION

in the face of difficulty

One of the first things that I wrote when I got to campus in the summer of 2019 was that the challenges that our students are likely to face in the future will most likely—referring to our mission—require courage and compassion every bit as much as curiosity. 2020-2021 is sadly bearing out that prediction. Yet despite, or *because of*, these hurdles, I am inspired by our students, faculty, and staff as they persevere. This difficult year has required schools to determine what is essential as we've redesigned *how school happens* under new and difficult circumstances. The members of the White Mountain community you'll meet in this issue of *Echoes* come from a wide range of eras, backgrounds, and careers. All are finding ways to serve others by emphasizing their strengths, and learning from their experiences at the School and in the world.

Naturalist Barry Lopez, who passed away recently, spoke of the importance of learning through direct experience: "Firsthand knowledge is enormously time-consuming to acquire...it teaches humility and fallibility." In this quote, I hear echoes of Aunt Dot's desire for students on our Bethlehem campus to be surrounded by things greater than ourselves. My last off-campus trip in March 2020 was to visit students studying food systems at the Stone Barns Center for Food and Agriculture. As I helped with the slow work of planting seeds with our group in the greenhouse, students reflected on previous Field Courses they had done and the experience gained in our Farm and Forest program. Later, as we walked some of the farm's fields, students reflected on what they might bring back from the experience to White Mountain.

This fall, our remote version of Family & Alumnae/i Weekend offered Zoom-enabled opportunities to hear from faculty about their classes, a keynote speaker in Mirna Valerio on finding joy in the outdoors, and wonderful alumnae/i panels on equity in the outdoors and civic engagement. In this issue, several of those alumnae/i share their experiences in print. Some of those offerings may be aspects of our new approach that will continue into the future, and I am grateful for the people who participated that weekend.

Earlier this semester, several faculty members shared lessons with colleagues that worked in their classrooms in the fall. During a remarkable week of professional development, they put these peer-to-peer presentations in the mix with presentations with a remarkable group of experts from outside our community. The notion of "transfer" of lessons from the classroom figured prominently. Charles Fadel, the founder of the Center for Curriculum Redesign, offered a relevant example. He asked us to consider the potential impact of learning about exponential growth, rather than $y=x^2$ (for those few of us who even remember) that such growth is "deceptive, then explosive." He asked how behavior relative to the spread of COVID might be changed if we more often transferred classroom lessons into relevant experience.

White Mountain's mission requires aspiration that is constructive in the face of difficulty. As the layered crises of 2020 hit, we were drawn to what curiosity, courage, and compassion might look like in response to these serious challenges. Our Board of Trustees split into two groups—one that helps us with the countless decisions necessary to deal with a pandemic, and another that is helping us not lose sight of the school we want to be when COVID restrictions ease. The School is benefiting from that work in many ways.

I don't take for granted the alignment that has characterized the year. White Mountain's faculty, staff, students, families, and trustees have had faith in each other's efforts to create a meaningful educational experience despite uncertainty and restriction. A big part of that means making time for both the fun and the profound, finding ways to learn in and out of the classroom. As we work together to address the problems of 2020-2021, I look to the range of people and experiences that you'll encounter in this issue of *Echoes*. We need everyone's input, everyone's creativity, and everyone's talent to create a positive future. While there are certainly limits we face—especially in addressing the climate crisis—ensuring that every member of this community can bring their full selves to the School is an additive, not competitive, process. And in "all hands on deck" situations, we truly cannot afford for anyone to be left out. It's not possible to get everything right in every moment, but I'm so grateful to be part of a community that is striving to serve all of our students well and to strive to fulfill White Mountain's mission.

Take care,



John A. Drew
Head of School

ACCESS, ENGAGEMENT, & CONNECTION

FINDING OPPORTUNITY *for* ACCESS IN CRISIS

By Allison Letourneau, Associate Head of School for Enrollment Management



In light of the global pandemic, admission offices across the country have had to reimagine how prospective students and families engage with our schools. In doing so, school leaders have wrestled with important questions rooted in access, engagement, and connection. For The White Mountain School and our admission team, the pandemic and renewed reckoning on race in America have created opportunities for us to dig into essential questions such as: *How might we leverage virtual platforms to expand our ability to reach more families than ever before? What barriers—now and in the future—exist for students and families interested in exploring our school, and how can we limit those barriers? How many different ways might one engage with White Mountain?* The list of guiding questions continues to evolve, and so, too, do the opportunities to share the School's story with students and families from all over the world.

Access

The transition from an in-person to a virtual admission experience has redefined how students and families gain access to the exploration of White Mountain. In our virtual visit platform, students and families can easily customize their visit experience; by eliminating the time restriction inherent in a campus visit, we can offer students and families the breadth and depth of exploration that suits their search. For many families, it can be burdensome to allocate time and resources to visit campuses ahead of the application deadline. For some families, finding time during traditional working hours can be a challenge. The flexibility inherent in the virtual visit experience has offered students and their families opportunities to engage in evening interviews, open houses, or webinar series, expanding their ability to access the School.

Engagement

An experience that has largely been anchored in face-to-face interactions quickly shifted last March to a virtual setting. As our office made a swift transition to deliver a robust, authentic, and compelling virtual experience, we began to explore the myriad possibilities inherent in sharing the White Mountain story with more families than ever before. What was once an annual, in-person

Open House event quickly transformed into four Virtual Open House events. We also created the *A Closer Look Series*, a six-part deep-dive into various signature programs at the School, including: student-driven inquiry, academic coaching, students and residential life, college counseling, fine and performing arts, and experiential education. This season's virtual programming resulted in our engaging with nearly three times the number of students and families that would traditionally attend and engage with our admission events each year.

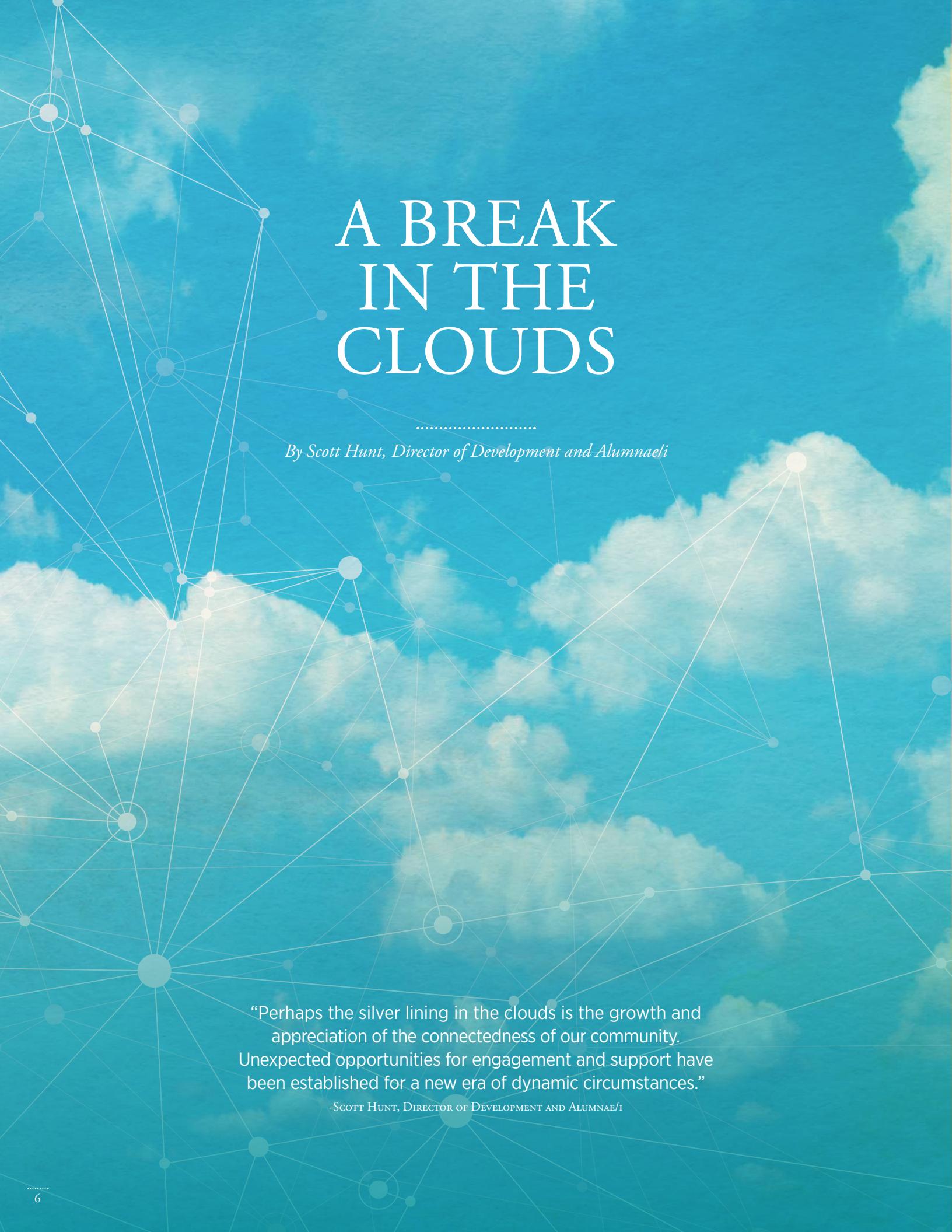
Our virtual programming gave us the permission to not only think differently about how we share the White Mountain story with prospective students and families, but also expanded the way we thought about the storyteller. The shift to virtual programming allowed us the opportunity to include more voices in sharing the story of the School; from current parents, to young alumnae/i, to students learning on campus and remotely, we were able to include the breadth and depth of experience and perspective *from* and *for* various stakeholders.

Connection

Our virtual programming continues to emphasize something that has always lived at the core of the White

Mountain experience: building capacity for connection. We know that the relationships that prospective students and families form with members of our community significantly influence and impact their decision to explore—and, ultimately, choose—White Mountain. A silver lining in virtual programming lies in our ability to offer students and families more niche opportunities attuned to their interests and needs. Rather than relying on a few large and broadly-focused events, we can facilitate individualized connections and relationships that support each individual student's specific process, while still sharing the School's programming, values, and stories.

A White Mountain education continues to be in high demand for curious, compassionate, and courageous students from across the country and world. Inquiries and applications have reached record heights this season, a strong indication that the values guiding our work continue to resonate deeply with students and families alike. While we are eager to return to more in-person opportunities to access, engage, and connect with prospective students and families, we are confident that the virtual programming created in response to the pandemic will provide an enduring value to our admissions strategy moving forward. 



A BREAK IN THE CLOUDS

By Scott Hunt, Director of Development and Alumnae/i

“Perhaps the silver lining in the clouds is the growth and appreciation of the connectedness of our community. Unexpected opportunities for engagement and support have been established for a new era of dynamic circumstances.”

-SCOTT HUNT, DIRECTOR OF DEVELOPMENT AND ALUMNAE/I

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

{ Excerpt from "I Wandered Lonely as a Cloud," by William Wordsworth }



During these cloudy times of evolving and unfamiliar crisis, The White Mountain School needed to adjust the functions and implementation of its alumnae/i program. Through the process of modifying the timing of events and implementation of technology, a re-imagined alumnae/i program emerged—a ray of light of engagement with our community. Building on our existing pillars of compassion and courage, together, we have created opportunities that will enhance learning pathways for our students and solidarity for our alumnae/i. It's equitable, engaging, and personalized. It weaves a new thread of familiarity and care into the St. Mary's and White Mountain fabric.

With the onset of the pandemic last spring, faculty at White Mountain had to navigate the seismic shift to remote teaching practices. The Office of Development and Alumnae/i contemplated how it could be supportive to the faculty and students during this time of transition. Following a series of discussions with faculty, parents, and alumnae/i, the Parents and Alumnae/i in Remote Classrooms (PARC) Program was started. This program created an opportunity for participation from our community on a variety of subjects related to the curriculum. Alumnae/i and parents joined classrooms virtually to share their expertise, personal life experiences, and insights on topics ranging from laboratory

science to emergency rescue planning to entrepreneurial business ideas. The students made full use of online video conferencing software, engaging PARC guests with prepared questions and breaking off into discussion groups. In true White Mountain fashion, the PARC Program eliminates classroom walls in the learning process and creates boundless possibilities of inquiry.

In response to travel restrictions and considering the safety of our community, our office transitioned from an on-campus Alumnae/i Reunion Weekend to a multi-event, virtual reunion. Incorporating tried and true events and programs such as the historical archive presentation and Alumnae/i Awards Ceremony, this new virtual platform also allowed us to integrate new programming, such as alumnae/i panel discussions and a keynote speaker. And, to foster connectedness, virtual conferencing social hours took place, allowing alumnae/i to connect with each other across decades and across miles.

Through the technology of virtual conferencing, we have been able to make many more connections to individual alumnae/i than we would have been able through traditional travel. This allows us to connect with alumnae/i in big and small towns, alumnae/i who graduated six months ago or sixty years ago. We are

able to hear stories from our alumnae/i as they recount the impact of their time on campus and share with us their success they are experiencing in representing St. Mary's and White Mountain through solving problems holistically, seeing the interrelatedness and complexity of issues in the world, and bringing their creativity and analysis to bear in crafting solutions for us all. And we are able to share the most recent experiences of our current students who are engaging in a new way of learning every day.

As we reflect on the last year and look forward to the coming year with optimism, perhaps the silver lining in the clouds is the growth and appreciation of the connectedness of our community. Unexpected opportunities for engagement and support have been established for a new era of dynamic circumstances. Whether we are climbing a mountain, exploring academic inquiry, enjoying a meal together, or, more recently, laughing on a virtual conference call, it is our collective humanity that carries us through as one community. 🌟





*By Mike Peller, Assistant Head of School for Teaching and Learning,
and Eben Kopp, Acting Director of Student Life*

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COMPASSION & ENGAGEMENT AMONG CRISES

OUR APPROACH TO ACADEMICS & STUDENT LIFE

At the heart of The White Mountain School was, is, and always will be people: A collection of wonderful students, each with their unique curiosities, and the faculty and staff who care endlessly about helping them navigate adolescence.

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We know and firmly believe that students are wired to learn and be in community, so long as we can provide a culture of belonging. This has always been understood at White Mountain. Thus, the School's recent responses and steps forward, which were catalyzed by COVID-19, the reckoning on race, and the political turmoil, are grounded absolutely in our history, culture, and mission. Our responses meet the educational and social-emotional needs of the students both now and in the future. By preparing and inspiring students to lead lives of curiosity, courage, and compassion—as our mission states—we are educating the whole student, preparing them to be the community members and problem solvers that the world so desperately needs. We do this by unapologetically embracing student-driven inquiry across all of our programs. [>>>](#)



While the spring had been reactive, **the summer was proactive**, and we were ready to welcome students back to a school with compelling intellectual and social-emotional learning experiences, a clear sense of mission, and strong programs designed to weather the uncertainty of the year to come.

SPRING 2020

An Emergency Response

In early March 2020, as students were engaged in our experiential Field Courses off-campus, the leadership team was making decisions on how we would respond to COVID-19, realizing that school as we knew it would soon radically change. Everything evolved so quickly. A week after students returned from Field Courses, in mid-March, we communicated to students and families that we would go remote for the foreseeable future. We extended Spring Break by a week to engage faculty in a weeklong professional development on remote learning.

Our academic schedule and student life program needed to quickly adapt to students learning remotely. Our schedule pivoted to accommodate students across multiple time zones, classes were shortened to 50 minutes, an additional academic support block was added, advisory check-ins increased in frequency, and additional times were carved out for faculty members to collaborate as our learning system shifted. As our academic interactions transitioned from in-person to Zoom, so too did our co-curriculars. Morning Meetings began happening virtually and remained important for maintaining a sense of community in creative and fun ways. Two weeks after getting the academics off the ground, we added in co-curriculars to help our students feel connected and offer ways for them to engage with physical activity, focus on emotional health, and meet their social needs. Offerings included daily activities led by faculty and students such as Chess Club, Yoga, Cold Hard Facts, Movie Club, Social Justice Warriors, and Garden Club.

We concluded the year with our inaugural two-day Inquiry Summit. In lieu of exams or major projects, students looked back through all of their work from the year to find their best or favorite examples of skills such as critical thinking, communication, research, and collaboration. Then they curated a digital portfolio of artifacts demonstrating their best work in our Essential Skills and Habits. Lastly, students presented their portfolio in a presentation of learning (like a graduate-level ‘defense’) to a panel of three faculty. Many students commented afterward that the digital portfolio and presentation of learning was harder than any exam. Why? They had to evaluate what mattered to them. They had to critically examine a body of their own work and make choices about what they were most proud of; in doing so, they were able to identify areas where they excelled and areas where they needed to improve.

While we finished the 2019-2020 school year as well as could be imagined, our response to remote learning—like all other schools—was an emergency response. We knew that our response to the 2020-2021 school year had to be better.

SUMMER 2020

Wheels in Motion

Compassion and engagement, words that anchor our mission, have served as beacons for us. As schools across the world looked for ways to remain solvent, we asked: How might we seize this opportunity not just to survive but to thrive and accelerate? Endure is not good enough because we have students now, as well as the future, who need us and deserve an excellent experience. We knew we were not only well-positioned to react but also to improve. Our

commitment to student-driven inquiry and to project-based learning, our fundamental belief in our Essential Skills and Habits, and our awareness that a whole-student program must inspire students to live in a more sustainable and just world coalesced in all the right ways. So, we did what we do so well here: we rolled up our sleeves and got to work.

We got to work designing a program to meet the immediate well-being of our students, as well as the long-term well-being of the School. By doing this well, which we knew we would, we would emerge out of these health, economic, and racial crises with a clearer sense of mission, stronger programs, and a remarkably solid foundation. This was a pivotal moment for the School.

One of the major responses we made was changing our schedule. The process of changing a school’s schedule often takes close to two years. We did not have the luxury of that time. We had a couple of months. But we embraced this opportunity to increase our commitment to immersive student-driven inquiry, student care, and student agency.

All faculty joined together for a week of immersive professional development that focused on Understanding by Design, hybrid teaching, social-emotional learning, and anti-racist education. Faculty refined curriculum to support hybrid learning, engaged in meaningful discussions about race and identity, and explored best practices for supporting students’ needs through the lens of a global pandemic and a reckoning on race. As our pedagogy transformed, so too did our physical spaces on campus. Classrooms were equipped with multiple cameras so that virtual

students could connect over Zoom and maintain relationships with teachers and peers. Desks and chairs were spaced to ensure physical distancing while in class. New spaces were utilized as classrooms to accommodate smaller class sizes. Tents were ordered and erected as outdoor classrooms and gathering spaces. While the spring had been reactive, the summer was proactive, and we were ready to welcome students back to a school with compelling intellectual and social-emotional learning experiences, a clear sense of mission, and strong programs designed to weather the uncertainty of the year to come.

FALL 2020

An Early Launch in a Pandemic

By late August, our campus was mostly full of students. Students had been immersed remotely in their classes since mid-August, two weeks earlier than normal, in new courses such as Design Entrepreneurship; U.S. History: The 1619 Project; The Ethics of Food; Politics and Poetics; Advanced Robotics; Music Composition; and Natural Disasters and Humanitarianism in the U.S. The students were doing work that is meaningful, relevant, and connected to the world in which they live. The learning was active. And more important than that, students felt connected to their teachers and to their classmates. We were showing up for our students by meeting them with compassion and creating meaningful opportunities for engagement.

