2021-2022

Echoes

THE ALUMNAE/I MAGAZINE OF THE WHITE MOUNTAIN SCHOOL

The Sustainability Issue

Echoes

THE ALUMNAE/I MAGAZINE OF THE WHITE MOUNTAIN SCHOOL

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SUSTAINABILITY: A RANGE OF PERSPECTIVES

As I write to you about this year's issue of *Echoes*, our students are out on Field Courses. This central feature of our current academic program immerses students into a week of exploration of one topic, with the time and resources to have direct experience of other places, the experience of other people, to make connections with peers and staff members they may not know well, in essence to be curious enough to want to learn something new in a new place, to be courageous enough to engage with this opportunity, and respond with compassion to the lived experience of a week away in a small group. This year in particular, these off-campus experiences offer a chance to re-engage with the world.

In this edition of *Echoes*, we've asked alumnae/i to share their stories with us, offering a range of perspectives across generations and backgrounds. I'm grateful to hear these stories, and that we're able to share them with you. The variety of lived experiences of our alumnae/i, and types of service to the world that these writers share is stunning. In keeping with our theme this year, we asked for reflections on sustainability in all senses, and each writer's White Mountain/St.Mary's experience.

The results are as varied as our graduates, and offer an inspiring range of life experiences and takes on the world. Common threads include various authors asking difficult questions about how we impact the earth, many people reaching back to memories of time on campus and a particular person, or class, or activity that set a tone for the future.

In a bit of a departure this year, we hope that this issue of *Echoes* will go beyond sharing information and instead inspire a dialogue. We are seeking to engage our community in conversation about our legacy and our future. We hope these pages of insight and reflection will prompt you to contact the School and each other in meaningful and actionable ways. These reflections also add to our need to hear from the larger White Mountain/St. Mary's community as we set strategic priorities for the next few years. Holding on to what is most distinctive about this place, while responding to the current needs of students, will increase the chances that the school will thrive in the coming years.

Each writer here shares a bit of their path, and I am inspired to know that so many of our alums are leading considered lives, having taken lessons from our campus out into the world. As we consider our school of the future, our collective experiences and impact on our world will help shape the roadmap for our shared journey. We look forward to recommitting to White Mountain's long tradition of careful stewardship of resources, and benefit from the ideas shared in this magazine. Your partnership in this journey is essential. So, like our students on Field Course, please share with us and each other your questions and ideas as we imagine the future.

A big thank you to those who have written for this issue. We hope you enjoy it!

Keep in touch,

John

John A. Drew
Head of School

Head of School: John A. Drew

Director of Development and Alumnae/i: Scott J. Hunt

Manager of Annual Giving and Alumnae/i: Carla A. Peacock P'25

Alumnae/i Spotlights Writer: Anna Giovinetto

Photos: Jonathan Benton, Allison Gaulin, Bob Jenks, Chip Riegel, and members of the White Mountain community.

Design: Red Jar Creative

Strategic Planning: White Mountain in 2027

By John Drew, Head of School

What would be missing from the world if The White Mountain School/St. Mary's didn't exist? What might the school be in 2027? Those provocative questions and others kicked off our latest strategic planning process. During the third week of January, the board of trustees met and spent large portions of two days considering these questions and others. Engaged discussion, laughter and even a few tears resulted as small breakout groups on Zoom invented headlines in a "history of the future" exercise facilitated by Cheryl Lower, a consultant who joined us for the two days of meetings. The board, comprised of volunteers who are alumnae/i, alum parents, and current parents, dove into these lively discussions, offering feedback of the type we'll gather from across the White Mountain/St. Mary's community. This planning process grew out of the work of last year's board "Long-Term Committee," who ensured that despite COVID, White Mountain would attend to the longer-term health of the school during a time of intense focus on the immediate need to change to continue to support students in the face of the pandemic.

Why strategic planning?

Why does White Mountain need to pursue this process? What we are trying to accomplish with strategic planning is to help focus the energy of the school for the next five years. Good planning, from a stewardship perspective, is based on a number of balances: between honoring enduring characteristics of our community and the desire to update our practice to reflect the current moment, between tradition that creates shared understanding and new ideas that breathe life into an institution, between functional change that can be essential but somewhat invisible and sharing what the school is doing effectively in order to attract strong students and their families, between security and risk.

The pace of change in the world has increased so dramatically that strategic planning has taken on a different shape. Forty years ago, for example, White Mountain produced a plan for 1982-1992. The plan was comprehensive, detailing the current state of the school and goals that might be accomplished in the following decade. Given how much change we've seen since the onset of COVID, planning ten years into the future would likely not be as effective an approach. So, we have adopted a new approach for creating our next strategic plan.

The world we are preparing our students for is not only changing rapidly, but changing in unpredictable ways that challenge a "business as usual" approach to educating young people. Business leadership authors Warren Bennis and Burt Nanus originated the idea that institutions need to plan for a "VUCA world," with problems characterized by volatility, uncertainty, complexity and ambiguity. The COVID-19 pandemic has certainly met that standard; schools have been forced to offer remote learning at times, change schedules, and introduce a host of health-related procedures that were seldom considered before March of 2020. The VUCA acronym, however, does not suggest that planning is pointless, but emphasizes that our current reality may favor planning and leadership that proceeds with agility and a sense of humility, both consistent with the ethos of White Mountain. It is crucial that our graduates be prepared for the future with problem-solving skills and the ability to collaborate effectively, seeking the common ground and effective solutions that come from gathering a range of voices and perspectives.

White Mountain's productive history of planning

White Mountain's history with strategic planning offers encouragement for this process. Some excerpts of previous documents (this is not an exhaustive list), offer a glimpse of White Mountain's plans over time.

In 1982, the school produced a 10-year vision through 1992. Characteristic of that era, the plan lays out a vision for 10 years into the future, reflecting a desire to strengthen its program. Some of the context mentioned resonates today, with acknowledgements of the impact of inflation, and a demographic shift toward fewer adolescents in the US population, and a dedication to create a sustainable future for White Mountain. The plan itself is ambitious with high-level goals (to explore summer programming and perhaps evening classes for adults), as well as including remarkably specific data (the chapel had 5 wooden benches – good to know!)

More recent planning processes have occurred with greater frequency, and add up to a logical progression pointing to a sustainable future for White Mountain. In 2010, strategic priorities focused on strengthening the academic program and renovating the physical plant of the school. A LASR (Leadership, Arts, Service, Research) project graduation requirement, a central feature of our current program, was introduced in 2012. The Catherine Houghton Arts Center was built in 2013, just after significant renovations of Burroughs and Carter dormitories. These steps were significant in sustainably advancing the physical plant of the school.

The White Mountain School in 2021: Our Vision for the Future, was disciplined in its approach, laying out goals that were nearly all achieved by 2021, a remarkable feat for any planning process, most recently in the building out of our inquiry-based education, and the completion of Carriage-Green dormitory. With some resemblance to the 1982 plan, the focus was on supporting the academic program, strengthening the community, and achieving financial sustainability. The outside factors affecting White Mountain were different, but each plan set a course agreed upon by a wide range of groups involved in the school community.

The process we will emulate reflects our inquiry-based approach, and was designed by Stephanie Rogen, in her book *Creating Schools that Thrive: A blueprint for strategy*. A Steering Committee made up of faculty, staff, administrators and board members will gather and distill impressions from students, faculty, staff, families, alums and others connected to the school about what is essential about White Mountain.

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What we are trying to accomplish with strategic planning is to help focus the energy of the school for the next five years.

Some of these central themes may be timeless. Others may be related to the current iteration of the school. All will aim to benefit our current and future students.

From this starting point, the Steering Committee will define a 3-5 year vision for what we want to accomplish during that time. A short list of strategic priorities that will help us accomplish that vision will represent the first step of an iterative process.

Design Thinking

There are a few distinctive aspects of this planning process. Rather than delivering a fixed plan to the school and board of trustees developed by the Steering Committee, we'll use a design thinking model that mirrors an approach employed in many White Mountain classrooms. Repeated cycles of empathy (listening), defining the project, ideation that produces possible solutions, prototyping and testing of those possibilities, followed by more listening and gathering feedback on the prototypes will lead to outcomes that will be more likely to succeed because more people are involved along the way. The Steering Committee will combine focus groups and surveys to gather information similar to the exercises the board engaged in during their January meeting. Based on that feedback, they will work toward their first prototype – creating a one-page statement that refines what they have gathered from the school community. The statement will offer commonly held values, a possible vision for the future, and some preliminary strategic priorities aimed at making the vision come to life.

This first draft will be created fairly soon (ideally by the beginning of the summer). Instead of offering a finished product, this process attempts to offer a draft solution quickly, to learn from that draft, and to refine solutions moving forward. Those who will be working on that particular piece of the plan will feel some ownership for the solution. For example, modifications in our Essential Skills and Habits might be refined by academic advisors, who are hearing from their students that there are additional skills that feel relevant that need to be included. The evolving results of this planning will be more useful to the school if the people directly involved can impact how it takes shape.