A SCHEDULE THAT PRIORITIZES INQUIRY & STUDENT WELLNESS

We made a significant change to the daily schedule intended to better serve our students in the context of wellness

and deeper learning. Rather than taking five or six classes over a year, our students began taking two to three “year-long” courses each semester. So, rather than having five or six courses for a student to manage—which means five or six projects and homework assignments to juggle—our students now only have to keep track of two or three. We are meeting them with compassion. We knew that with all of the external uncertainty and crises surrounding their lives, we could reduce some extraneous cognitive load by allowing students to dive deeply into a few topics. In the same way that our Field Courses provide rich learning because students can channel their focus and attention, we believe this schedule change gives students the space to think deeply, ask bold questions, and engage completely. Additionally, with a suite of courses that tackle social justice, environmental responsibility, and civic engagement head-on, we know that the learning occurring is fueling both the curiosity and courage in our students to respond with compassion.

The new schedule also functionally increases student care. First, every course has an hour-long flex block attached to it. Students remain in the class with their teacher and peers during this time and have an hour to begin their asynchronous work. For so many students in the past, they might begin their work at home only to find out that they aren't sure *how* to start. With the new flex block, when a student meets this hurdle, the teacher and their peers are there to support them and figure out how to get them started. Second, and by design, the new schedule divides the number of students any given teacher has at a given time in half. With fewer students to directly “care” for, teachers know each



Our Essential Skills and Habits

The research is clear: academic success in college and beyond depends on the development of research skills, critical thinking skills, and communication skills. We have long studied the current research on teaching, learning, and academic achievement in college and interviewed college admissions officers, surveyed students and alumnae/i, and solicited feedback from some of the most highly respected educators in the country. During and after that process, we developed our list of six Essential Skills and four Essential Habits for White Mountain students, which include:

RESEARCH SKILLS

CRITICAL THINKING SKILLS

COMMUNICATION SKILLS

QUANTITATIVE REASONING SKILLS

ORGANIZATIONAL SKILLS

STUDY SKILLS

CURIOSITY HABITS

REFLECTION HABITS

COLLABORATION HABITS

PERSISTENCE HABITS

student's progress better, provide more meaningful feedback, and meet kids' individual needs more effectively.

LIFE ON CAMPUS DURING A PANDEMIC

Safely repopulating campus in August was the first step in a constant and ever-evolving effort to keep our students' well-being at the center of our mission. Our afternoon programming centered around our school grounds, with mountain bikers and trail runners exploring our campus trails, climbers bouldering on the Beverly Selinger Buder Climbing Wall, soccer players of all abilities and gender identities joining together for drills and competitions on Edge Field, and musicians playing together in the Ruhl Family Amphitheater. Weekends were filled with on-campus and virtual activities such as outdoor movies, virtual trivia nights, scavenger hunts, stargazing, swimming in The Pond, and s'mores by the fire. With the New Dorm on the old sites of Carriage and Green House finally complete, our campus dormitory quad became the hub for residential life at White Mountain, creating a stronger sense of community between all students.

As the U.S. grappled with a reckoning on race, White Mountain took steps as an institution committed to anti-racism and preparing students to lead lives rooted in the School's mission. In one of the largest student-focused initiatives, Kim Cooper, director of equity and inclusion, launched and facilitated year-long Social Justice Seminars. Students participated in these seminars by grade level, with each grade meeting twice per month. We launched this program, among others, because we must. We must do this work because it is written into the School's mission,

embedded in our ethos: "White Mountain prepares and inspires students to lead lives of curiosity, courage, and compassion." These three values are foundational to the success of equity, justice, and belonging. We need curiosity to learn about world views other than our own and so that we are compelled to look outside our own lived experiences. We need courage to reflect critically upon those lived experiences, acknowledge that what we have always known may not be the only truth, and then be courageous enough to speak a new truth. We need compassion because, without it, our curiosity and our courage are in vain. When wed with curiosity and courage, compassion turns to empathy, and that is what we need to uphold the humanity of every single person in the White Mountain community. Learn more about our broader work at-large related to equity, justice, and belonging in the story after this one.

SHIFTING PRIORITIES: FOCUSING ON OUR ESSENTIAL SKILLS AND HABITS

Prior to 2020, we had established an effective method and approach to successfully educate the whole student. We do this through the most natural form of learning: curiosity. We developed a teaching and learning system that allows us to embrace inquiry and focus on our Essential Skills and Habits. These are the skills and habits that prepare kids to look around, identify questions that matter. They prepare students to do research by learning to see what others have said and done; to critique arguments and build them; to develop a model or a thesis; to get feedback; to collaborate with others; and, ultimately, communicate their ideas with conviction.

Our focus on building competencies in the Essential Skills and Habits gives us the flexibility to be responsive to the moment. By prioritizing our Essential Skills and Habits, teachers can substitute content or applications to respond to the internal or external environment. For example, after the horrific examples of police violence towards Black Americans this past spring and the national attention that resulted from the protests, our statistics teacher wanted to find a way for their students to examine structural racism in the criminal justice system. Without changing the underlying competencies the class was based on, the teacher was able to pivot to include projects examining mass incarceration, police violence, and the school-to-prison pipeline.

By and large, the fall was an incredible success. Students stayed healthy, engaged in meaningful learning in and out of the classroom, and were able to experience the purpose and joy of being in high school.

JANUARY PROFESSIONAL DEVELOPMENT

An Exploration of Equity and Inquiry

As we lead, accelerate, and create through these crises and future crises, we know it is critical to invest in people, specifically faculty. With that in mind, we launched a weeklong internal conference. Each day there were sessions in which faculty presented, and each day we brought in keynote speakers. The keynotes—Joe Feldman, Mark Boswell, Charles Fadel, Mirna Valerio, and Paul Gorski—are global leaders in education. The keynotes ignited conversations shared by faculty, admins,

In the face of multiple crises, it is important to lean into what one does well. That is exactly what we did. We leaned into immersive student-driven inquiry, student care, and student agency. **We leaned into compassion and engagement.**

and trustees, which will continue and turn into action and change. These conversations centered around questions such as:

- *How might we make grading bias-resistant?*
- *What should we be teaching, and where should that happen in the day/week/year?*
- *How do we reimagine and redefine our approach to outdoor education to make it more inclusive?*
- *What steps can we take to truly become an anti-racist institution?*
- *How do we reduce bias in our hiring?*

Because of the shared experience, these questions bubbled—or rather erupted—up from our faculty. And these are precisely the questions we need to remain focused on.

SPRING 2021

Continuing to Innovate and Adapt

As we prepared for our spring semester, we considered the similarities and differences between our opening in August and our January repopulation and what we had learned about responding to a pandemic. We closely monitored and continue to monitor COVID-19 presence in our area and have plans and procedures in place to respond to changes as they come. There were many lessons learned in the fall, which we have incorporated into our spring plan.

We are improving our feedback cycle, too. Regular feedback has always been an important part of our whole-student approach. We want students to take ownership of their learning. This occurs in so many ways here, both in terms of *what* a student explores as well as the type of

feedback a student requests. Formalized bi-weekly conferences with students and teachers were an essential piece of this feedback process in the fall. However, after listening to the lived experience of these bi-weekly conferences from students, faculty, and parents, we decided to make a slight shift for the spring. Every two weeks, advisors will collect written academic updates written by teachers and share these with families. Regular, relevant, and actionable feedback will better allow students to make the appropriate changes to their learning and work with enough time to finish as best they can. This is one of the many support structures at White Mountain intended to both care for and empower our students. We expect that this regular feedback will feed naturally into this year's Inquiry Summit.

Field Courses are an incredibly important component of the White Mountain experience. We were not willing to compromise their quality by running them this year with the necessary but significant limitations required for health and safety. As Field Courses represent a considerable time allotment in our schedule, we were presented with an opportunity to leverage their absence and create in-depth, place-based learning experiences for our students. The resulting Exploratory Learning (EL) Courses were designed to share qualities of Field Courses, but not to replace them. Instead, EL Courses are happening for six consecutive weeks mid-semester—by the time this article is published, you may have even seen some of them in a recent newsletter or on social media. During these six weeks, other classes will only meet twice, allowing students to solely engage with EL Courses each Wednesday. Students will select a unique course each week, with at least one from three overarching

categories—Outdoor, Community, and Creative—and our remote students will engage with EL Courses designed specifically for virtual learning. Courses range from Backcountry Gourmet to A History of Activism and everything in between and will enable students to deeply engage with a myriad of topics.

LOOKING TO THE FUTURE

We are a better school because of the work we have, are, and will continue doing in response to COVID-19, the reckoning on race, and the political turmoil that torments our nation. In the face of multiple crises, it is important to lean into what one does well. That is exactly what we did. We leaned into immersive student-driven inquiry, student care, and student agency. We leaned into compassion and engagement.

As we look to the future of White Mountain, we know we must approach student life through the lens of equity. By the time you read this article, we will have completed a search for a new senior-level leadership position, the assistant head of school for community, equity, and belonging. This leader will help put justice and belonging at the center of all we do. Just as we defined and elevated The Essential Skills and Habits in 2014, we now see the work ahead includes broadening those skills to include a comprehensive whole-student approach. This is some of the critical work in front of us that will enable students to lead lives of curiosity, courage, and compassion. 

TURNING POINT



Students need to feel like the School is ready to elevate them and support them and celebrate them, not only when people are looking, but all the time.”

-KIM COOPER, DIRECTOR OF EQUITY & INCLUSION

REALIZING THE WHITE MOUNTAIN MISSION FOR ALL

In her introduction to *Our First 100 Years: 1886-1986*, Linda Clark McGoldrick '55 offers a dynamic vision of the history of a “three-in-one” School—St. Mary’s School, St. Mary’s in-the-Mountains, and The White Mountain School. She describes the shift to co-education as born out of the “cauldron of change in the sixties,” then continues by emphasizing that “The constant is this belief: capable young people deserve to be challenged in a small school that develops the body, the mind, and the soul in an inspiring environment...For a Centennial History, we cannot convey a sense of unity among alumni by centering on one name, one place, one building, one song, one motto, one philosophy, or even one faith anymore...Even after 100 years, our three-in-one School is constantly in the process of becoming.”

2020 offered another cauldron of change. Violence against Black, Indigenous, and other people of color (BIPOC), while in no way new, has required many institutions to examine the experiences of their BIPOC community members. Several alumnae/i and current students have urged the School to create new, and accelerate existing, initiatives to do more to offer all of our students the opportunity to participate fully in the School’s mission and feel a sense of belonging. For example, the 2018 *Our Vision for Our Future* plan included a charge “to recruit and support a diverse group of teachers who are committed to professional growth and the White Mountain Mission,” an aspiration shared by many schools, yet one that often remains an aspiration without demonstrated success.

“How do you create belonging? That’s one of the big questions we’re asking. I think one level of belonging is when you know that an institution, like the School, invests back in you. When students choose to come and stay here through graduation, that’s commitment, but they often don’t receive that commitment back from the School as an institution. For students of color, there can’t be those feelings of connection if an institution is only extending itself to you through being on admissions panels, or being pictures in marketing materials, or other superficial, transactional things,” explains Kim Cooper, who was named director of equity and inclusion starting in 2020-2021 after having served on an interim basis the previous academic year. “If you’re expecting the institution only to see and use this fraction of you, but not see and truly value your whole self, you’re not going to trust it. The relationship needs to be reciprocal. Students need to feel like the School is ready to elevate them and support them and celebrate them, not only when people are looking, but all the time.”

“We have to repair harm and build trust,” continues Kim. “And it’s not like if we check a certain number of items off a list, we’ll suddenly have a community of belonging. We’ll always have to revise something that we’ve done in the past and reexamine our community through the lens of anti-racist, anti-oppressive work. But if we’re committed to that, then I think we can build that trust, and we can truly create the culture of belonging, but not without a fraction less than that everyday commitment.” As our work continues towards becoming an

anti-racist school, we have been partnering with our community to implement new programming towards this goal.

The White Mountain Scholars Program

After a successful pilot year in the 2019-2020 academic year, this past fall, the School officially launched its new White Mountain Scholars Program, which aims to offer an empowering, engaging, and affirming environment and programming for BIPOC students from low-income backgrounds in the United States, starting in grades 9 and 10. This program occurs as part of White Mountain’s robust financial aid program.

The program was initially piloted with three students. For the 2020-2021 academic year, seven new students joined the program, and the School seeks to eventually add approximately five new students to the program each fall. Despite being a new initiative, the acceptance rate for fall 2020 was highly competitive, with only 10.7 percent of applicants being admitted.

Managed as a joint initiative between the School’s Office of Admission and the Office of Equity and Inclusion, the program endeavors to provide scholars with access to diverse, program-specific resources and tailored experiences at the School. These are designed to guide scholars toward unlocking their unique and compelling potential and finding genuine and sustained belonging, meaning, and joy in their White Mountain experience. Upon graduating from White Mountain and the program, scholars should be able to apply and/or



scale-up individualized and holistic strategies developed during their time in the program for continued success and fulfillment in the academic, emotional, and social areas of their lives throughout college and beyond.

In addition to eliminating or significantly reducing tuition for scholars and their families, the program offers several benefits to students, including additional financial assistance beyond the cost of tuition, such as several different stipend options for increased access to experiential opportunities; early fall arrival and program-specific orientation; mentors for younger scholars and mentorship and leadership opportunities for older scholars; and regular and more frequent meetings with key administrators at the School.

"Over the years, the need for this type of program has become readily apparent, and we are excited about this program and the important and necessary ways it supports the student experience at the School," says Matthew Toms, who co-manages the program with Kim and also leads the School's Student Assistance Program. "In terms of experiential equity, the goal of the program is to contribute to closing the racial wealth gap, which has been perpetuated by predominantly white institutions (PWIs), including and especially boarding schools," adds Kim. "However, culturally, there's a lot more to do in and outside of the program."

The BIPOC Alumnae/i Mentorship Program

On May 31, five days into the protests for justice for George Floyd, two alumnae, Ysanel Luciano '18 and Barbara Conant '16, reached out over social media to ask

why the School had not yet said anything publicly yet about the killing of Floyd.

"That moment made me realize the outside-facing scope of this job, too," recalls Kim. "I realized my job isn't just to protect and support kids while they're on campus but to protect and support a *community* that's much bigger than just our current students and employees."

Along with Matthew, Kim held listening sessions for alumnae/i and students of color throughout the early part of the summer. "A big takeaway was our BIPOC students frequently do not currently see themselves reflected in their teaching faculty and advisors. The challenge and impact of this cannot be understated," says Matthew. "This is a reality we hope to change, but in thinking about how we could better support our BIPOC students now, we reached out to BIPOC alumnae/i, who have a wealth of knowledge, experiences, and wisdom about navigating a PWI. While at the School, our BIPOC alumnae/i developed and honed the racial stress coping skills and strategies to survive and, for many, thrive at White Mountain despite the challenges of a PWI."

The conversations turned into the BIPOC Alumnae/i Mentorship Program, piloted during the fall semester with a limited number of students in the White Mountain Scholars Program. The BIPOC Alumnae/i Mentorship Program consists of regular formal and informal touchpoints between mentors and mentees and, in non-pandemic years, aims to include one retreat annually—either at White Mountain or another location—where program participants spend time and get to know each other and

continue to build this foundation of support for current BIPOC students.

"Again, this program is a band-aid in terms of our BIPOC students seeing themselves in adults at the School, but it was an immediate thing we could do as we are still undoing and redoing the systemic oppressions that exist here," says Kim. "While we found that our younger students were not quite engaged with their mentors as we hoped they'd be, we found the opposite with older students who found the companionship, mentorship, and networking really helpful. So we're looking at how we can retool the next iteration of this program, maybe with a focus on preparing older BIPOC students for life beyond White Mountain and how to create those networks early with other BIPOC adults who are in the career tracks that our students are interested in."

Summer Workshop Series on Race and Social Justice Seminars

The concurrent crises of COVID and the societal reckoning on race over the summer accelerated a new academic initiative that had been in development since the spring semester. "We realized we needed to have a more consistent conversation and education around issues of race and social justice. It became clear that having those as part of just one of two English classes during students' time here wasn't enough," explains Kim. "So as disruptive as COVID was, it was also a moment where we knew we couldn't just press on the brakes. In fact, it was like 'well actually, if we're reworking the schedule anyway, let's not only make time for this important work but make it mandatory.'"

In the wake of the Black Lives Matters protests in June, students and adults alike were hungry to both process and discuss race, which resulted in four opt-in Summer Workshops on Race focused on asking questions about specific topics like "Defunding the Police," "Language of the Movement," "Monuments and Name Changes," and "Reparations and Restorative Justice." "What the workshops helped me understand is how necessary it was for race to be the backbone of those workshops

and what would become the Social Justice Seminars in the fall,” explains Kim.

“Because how could we possibly talk about socioeconomic status or the intersection of race and gender without understanding, on a very basic level, the roots and roles of whiteness and white supremacy in this country. Everything is layered around that.”

Working with Martha Neubert, dean of equity and social justice at Northfield Mount Hermon, who graciously brainstormed ideas with Kim and students, Kim developed the Social Justice Seminars as monthly, required, 1.25-hour events for each grade level. Each grade level is split up to facilitate smaller, more intimate groups, but all groups work on the same topic each month. In the seminars to date as of publishing this article, students will have explored systemic racism, identity conscious practice, the racial wealth gap with an emphasis on housing, gender, sexual orientation, and socioeconomic class.

“These have been a combination of reflective time, conversation, and knowledge acquisition. I’ve been using as many resources that I can outside myself. I don’t want my whiteness to dominate the conversation or my experience to be the thing that leads it. So pulling in resources from other folks has been so key,” says Kim. “They have been opportunities for students to understand identity in a more positive way. I think there’s this misconception that identity is for folks who are marginalized, whereas, in reality, every single person has an identity. A straight, cisgender, Christian man has an identity—and maybe there’s tension in that identity. So, to open the conversation of identity to everyone, I think then makes those who may feel like they ‘don’t have an identity’ able to exercise compassion and empathy more intentionally and authentically. So that’s the basis of what we’re trying to do through these seminars.”

The Social Justice Seminars are a stepping stone to required and independent courses focused on social justice necessary to complete for graduation. With the lessons learned from 2020-2021, Kim and others are working to develop those courses and how they will fit into the School’s broader Essential Skills and Habits (read more about these on page 11).

Students Leading the Way

Our students were at the forefront of much of the work surrounding equity, justice, and belonging in 2020-2021, working with Kim, Matthew, and other administrators, faculty, and staff on the initiatives you read about here and others. In particular, students in the new Equity and Inclusion Student Delegates program—who were selected at the end of the spring 2020 semester—stepped up and offered feedback on new and existing programs, supported and represented other students, and created their own events for processing and grieving along with celebration and recreation, too. The E&I Student Delegates selected for 2020-2021 were Isabel “Isa” Garcia ’23, Bryan Flores ’23, Emily Dye ’21, and Sylvie Cromer ’22.

“Every time I meet with that group of students, I walk away feeling hopeful. It’s not because we work together and approach that work with cheery and naïve optimism, but it’s because they are so wise, thoughtful, and caring—and at the same time, so willing to push for a better school,” says Kim, who works with the delegates. “They see things how they are, and they call them out when they’re wrong. We have an incredible trust among us, and even though the work is hard, messy, and imperfect, we’re still doing it together, and we’re not giving up.”