As we ask these questions, we are seeking input from across the White Mountain/St. Mary's community. If you haven't already had the opportunity to share your thoughts, please respond to this survey:

Additional resources can be found at this link:

> "We'll use a design thinking model that mirrors an approach employed in many White Mountain classrooms."

Finally, an essential step is to consider ways to measure success as the plan moves forward. We will continue to ask questions about the extent to which the planning process is creating change that benefits students and the community now, and sets the stage for future success.

Reflecting on the need for a different approach to planning, Rogen points out that schools are typically good at technical challenges, which she defines as things that an institution has seen before, and knows how to solve. For example, every periodic assessment of a school identifies a need for renovation of some part of campus. While that kind of project is very important, the path toward addressing it is fairly well known. More difficult challenges Rogen calls adaptive challenges – ones that might arise more often in a VUCA world. She offers three such challenges, paraphrased below:

1. **The need to develop talent across the organization** – Rogen means not just faculty and staff, but also students, families, and other community members. In the case of White Mountain, developing understanding of inquiry-based learning is essential not just for faculty and students, but for families who want to be reassured that their child is developing useful skills.
2. **Deeper Learning** – here, Rogen essentially describes the need for our Essential Skills and Habits. Content knowledge, though still important, is no longer sufficient by itself. More emphasis must be placed on skills that will help students and faculty alike to become lifelong learners. The fast pace of change requires that we all continue to develop skills in response to the adaptive challenges we'll face. This notion encourages us to consider how those increasingly important parts of a White Mountain education can continue to be improved.
3. **Equity in Learning** – Rogen points out that the problem-solving skills so central to the education we're offering depend on a varied community able to consider problems from many perspectives. White Mountain has a varied student community, with local day students and boarders from across the country and the world. We are making progress toward a faculty and staff that better represents the diversity of our student body. The key is to work toward coaching and facilitating growth in all of our students in ways that allow them to thrive and feel a sense of belonging at White Mountain.

A successful strategic planning process begins with an honest assessment of the school, and the external circumstances that affect its operation. Early work on creating visions for the future will be aspirational, and no idea will be dismissed. Later on, however, the process will begin to converge on ideas that are inspiring partly because they will be in reach of the current school. This uniting of the ideal with the real is also emphasized with a shorter planning timeline. Many ten year plans that schools used to produce offered moonshot goals for "later in the decade" that by necessity didn't have much shape to them.

Opportunities, and a chance to share your thoughts

White Mountain has the opportunity to weave together long-held values and current approaches to education to meet this moment in time, and may actually be poised to address these challenges better than many schools. Many families are seeking smaller school communities where their children will be known well, and where students can make connections to caring adults, characteristics familiar to generations of White Mountain/St. Mary's graduates. The setting of the school, and the opportunity to find inspiration in the beauty of the White Mountains, persists. Those important characteristics are enlivened by the specifics of our current program. We will be asking important questions in the coming months, many of which we are called to by the school's Episcopal heritage: How do we help students and adults emerge from the difficulty and restriction of the past two years? How will we meet the needs of our students while attempting to address the affordability concerns that are plaguing education? How might we move toward a more environmentally sustainable future for the school building on the good work of the past? How do we create a community to which every person feels they belong? What is the most productive way to have technology connect to our lived experience on campus? What does the post-COVID version of the close community at White Mountain look like, and how do we rebuild it?

As we consider these questions, we'll be practicing the kind of learning that we seek to instill in our students. Modeling the curiosity to seek others' input, the courage to share plans with the larger community, and the compassion to listen hard to what others have to say and act on it. In this way, both the process and the outcomes of the process have a better chance of improving a school that we care about.

Inquiry and Engagement:

A Curricular Approach to Developing Dynamic Learners and Creative Problem-Solvers

By Mike Peller, Assistant Head for Teaching and Learning

Engagement: An Experience in Constructivist Learning

With the pandemic still raging, a reckoning on race still evolving, a tumultuous election barely in the rearview, and the war in Ukraine escalating, schools, school leaders and educators have been pushed over the last two years to truly re-evaluate the very purpose *of* school. Having lived through some of the greatest uncertainty the world has ever seen, *wellness* and *purpose,* through the lens of equity and justice, must be the central focus for all that we do.

Before creating an argument that the very purpose of schools has changed, though – before making the argument that content is portable, interchangeable, and should be used primarily (but of course curated intentionally) as a mechanism for teaching transferable thinking (rather than knowing) – I want you to engage in an exercise. (Yes. I am writing to **you,** the reader, asking you to participate in a hands-on activity.)

Before proceeding, take a breath.

You are about to engage actively in a process of doing and a process of thinking. I imagine some of you will want to skip over the activity, staying comfortable in the process of passive consumption, or active critique, of a reading. However, at this point, I want you to learn by doing, engaging a model of constructivist learning.

ACTIVITY: PAPER BRIDGE BUILDING

Purpose:
The purpose of this activity is to explore the difference between content and skills.

Essential Questions:
- How can rapid prototyping be used as a process for learning? (skill)
- What shape or shapes provide the greatest structural integrity? (content)
- How does reflection shape learning? (skill)

Materials Needed:
- 10-20 sheets of paper;
- 100 pennies (or any sort of small heavy material, such as nuts/washers)
- two tables of equal height separated by a distance of roughly 6 inches (create two stacks of equally tall books if you do not have a table.

For the sake of demonstration, see below for a simple set-up, though not a very effective paper bridge.

Directions:
1. Set a timer for 10 minutes. (Why? You are going to make as many attempts as possible during this time.)
2. Take one sheet of paper.
3. Manipulate it in any way you would like (fold, rip, etc.) so as to create a bridge between the two tables.
4. Test out how many pennies (or washers) it can hold.
5. Ask: What worked well? What will you keep in the design? What did not work well? What will you do differently?
6. Try again.

Accountability: Time is up! Did you do it? Did you actually stop reading, put the article aside, roll up your sleeves, and engage in active learning? If yes, super!! Keep reading. If not, I encourage you to circle back and give it a try.

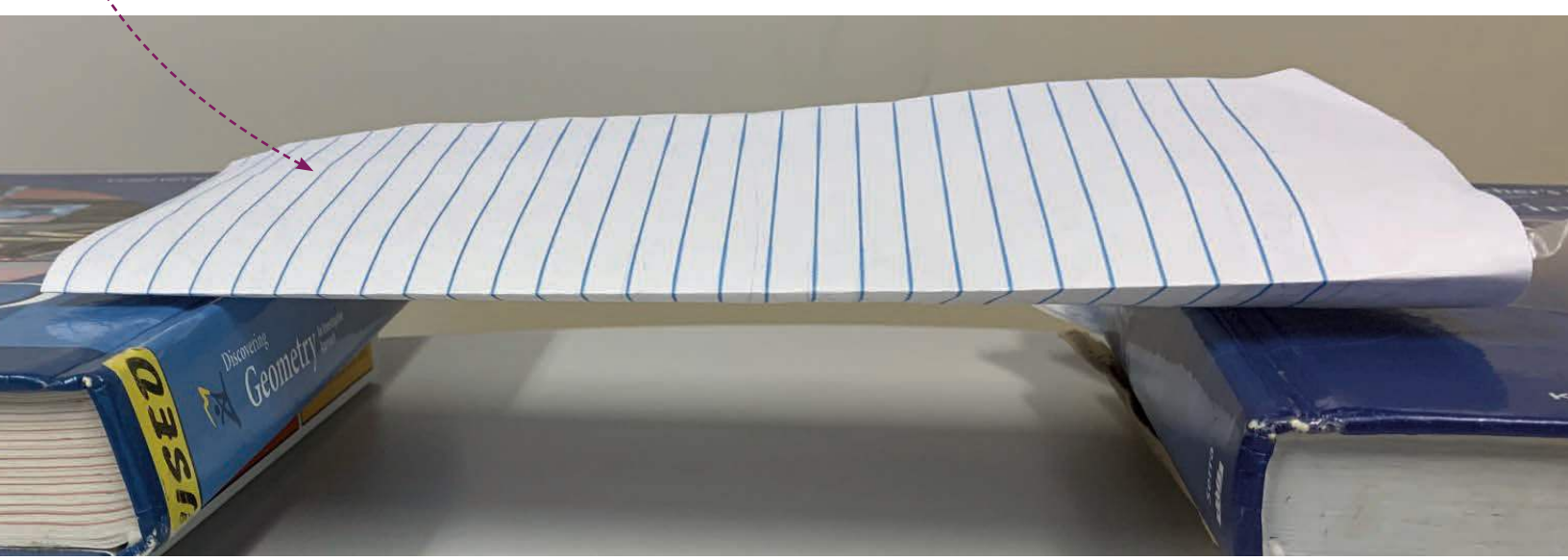
Reflection: Educational philosopher John Dewey wrote that we do not learn from experiences; rather, we learn from reflecting on these experiences. Now I am asking you to be brave and be a bit vulnerable by putting yourself out there. Open up your email. Write as the Subject: "Echoes Academic Experience." Who are you sending the email to? Me. (mike.peller@whitemountain.org). In the body of the email, please respond to the following essential questions. Based on your experience:

- How did you use rapid prototyping to learn? In other words, how did each new bridge design build on what you learned from the previous designs?
- What shape or shapes provide the greatest structural integrity? How did your bridge use this shape to its advantage?
- What key concepts or skills did you learn (or affirm) by doing this?
- Now, go find a piece of cardboard. Look at the structure of the cardboard. What does this have to do with the exercise we just did?