Independently, students also lead their own powerful initiatives. One of the largest and most impactful was a collaborative effort in October. It started when Christine Martin ’23, current chair of the Black Student Union, organized the painting of a Black Lives Matter mural. Rachel Van Wylen, chair of the Art Department, helped set up the art room for the painting of the mural and projected a design featuring Breonna Taylor and the names of Black men and women killed by law enforcement on a blank canvas, which students then filled in, in an approach similar to paint-by-numbers. The completed mural was later unveiled and the centerpiece of a Black Lives Matter and Breonna Taylor Vigil organized by E&I Student Delegates and students in the new Social Justice and Activism co-curricular, which can be taken as a sport each semester. Students and other community members read poems and short monologues, sang songs, and lit candles to honor those represented on the mural at the vigil.

Moving forward this spring and going into the 2021-2022 school year, a new major initiative Kim will be working on with the delegates along with other students and employees of color will be to reexamine the School Handbook from cover to cover. The Handbook, in effect, serves as the governing document of White Mountain community members.

“We’re going to focus our work on hate speech, harassment, and bullying. Right now, the language is written where it creates a lot of gray areas, especially around things like ‘respectful versus disrespectful’ language. Who decides what’s disrespectful, and through what lens did they decide that? When language is written so that there are gray areas where there don’t need to be, that effectively leads to oppressive rules and policies,” explains Kim. “So much of the Handbook is written from a lens of whiteness as though the most harmful things a kid can do is drink or do drugs, and we do have to remain vigilant and protect them from those things. However, the safety and well-being of our students of color are compromised daily from microaggressions and bigger incidents. There is no clear language on how to report hate speech or harassment or who to report it to, and that’s why it’s so important we take on this work.”

A Starting Point to Belonging

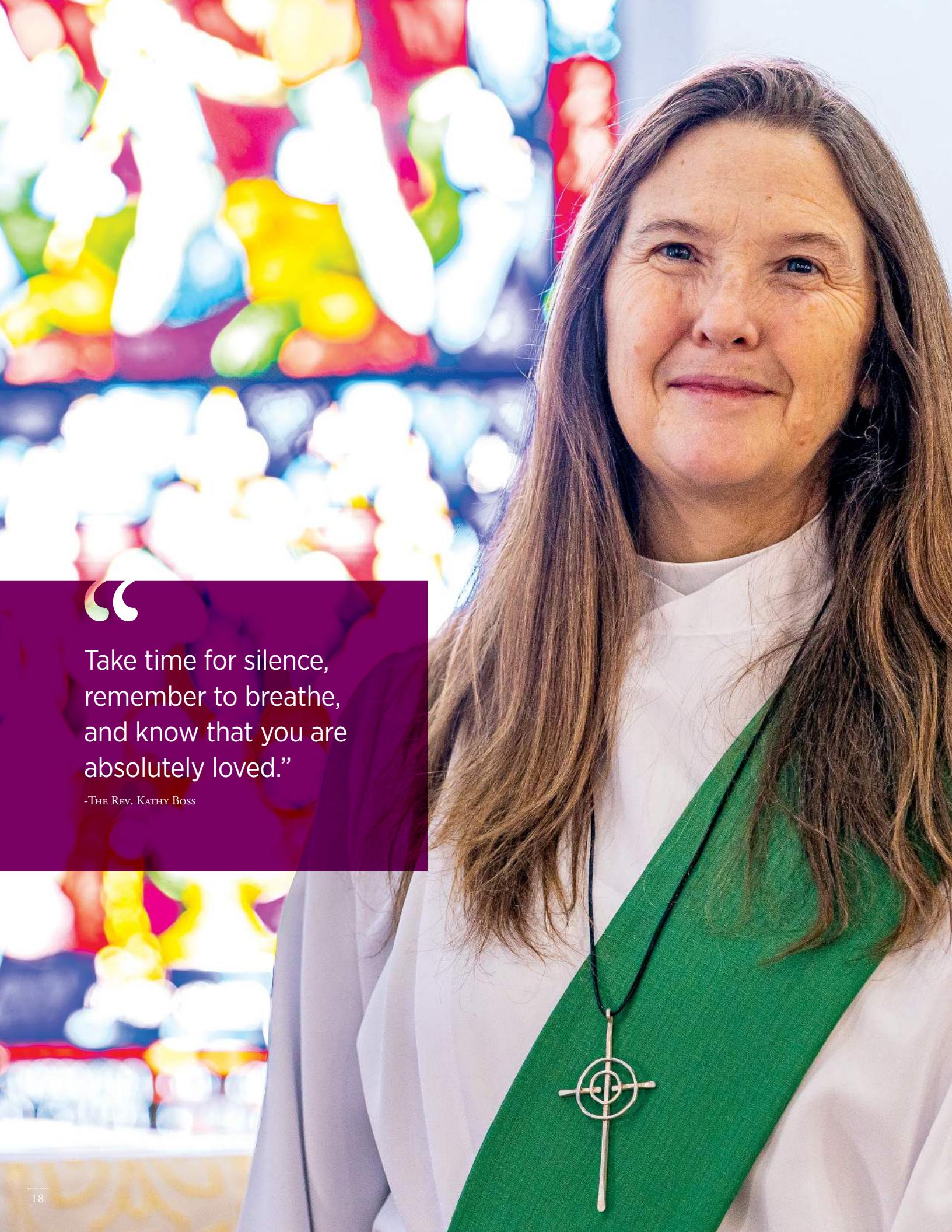
The initiatives described here are not complete. What follows a year that has required the School to respond to multiple crises will be necessary reflection that includes the input of students, families, alumnae/i, faculty, and staff on what has been effective and what can be improved. None of these steps will likely offer complete solutions but are part of a concerted effort to become an anti-racist school. They are the latest chapter in the School’s long history that will, we hope, increase all students’ access to the vision and promise of a White Mountain education and their ability to find genuine and meaningful belonging at the School. 

If you would like to get involved or offer feedback on any of the initiatives covered in this article or on any other issues related to this work at the School, please email belonging@whitemountain.org.

“

Take time for silence,
remember to breathe,
and know that you are
absolutely loved.”

-THE REV. KATHY BOSS



A SHEPHERD *of love*

THE REV. KATHY BOSS

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By Luis Ruuska, Communications and Marketing Manager

“Take time for silence, remember to breathe, and know that you are absolutely loved.” The Rev. Kathy Boss—who began serving in a dual-role as chaplain at The White Mountain School and curate at All Saints’ Episcopal Church in Littleton this past July—often closes her weekly Morning Meeting with a variation of this benediction. This blessing and sending out into the world succinctly exemplifies Kathy’s philosophy toward connecting with the divine and helping others find that connection, too, within themselves and in others.

Finding the Divine Everywhere

Due to be fully ordained as an Episcopal priest in March 2021 by the time this story is published, Kathy’s first encounter with the divine came as a young child in a household where religion was not practiced. “I was not raised religious at all; in fact, I was raised in a very secular family. My mother has a Ph.D. in ethics, and my father came from a very religiously conservative family but was actually very anti-Christianity in some ways. When he went away to college, he discovered things that made him do an about-face, and Christianity became a non-starter for him. He turned his back on it completely,” recalls Kathy.

Though she can’t remember her exact age, somewhere between six to eight, Kathy does remember the first time she encountered Christianity outside of brief visits with her father’s family. During the doldrums of one summer, her mother, who worked full-time and needed somewhere for Kathy and her sister to go, enrolled them in a vacation Bible school at a Pentecostal tent revival.

“I remember going there and hearing that song ‘Yes, Jesus Loves Me,’ and the verse ‘for God so loved the world, that he gave

his only begotten Son,’ and it was just like ‘what does that mean?’” says Kathy. “So I came home and asked my mom, ‘So, what is God? Is there a God, mom?’ And she gave a very typically academic answer, ‘what do you think?’ That, along with ‘go look it up,’ were her two big answers throughout our childhood to help us build character.”

“Even after that experience, I hadn’t really been introduced to the ‘white-haired man in the sky’ concept of God yet,” says Kathy. “My sister and I were homeschooled, and we were outside a lot. I was very active as a kid and spent a lot of time way, way up high in trees. I remember having the experience and sense of oneness being up in a tree and feeling that there wasn’t that much difference between me and the tree, feeling that the sap in the tree was the same as the blood in my veins and that we were in it together. Somewhere around that time, I started writing these little odes to nature and God because, to me, God was that feeling I had in the tree.”

As a teen and into early adulthood, Kathy found herself at various points attending Baptist, Episcopal, and evangelical churches—each with their own and very different ideas of who and what God is

and the role of Christians in the world. As a young adult, she—not unlike her father before her—found herself disillusioned with Christianity and organized religion for several years. She got married, had children, and began attending church again, joining Methodist and Unitarian Universalist congregations before again becoming unaffiliated. She built an impressive career, too, fundraising for and later leading nonprofits and became an experienced educator and inclusive community builder in an independent school. Yet over these years of spiritual exploration and professional growth, there was a more profound, persistent call in her, present since adolescence, that eventually became difficult to ignore and would blossom into her vocation.

The Calling

“Even in high school, I had this urge to be living a life where my work was to see the best in people and to show them how beloved they were. To show them that God so loved the world and that this love is just here, period. It doesn’t always feel like it’s there because you can’t always get to it, but it’s there. I wanted to help people see the best in themselves, to be able to be curious and ask questions, and to feel a lot freer

to wonder and imagine and be out there and maybe look at things that are not ‘rational’—maybe *because* my own family is so rational,” Kathy says. “There are things in this world that are wondrous and beautiful and loving and good, and I always wanted to be the person who could bring that into spaces for others. That’s what the Gospel is, really: good news. I loved being in leadership at the school I was working at when my sons were in high school, but it was so administrative that I wasn’t able to just be with people, just be able to really see people and have them feel *seen*.”

After her youngest son left for college in 2016, Kathy took a yearlong sabbatical to reflect on her next phase in life—it was around this time that she also rejoined the Episcopal Church. “For me, the Episcopal Church allows a balance of the things that many other denominations just didn’t for me. I would say that I’m very much a renaissance person. I’m interested in science and math. I love to write, and I love art; all of it,” she explains. “When I was a teenager, what first brought me to the Episcopal Church was there was room for questioning. I have always had a tendency to be skeptical, to really want to look into the nuances of all things, and as an Episcopalian, you *can* ask questions and talk about God and Jesus in different ways.”

During her sabbatical year, Kathy did a lot of questioning and thinking while she searched for—and found—the divine and grace in many different places. She climbed mountains—even breaking her ankle on one and needing to be carried down in a moment of vulnerability and overwhelming love—and completed the 500-mile Camino de Santiago (Way of St. James) pilgrimage in Spain. As her sabbatical year came to a close, she applied and was accepted to the Boston University School of Theology, where she began working toward a Master of Divinity degree with a concentration in global and community engagement.

About six months into divinity school, Kathy’s priest asked her if she was interested in becoming ordained in the Episcopal Church. Though she had begun divinity school with the intent of using her degree as “a peacemaker, mediator, and negotiator,” ordination had not necessarily been the end goal she entered the program with.

“I thought there was no way they would let me into the church as a priest with some of the theologies that I have, but then you go to divinity school, and they’re like ‘no, this is actually what a lot of theologians believe,’” says Kathy. “I needed to go to a place like BU—which is very focused on social justice—to help me claim the language of being a Christian. There are so many claims on the word ‘Christian’ that can be counter to the inclusiveness and equity that I feel are integral parts of being a Christian. So divinity school and the Episcopal Church, which is also deeply steeped in social justice, helped me claim that name back to proclaim myself as a Christian. During that time, I also really just fell in love with Bishop Michael Curry and his work and admired Bishop Rob Hirschfeld’s work here in New Hampshire. And I realized I *do* have a place in the Episcopal Church and that I could claim their language and work as my own. So I was back in the church for a couple of years before I really started to get the call to the priesthood, which is pretty fast.”

Fostering Community Rooted in Care, Not Conformity

As she neared the end of divinity school, Kathy explored which part of the church she wanted to live out her vocation. With a longtime passion for education, she was especially drawn to the idea of working in an Episcopal school. So, as she neared the end of her studies and the dual chaplain-curate position at White Mountain and All Saints’ opened up, she jumped at the opportunity. “I believe deeply in education, that we need to be working with our young people in ways that are opening them up to new possibilities. I think a lot of our education closes down possibilities for kids and creates too many walls and boundaries for kids. It didn’t take me very long to see that White Mountain had the impetus behind it to be that place where you really were looking at educating the *whole* child,” says Kathy. “And White Mountain has such a great connection with All Saints’ in Littleton, too, so it was the best of both worlds. At All Saints’ they ‘speak my language,’ so to speak, and I can preach and work a little bit more on the Episcopal side. At the School, I can really select from lots of different disciplines and traditions and work with a whole variety

of different people. So the two roles really complement each other.”

Religious affiliation and participation among young people—and in general—has steadily trended downward over the past few decades, a fact that Kathy has contemplated in working with students in her fall Western Religions class. “One of the things that’s very interesting to me is that you see in our students—and in many kids today—the emphasis on individuality, on individualism, and yet you also see a hunger for a deeper sense of community. One of the things that happened over the course of the class that I taught was students going from religion being your individual interaction, through the church, with God, to them talking about it as a community of people, and that the communal aspect of religion was so important,” she recalls.

“I think there’s a lot of suspicion of anything religiously communal among our young people. It’s similar to when I was young, and we started to have a lot of suspicion of authority. It was like, anything that had a hierarchy was ‘the authority’ and was bad. Now it’s almost like, if it’s too communal, it’s cultish. Kids want to make sure they maintain their individuality and don’t get subsumed into something that won’t allow that to happen. And it *does* make sense not to want that,” says Kathy. “But to me, religion—or *any* community—at its best is when it’s creating a space that allows you to be fully yourself. The more you are yourself, the more you enrich the community. It’s the idea of ‘coming in to go out,’ and I think that there’s an impulse in our students to do that, to be like, ‘I have a community that strengthens me, so I can go and do my work in the world. So I can be strong in who I am. So I can go out into the world as a beloved person, knowing absolutely that I am beloved,’ which many of us don’t always get from other communities we’re a part of.”

Furthermore, Kathy believes that the Episcopal Church has a clear mandate in schools where it has a presence like White Mountain. “Being Episcopalian is being a part of this much bigger organization that creates a greater space for delving into connection, meaning, and love and dealing with the mysteries of life, death, birth, injustice, oppression. Why do these exist? Why

is there evil? Why do bad things happen? Why do people die? In exploring these things, you're not in it alone, you're never in your parish or your school, or anywhere by yourself," she explains. "When it comes to things like social justice, an Episcopal school is not just a school that's saying, 'we're standing up for social justice issues like #BlackLivesMatter all by ourselves.' An Episcopal school is saying, 'we are part of the Episcopal Church. We are part of a whole national group of people who have come together and prayed and talked and looked at these things and examined our own souls and examined ourselves, and we believe that standing up for these things is the right thing to do together.'"

However, according to Kathy, an Episcopal school's mandate within the broader Episcopal Church and global Anglican Communion also includes much self-reflection and reparations for past wrongs, which have yet to be rectified or even acknowledged, in some cases.

"The Episcopal Church has a lot to be accountable for. We need to face that, and then maybe as we face it, as the Episcopal Church, that can begin to set an example to the wider world, to begin to face some of these things, too. The Episcopal Church of New Hampshire has just come out with a resolution for the study of reconciliation and reparations. It's hugely important. We're a wealthy white church, and many of our schools are directly complicit in the racial and wealth gaps between public and private schools because they were created for white, often wealthy, kids," explains Kathy. "At All Saints', we're putting together a program right now where our parishioners will be offering free tutoring and student support to Littleton High School students. I'm looking forward to exploring with John, Bishop Rob, and other leadership what new initiatives we can come up with for White Mountain."

In her first year at White Mountain, Kathy says that there have been many moments—despite the challenges of connecting with students over Zoom or physically distanced with masks—that have validated her choice to follow this path toward the priesthood and to the School. "Teaching has helped the most because I think the kids really get to know me and get to know



The more you are yourself, the more you enrich the community. It's the idea of 'coming in to go out,' and I think that there's an impulse in our students to do that, to be like, 'I have a community that strengthens me, so I can go and do my work in the world. So I can be strong in who I am. So I can go out into the world as a beloved person, knowing absolutely that I am beloved,' which many of us don't always get from other communities we're a part of." -THE REV. KATHY BOSS

that they can ask difficult questions, that they can challenge, that they can also ask questions that are personal on a level that goes beyond emotional, that goes into the 'why should we pray?' or 'what happens when somebody dies?' Those kinds of questions are questions that people are often afraid to broach with other people," she explains. "Once I had a lunch conversation with kids where we had a conversation about how maybe God is trans, and I loved that and discussions like that. For me, I couldn't be at a school that didn't have an atmosphere where those kinds of questions or conversations were safe to ask and grapple with. So I've loved that about White Mountain."

Keeping Quiet and Finding Love Amid Chaos

When this story is published, the world—and America specifically—will still be dealing with the COVID-19 pandemic, along with a renewed reckoning on race and white supremacy and political divisions related to these and other issues that harken back to the turmoil of the 1960s. These once-in-a-generation issues on top of the day-to-day trials of ordinary life—death, sickness, violence, poverty, and more—have many questioning meaning, purpose, and the role or absence of the divine in new and more ways than ever. So I asked Kathy where she finds wisdom, strength, and grace in these "uncertain times" so that she may help others do the same. First, she shared a

verse from the poem "Keeping Quiet" by Nobel Laureate Pablo Neruda:

*If we were not so single-minded
about keeping our lives moving,
and for once could do nothing,
perhaps a huge silence
might interrupt this sadness
of never understanding ourselves
and of threatening ourselves with death.
Perhaps the earth can teach us
as when everything seems dead
and later proves to be alive.*

"For me, silence interrupts sadness because it makes room for a kind of love that can only be expressed in silence. It is why it's so important that we give our students downtime, that we listen deeply, and that we give them so much access to the outdoors. When the cacophony and buzz of busyness and consumption slow and we take a moment to take stock, we see how interconnected we all are across space and time, and sense the divine," says Kathy. "I think that difficult moments—like the one we're in now in America—actually, in the end, highlight how much we *can* and *should* care for each other. There are so many moments of love in the midst of chaos if you look for them. That's what I'm hoping comes out of this moment: more care in the world. Because there's not enough of it right now." ☮



“I’m the eternal optimist, committed to growth.”

At this point in my career, I would like to help remove some of the barriers and obstacles that I had to fight against for this coming generation, to inspire, elevate, and lift people up to achieve their full potential at the School.”

-ANGELA MENENDEZ, INCOMING DEAN OF FACULTY

LEADERSHIP PROFILE

THE ETERNAL OPTIMIST: **ANGELA MENENDEZ**

Incoming Dean of Faculty

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By Luis Ruuska, Communications and Marketing Manager

This summer, Angela Menendez will join The White Mountain School as the new dean of faculty. The specific, day-to-day responsibilities of this new position—which will, in part, supplant the traditional academic dean—will be finalized as the School makes new leadership hires and reimagines the responsibilities of several senior administrator positions. Broadly, however, Angela will continue her work in faculty recruiting, hiring, retention, and development—all facilitated with the principles of equity, justice, and belonging at the forefront—which she has been working on with the School since summer 2020 as an independent consultant.