If you are brave, please take a picture of yourself with the bridge you built and include that in the email.

Take another breath. Thank you for taking the time to participate in the activity. I look forward to reading your emails.

Why did I ask you to do this? (Trust me, it was not a ploy to increase my inbox count!) We'll get back to this activity at the end. At this point, let us do what we do at White Mountain. Let us return to questions.



Questions Schools Should Ask

How might we create a school that inspires a community to be intentional in how we live sustainably in this world, and that develops the skills in its members to be able to propagate this vision of living with curiosity, courage and compassion? How might we help students to live well, caring for themselves, for place, and for others? How might we build in students the confidence and competence to navigate the myriad uncertainties, big and small, that will emerge and morph throughout their lives? How might we prepare students to live meaningful and purposeful lives? How might we bravely and unapologetically reimagine what it means to learn well, so as to prepare students for the world they will inherit?

These are the questions that we wrestle with when we examine the fundamental questions of: *What should we teach? How should we teach? And most importantly, why should we teach?* To really interrogate the role of teaching and teacher, we need to understand and interrogate the system of education. So for the sake of argument (and for being playful), let's imagine that time travel exists. Now, transport someone from today back in time 120 years. The societal challenges, the business opportunities, the very ways in which one lived in community would feel fundamentally different. This time traveler would feel completely ill-equipped and unprepared. From the clothes they wore, food they ate, and the conversations shared, everything would be completely different. Heaven forbid their iPhone would have no service — they would be helpless.

Everything would be different. Except for a classroom. There they would find solace. Desks in rows, students taking notes, and a teacher lecturing at the students (a rather archaic model for transferring knowledge from one expert to a number of novices). The students later would be sorted and ranked based on how well they could echo back what the teacher told them. (Mimicry is the highest form of flattery, but is that so when mimicry is required?)

Moving through time, given our power of time travel, I would invite you into my Calculus classroom ten years ago. The year was 2012. The class was learning to differentiate equations by using the chain rule. *(Anyone remember the chain rule? Yes? Okay, quick comprehension quiz: Find the derivative of esin[x].) Did you get the right answer? Read on.)* Well, one student, who had been struggling, took out her phone, opened up Siri, and asked Siri the exact math question she had been unable to solve: "Siri, what is the derivative of esin(x)?" I watched, in disbelief, as the phone — correctly!! — responded: "esin(x)*cos(x)." That moment concretized an already growing belief that the focus on content — on knowledge alone — was an outdated model.

Let's back up. To call a model outdated, means that a model exists. For reference, the K-12 school model in the United States, created in 1894 by the Committee of Ten, is roughly 130 years old. The committee, which comprised ten white male educational thought leaders, recommended that all students engage in twelve years of schooling, the latter four being at the high school level. They also recommended a focus on: English, social studies, languages, mathematics and science. And so it was, and so it is, that US schools focused on the impartation of knowledge on the following subjects. This is a problem. It is not that those subjects are not important. They very much are. Students need to be cogent writers, they must have strong quantitative reasoning and numerical fluency, and they need to put historical frameworks in the context of present actions: yes. Students should speak two or more languages: yes. However, in the last 130 years, the world has changed, the needs in the world have changed, and so have the ways in which we think and communicate. Must not we also teach coding and robotics? Must not we also teach about climate science and bio-technology? Must not we also teach about selecting the medium for communication? Must not we focus on data management, on how to sift through the massive amount of information to find valid and reliable sources?

The growing list of all the things one must learn goes on and on. The increasing rate at which that list grows makes Grant Wiggins' article — *The Futility of Trying to Teach Everything of Importance* — written in 1989, all the more prescient. Wiggins, an educational thought leader, makes the argument that skills must be taught above content. Not because the content lacks importance. Instead, purporting to teach all the important content by the end of high school is a naive and impossible task. With that as an operating principle, schools should focus then on skills for lifelong learning. Schools should teach students to be comfortable wading into the unknown, equipped with the skills to construct meaning. If the transferable skills and habits — The Essential Skills and Habits — are practiced and mastered, then a student will be ready for whatever challenge and/or opportunity they face.

Skills over content: Preparing for a changing world

The purpose of schools must be to provide relevant and purposeful learning experiences — focused both on social and cognitive growth — to prepare students for a world changing faster than ever before. Our graduating seniors will soon be working in jobs that don't exist, solving gnarly, novel problems with a brand new set of tools. Thus, schools need to build in students the confidence and competence to be nimble and creative problem-solvers in the face of uncertainty. We need students who can acquire new information quickly, and synthesize and apply it to new situations. We need systems thinkers and community builders. We need interdisciplinarians who can see the forest for the trees.

Yes. Content matters. Students still need to know things. However, as a math teacher of almost twenty years, I am not too proud to admit that my phone knows more math facts than I do.

Sitting in my pocket is this potent tool. Yet the tool is powerless if one does not know what to ask. The phone may know more math, but is it a better mathematician than I? Clive Thompson argues in S*marter Than You Think* that it is the integration of human and technology that is the most powerful. While technology far exceeds humans' capacity to store and process information, technology — at least not yet! — cannot compare with humans' ability to question and make meaning. Extending that idea into education, we must prepare students to use technology wisely while honing the ability to ask questions, make meaning, and communicate or think.

I feel compelled to assuage the nagging concern that content might at some point become irrelevant. That is absurd. Content is absolutely relevant. It provides the framework — the context — for great questions. Questions that open up new possibilities. It is one's ability to ask questions, questions that strike through the noise, that is most important. And we need students who can act on those questions. We need students who can pose a catalytic and mobilizing question and then follow it up with **research**. We need students to **think critically**, critiquing arguments and building new ones. We need students who **collaborate** to make the sum greater than the parts. We need students who can **communicate** convincingly and persuasively. We need students who have developed our ***Essential Skills and Habits***.

Skills over content: A changing role of educator

Earlier, for the sake of argument, we supposed that time travel existed. And you were open to going there with me. (Thank you!) I now ask for you to be open once again. If skills are more critical than content, then the role of the teacher must fundamentally change. One's access to content is ubiquitous. Therefore, the role of the teacher is no longer to deliver content. The role of the teacher is also no longer to determine how much content a student has been retained. Instead, the role of the teacher is to create and/or curate meaningful learning experiences that call on students to apply content in new and novel ways through the use of the ***Essential Skills and Habits***; and the role is to provide feedback on how to improve.

So what does this look like? Let us provide three examples written by our Curricular Chairs. They were asked to describe concrete examples of how one focuses on skills in their respective disciplines. Here is what they wrote:

In Practice: Science and Math

Our Astronomy class at WMS is currently immersed in a module focused on scaling and the solar system. The students were tasked with creating a model to represent astronomical distances, which aren't easily grasped by looking at the numbers or even by digital models. The group decided to create a scale model using one of our campus trails. Wooden plaques representing each planet were created and engraved using tools in our woodshop and I-lab. The students have mapped out the route, and have scaled astronomical units into meters, marking trees along the trail on which the plaques will be placed (and in doing so marveled at the large distances between planets after moving past Mars). The transferable skills practiced during this module are numerous: choosing a medium and making design choices, applying quantitative techniques, working collaboratively, and creating models. They conducted research to find the least harmful option for drilling into a tree, which was an entirely student-initiated component. They've learned to use jigsaws and sanders and laser cutters, which they found very empowering (the group by chance is female/non-binary). The pride that these students feel at creating a permanent installation on campus is leading them to create work of high quality. The multiple competencies experiences in this project goes far beyond the content that provided the context of this module.

— Kara Wiley, STEM Chair, Chemistry and Physics Teacher

In Practice: Humanities

One of the essential skills and habits that my English elective, African American Literature, is focusing on is how to evaluate and/or compare intentions, arguments, logic and tools used in other people's work. Asking students to make arguments about historical moments, especially those related to culture is risky, so I challenged my students to take what we had been studying in class around equity, resistance and empowerment and create a self-guided project that would allow them to see if history repeats itself and/or see if they could find remnants of the past in our pop-culture today. The class divided themselves into two groups. One group decided to map out the origins of Hip-hop culture to better understand how artists, such as Kanye West, draw on both the technical aspects of creating the beats, but also the thematic aspects around creating lyrics that hold deeper meanings. They ultimately tied it to our consumption of music, challenging their peers to be active consumers and not passive ones. The second group, after reading Terrance Hayes, *American Sonnets for my Past and Future Assassin,* decided to write a found poem, connecting Black poets, as far back as Phillis Wheatley, to more contemporary ones such as Hayes and Amanda Gorman. Once done, they asked members of our community, students and teachers alike who identified as Black, to read the poem with them. When given the option of presenting their findings and creations to their peers in the course or to the wider school community, the students unanimously decided to present to the school community. The students presented their research with passion, excitement, and enthusiasm that left their peers and teachers inspired. It would have been easy to have had them write a paper comparing poets or artists, but what they did was connected history, theory and real-world issues that are important to them in a way that was engaging, informative and timely.