The more one learns about Angela and her story, the more difficult it becomes to do justice to her with any single title. However, ones like “corporate powerhouse,” “compassionate community builder,” or her self-described title of “the eternal optimist” all come to mind. This Afro-Latina glass ceiling breaker has long worked in the corporate world to build success and opportunities for herself and others on the margins, even among systems of oppression within white male dominant spaces. Today, she’s shifted her focus to White Mountain so that the next generation of changemakers in education that work here, whether for a year or a decade, can fly higher and further—and with fewer obstacles in their way—than those who came before. >>>

“The vulnerability and the ways the team shows up when we meet, all of the work surrounding equity, justice, belonging, and professional development—is already several levels deep, with growing capacity and momentum. I have deep respect and gratitude for the work we’re doing now and *will* do together.”

The Spark

Angela was born in the Dominican Republic but moved to southern Maine at an early age. It was here that she first encountered racism, in both big and little ways, in a community where she was one of the only multiracial children at a time when school integration was just beginning.

“There was a lot of impostor syndrome growing up, during a time when I was taught that assimilation was the key to success. So I learned to speak English without a Spanish accent so much that I forgot my Spanish. I took French and Latin instead. I wanted to disappear into whiteness as much as I could. Well, guess what? Because of my skin and hair, I never could,” Angela says. “But what I thought were ‘deficits’ when I was younger, I realized, as I grew up, were actually assets. My ancestry and heritage is a great sense of pride, resilience, and wisdom. These things helped me learn to be observant, be resilient, and be self-sufficient in many ways. I took those feelings of ‘otherness’ as a personal challenge to craft the fullest life that I wanted. I wanted a life of creativity and to experience the world to its fullest. And so I did.”

After graduating from the University of Maine with a degree in international and global studies, Angela began a jet-setting career at familiar, multi-billion dollar corporations like L.L. Bean; 1-800-Flowers.com, Inc.; and Garnet Hill/HSNi. “I did what I wanted to do while building a life for my family. I’ve been to 27 different countries. I’ve held executive positions in some wonderful companies with relationships all over the world. And I did all that against a lot of odds,” she says.

Angela also had two children of her own. “I wanted to be the parent who fulfilled the promise and gave their kids the opportunities that maybe I had to fight

for that weren’t quite as accessible to me. And also, for both my kids, who are also multiracial, to instill a strong sense of self and opportunity, no matter what,” she explains. “I sent my son to NYU so that he could reach his dream of being an actor. And he is a thriving actor now, which is really gratifying for me because I feel like, in some way, he kind of broke the family karma. My daughter is thriving and building a family in the Netherlands, adding even more dimension to our global family.”

In hindsight, Angela now realizes that she *did* break the glass ceiling at many of the corporations and executive networks she worked in throughout the ’90s and aughts in the first decades of her career. After all, the Center for Employment Equity at the University of Massachusetts Amherst estimated that even in 2019, white men still made up 85 percent of the executives at large and mid-sized companies. And yet, the more things changed for Angela in her career, the more they stayed the same, and the sense of “otherness” from childhood persisted.

“One of the last companies I worked at before going into consulting was a white, patriarchal company, and it was some of the most difficult work that I’ve done. I think it was in that cauldron that I was most inspired to go into equity, justice, and belonging work because bias was so institutionalized that I found myself in disbelief. This is *still* happening? I still have to fight to have a voice? I still have an idea that’s not adopted until the white man next to me says the *same* thing I *just* said? It happened over and over and over again. So when I started to become aware of that, I thought, ‘this can’t keep going on, I need to actively work to change this,’” recalls Angela.

“You would think at some point that I could say, ‘okay, I’ve arrived.’ There’s never been that feeling of arrival for me. Instead, I’ve

continuously felt ‘I’ve got to keep proving myself. I’ve got to keep making sure that I’m heard and have a voice.’ So after many years of staying small—intentionally keeping small and making everyone else comfortable—I realized, oh, wait a minute, I can make a difference here. I can ‘shake up the tree’ because it needs to be shaken up,” says Angela. “Sometimes I wonder, ‘who could I have become without all those obstacles?’ That’s one question. Another is, ‘am I who I am *because* of all those obstacles?’ I’m somebody who is rooted in gratitude, and I think we are who we are *because* of our suffering, because of our trials, because of our challenges. I’m the eternal optimist, committed to growth. At this point in my career, I would like to help remove some of the barriers and obstacles that I had to fight against for this coming generation, to inspire, elevate, and lift people up to achieve their full potential at the School.”

“I think that once you reach a certain level of awareness, you can’t go back. In the past few years in this country, there has been momentum and call for justice similar to what was happening in the ’60s. Now I was too young to be involved in the Civil Rights era and remember in the ’70s thinking, ‘oh, I missed it.’ But we didn’t achieve what we wanted to achieve back then, and now we, I, have another chance, to be of service. We have another chance in our culture to create a world where we can be ourselves—where every person can come as their authentic selves,” says Angela. “And when I say I’m an eternal optimist, that doesn’t mean that I’m always happy. I just reread Martin Luther King’s *Letter from a Birmingham Jail*, and it hit hard because it could have been written today. I often have these moments of ‘maybe this is not going to happen within my lifetime,’ and it may not. It may be my children’s lifetime or their children’s lifetime, but we have a responsibility to keep going, stay on mission and keep trying, so that’s what I’m doing.”

THREE MAJOR INITIATIVES ANGELA WILL ENGAGE IN WHEN SHE BEGINS IN JULY 2021:



Work with other senior administrators to hire a workforce that more closely reflects the diversity of the student body by 2025.



Create and facilitate comprehensive anti-bias training for hiring committees and managers.



Develop an ongoing evaluation system for employees to help them grow and actively engage in their own professional and career development.

Creating and Finding Arrival

Angela has lived in Sugar Hill, just a short drive from White Mountain, for over 12 years. “I used to drive past the School thinking, ‘I wonder what’s going on in there. I wonder if I should check that out.’ I just had kind of this gut feeling that I belonged at the School,” she recalls. In early 2020, she interviewed for the director of equity and inclusion position and got her first chance to do what she had thought about doing for so many years.

“I fell in love with the kids immediately. I had a lunchtime session where I needed to facilitate a discussion around what otherness felt like and how we dealt with it. The students were ‘woke,’ present, and really showed up for the discussion. I was impressed with the caliber of talent and intelligence and creativity of the faculty and staff, too,” she says. “The entire interview process and that conversation with the kids especially just underscored how special the School is, and I knew I wanted to be involved. Even though I had a sense that I might not be the first pick for that specific role when I first applied because I was coming from a non-traditional background, I really just wanted to start the conversation.”

Angela and Head of School John Drew stayed in dialogue for half the year, even after the position was filled. In late summer, he formally brought her on as a consultant to analyze the School’s situation and practices related to hiring, onboarding, and retention. “John saw that a key problem was that we were faced with retention challenges. He wanted me to look into the School’s current morale—given the multiple crises occurring at the same time—and at how we could not only attract but retain and really welcome people of color as employees so that students were better cared for,” Angela explains.

With her corporate background in leadership training and managing diverse, multi-level teams—among many other areas—it became clear that not only could Angela analyze the root of many of these issues; she could also be a key player in addressing them, which led to the offer to join the community as dean of faculty. Working with other senior administrators to hire a workforce that more closely reflects the diversity of the student body by 2025, creating and facilitating comprehensive anti-bias training for hiring committees and managers, and developing an ongoing evaluation system for employees to help them grow and actively engage in their own professional and career development will be three major initiatives Angela will engage in when she begins in July 2021. But at the core of her position—regardless of how the day-to-day specifics evolve—will be figuring out how to create an ecosystem of authentic and meaningful belonging for all employees—a challenge she feels she’s uniquely ready to face.

“For someone to *really* belong—and again, this comes from someone who has always felt I don’t really belong *anywhere*—you need to feel safe. You need to feel like you’re represented. You need to feel like there are policies to ensure that your rights and identity will be protected and valued. You also need to feel that you can show up as your real self. Because if you think about how much time and energy people of color especially spend filtering, literally masking ourselves, and putting on armor before going out to meet with somebody or coming to a group meeting, that’s energy that could be invested in bringing our whole selves to the work. We all long for belonging, but we very rarely feel it,” explains Angela. “I don’t think about belonging as a pipe dream here. I think that White Mountain—partly because of this point in time, partly because of John’s leadership—has a really cool

opportunity to create something new, to build an even better community in a really meaningful way. If we could meet each other knowing we’re safe without that armor, we could really have an authentic connection with each other. For students, that will mean adults who are firmly grounded, centered, and clear to help them find belonging, too.”

“This kind of conversation, this interview, wouldn’t happen in a corporate environment. The walks that John and I have taken to talk about where we could be, what could happen, and the possibilities for the School demonstrate vision and commitment. The vulnerability and the ways the team shows up when we meet, all of the work surrounding equity, justice, belonging, and professional development—is already several levels deep, with growing capacity and momentum. I have deep respect and gratitude for the work we’re doing now and will do together,” continues Angela.

“I know that not everybody’s in the same place with this work at the School, and that change doesn’t just happen overnight. It’s going to get messy and sometimes uncomfortable. Transformation happens through evolution, revolution, and insight. And I do think I can help facilitate some of those moments of insight and awareness,” she says. “The most important thing is the seeds for continued growth are here at White Mountain, and I am excited and honored to be a part of it.”

PARENT PROFILE

MARIEMMA DOLIGE P'23

How did **you** come to discover The White Mountain School? This question often serves as a compelling catalyst for conversations with alumnae/i, current parents, and prospective parents alike. Across 135 years, from St. Mary's School to St. Mary's-in-the-Mountains to The White Mountain School, the School remains a remarkable place in which students thrive, and families find community. In today's challenging climate, we thought to share with you one family's process of finding a home in White Mountain. Mariemma Dolige P'23 reflects on what led their family and her daughter, Elena '23, to pursue boarding school and their experience both discovering and settling in at White Mountain in the context of a year of challenge, uncertainty, and opportunity.



❓ What led you and your family to pursue boarding schools for Elena?

I had the opportunity to attend a boarding school when I was in high school, so I had been predisposed to the values and opportunities that are abundant in a boarding school experience. As parents, we knew that the structure and opportunities inherent in a boarding school experience would be integral to Elena's future success.

❓ How did the pandemic impact your search for a boarding school?

Our search actually began at the beginning of the pandemic. At the time, schools all over the country were operating remotely, and it was becoming increasingly clear that it was likely to continue into the following school year. In addition to the natural benefits woven into the fabric of a boarding school community,

we knew that Elena would benefit from an in-person learning experience. We felt confident that boarding schools—especially schools like White Mountain, given its remote location and unparalleled access to the outdoors—would be best positioned to deliver an in-person learning experience during the pandemic.

❓ What factors influenced Elena's decision to choose White Mountain?

We made it really clear as a family, and from the beginning, that Elena was going to be the ultimate decision-maker when it came to choosing from the schools to which she was accepted. As parents, we firmly believe that our kids need to have skin in the game. We partnered with Elena in laying a comprehensive foundation that provided her with the information she needed to make an informed decision. After identifying a core list of schools, we empowered her to lead the search as much as possible.

As we started talking to schools, it was White Mountain's values that deeply resonated with Elena and our family and ultimately accelerated our interest in the School. As parents, it's important for us that regardless of identity, background, experience, or perspective, our kids develop the curiosity, compassion, and empathy to be in community and conversation with different people. Curiously enough, as Elena started to speak to schools, she landed in the same place: White Mountain.

❓ How would you describe the experience so far?

Incredible. As parents, what has been most important to us so far has been how adaptable

the School has been vis-à-vis managing a global pandemic. Simply put: our child has been able to go to school! The School and community have provided Elena with a wonderful stepping stone into 10th grade to really poised her to be in a great place in the future. The academic experience has been wonderful. In her previous school, she often felt buried in piles and piles of school work. In her experience so far, we have heard about how engaged and confident she feels in and about her learning at White Mountain. The advisory program has been fantastic and very complementary to what she needs in her progression through high school. I think she's been able to get out of it what she needs to, and her advisor has been able to really support her.

❓ What role has White Mountain played in your family, especially during a global pandemic?

If anything, it absolutely cemented in our minds the benefit and value in a boarding school experience. We have an 8th-grade daughter who is largely learning remotely this year, so we have seen firsthand how challenging it can be to learn from home, without in-person instruction, access to teachers and peers, and extracurricular activities and opportunities. Needless to say, our younger daughter is now deep in the boarding school search process! It's a gift to have Elena in an environment where she is surrounded by adults who are so invested in her success. As parents, we know we can't always be the ones pushing our children, so it's an incredible opportunity to be able to partner with inspiring adult role models who are such a positive influence in our daughter's life. 🌟



PARENT PROFILE

KARA WILEY & SERGIO JUAREZ P'24

Kara Wiley and Sergio Juarez P'24 joined The White Mountain School community as faculty members in July 2020. Dedicated, and passionate experiential educators, Kara and Sergio have spent almost two decades teaching in various international school settings all over the world, most recently in Dubai. Luckily for us, welcoming Kara and Sergio to our teaching and residential faculty also meant welcoming their son, Santiago, into the Class of 2024. Kara and Sergio sat down with members of the admission team to reflect on their new experience as parents of a White Mountain student.

When you arrived this summer, Santiago was a rising 8th grader, poised to attend the local public school for one year. As a family, you made the decision to consider having Santiago skip a grade and apply to join White Mountain in fall 2020 as a 9th grade student. What were key factors that led to this decision?

Initially, we were disappointed that the timing of our arrival to White Mountain did not align with Santiago's progression through high school. No one's fault, but we wished it had lined up! We knew we would ultimately want Santiago to apply to White Mountain; we feel that this is the perfect school for us and our son. When we moved here, we were nervous to send Santiago, new to the area and school, to the local middle school for just one year, especially given that it was likely to include moments of remote learning. In addition, as faculty members, we had insight into the caring and thoughtful ways the faculty at White Mountain were approaching COVID planning. We were blown away by how the planning efforts were unwaveringly focused on how best to provide students with a meaningful learning and living experience despite a global pandemic. We thought to ourselves: this is the best place to have our own child attend school. It was a no-brainer.

You recently moved from Dubai to New Hampshire to join the White Mountain community. How has the transition been for Santiago?

If you were looking for polar opposites in the world, you might as well compare White Mountain and the school at which we taught and Santiago attended in Dubai; the stark difference in weather, geolocation, and culture are a few that quickly come to mind.

Santiago loved and benefited tremendously from his school experience in Dubai; it was an international school where there were over 90 nationalities represented at the school, which was beautiful. One of the things we were hoping we could find for him when we moved to the United States was a school that had a level of diversity with which he could both relate and appreciate, something we were thrilled to find in White Mountain. As parents, we were worried about the incredible friendships he was leaving behind in Dubai; however, within days of starting school at White Mountain, Santiago quickly forged meaningful connections with a wonderful group of classmates, especially in the 9th grade. There is something magical about the culture at White Mountain; despite their varied interests, backgrounds, and experiences, they harness their common ground and celebrate their individual and collective diversity.

How has the School's response to COVID-19 impacted Santiago?

The fact that Santiago was able to be in-person for as long as we were in the fall was hugely advantageous. Even in our planned remote learning time, we were astounded by how White Mountain teachers continue to build meaningful connections with students and an inspiring learning experience. Through copious feedback, clear instructions, and the values-driven planning behind our COVID academic schedule, Santiago had a tremendous first semester as a White Mountain student. One of the biggest assets of the School lies in the caring and compassionate faculty and staff; we would dare to say that every colleague has

mentioned—at one time or another—that their main objective is to ensure that students have a safe and positive learning environment.

Given your unique involvement in the School community, how would you capture your experience so far as parents?

(Sergio): Where do we start? The most beautiful aspect of the educational philosophy and pedagogy at White Mountain is that students are given permission and space to actively pursue their interests. To watch our son become a teenager in this culture and on this campus has been amazing. Within months, Santiago went from being a child who climbs to a confident and competent *climber*. The ways in which the adults in this community make space for students to explore their curiosities with courage and compassion allow students to feel comfortable in taking risks, and we feel fortunate that we've already watched our son do this in his first semester.

(Kara): At White Mountain, I am grateful for the appropriate balance between my role as teacher and parent. In a residential community, relationships organically extend beyond the school day and allow us, as faculty members, to develop meaningful relationships with students. I've enjoyed being both Kara, the teacher, dorm parent, advisor, and Kara, Santiago's mom; roles that require a delicate balance but that are embraced within this community. 

ALUMNA MEMOIR

My St. Mary's-in-the-Mountains Experience: **GAIL SNOWDEN** CLASS OF 1963



Pushed by Facebook posts by Black alums and students who share their personal, often traumatic experiences with racism at private schools and colleges, I have been working on a series of essays, both for my granddaughter and potentially for a memoir. I am impressed with the strides that The White Mountain School has made with its diversity, equity, and inclusion initiatives, meeting the needs of students through affinity groups and its diverse student body. I have been thinking about how my three years at St. Mary's fit into my life story (from a perspective of 60 years of life experiences). I arrived in September 1960—the only Black student in the entire school. As with other instances in my life, I was uniquely positioned to be able to thrive in an all-white environment because of my family and an integrated community of friends and neighbors.

My grandparents, who arrived in Boston in the early 1900s, and my parents, Otto and Muriel Snowden, both civil rights activists and social justice leaders, were part of the class of Negroes known as the Boston Black Brahmins, who constituted Boston's Black upper class of (mostly) lighter-skinned people. My grandfather, a lieutenant colonel in the segregated army of the 1940s, my uncle, Harvard Class of 1934, my father, who attended Howard University, and my mother, a graduate of Radcliffe College in

1938, all had succeeded as leaders in their respective fields. I grew up in an integrated environment and a stimulating intellectual one with nightly conversations about civil rights, ending school segregation in Boston, and getting equal services for the Black community. My parents founded Freedom House, which would be a groundbreaking organization in civic engagement and social justice and one of the few organizations that brought together people of all races, religions, classes, and backgrounds. (My life would go full circle after I retired and became the CEO of Freedom House, but that is a story for another time.)

When St. Mary's joined other prep schools in trying to recruit students of color, after talking to Headmaster John McIlwaine, my parents felt that I should go. I was getting a good education at Boston's Girls' Latin School (an elite exam school), but they thought I should be the one to integrate St. Mary's. There had been a few Black students in the past, but in 1960 there were none. It was a tough decision on their part to remove me from my community and friends to be the "only one." But my parents felt I could withstand any racism or implicit bias that arose because of my upbringing and that I would be a credit to my race (a deeply ingrained message and burden for young people of my generation).

I was assigned to a single in Vaillant House and the first three months were extremely lonely. But something broke through when I returned from Christmas vacation with the latest 45 records and dance steps. While it might seem stereotypical that the Black student was the purveyor of Black culture, for me, it was a crack in the white ceiling. Smokey Robinson's "Shop Around," James Brown's "Papa's Got a Brand New Bag," and Ray Charles' "What'd I Say" were songs that were the currency of change. But even more than that, I like to think and hope that my being there broadened the horizons of my fellow students. I was bringing news from racial, political, civil rights, and social justice viewpoints that they had never experienced before. And I was a Democrat in a very Republican New Hampshire. Learning how to be persuasive and articulate about issues were competencies I would need in my career.