— Matthew Williams, Humanities Chair, Humanities Teacher

In Practice: Arts

In Introduction to the Arts, ninth grade students used embodied practice and collaborative communication to analyze works of choreography. Students were introduced to three choreographic tools: repetition, amplification, and stillness. After learning what these terms mean in a choreographic context, they were invited to use these tools in a structured dance improvisation. From there, we watched excerpts of works by three choreographers (Rennie Harris, Victor Quijada, and Kenneth MacMillan), with the intention of finding instances of the choreographic devices we had experimented with in the studio. With an embodied understanding of the concepts, students practiced critical thinking by identifying and naming instances of these tools used in the work. They engaged in discussion with one another about the finer points of categorizing choreographic motifs: if a single gesture is repeated multiple times and increases in size or intensity, is that repetition or amplification? Or both? This practice of analyzing concert dance, a genre of art with which many of them are unfamiliar, helps build skills which are transferable to other disciplines: they practice suspending value judgments in order to effectively analyze unfamiliar work, they break a work of art down into its component parts, and they cite examples in the work to support their analysis of it.

— Dinah Gray, Atts Chair, Dance Teacher

I hope you heard what I heard in reading the previous three examples of skills-based thinking. Throughout the three examples, I heard the theme of transfer – that one can apply their learning to a new and novel situation. I heard the theme of agency – that one has choice in what they explore, how they explore, and how they demonstrate their learning.

ESSENTIAL SKILLS AND HABITS

These skills and habits—naturally developed through student-driven inquiry—are what students need to thrive as learners in high school, college, and beyond. Taking this one step further, we give students frequent, specific, and actionable feedback on their development in the Essential Skills and Habits. When you combine a culture of student-driven inquiry and small class sizes with targeted feedback on our Essential Skills and Habits, students develop into dynamic learners and become creative problem-solvers.

Research Skills	Critical Thinking Skills	Communication Skills	Quantitative Reasoning Skills	Organizational Skills
Study Skills	Curiosity Habits	Reflection Habits	Collaboration Habits	Persistence Habits

Return to the Bridge Activity

Let us reflect back on the activity of building a paper bridge, while we extend it at the same time. The content objective of the activity was to learn about the structural integrity of triangular shapes. They are the **only** polygon with structural stability. This is content that could be applied to many fields such as geometry, chemistry or engineering. If you did not figure that out during your design process, worry not! If you remain curious, try folding the paper into a number of tightly bound triangles (exactly the technology that cardboard uses) and you will create a remarkably strong bridge from a single sheet of paper. While interesting and with quite important applications, the more critical skill practiced in the exercise was the process of rapid prototyping and learning through failure. Rapid prototyping is a skill designers use to incorporate feedback quickly. Each failed attempt provides information that can be incorporated into the next design. Rather than investing significant time, energy and possibly money into a single draft, designers create many cheap and low-resolution models to better inform their final product. As David and Tom Kelly write in *Creative Confidence,* this skill will unleash one's ability to effectively design and develop solutions to novel problems. I argue this is a more important skill because it can be used in any scenario to solve any problem.

Solving novel problems is precisely what we need from our students. Students at The White Mountain School are building the skills and habits that the world so desperately needs. As I walk through campus, visit classes, speak with teachers and students, and overhear conversations, I frequently feel affirmed that we are living and learning in a new version of success. A success that David Orr explores in *Ecological Literacy: Educating Children for a Sustainable World.* Orr writes:

SOLVING NOVEL PROBLEMS IS PRECISELY WHAT WE NEED FROM OUR STUDENTS. STUDENTS AT THE WHITE MOUNTAIN SCHOOL ARE BUILDING THE SKILLS AND HABITS THAT THE WORLD SO DESPERATELY NEEDS.

The plain fact is that the planet does not need more successful people. But it does desperately need more peacemakers, healers, restorers, story-tellers, and lovers of every kind. It needs people who live well in their places. It needs people of moral courage willing to join the fight to make the world more habitable and humane. And these qualities have little to do with success as we have defined it.