During my three years, I honed my academic skills with help from my teachers—Mr. Miller, Mr. Steele, Mr. Kilde, and Mr. Doughty—which led to being accepted at Harvard but also life skills in being the only one: either Black or a woman. My roommates, Jessie and Kitt, all the friends in my class—but especially Kit, Anne, Clover, Ilona, Janet, and Marf (Martha)—and Judy, Gretchen, and Rachel from the class behind me all made me feel welcome. Judy and



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I like to think and hope that my being there broadened the horizons of my fellow students. I was bringing news from racial, political, civil rights, and social justice viewpoints that they had never experienced before. -GAIL SNOWDEN '63

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Martha invited me to their homes as well. Serving as secretary-treasurer of the senior class and on Student Committee, Social Service Committee, and as editor of the 1963 Yearbook and assistant editor of *The Telemark* were formative leadership experiences. My love of writing was formed during those years, and I was always a voracious reader, even winning *TIME* magazine's scholastic current events contest twice. Although the School library was limited, I discovered James Baldwin and Langston Hughes there.

I came to love St. Mary's, not just for the academics but for the camaraderie, the traditions, the beautiful campus, and the small classes. Favorite memories include Kit playing the "Hallelujah Chorus" at the start of the Christmas holiday and Barb singing carols, the hymns at church service, Mountain Day, playing soccer, Kiki Rice teaching us modern dance, ice skating at night with hot chocolate provided, and Pickering showing us how to skate backward and twirl in a circle. If I am being honest, it was also a relief to be away from the constant demands from a stressed community, which my parents put first and the source of my resentment. As a child, despite the benefits of meeting Martin Luther King, Jr. and JFK when he ran for president, and seeing the community organizing in action, I felt it was very difficult to compete with the

mission that drove my parents to fight against structural inequality and systemic racism. Later, I rebelled against the assumption that I would follow in my parents' footsteps and instead became a banker.

Being able to form relationships across color lines and to be recognized as a leader were skills that enabled me to be successful in my career. St Mary's played an integral role in enabling me to confidently navigate Harvard and 35 years at BankBoston/Bank of America, where I was the most senior Black executive in the company and one of only three women at the managing director/executive vice president level. Also, being elected to leadership positions continued during college when I was elected dorm president, and later, I became the first woman to be elected president of the National Association of Urban Bankers.

For all the positives, there were some traumas too. The boy at Kimball Union Academy who never looked at me the entire evening and didn't want to touch me at a dance. Especially hurtful was the time when I invited friends to my home in Dorchester, but some refused to come to the home of a Black person. Or when I wrote a science fiction story about all the Black people in the world leaving Earth, which was rejected in favor of a more palatable story about an old Black man voting

for the first time. The other issue I faced was being estranged from my friends at home and at times feeling like I did not fit in either in the Black community of Boston or the white community at St. Mary's.

This pattern continued throughout my life, but the ability to be resilient was one I gained during my years at school. I learned how to make white people feel comfortable with me, but the downside is the stress of masking your true feelings as a Black and as a woman. I was able to bridge this divide mid-career when I created First Community Bank of Bank of Boston. A division bringing retail, lending, and investment services to inner-city, low-income neighborhoods, and/or communities of color became a national model of excellence in the provision of financial services and earned an award from the White House for investing in underserved communities.

As I look back, the result was someone who never really fit comfortably in a neat box but whose experiences empowered her to be bi-cultural and successful in corporate America. Now, as a retiree, I am my true self—opinionated, politically active, fiercely anti-racist, and pro gender and LBGTQ rights, and all-in fighting for economic equity and social justice. ♡

ALUMNAE/I RESILIENCE

By Anne Patterson, Assistant Director of Development and Alumnae/i



Resilience has been at the forefront of numerous conversations for a year as the pandemic continues to take its toll across multiple sectors. At The White Mountain School, resilience has been a vanguard as we begin the second semester. Since last year, lives have been disrupted and, in some cases, put on hold as scientists and researchers fight to find a cure to curtail the spread of COVID-19. Frontline healthcare workers have been affected to a greater degree in terms of stress and safety. However, there are others working in many professions that have been challenged, too. Stories of hope, connection, and inspiration have also emerged through volunteerism and giving back to their communities, as many are working tirelessly to ensure the safety and wellness of everyone. >>>

We are proud of the efforts of many of our alumnae/i, and we want you to know that White Mountain recognizes the sacrifices they have made through their work to help others in many ways, including keeping them informed. We asked several to reflect on what they bring to their work from their time at the School. We would like to share how their work and stories might help others to find a path forward, to get to the next place intact—perhaps lessons they learned at White Mountain, where we want to model and teach today's students through their examples.

The White Mountain alumnae/i we spoke to—and there are many others—embody the School's mission of curiosity, courage, and compassion. We asked them to share how they have responded to and been affected by the pandemic, so we might learn from them and share with you. We asked how they are coping and learned a great deal about their perseverance, fortitude, adaptability, and resilience at this time. We believe many of these traits reflect not only on them but of lessons learned at White Mountain. Storytelling is critical at moments of challenge. Stories can motivate and mobilize us in a way that pure research alone cannot. We hope their responses to questions will serve the same purpose and inspire you.

Q&A WITH FIVE WHITE MOUNTAIN ALUMNAE/I

ANDY HIRSCHFIELD '11



Andy is one of White Mountain's most successful and prolific alumni writing today. It is his curiosity and looking for answers beyond the surface that has led to his

success as an award-winning journalist based in New York City. He has five years of professional, network-level reporting experience, producing for television, over-the-top (OTT) media, podcasts, and social media. Currently, his focus has been on the topic of the cost of living, including issues related to food equity. He covers the cost of living through a social lens as well as business, tech, and politics. For more complete information, please visit Andy's website: andyreports.com.

💡 How has your educational background, especially at White Mountain, in addition to other education and your professional experience, helped you emotionally or practically deal with your work at this time?

White Mountain inspired my curiosity in many areas and is the impetus behind my writing and reporting. My senior project involved working on a master plan for a new campus. I was intrigued by how systems intersect. It was also at White Mountain that I first became interested in sustainability through working on the School farm. After graduation, I became more involved

in sustainability initiatives at St. Edward's University in Austin, Texas. This subject continues to be central to many topics I write about. Good journalists need to be objective, and I try to look back at the reasons behind an event or topic. There are people who are doing the right thing, and at White Mountain, compassion is a large part of learning and understanding, and accepting.

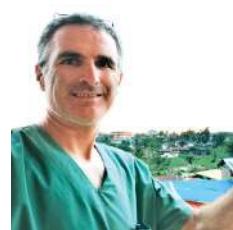
💡 How has the pandemic changed your job, your life, etc.?

My life and career have been directly affected by the pandemic. I contracted the virus, which, at times, has left me with recurring and severe symptoms. There were some days when I was too exhausted to work, but I persevered. My stories are being picked up by more and more prominent and prestigious media outlets. I work from home now, but I miss being in newsrooms and interviewing subjects in person. Journalism is a very competitive profession, but journalists are a strong community of people who understand one another, and that is something I appreciate now more than ever since this career sometimes takes an emotional toll.

💡 Do you have any advice for alumnae/i or current students in terms of choosing a career that may change over time in response to shifting needs resulting from disasters or events as the pandemic?

I would tell them to do what is right for yourself, recognizing not only your strengths but weaknesses that can also be strengths. As an example, I can be very tenacious in pursuing answers, but that is what is required in my line of work.

DR. ALON TATSAS '93



Alon is a specialist in the field of anesthesiology with 20 years of experience. He is what is known as a traveling anesthesiologist.

His work and lifestyle epitomize adaptability and resilience. After graduating from White Mountain in 1993, Alon graduated from Juniata College in Pennsylvania and from the Tulane University School of Medicine in 2001. In addition to a residency and internship at Tulane, he had a fellowship in pediatric anesthesiology at Vanderbilt University. Alon now travels from his home base in Alabama and has licenses to practice in over ten states! His compassion and courage have also taken him to Liberia, as shown in the picture above from 2018.

💡 How has your educational background, especially at White Mountain, in addition to other education and your professional experience, helped you emotionally or practically deal with your work at this time?

I learned valuable interpersonal and teamwork skills at White Mountain that have translated well to the work I do today. In each new clinical environment, I must use my clinical skills learned through training, but I must also adapt to working with a new team dynamic and workflow.

? How has the pandemic changed your job, your life, etc.?

I have continued working through the epidemics, and I am currently in western Pennsylvania. COVID is just the newest ailment that is out there. I went on a medical mission to Liberia in the summer of 2018 with Médecins Sans Frontières (Doctors Without Borders), an international medical humanitarian organization, and compared to Ebola, malaria, yellow fever, etc., COVID is a very contagious but not as lethal an ailment.

? At White Mountain, getting outside in the mountains, running, skiing, biking, or simply enjoying nature is encouraged for both mental and physical health. How are you coping if there is more stress in your personal and professional life due to recent events and the pandemic?

I am an avid road cyclist, and I make sure to get outdoor exercise, including cycling, hiking, or just walking the dog.

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PENELOPE DURAND '12



Just as White Mountain's current teachers are providing an excellent, inquiry-based education to students, alumnae like

Penelope Durand are providing the same care and support to students at Achievement First, a charter school in Brooklyn, where she has been teaching Spanish since 2019. Penelope—who graduated from Goucher College with a double major in psychology and political science and a minor focused on Latin American studies—is an experienced teacher with a demonstrated history of working in the education management industry. Previously, she taught with Teach for America after receiving a graduate degree in educational leadership and policy studies from the Johns Hopkins University School of Education.

? How has your educational background, especially at White Mountain, in addition to other education and your professional

? How has the pandemic changed your job, your life, etc.?

My educational background when it comes to White Mountain has helped me really recognize the importance of connecting with nature. When it comes to working from home right now, due to the pandemic and my school being closed, I've recognized how important it is to spend time outside. It reminds me of the times we were told to be resourceful and find new ways to adapt to any situation. It was a good lesson back in high school and feels relevant now, too.

? How has the pandemic changed your job, your life, etc.?

As a high school teacher, it has changed my job drastically. Teachers across the world have to confront and figure out how to deliver content in a way that is safe and still meets academic standards. The reality is that even though I am doing my best, I still feel like it's not enough. I've felt this before while teaching, but never to this level. I cannot connect with students the way we're used to when it comes to in-person schooling. It feels like those in power as a whole haven't been doing enough, and because of that, everyone else is trying to catch up/step up to ensure our community's needs are met. It has been a really hard time for everyone, including students.

? At White Mountain, getting outside in the mountains, running, skiing, biking, or simply enjoying nature is encouraged for both mental and physical health. How are you coping if there is more stress in your personal and professional life due to the pandemic?

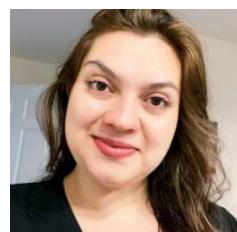
I developed an interest in running when I was at White Mountain, and I would run after our sports time. I ran track for a year in college and then had to quit. I haven't run consistently for probably six years, but recently I have revisited the beauty of running. My husband and I run every other day in Prospect Park, and it's been refreshing to smell the fresh air and step away from the same four walls of my home office/classroom. It's curious and interesting that after all these years, the smell of being among trees, grass, and nature remains the same and is so familiar. Sometimes I close my eyes and picture the road near the soccer field at White Mountain, and I remember what it felt like to be on campus. It's good to keep centered in that way, even during this stressful time.

? Do you have any advice for alumnae/i or current students in terms of choosing a career that may change over time in response to shifting needs resulting from disasters or events as the pandemic?

I think it's important to remain flexible and reflective of how much the world will always change. With the drastic changes and events going on now, I think it's hard to say where or even how this country will feel in three months, so it's important to just be gentle with yourself. Remember that you are doing your best given what is going on and that it's okay if your goals change. Human beings have always been incredibly adaptive, and it's important to be gentle with yourself when it comes to adjusting to multiple changes. Everything may change, but it's important to be resourceful and continue to use your skills to give you direction when pursuing your goal and niche in the world.

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YANINA BOSHES '11



Yanina Boshes is the Lower School nurse and Lower School family engagement and operations manager at Boston Collegiate, a charter school with over

700 students in grades 5-12. It is the most diverse charter school in Boston. Yanina—the first in her family to attend college—received a bachelor of science in nursing (BSN) degree from Simmons College in their prestigious and competitive nursing program. It was there, working as a volunteer in the medical tent during the Boston Marathon, that she met the head nurse from Boston Collegiate who was impressed with Yanina and recommended she come work at Boston Collegiate.

? How has your educational background, especially at White Mountain, in addition to other education and your professional experience, helped you emotionally or practically deal with your work at this time?

My goal at this time is to make sure Boston Collegiate families have what they need. I believe community support is essential, and it is

something I benefited from personally at White Mountain. Being part of The White Mountain School community was a major factor in my life, and now I want to make a difference and make changes that will have an impactful influence on the lives of others.

② How has the pandemic changed your job, your life, etc.?

In my role as Lower School family engagement and operations manager, I have tried to find ways to better support the students and families, in addition to my position as school nurse/supervisor in the Lower School. I want to do more for our families at Boston Collegiate—to make a difference and to have an impact. One initiative is the weekly food pantry. I supply what is needed and deliver each week with the help of my husband, Gianni, who also graduated from White Mountain, Class of 2011.

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JONATHAN BACHMAN '03



Jonathan graduated from White Mountain in 2003. It was here that he first pursued his interest in photography, going on to major

in photojournalism at Loyola University in New Orleans that led to his amazing career as a photojournalist. In 2012, Jonathan started photographing sporting events for the Associated Press and Reuters. In July 2016, he was assigned to cover the reaction to the killing of Alton Sterling, a 37-year-old Black man who was shot and killed by Baton Rouge police officers. It was the first demonstration he had covered. His image of lone protester Ieshia Evans' arrest was nominated as a finalist for the 2017 Pulitzer Prize in Breaking News. His work has been in numerous national publications. In addition to the Pulitzer Prize nomination, he has received numerous awards and accolades, including most recently, among others: 2017 World Press Photo—First Prize Contemporary Issues—Single; 2017 NPPA's Best of Photojournalism—First Prize Contemporary Issues; 2017 PX3—

A view of Bourbon Street amid the outbreak of the coronavirus disease (COVID-19), in New Orleans, Louisiana, U.S. March 25, 2020. Licensed from REUTERS/Jonathan Bachman. See more of Jonathan's work at jonathanbachmanphotography.com.



Photographer of the Year; and 2017 Picture of the Year International—Second Prize General News.

② How has your educational background, especially at White Mountain, in addition to other education and your professional experience, helped you emotionally or practically deal with your work at this time?

White Mountain encouraged me to be myself. I was never forced to be molded into a candidate for college. The ability to spend countless hours in the darkroom, exploring nature and living with people who truly cared allowed me to discover who I really was, and for that, I will always be grateful. As a photojournalist, it is very important to be emotionally attached to whatever event you have been assigned to cover. This enables you to empathize in the moment, thus allowing you to

create images that accurately represent the story. So, even though the pandemic is an extraordinary event, I still approach it as I would any other assignment, emotionally.

② How has the pandemic changed your job, your life, etc.?

2020 was a big year for news. I witnessed the complete economic and public health devastation caused by the pandemic. I was in the streets photographing the immediate reaction to the killing of George Floyd. It was the most active Atlantic hurricane season on record, and I covered four of them. Last but not least, we elected a president, and I was lucky enough to cover both candidates. Being a front-line observer to this history has changed me. How? Unfortunately, I have not had the time to decompress and explore those changes.

We are proud of all our St. Mary's and White Mountain alumnae/i, and we hope the stories we have shared will inspire you and give you hope for the future. Our work as educators is more important than ever. The world needs our mission, and their example is what we want for our current and future students. We invite all of you to share your stories with us. ☺

CAROLYN “CALLY” FRENCH JUDSON

ST. MARY’S-IN-THE-MOUNTAINS, CLASS OF 1945

By Anne Patterson, Assistant Director of Development and Alumnae/i



Cally learned many things at St. Mary’s-in-the-Mountains in the classroom and outdoors. But one lesson still applies today; she learned never to be bored! Cally is now living in Kendal at Hanover, New Hampshire. Her cheerful, upbeat attitude and sense of humor are pleasures for everyone around her, even during

the pandemic. We spoke to Cally recently about her time at St. Mary’s. She first came to the mountains in the early 1940s from her home in Nashua and was met at the train station by Aunt Dot. In June 2012, when she visited campus with her late husband for Alumnae/i Weekend, they were very impressed by what the School had become. Cally noted, “I am very happy to be an alumna.”

Cally is one of The White Mountain School's most consistent donors. She has made gifts to The Fund for White Mountain annually for over 75 years! Her monthly sustainable gifts are unrestricted gifts because she believes, and trusts, that White Mountain knows best how to allocate her funds. In 2012, Cally was honored and received The Sylvia A. Dickey Alumnae/i Prize for her longtime support of the School. Almost 10 years later, we think it is time to once again recognize her generosity of philanthropy to her alma mater. Thousands of students, faculty, and staff have benefited from Cally's support over the years.

After graduating from St. Mary’s, Cally went to Smith College, graduating in 1949 with a major in art history. She studied in France with Smith’s Paris Junior Year Abroad program, attending the Sorbonne, the Louvre, Reid Hall, and the Université de Paris. After graduating, she attended the Institute of Fine Arts in New York and received her master’s degree in 1952. Cally went on to have a career in art history at the Toledo Museum of Art, the

Museum of Modern Art in New York, the Belgian American Foundation in Brussels, and Smith College. It was in New York where she met her late husband, J. Richard “Jud” Judson. They honeymooned in Brussels, where he had a grant from the Belgian American Educational Foundation. A renowned art historian, he taught art history at Smith College for many years and at the University of North Carolina (UNC), where he was the Kenan Junior Professor of Art History.

After retiring in 1982 from teaching special education, Cally spent her time volunteering as an emergency room receptionist, a companion to sexual assault victims, a mediator in a Settlement Center dispute, a tutor for students with learning differences, and a delivery worker for Meals on Wheels. After Jud retired from UNC, they moved to New Hampshire in 1993 to be near the Dartmouth College libraries. In addition to art, Cally shared Jud’s passion for sailing. They had many adventures, including surviving the harrowing “Perfect Storm” of 1991 in a 40-foot sailboat while en route to the Caribbean.

Since then, Cally has had many more adventures in life. Her resilience and positive attitude are now helping her survive the pandemic. She continues to be curious and interested in today’s White Mountain students. She is happy to support the School’s mission and the focus on student-driven inquiry that is very similar to her own educational path. She may not have used the same terminology—such as the Essential Skills and Habits—but she persistently practiced them working as a special education teacher and later volunteering as a tutor. A lifelong learner, Cally is looking forward to once again taking part in Kendal’s programs and classes. When everyone is safe, we are looking forward to visiting her in Hanover!

WELCOME NEW TRUSTEES



MIKAELA HOUGHTON '11

She/Her



After graduating from White Mountain, Mikaela joined City Year and spent a year as an AmeriCorps tutor in New York City. This experience led her to work primarily in development, fundraising, and grant writing roles within educational and legal nonprofits. She is passionate about how the nonprofit sector can change the trajectory of families within underrepresented communities. In 2018, she was featured on the Young Nonprofit Professionals Network of Atlanta's "30 Under 30" list for her dedication and commitment to the sector. Today, she is the manager of affiliate growth and development at a national literacy nonprofit, Raising A Reader, which helps families develop at-home literacy routines.

Mikaela received an undergraduate degree in global studies from Long Island University's Global College in 2016, where she studied abroad in Costa Rica, India, and China, each for one academic year. In 2020, she received her master's degree in nonprofit management from Northeastern University's College of Professional Studies.



ALANA KUMBIER '94

They/Them; She/Her



After graduating from White Mountain, Alana earned a bachelor's in English with a concentration in creative writing from Missouri State University, an M.L.I.S. from Kent State University, and a Ph.D. in comparative studies from The Ohio State University.

Alana is a research and instruction librarian at Amherst College, where they are the subject specialist for Black studies, classics, history, and philosophy. Before coming to Amherst, they coordinated developing a holistic, interdisciplinary academic support program for students at Hampshire College through the Knowledge Commons and Library.

Alana is the author of *Ephemeral Material: Queering the Archives* (Litwin Books, 2014), a book that draws on their involvement in communities of zine-makers, drag kings and femme performers, and LGBTQ+ grassroots archivists. Alana lives in Holyoke, Massachusetts, with their husband, David.



GUILLERMO TRINCHET P'22

He/Him



Guillermo and his wife, Jody, are the parents of Ryan '22, a third-year student at White Mountain, and older sister, Clare, who is attending Northwestern University. Guillermo grew up in Puerto Rico and has lived in the Boston area since college, aside from a few years in New York and London along the way. He holds bachelor's degrees in electrical engineering and business from MIT, and an MBA from Boston University. Guillermo has spent his career in asset management with Wellington Management across various areas, including relationship management, business management, risk, and fund governance. In his spare time, Guillermo enjoys running, biking, hiking (in the White Mountains, of course), and travel with his family. 🏔

THROUGH THEIR EYES: STUDENT DIGITAL PHOTOGRAPHY

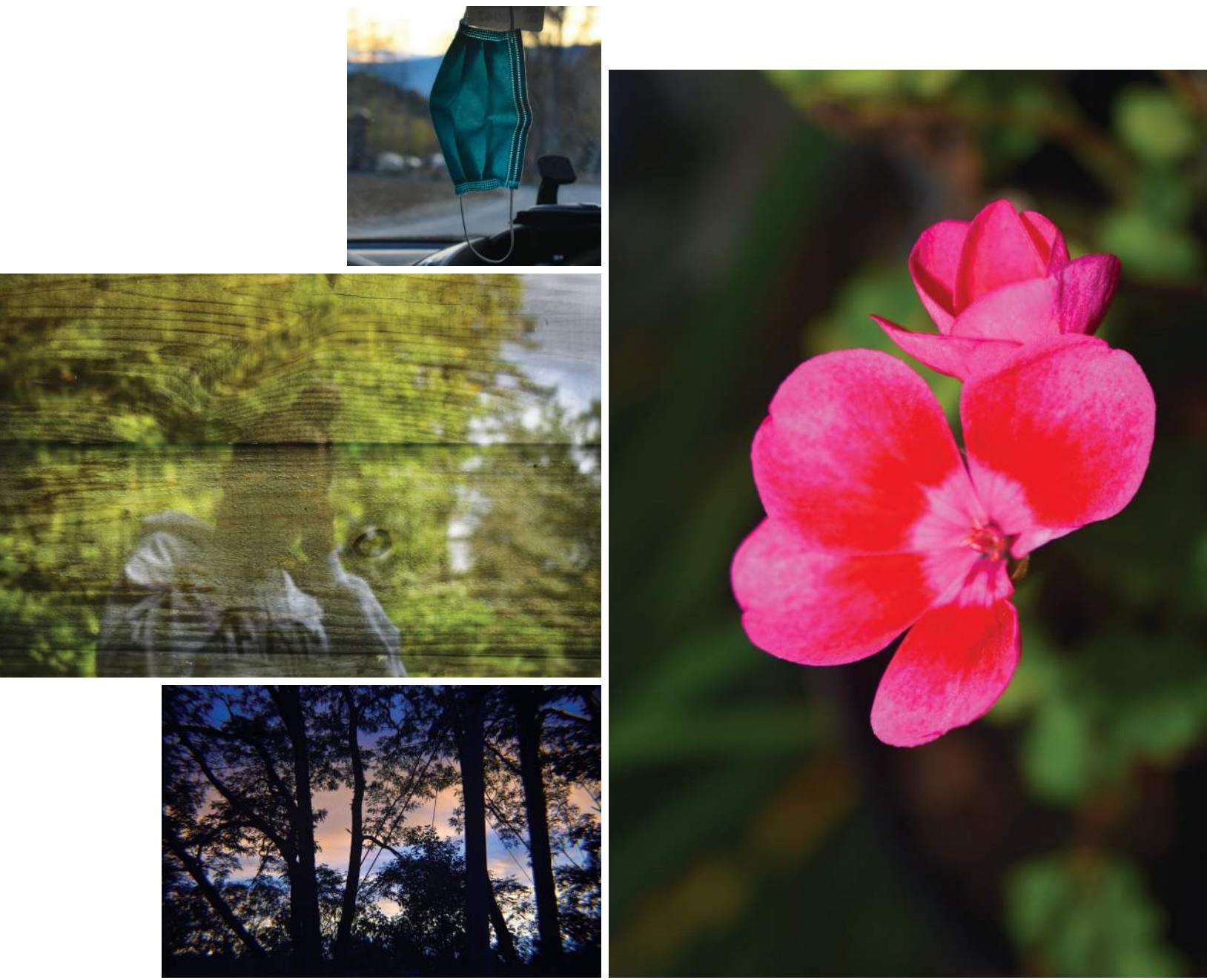


During the fall 2020 semester, Rachel Van Wylen, chair of the Art Department, assigned students to create a portfolio as a capstone project to her Digital Photography course. While some students based their portfolios on specific themes, others chose to base their portfolios on experimentation with different photography techniques or styles. The following are selections from their portfolios, which our students graciously shared with us. >>>

MATEU



"I tried to experiment with different photography styles—such as motion, lifestyle, and nature macros and landscapes—and tried to weave the two themes of 'Scenery Only Cameras Can See' and 'Hidden Treasures' throughout my portfolio." -MATEU CABEDO '22



"My portfolio is focused on trying to see the beauty through a pandemic. While capturing the nature that surrounds us but also everyday life that represents our time, I wanted to show that there are better days ahead."

-KARLEEN KENNEDY-WRIGHT '21

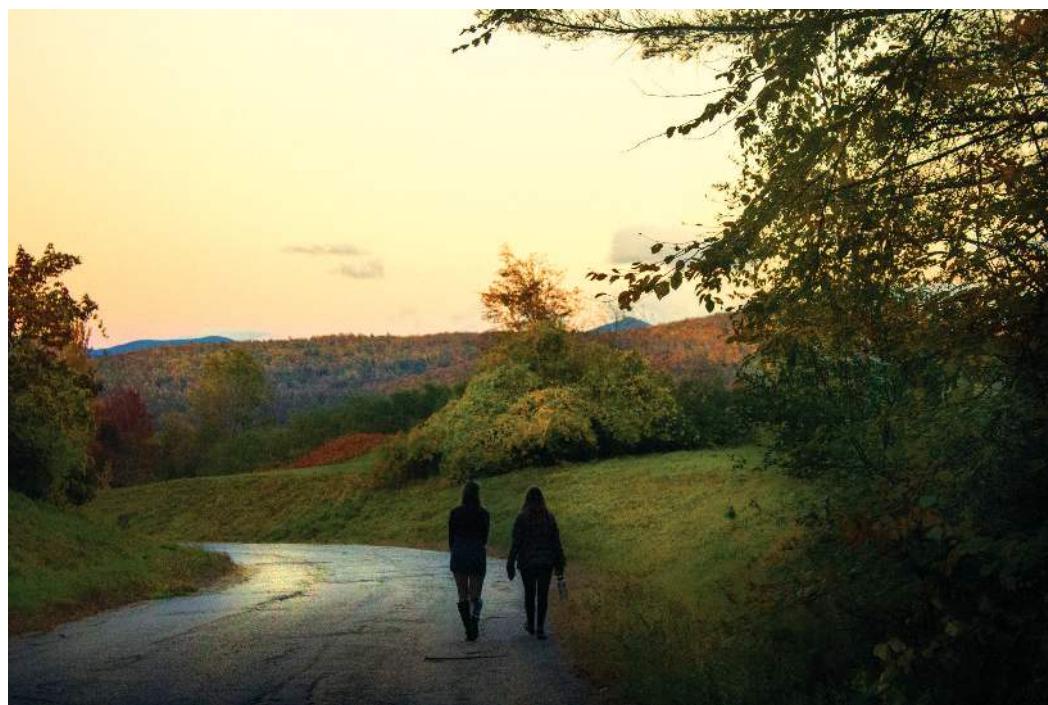
KARLEEN

LILY



"My portfolio is focused on musical portraits and is based around the expression of musicians. I chose a mix of black and white and color images to show the true expression music can have, even if you cannot see the true colors." -LILY SEALE '22

SADIE



"My portfolio is focused on the connection of photography to my own life. I brought this concept to life by taking photos of objects, people, or settings that felt as though they had a strong meaning/connection to me, which consisted of beautiful landscapes around campus, and images of my friends."

-SADIE CROUT '23



At The White Mountain School, we are inspiring the next generation of White Mountain students to lead lives of curiosity, courage, and compassion. How? Through:

- Commitment to teaching and learning through the lens of student-driven inquiry
- Experiential learning opportunities through twice-annual Field Courses and year-round through our world-class, hands-on arts and STEM facilities
- Individualized college counseling
- 140 students from 24 states and 13 countries

CURIOSITY·COURAGE·COMPASSION

FOR MORE INFORMATION REGARDING ADMISSION, PLEASE VISIT WHITEMOUNTAIN.ORG/ADMISSION, OR CALL 603.444.2928.





CELEBRATING THE CLASS OF 2020

AND OTHER END-OF-YEAR EVENTS

Typically, the end of the spring semester at the School is marked by long-standing traditions like Pass the Book, Baccalaureate, and Commencement. As students did not return to campus after Spring Break due to the pandemic, our faculty and staff found that our end-of-year events would be one more area in which they were required to rapidly pivot. The Class of 2020 preferred to create new events rather than try to replicate traditional events remotely.

Ultimately, we concluded the 2019-2020 academic year with three virtual events. At the final Morning Meeting of the year, Emily Bearse, who teaches science, showed her annual all-School slideshow, which ended up being especially resonant. As in past years, the slideshow featured the best White Mountain moments from the year, ranging from significant events like Community Weekend and Field Courses to athletics and the everyday, spontaneous moments in and outside of the classroom that make the School so special.

On May 29-30, families, alumnae/i, and friends of the School joined us remotely to celebrate our Student Celebration Ceremony and Senior Send-Off. During the first event, the community listened to class representative speeches and celebrated students' academic and character achievements as departmental and School awards were presented. During the second event, we recognized and celebrated the impressive achievements of White Mountain's Class of 2020 through featured speakers and advisor speeches.

Though these events were no substitution for being together in person, they did help us close out the academic year and allowed our community to reaffirm our commitment to supporting and celebrating one another even in the face of one of the most challenging years in living memory. >>>

"We are the class of change. We are the class that has seen the School shift in major ways. In our traditions, the staff and administration, and even the way that we are celebrating our final year. Our adaptability is unmatched. Not only have we seen change; we've also been a major force behind it. Our class has shifted the School by helping to create affinity groups; push for more diversity, equity, and inclusion work which we saw a lack of; and suggested changes to our everyday schedule. We helped create more dorm and day student activities. We pushed for diverse books and classes that explored the past and lives of the historically underrepresented. We were strong, impactful leaders, athletes, and artists. We've stepped up and been role models and mentored others. We shared our tips and tricks to better survive the school year. We've come out stronger."

CLASS OF 2020

Jaylynn Alexander
South Dartmouth, MA

Mohammad "Amin" Arabzada
Kunduz, AF

Sophia Beardsley
Monroe, NH

Judah Borges
Trenton, NJ

Sarah Burt
Sugar Hill, NH

Nathan Bush
Aspen, CO

Hannah Butterfield
Sugar Hill, NH

Nicholas "Nickel" Carlson
Bethlehem, NH

Johanna Clement
Cohoes, NY

Nathaniel Clement
Cohoes, NY

Taggart "Tagg" Cole
Annapolis, MD

Garrett Crandall
Northborough, MA

Aiden Dorf
Arlington, VA

Ayanna Dukes
New Brunswick, NJ

Rachel Dye
Lexington, MA

Xinyi "Alison" Fang
Shanghai, CN

Hayden Fleischer
Hanover, NH

Aden Garrabrant
Seattle, WA

Alexander "Alex" Goggin
Jericho, VT

Laura Gonzalez
New York, NY

Pu "Paul" Guo
Shenzhen, CN

Gabriel Hernandez
Johnston, RI

Yijia "Kevin" Huang
Ningbo, CN

Emilie Huber
Granger, IN

Francesca Ippolito
Catonsville, MD

Kai Lawrence
New York, NY

Mariama "Lemon" Lemon
Bronx, NY

Chenge "Charles" Liu
Xi'an, CN

Alexander Macaulay
Charlestown, MA

Emily McAree
Livonia, MI

Zachary "Zach" Plumley
Bethlehem, NH

Vendula "Vendy" Pospíšilová
Prague, CZ

Jason Ritter
Scotch Plains, NJ

William "Will" Roberts
Clinton, CT

Natacki Roberts-Valentin
Boston, MA

Henry Rodriguez, Jr.
Mine Hill, NJ

Andrea Rodriguez
Santo Domingo, DO

Parker Sharpe
Nashua, NH

Hazelle Swanson
Seattle, WA

Leela Vaishnaw
Arlington, MA

Yasuyuki Watabe
Kōtō-ku, JP

Yulun "Allen" Zheng
Shanghai, CN

Chengling "Theodore" Zhuge
Shanghai, CN

AWARD & SCHOLARSHIP WINNERS

THE ETHEL W. DEVIN PRIZE
for excellence in English
Ayanna Dukes '20

THE VALPEY PRIZE
for excellence in History
Ayanna Dukes '20

THE PHILOSOPHY AND
RELIGIOUS STUDIES PRIZE
Parker Sharpe '20

THE RICHARD J. HAYES PRIZE
for excellence in Mathematics
Chengling "Theodore" Zhuge '20

THE FREDERIC L. STEELE PRIZE
for excellence in Science
Johanna Clement '20

THE JACK COOK SUSTAINABILITY PRIZE
Johanna Clement '20

THE ALICE C. HUMPHREY PRIZE
for excellence in Spanish
Jaylynn Alexander '20

THE GOODRICH PRIZE
for excellence in French
Rachel Dye '20

THE HAMISH MACEWAN PRIZE
for excellence in Art
Vendula "Vendy" Pospišilová '20
Yizhen "Jim" Chen '21

THE CAROLINE O. MCMILLAN '47
MUSIC AWARD
Aden Garrabrant '20

THE MOUNTAINEERING AWARD
Rachel Dye '20

THE GIRLS ATHLETICS PRIZE
Johanna Clement '20

THE BOYS ATHLETICS PRIZE
Aiden Dorf '20

THE SAMUEL ROBINSON II
COMMUNITY SERVICE AWARD
Leela Vaishnaw '20

THE COURAGE PRIZE
*Presented to the student who exemplifies
perseverance, citizenship, and leadership in
all aspects of the School.*
Mariama "Lemon" Lemon '20

THE ROBIN McQUIRE PEARSON AWARD
*Presented to the female-identifying student
in the graduating class who has shown the
greatest perseverance in her studies and life
at White Mountain.*
Jaylynn Alexander '20

THE LT. MICHAEL S. PIERCE '82 AWARD
*Presented to the student who has achieved
the most in one year at White Mountain in
academics, athletics, and personal maturity.*
Hayden Fleischer '20

THE BISHOP'S PRIZE
*Presented to the student who has the highest
scholastic standing.*
Vendula "Vendy" Pospišilová '20

THE FACULTY AWARD
*Presented to the student who has, in
the opinion of the faculty, demonstrated
excellence in both attitude and performance
in scholarly and athletic endeavors.*
Andrea Rodriguez '20

THE HEAD'S AWARD
*Presented to the student who best personifies
the mission of The White Mountain School.*
Nathaniel Clement '20

2020 COLLEGE ACCEPTANCES

Allegheny College
Arizona State University
Boston College
Bowdoin College
Brandeis University
California Polytechnic State University
Case Western Reserve University
Castleton University
Colgate University
Colorado School of Mines
Drew University
Eckerd College
Elon University
Emmanuel College
Endicott College
George Mason University
Goucher College
Iowa State University
Manhattanville College
Montclair State University
Muhlenberg College
Plymouth State University
Prescott College
Rowan University
St. John's College
The Royal Central School of Speech and Drama
The Savannah College of Art and Design
The University of Connecticut
The University of Massachusetts
The University of Pittsburgh
The University of Rochester
The University of San Francisco
The University of Tampa
The University of Vermont
The University of Wisconsin-Madison
Wake Forest University
Wellesley College
Western Washington University
Whitman College
Worcester Polytechnic Institute

"There's no doubt in my mind, that you are the most tech-savvy, environmentally and socially conscious, and resilient generation that has ever lived. I hope that as you go on to the next chapter of your lives you continue to be welcoming, cohesive, and you cherish the bonds you have made with those around you and those that you will make. I also hope that you remain engaged with the world around you. Stay curious and find creative ways to learn and to express yourself. And when you fall down, because we all do at some point, get right back up and tackle whatever challenge you're facing." -ESTHEFANIA "ESTHY" RODRIGUEZ '10, SENIOR SEND-OFF SPEAKER

CLASS NOTES



"Chatham Bay" by Barb Gibson '59.



David and Barbara Dunn Roby '54 and Sandy Clark Dodge '54 and Bob Dodge.



Sally Parsons Sayre '54 and Sandy Clark Dodge '54.

1954

Sandra Clark Dodge shares, "Our thoughts and prayers are with Sally Parsons Sayre's family. Sally passed away in early January 2021.

Bright Miller Judson called last week. Bright's husband, Arthur, died last spring. He will be sorely missed. Bright called me from Wellington, Florida, where Bob and I visited last winter. They are avid horse people, so I was in my glory seeing all their beautiful show horses.

My prayers are with all the SMS/WMS families that they can stay healthy and safe from this horrible COVID. Our area, Venice, Florida, is going through another surge with all the snowbirds arriving."

1955

Mary Shaw MacKay writes, "I had a good time attending the SMS/WMS reunion this fall by Zoom. Did some reminiscing with some members of younger classes. Brought back many memories.

The last time we traveled outside Spokane was last February to Bellingham to see family. Since then, we are keeping in touch via Facebook face-to-face. For Christmas Eve, they were able to join our church service, which was on Zoom, and we were able to see everyone. All my music groups are on hiatus now, so I am filling the time reading for book club and taking a variety of webinars plus, I still work on editing for The Fig Tree, which comes out once a month. We are working on sorting out our house (we have been here over 50 years)—a slow process. Hope all are staying well. Take care."

1956

65TH REUNION!
OCT. 8-10, 2021

Stina Engstrom shares, "I published my book, *I Had Servants Once: Peace Corps Volunteer Tells All*, last year, and some people have read it,

Sandy Clark Dodge '54 and Bright Miller Judson '54.



Ann Howell Armstrong '58 and Mary Van Vleck '58.

1957

Nancy Norwood Pomerleau writes, "What a year! I was saddened to know of Nancy (Nicholson) Spears passing in January of 2019. We spent many happy years as two families enjoying each other. There was a service planned in Newport for the fall, but COVID intervened. Still working and loving it. Had planned two trips, one with grandchildren to the Dordogne in July and then a chamber trip to Vietnam in the fall, both of which were canceled. Hoping to get to Florida in March as it is really the only place Ron can travel with his dialysis. Grandchildren are our special pleasure. Kate is a senior and off to college, and Olivia is finishing her junior year in Marblehead. 82 is not that bad!"

Sara Crafts writes, "At age 81, I remain quite active in my community, year-round on Martha's Vineyard. Most exciting, after a 50-year separation, my (first) ex-husband and I have been reunited, going on year three at this time. We both are very happy and thankful. Not sure that we'll actually marry again—perhaps we're a little gun-shy, having not done so well the first time! We have two adult children, Philippa and Greg. Since COVID, of course, we've been leading a relatively non-social life, but generally speaking, we enjoy travel (a trip to Italy in 2019), the company of good friends, reading, music, and good food. Brian turns out to be a great cook—aren't I lucky! So life treats us well, as I hope it does all my cohorts who are still with us. I hope we can all stay safe and stay well."

1958

Judy Butler Shea wishes, "Good health to fellow '58ers as we enter our 80s! Mary VV and I are going through old pictures (and slides) and sending some on. First, our NYC resident is well alone in her apartment, takes walks, and gets some sun on her rooftop!"

I heard from our long lost Penny in California, who is retired from teaching, sold their boat as health issues prevented the joy of sailing. Her sister, Deborah '65, has moved near her. They made a "nostalgic" trip back east and to Freeport, Maine, where they summered years ago. Next trip, let us know Penny; two classmates live in Maine!

Betsey Foss Dinsmore has moved from Marblehead to Salem Massachusetts. Betsey's husband had a stroke and is in a home. She is still waiting for her second knee operation.

Stella is home this spring (as we all are) after making numerous trips in 2019.

Jim and I are waiting for the Canadian border to open up so we can go over to our summer cottage most of you remember in the Adirondack. I've cross-country skied about 10 times and gone to Whiteface on good weekdays.

Continues...

ECHOES IS A GREAT WAY TO STAY *connected!*

You can also stay up to date with the latest news and activities at White Mountain through stories, videos, and photo albums on social media, our blog, and through our monthly newsletter, *The Telemark*. To be sure that we have your most up-to-date contact information, please send your preferred email address to:
alumni@whitemountain.org



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the-white-mountain-school](https://linkedin.com/school/the-white-mountain-school)



blog.whitemountain.org



Barb Gibson '59 with dog Laney.



Valle Patterson '69 and husband, Richard, waiting for the bus for a day trip.

We are so proud and grateful for Ann's devotion to WMS—she is excited over the direction of the School and the new dorm!

Book suggestion: *Second Mountain* by David Brooks."

Mary Van Vleck writes, "Saint Regis Mountain in the Adirondacks—a BIG mountain, though not quite 4,000 feet—took us at least two hours of steady climbing last week. Both of us turned 80 years old in April! We started out just to climb until we felt like turning around; we were surprised and thrilled to make it to the top!"

Karen Naess Budd shares, "I am still living in Bucks County, Pennsylvania, with my husband of almost 50 years, Boyce Budd. We have four children and eight grandchildren, all scattered across the country. I have been involved for my whole career in conservation, having worked for 20 years on the staff of The Nature Conservancy in Pennsylvania. I helped to form a local land trust here in Bucks County, and we just passed the 5,000 acres of protection goal. I am still blessed with lots of physical energy and enjoy cycling, pilates, cross-country skiing, and hiking (two trips to the Himalayas!)."

1959

Carolyn Dorr Rich writes, "We have been threatened by the COVID-19 virus for almost one year. Although it has been difficult, there have been some unexpected bonuses. My husband has two grandchildren that we have not seen for three years because their father worked at the U.S. Embassy in Uzbekistan. It

was his job to get all the staff families out of Uzbekistan before they closed down borders and transportation. April and the boys, 7 and 10, joined us in mid-March. Our lives hanged for six months, but it was for the good, because we both got to know them better, and they got to live a country lifestyle with walks, bird sanctuaries, kayaking, swimming in lakes, and exploring water, woods, bugs, and wildlife. The family is now renting a house in Concord until they go to a new assignment in Mongolia."

Barbara "Barb" Hamilton Gibson writes, "This has indeed been an interesting year. I have been quite careful—only trips are to the post office and our local grocery store. I have a "bubble" of about seven friends. In the summer, we enjoyed each other's decks. Winter is a bigger challenge. We wait for the vaccine. Other than that, I'm knitting like mad, still enjoying watercolors and paint with groups via Zoom at the Creative Arts Center here in Chatham. I'm on the CAC board; I have also been active with the MLK Action Group and helped plan the annual MLK Breakfast scheduled as a webinar on January 18th. I look forward to a more stable and democratic four years. I wish for all peace, love, and good health. Enjoying a new pup—a Brittany blend—the blend is Kentucky hound. She's a sweetie and makes me smile every day."

1960

Charlotte Clark Stewart shares, "We are all doing well in Colorado. I just heard from Sally Case Parks in Estes Park. All of her family are out-of-state, but grandkids are waiting for them to get the vaccine so they

can come and visit. I am sure there has been lots of Zooming.

Betsy Jordan Hand has been very busy keeping her good friends in Boulder doing our duty to send many, many postcards to encourage people to register to vote and vote early. Betsy is amazing at being politically caring. She loves it.

I had a lovely time with Joani Jordan. Joani and her dog, Ellie, stayed with me for a few weeks while she was in the process of moving. Fun for all of us, including our dogs!

Looking forward to positive times ahead. I usually have an extra bed for visitors—please come.”

1968

Anne “Timi” Carter writes, “Five SMS grads met to celebrate Jay Rancourt’s art opening, ‘Strong Women Move Mountains: A Women’s Art Collaboration.’ It opened with a reception on March 6, 2020, at the Pace Gallery within the Leura Hill Eastman Performing Arts Center in Fryeburg, Maine.”

Carole Haigh Bilodeau writes, “I retired three years ago from teaching after 30 years. I’m currently tutoring a group of three during this pandemic. I just celebrated my 31st wedding anniversary and am expecting my first grandchild this spring. All four of my children are well and happy, and I can’t ask for more. I ride my son’s retired polo pony, volunteer at the SPCA, and teach theater as well as perform (pre-COVID). I have three dogs, a cat, and co-own the horse with my youngest son.”

1969

Valle Patterson shares, “Saying goodbye to 2020, no New Year’s resolutions for me, just looking forward to a brighter, and less stressful 2021. In July, my husband Richard left my side after a few years of ill health. After being together for 36 years, my life has drastically changed. I’m remembering our trip to New Hampshire for my 20th reunion in June 1989 and how much fun we had. I’m forever grateful for my dear friends who have been my sunshine and helped me smile on my sad days.”

1970

Elly Bowne Andrews shares, “I live on Mount Desert Island, Maine, and I am the director of The Northeast Harbor Library (talk about having a career late in life). So far, we have managed to avoid COVID even when our



Timi Carter '68, Kathy Rockwood '67, and Betsy "Boo" Neville '67.



Ellen "Jay" Rancourt '67.



Carole Haigh Bilodeau '68's retired polo pony, Madrugada.



Richard Patterson at the top of Mt. Washington (“we all made it even though the bus overheated”).



Elly Bowne Andrews '70 and family.



Stefanie Valar '72 and Edward Hauck heading to the farmers market.

two daughters, significant other, husband, grandchild, and two dogs lived with us for six months! Trying to enjoy life to the fullest."

1972

Stefanie Valar writes, "2020 was spent at home in Lancaster, Pennsylvania, with my husband of 32 years, Ed Hauck. Sheltering from COVID-19 meant that our home became cleaner and our closets and basement better organized than ever before. A 'hot date' was masking up to visit Central Market, the oldest continuously-operating farmers market in the country. We supported local businesses by getting long-delayed home improvement projects done and ordering takeout from favorite restaurants. Here's to 2021!"

1986

35TH REUNION!
OCT. 8-10, 2021

Heidi Forbes Öste writes, "What a year! Amidst the 2020 chrysalis, my husband and I drove from coast to coast (both ways) to help my mother move into her senior community outside Boston. Returning to old habits post-WMS, we stopped both ways to overnight with my WMS roommate Stephanie (Vitale) Cornell in Canton, Ohio. As if not a day had passed, we resumed our friendship of old with joy and delight. Our delayed return to California due to wildfires (again), led to a decision to move to

GET INVOLVED!

If you would like to contact your class scribe or volunteer to be a scribe for your class, please contact the Office of Alumnae/i & Development at alumni@whitemountain.org for more information.



Stephanie Vitale Cornell '86 and Heidi Forbes Öste '86.

Wyoming in 2021. To new beginnings and old friendships. Thanks, WMS!"

1994

Suzanne Salladin shares, "Writing from Santa Fe, New Mexico, where we have been since summer of 2015, with my son Aidan, age 16, a visual arts student, and daughter Briar, age 19, a teller at a local credit union taking time off from college, and three black cats. My most recent endeavor and satisfying yet learning experience is as a COVID contact tracer/case investigator with the New Mexico Department of Health, in touch with COVID-positive patients and their loved ones all day. Just want to wish each family over the world well, peace, and healing through these difficult times. The most heartbreaking calls are with family of deceased patients.

Thank you to those who support their communities and each other, who give back and stand up for the rights of others, and those who are taking responsibility for themselves to help fight this virus and reduce the impact in all areas of our lives. Thank you to the healthcare workers, first responders, social workers, and policymakers—many are WMS alumni—all over the world. Blessed as amazingly, 2020 was not my family's most difficult year ever, compared to many. Wishing recovery, good health, and growth for 2021. We have gotten through worse in the past, and we will get through anything in the future if we remember to come together and do what we need to do for ourselves and each other. Just taking this opportunity to say thank you to WMS for everything it taught me in my time there, through the continuing support of past faculty, staff, and fellow alums through such things as social media, and to current faculty and staff for continuing the much-needed education and values this world needs for positive changes and evolution. Sending much love, light, peace, and healing to the entire



Eric, Brienne '08, and Noah.

Noah Glenn Alves.



extended WMS community and their loved ones around the world."

2001

20TH REUNION!
OCT. 8-10, 2021

Lindsey Gilbert Quinn shares, "I live and teach fourth grade and drama in the Seattle area now. My husband, Chris, is a firefighter. We have a 5-year-old daughter together. I attended Seattle University and got my master's in teaching in 2012. I have been teaching elementary school in a lovely community east of Seattle since then. This year has been the most professionally challenging in many ways, as we have been fully remote. I consistently look back at my time at WMS with great appreciation. Some days, I really wish someone would grant me a Mountain Day!"

2002

Stephanie Speicher shares, "My love of hospice nursing made me want to stretch my learning and efficacy in the field and so feeling led, I entered a doctorate of nursing practice (DNP) program at the University of Wisconsin-Madison. I always said nursing school was the hardest thing I'd done willingly.



Liz Alexson '08 and Jake in Telluride, Colorado.

This is surely the second. I had great support in my pre-req graduate-level statistics class from Larry Kaplan, and it was wonderful to have an excuse to catch up. Larry, I passed!"

2004

Alix Robinson Dean writes, "I recently got to see Cameron Dexter '04 in a strange COVID-19 reunion—masked, no hugs, outdoor walk. After 10+ years of not being in each other's day-to-day, it was really exceptional to feel the continuity of friendship WMS builds. As the class of 2004 moves into our mid-30s, home is where the friends are. Thank you all (Classes of 2002-2006) for your enduring love built on The Hill, in the dorms, and on our OLEs."

2006

15TH REUNION!
OCT. 8-10, 2021

Brienne Black Alves announces, "My husband Eric and I welcomed our first child, Noah Glenn Alves, on November 6, 2020. He was 7lbs. 2oz. and 19in. long. Lisa Clark '08 is the godmother."

2008

Liz Alexson's favorite motto is the simple yet powerfully inspiring quote, "life is too short." This quote has motivated Liz to be quite busy post-White Mountain, seeking the most out of life. She spends a huge chunk of her time in the Colorado Rockies mountain biking, avoiding rattlesnakes, and hiking 14ers(14,000-foot mountains). When she isn't avoiding snakes or battling the



Dan Annunziato '10 married Hallie Mabrey last fall.

elements on a mountain, she can be found snuggling her two big rescue dogs with her significant other.

In her professional life, she has spent the past six years as the general manager of a wellness company. Her company has locations around the Denver metro area offering yoga, acupuncture, massage, and nutrition classes. She has absolutely loved her time in this role because she loves promoting healthy living. She can thank White Mountain for igniting that passion!

While she loves her life in Colorado, Liz and her partner plan to move back east this spring to be closer to her family during the pandemic. They have decided to live in Portland, Maine, mostly because she misses the smell of salty air and squawking seagulls. She is excited to see what the next chapter in life will bring! She is also madly giddy over graphic design, world travel, thrifting, and reading Stephen King novels.

2010

Dan Annunziato and Hallie Mabrey were married in Easton, New Hampshire, on September 26, 2020.

2012

Maxine Eisenberg says, "COVID brought me to Maine for nine awesome months. Then in January 2021, I moved to San Juan, Puerto Rico." 

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FRIENDS WE'LL MISS

DYLAN ELLIS COOK '95

Dylan Ellis Cook passed away on September 7, 2020, at Falmouth by the Sea, Maine. Dylan was born in Boston, Massachusetts, on September 13, 1975, with multiple medical problems that required five major surgeries in the first 18 months of life. He then moved with his family to Brunswick, Maine. Growing up, Dylan skied and played tennis and soccer. He liked to explore and build forts in the woods with his brother and friends. He was an avid player of Dungeons & Dragons and a reader of fantasy novels. He loved to sail and travel with his family.

But Dylan's main passion was music. He began playing the piano at age six and continued playing as an expression of joy and source of comfort throughout his life. In high school, he began composing music to go with his poetry lyrics. After graduating from The White Mountain School, he attended Augsburg College. Dylan struggled with alcohol addiction during his 20s. With the help of Alcoholics Anonymous, he recovered and was proud to be sober for his last 16 years. Dylan's most enjoyable period as an adult was living in specialized housing on East Street in South Portland. He worked part-time and attended the Listen Up!/Creative Trails music program. He played piano and guitar in a band with three other adults who had special needs. They produced a CD of songs with original lyrics and music, which they occasionally performed in the Portland area. Dylan said this was his dream come true!

Dylan developed Parkinson's disease at the age of 41. He had to leave his home on East Street and moved to assisted living, then Falmouth by the Sea nursing home. We are grateful to the staff for their kind and loving care during his last three years of life. In spite of his challenges, Dylan managed to keep a positive, hopeful attitude towards life. Music, friends, family, and his spiritual beliefs were his sources of strength. According to Dylan's Pagan beliefs, he

has passed to Summerland, a joyful place where people go who have led a good life. There he is transitioning to his next incarnation.



MARY "NEWKIE" NEWCOMB COUGHLAN '49

It is with great sadness that we announce the death of Mary Elizabeth Coughlan (née Newcomb) on May 15, 2020, at

Southern Maine Health Care in Biddeford following a brief illness. Mary died peacefully. She was born in Mexico City on June 1, 1932, to Webster Kent and Elizabeth (Beck) Newcomb. Mary grew up in Montreal and lived there most of her life. Her family summered in Kennebunk Beach for over 50 years. In 2011 she relocated to Kennebunk to be closer to her children and grandchildren. She attended The Study in Montreal and then graduated from St. Mary's-in-the-Mountains (The White Mountain School) in Bethlehem, New Hampshire, in 1949. She received her BA from McGill University in Montreal in 1954. Later in life, she spent ten years as the coordinator of volunteers at the Palliative Care Unit at The Royal Victoria Hospital. Her experience as a widow informed this position, and it gave her life great meaning.

Mary was an avid traveler, including many ski trips to Europe and the western United States with her husband, Ian. She also traveled frequently with her mother. With the birth of her first grandchild, she traveled to London, one of her favorite destinations, and also to Hong Kong and Tokyo. She was a sports enthusiast and was a long-time member of the Edgcomb Tennis Club in Kennebunk and the Montreal Indoor Club. Up until her final days, she continued to watch major tennis tournaments on television. She and her husband owned a ski house in Stowe, Vermont,

and enjoyed weekends and holidays there with family and friends. She spoke proudly of her ascending and skiing Tuckerman Ravine while on her honeymoon with Ian. She adored dogs, particularly labradors, and had at least one as a companion throughout her life. One of Mary's greatest pleasures was dining out with friends or family, and she was even known to sneak the occasional French fry from another plate. Mary was happiest when surrounded by her children and grandchildren. Her legacy will always be one of fierce love for her four children, nine grandchildren, and one great-grandchild.



LISA EVANS '80

It is with great sadness that we announce the death of Mrs. Lisa Glyn Evans, which occurred in Quebec on November 18, 2020, at the age of 57 years. Daughter of Margaret Wanex Evans and the late Glen Evans. She lived in Quebec. "We should only keep the fondest memories of the past."



WARREN S. GEISSINGER (Former Employee)

Warren S. Geissinger died on November 21, 2020, at the Havenwood retirement community in Concord, New

Hampshire, in the arms of his wife, Barbara. He was 98 years old. Warren's life was defined by music. He was the third son of Annie Stichter Geissinger and Monroe Geissinger, a railroad switch operator in Macungie, Pennsylvania. As a child, he attended two services every Sunday, Lutheran and Mennonite, singing in the choirs and, later, accompanying on piano and organ. He studied music at West Chester State College, where he met his future wife, Barbara.

In 1943, he enlisted in the United States Army Air Forces, serving as a bombardier, 1st Lieutenant, in southern Italy. When he wasn't on a flying mission, he led an on-base barbershop quartet, played the pump organ for services, and visited the local cathedral in Cerignola to practice the pipe organ. He loved Bach, Beethoven, and Brahms. And Stravinsky and Poulenc. And Porter, and Loesser, and Bernstein. And the "Widor Toccata." From the organ bench, piano bench, conductor's podium, theater pit, or front of the classroom, he radiated the joy he felt in sharing the beauty and power of music, energizing the room with his enthusiasm, empathy, and humor. His standards were high, and he elevated students and amateurs alike with his depth of understanding and generosity. And he had a laugh that could fill a room.

Thanks to the G.I. Bill, Warren earned a master's in music education from Temple University and a master's in sacred music from Union Theological Seminary. He taught for many years at St. Mary's-in-the-Mountains (NH), Pomfret School (CT), and Middlesex School (MA), and served as organist/choirmaster at Christ Church (Pomfret, CT), St. Anne's (Lincoln, MA), and All Saints' (Littleton, NH). In 1959, he founded The Concert Choir of Northeastern Connecticut, a community chorus that continues to thrive today. He continued playing the organ for church services until he was 97 and was an active congregant of Grace Episcopal Church in Concord.

Warren and Barbara loved to travel, and in 1963 they took a hand-picked group of students from around the country to Africa on an international affairs seminar. Two years later, they took their three young daughters for a sabbatical year at Kodaikanal School in southern India, teaching music and English and studying Carnatic drumming and singing. They toured England with many Middlesex School shows and Europe with

the North Country Chorus. Closer to home, they loved hiking in the White Mountains of New Hampshire, and many visits from their daughters and friends included sunset drinks and pretzels on Bald Mountain. In 1992, Warren and Barbara suffered the devastating loss of their eldest daughter, Eve. They turned their heartbreak into action, testifying in the New Hampshire State Legislature to lower the legal limit of blood alcohol levels in drivers and completing the training for the Support Center for Domestic Violence—a cause championed by Eve—answering the hotline and representing victims in court. They were also longtime volunteers for Meals-on-Wheels, Hospice, The Friendly Kitchen, and the office of Bishop Gene Robinson. Warren leaves behind many admiring students, colleagues, and friends who stayed in touch with him right up until his death. A few quotes from the many tributes the family has received: "He could make the chapel organ come alive," "He had that ever-present light-up-the-world smile," "He inspired me in so many ways, but mostly by just being who he was," and "He was one of the most positive, enthusiastic, creative and decent educators and human beings we have ever known."



**WILLIAM "BILL"
ALEXANDER
McCOLLUM
(Former Employee)**

The world lost William "Bill" Alexander McCollom early in the morning of June 29, 2020, his heart giving way as he slept at his home in Hartland, Vermont. A writer, school administrator, teacher, coach, and so much more during his time, he viewed his life as a series of new adventures. He was a man of perpetual motion, and while he always enjoyed his solitary time on his mower on the farm he shared with his wife, Karen, he was a fixture at local ski

mountains, tennis courts, bike trails, on theater stages, and in various local organizations. He held so much love in that faulty heart, for his family, for the many lifelong friends he made, and for life in general.

Born in Orange, New Jersey, on September 13, 1946, Bill moved to Vermont at the age of 7 with his father, Alexander Ewing McCollom, mother, Constance Knight McCollom, and sisters, Anne McCollom Hennessey and Marion McCollom Hampton, eventually settling in South Woodstock. There he developed his love of adventure, the outdoors, and the Vermont landscape. He recalled a youth of rope swings, reckless biking on dirt roads, and sledding with his sisters. He learned to ski on the rope tow at Suicide Six, and the sport of skiing would play a central role throughout his life. He attended school in Woodstock before finishing his high school career at Holderness School in Holderness, New Hampshire, in 1964. He continued his academic path at Middlebury College, graduating in 1968, where he studied geography, was an All-American ski racer, and also played on the lacrosse team. His professional career began with a teaching position at Kennett High School in North Conway, New Hampshire, and a coaching position at Harvard University. He then transitioned to a teaching position at The White Mountain School in Bethlehem, New Hampshire, before moving back to Vermont.

He met his wife, Karen Swenson, at a ski race at the Middlebury College Snow Bowl, and the two married in 1974. Shortly thereafter, they landed in Barnard, where Bill built a house and barn with the help of friends. Here Bill and Karen would stay for 44 years, raising their son, Eric, and eventually carving out a professional horse farm from an abandoned sidehill orchard. In 2018, Bill and Karen moved to the hills of Hartland and created a new farm, a place of great beauty and joy for them both. Bill was part of the founding of what would

become Killington Mountain School (KMS), first working as an academic coordinator in the '70s, and then, after a stint as executive director of Vermont Alpine Racing Association (VARA), returning as head of school at KMS from 1987-1998—a period when the school produced numerous Olympians and collegiate skiers. He loved his work with the students. After departing KMS, Bill eagerly took on a new professional adventure, this time as a contributing writer and editor at *Ski Racing Magazine*. He worked for the publication for 15 years, penning over 300 original columns, many of which he compiled into his book, titled *The View From the Finish Line*. In 2011, he was inducted into the VARA Hall of Fame, and he was awarded the Paul Robbins Journalism Award from the Vermont Ski and Snowboard Museum in 2011.

Bill cared deeply about his professional life, but his jobs never defined him. To list his interests and hobbies would fill the day's paper. If it involved the thrill of motion, he would try it: motocross racing, demolition derby, kayaking, sailboarding, mountaineering, heliskiing, and mountain biking. Slower pursuits like tennis, golf, hiking, stone wall reconstruction, long walks with his eclectic collection of dogs, and marathon meals were always quite alright, too. He loved music as well and performed regularly in community musicals. Besides cucumbers, which he hated, there were few things Bill would say no to. An avid ski racer into his 70s, he rarely missed a race on the New England Masters circuit and filled his home with roughly 1,593 mugs and glasses as awards. He was an instrumental facilitator for the New England Masters, a role he relished. He served as head of the Barnard School Board for a time, helping the town renovate and expand the old schoolhouse. Bill was also instrumental in local work with the Vermont Land Trust, including the preservation and renovation of Gilbert's Hill, the site of the first ski tow in the country. In 2007, he found himself the head coach of the alpine ski team at Woodstock Union High School (WUHS) and shared his love for skiing and the outdoors with yet another generation of students. He earned five state titles in that role and continued to volunteer as an assistant at WUHS through his final winter. Bill had an uncanny knack for crafting long-lasting friendships at every stop in his rich and full

time on this earth, and he will be sorely missed by so many. He left us all too soon, but he leaves a long legacy of joyful living that will never be forgotten.



SARAH "SALLY" PARSONS SAYRE '54

Sarah "Sally" Parsons Sayre died on January 12, 2021, at home under hospice care from a series of hemorrhagic strokes.

Born in Providence, Rhode Island, on May 18, 1936, she was the daughter of the late Richard B. and Gertrude S. Parsons. Sally grew up in Hingham, Massachusetts. Sally graduated from Derby Academy in Hingham, followed by St. Mary's-in-the-Mountains, now The White Mountain School, in Bethlehem, New Hampshire, and the University of Colorado Boulder (CU), with a bachelor's degree in elementary education in 1960.

Sally met her husband, Ford Kent Sayre, at CU in 1954, their freshman year. They were married in Hingham on June 21, 1957, and recently celebrated their 63rd wedding anniversary. They began their life together in Colorado Springs, Colorado, where Ford was in the Mountain Troops at Ft. Carson and Camp Hale. In the first twenty years of their marriage, the Sayre family moved about and had many adventures in Colorado, Kansas, Quebec, Wisconsin, and finally, Rhode Island, where they settled in 1979. Ford and Sally opened a recruiting firm specializing in computer skills and ran the business for thirty-five years, closing it in 2016 when Sally had her first stroke. Sally became the queen of placing systems programmers, the people who write computer code in its binary 0s and 1s form. Sensitive and thoughtful, her focus was never on herself but on her family and everyone in her extended family. There was a calm beauty about Sally that drew people to her. Her house was always open, welcoming family and friends with a hot meal and a warm bed. An avid knitter, she loved to design and create items of beauty, which she freely shared. Sally was the light of their lives and immensely proud of each of them, always interested in learning about what they are doing.



MARY-LU (STEPHENSON) SCHALLER (Former Employee)

Mary-Lu (Stephenson) Schaller, a longtime resident of Littleton, New Hampshire, died peacefully on

December 31, 2020, in Tavares, Florida.

Born on March 28, 1927, Mary-Lu was the youngest child of Lucie Gertrude Elkin and Frederick Kenneth Stephenson, Sr. She spent her childhood years in Garden City and Scarsdale, New York, and graduated from Miss Hewitt's Classes (now The Hewitt School) in New York City. She graduated from Pine Manor Junior College in Chestnut Hill, Massachusetts. Mary-Lu married Carleton Schaller, Jr., in June of 1948. They lived in Levittown, New York, and then on or near military bases around the country after Carl was recalled to active duty in 1951. Following Carl's military discharge, they lived in Alexandria, Virginia, and New York City. She moved with him and their children, David and Susan, to Littleton in 1962 when Carl became rector of All Saints' Episcopal Church in Littleton and vicar of The Church of the Messiah in North Woodstock.

All Saints' was central to Mary-Lu's life. She worked actively with the parish as a member of the choir and altar guild and as a host of many vestry meetings and other functions in their home. She also was the coordinator of The United Thank Offering for the Episcopal Diocese of New Hampshire. Side by side with Carl, Mary-Lu supported and pastored the congregation of All Saints'. She was employed outside the home as a secretary at the White Mountain Mental Health Center and at The White Mountain School. An avid reader, Mary-Lu was a member of the Friday Club and a familiar face at the Littleton Public Library, the Village Bookstore, and in Bible study groups at All Saints'. In her retirement, she volunteered extensively at All Saints', the Littleton Regional Hospital, Meals on Wheels, and with the Society for the Protection of New Hampshire Forests.

Both Carl and Mary-Lu were drawn to the outdoors and had a love of pristine wilderness, camping, canoeing, and the beauty of the natural world. She adored the sounds of loons calling on a lake in the early hours of the morning. Yearly family camping trips

to Maidstone Lake or Groton State Parks in Vermont or to Baxter State Park in Maine were organized and documented by lists of things to remember. Carl and Mary-Lu made two trips together to Alaska and later worked for a season at Camp Denali and Northface Lodge in Denali National Park. She and Carl took winter trips to Yellowstone National Park and the International Wolf Center in Ely, Minnesota. In retirement, they enjoyed outdoor trips to Maine with some of their close pals. In her later years, Mary-Lu took great comfort in spending time with her many friends, neighbors, and caregivers in Littleton, and she especially appreciated the solicitude of so many individuals in the years after Carl passed away. She looked forward to weekly dinners with friends at local restaurants and at the Littleton Regional Hospital community dinners.

ANN REYNOLDS SMITH '55

Ann Reynolds Smith, a 15-year resident of Santa Fe, New Mexico, passed away at St. Vincent's Hospital on Saturday, May 2, after a battle with cancer. The passing of Ann leaves a hole in the lives of many who knew and treasured her, for Ann was a collector of people. She had a large and varied array of friends whom she delighted in bringing together to establish further friendships. Such was her gift. It went hand in hand with being a wonderful hostess, innkeeper, cook, organizer, philanthropist, and just plain caring person. Ann was born January 4, 1938, in Hackensack, New Jersey, to Robert and Catharine Smith, growing up in Rutherford and Ridgewood, and spending summers on the family farm in West Arlington, Vermont, until moving there full time in the mid-'50s. She attended St. Mary's-in-the-Mountains School in the White Mountains and later enrolled at Colby Junior College in New Hampshire.

After graduation from the University of Colorado, she worked in a New York City fabric showroom before accepting employment at Psychological Corporation, where she made lifelong friends. Drawn to the west, she moved to Wickenburg, Arizona, to work on a "dude" ranch before returning East to work in a fine clothing store, Southwicks, assist in an accounting office, and help with the restoration of the family farm. She loved to golf and was an active club member of Ekwanok Country Club in Manchester, Vermont, later attending

various tournaments around the country. In the winter of 2001, she returned to Wickenburg, and there she volunteered at the Desert Caballeros Western Museum, where she met its director, Michael Ettema, who became a lifelong friend. She was an active volunteer and on the board of Friends of Hubbell Trading Post in Ganado, Arizona, and an active supporter of the Heard Museum in Phoenix. Also an artist, Ann was drawn to Santa Fe, making it her permanent home in 2006. Here her curiosity and enthusiastic approach to life made her many friends. She studied with noted sculptor, the late Cynthia Rigdon, selling a number of her finished pieces. Ann enthusiastically volunteered at Medicine Man Gallery openings and faithfully supported the local Santa Fe Animal Shelter. "Nothing is forever," Ann liked to say, but she will live a long time in the memories of friends and family who mourn her passing.



LOUISA COFFIN WITTE '46

Louisa Coffin Witte, of Falmouth, died peacefully at home, surrounded by her family on July 10, 2020. She was 91 years old. Loved for her humor and her unfailing ability to put anyone at ease, Lisa was a champion of family and friends whom she supported with generosity, love, and optimism. She was a friend to all who knew her, full of energy and always ready to share a laugh or meet someone new. Her courage was unparalleled.

Born on August 1, 1928, in New York, New York, to Dr. George Jarvis Coffin and Louisa Raven Coffin, Lisa was brought up in New York City and East Jewett, New York. She attended the Chapin School in New York, St. Mary's-in-the-Mountains (now The White Mountain School) in Bethlehem, New Hampshire, and Childrens Education Foundation (later part of Adelphi University), the start of a long career in early childhood education and a lifelong devotion to children. Lisa married Nicholas Hoyt Witte on August 9, 1952, in Tannersville, New York. Following their marriage, they lived in New York City before moving to northern Westchester County, New York, after the birth of Mary, the first of their five children. Throughout their

years in Bedford Hills, Lisa and Nick often returned to the Catskill Mountains and to Little Deer Isle.

Whether walking with an old friend, connecting with a young student, or meeting someone new, Lisa had an amazing way with people. She was open, honest, and ready to share—a winning combination that earned her the trust and love of nearly everyone she met. In a conversation or relationship, Lisa was fully present, making you the center of her attention, enjoying her time with you. She was equally comfortable with all ages and backgrounds, never assuming and always willing to forgive. All of her friends knew Lisa as tirelessly supportive and caring.



FRALEY DENTON WRIGHT '50, PP

Fraley Denton Wright of Hamilton, Massachusetts, died peacefully in her home on March 3, 2020. Born on July 11, 1932, in Chestnut

Hill, Pennsylvania, the daughter of the late Kay Chadbourne Denton and Dorothy Disston Denton of Cumberland Foreside, Maine, she was a graduate of The White Mountain School in Littleton, New Hampshire. After high school, she toured Europe with her mother and grandmother, which included a trip to Egypt, where she climbed a pyramid. A year later, she crossed the Atlantic on the QE2 to celebrate the coronation of Queen Elizabeth and traveled to Lake Cuomo, Italy, where she met her late husband, David Mead Wright of Dover, England. They were married in 1957 in Portland, Maine.

She gave generously of herself to her community and friends. Fraley was a successful real estate broker on the North Shore for over 40 years. Named vice president at Hunneman and Co. and joining J. Barrett Company later in her career, she won multiple sales achievement awards. She served as the president of the Hamilton Community Center, was on the board of the Beverly YMCA, worked extensively on projects at Brookwood School, and served as a volunteer at Appleton Farms. Fraley loved playing tennis, sitting in the sun around her beloved pool, reading, and spending time with her grandchildren, friends, and dogs.



Make a Difference Every Day

Why give to White Mountain? We each have our own unique connection to this place—as an alumna/us, parent, or friend—that compels us to invest in the School. We collectively hold a shared belief in the potential of an equitable and transformational experience for every student at White Mountain. We are unafraid and unapologetic to do things differently than most schools.

We are very grateful for your ongoing belief and investment in the School. Your contributions enable us to sustain White Mountain to live its mission as a place that encourages a boundless sense of purpose, potential, and possibility that leads to care for others and the world around us. You are an essential part of this partnership, especially in a time when young people need White Mountain more than ever. Thank you for considering your gift to The Fund For White Mountain, guiding all students toward unlocking their unique and compelling potential.

To make your gift online, visit:
whitemountain.org/TheFund

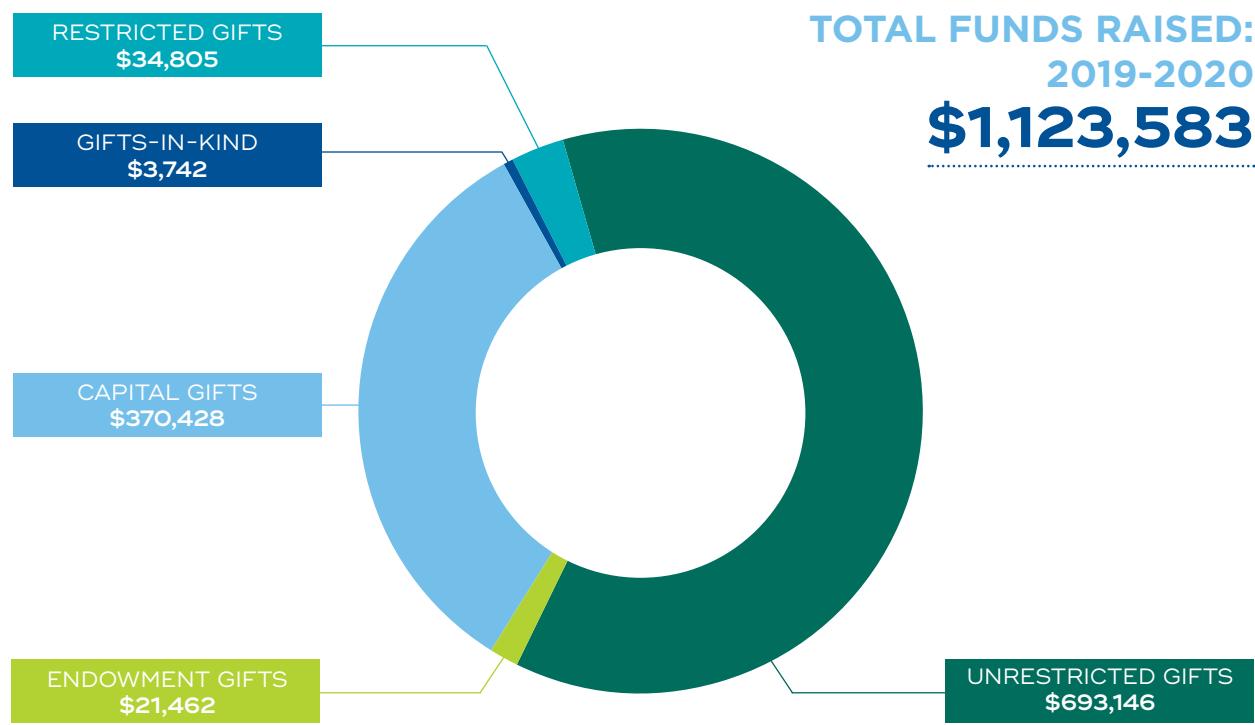


Join our many parents, alumnae/i, families, and friends of St. Mary's-in-the-Mountains and the White Mountain School with your gift to The Fund for White Mountain. To make your gift online, please visit whitemountain.org/TheFund. For additional information, please contact Scott Hunt, director of development and alumnae/i, at 603.444.2928, or email scotthunt@whitemountain.org.

THANK YOU

FOR SUPPORTING THE WHITE MOUNTAIN SCHOOL IN 2019-2020

Last summer, The White Mountain School produced its 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 2019-2020 Annual Report. If you did not receive your copy or would like to receive additional materials from us, please contact Scott Hunt, director of development and alumnae/i, at 603.444.2928 x 249, or scott.hunt@whitemountain.org.



TOTAL OPERATING BUDGET: 2019-2020

SOURCES OF FUNDS



- TUITION AND FEES (85.3%)
- GIVING (10.1%)
- AUXILIARY PROGRAMS (3.1%)
- ENDOWMENT AND INTEREST (1.5%)

APPLICATION OF FUNDS



- STUDENT PROGRAM (51.6%)
- ADMISSION (9.5%)
- AUXILIARY PROGRAMS (3.7%)
- DEVELOPMENT (6.9%)
- ADMIN & GENERAL OPERATIONS (28.3%)



THE
WHITE
MOUNTAIN
SCHOOL

371 West Farm Rd, Bethlehem, NH 03574

Parents of Alumnae/i:

If Echoes is addressed to your child who no longer maintains a permanent address at your home, kindly email us with their new address. Thank you.



SAVE *the* DATE!

ALUMNAE/I WEEKEND

October 8-10, 2021

JOIN US FOR A FUN-FILLED WEEKEND OF
ENGAGEMENT, LEARNING, & MEMORIES!



Please visit our website for more information:
whitemountain.org/alumwknd2021