The pandemic, reckoning on race and ongoing political turmoil has provided the tipping point for families to invest in meaningful and purposeful education. We understand now more than ever before that a valuable education teaches one *how* to think, not just *what* to know. As president of NAIS Donna Orem wrote in the Winter 2020 NAIS magazine, we must: "*Redefine the purpose of education. As we move further into the future, education will need to support children to develop the skill set and mindset to do* anything *in their future rather than a particular* something." As the multiple environments in which our students live and learn dynamically evolve, our model of learning, by its very nature, empowers our community to adjust and thrive. Our model of learning inspires and prepares our students to create positive impacts in the myriad communities of which they are a part. Our approach to learning – by designing relevant and purposeful experiences grounded in transferable skills – is a model that is both enduring and sustainable. ■

PLANTING HOPE AND GROWING IDEAS

By Leigha Hart
Farm Director and Science Teacher

In the middle of a cold winter, thinking about a large garden overflowing with lettuces, tomatoes, carrots and chard seems somewhat far-fetched. Hope is renewed the moment I look back at my photos from the late summer and fall, when the weather and soil were warm. What a special experience we have here in New England, that the seasons are so distinct. The moment we begin to grow weary of the same type of weather, it begins to shift. In fact there may be eight seasons total, four seasons with shorter transition seasons in between. The moments of change are where we must learn to live. Things are always changing, something that is even more apparent when we are in close connection to the earth herself. One approach to dealing with change is permaculture, a land management and settlement design that adopts arrangements observed in flourishing natural ecosystems. It includes a set of design principles derived using whole-systems thinking. One of the 12 Permaculture Principles is to "Creatively use and respond to change." That is what the farm at White Mountain School strives to do. With the changes in the season, in the people who help to run it, or to the students who are engaging with it, the long term goal is for our farm to be adaptable as well as systematic. The Sustainable Agriculture class will begin thinking about these systems in order to set up the farm for success in the long run.

Farms are the backbone of modern civilization. From the beginning of non-nomadic societies, farming has fueled the innovation and growth of millions of people. Today, after a long period of being disconnected from the earth, we are seeing an increase in

conversations about ethical sourcing of food and other products we use every day. This comes out of the younger generation having full access to the facts, figures and values that companies hold. Educators can see this in the way students so fluidly navigate the digital world, how easily young people are able to find the answers to questions both big and small through a few taps on a keyboard. Now the challenge schools face is to give students practical skills, from critical thinking to woodworking, that will help them journey through this modern world with confidence.

At The White Mountain School we take pride in aiding students in navigating an interwoven world in a sustainable way. The farm offers a space for creative solutions to the complex problems we are facing now and will continue to face. This school year in the Intro to Design Thinking class for all first year students, groups used their knowledge of the design thinking process to propose projects like an improved composting system that uses the food waste from the dining hall to add nutrition to the farm. Basics of design thinking are just one of many tools students are gathering for their life kits through learning experiences here at White Mountain. From practicing critical analysis of texts in history class to breaking down multivariable math problems, each day is an opportunity to grow. For farm classes, applying Permaculture Principles to guide the implementation of new systems on the farm, students will gain yet another skill to add to their repertoire.

Here at The White Mountain School we often live in the in-betweens. We break up the year into quarters that follow the seasons. We have breaks between the quarters that allow us to rest and ready ourselves for the next chapter. We have a summer break for adventures and reflection. The intentionality of the timing shows the embrace we have of sustainable practices around caring for students. They also give teachers a reset. The permaculture principles would look fondly upon the schedule we have to, "use edges and value the marginal." Valuing all that happens in the edges of life, both on the farm and in life at large, we are able to use this to inform the "middles." The farm design this coming summer will hugely use the edges. In the final weeks of the fall, the Farm and Forest students planted two herb gardens that sit just on the outside of the cultivated area. Those herbs will

12 *PRINCIPLES OF PERMACULTURE*

- Observe and interact
- Catch and store energy
- Obtain a yield
- Apply self-regulation & accept feedback
- Use & value renewable resources & services
- Produce no waste
- Design from patterns to details
- Integrate rather than segregate
- Use small and slow solutions
- Use and value diversity
- Use edges & value the marginal
- Creatively use and respond to change

attract beneficial insects, provide for making herbal teas and a sensory experience! Students also planted a circular wildflower garden at the top of the farm where there would normally only be grass. Mount Washington is easily viewable from the spot where the wildflowers will grow, connecting to the Permaculture Principle of "design from patterns to details." Continuing to engage students with the farm space will take much more than a few carrots growing, it is a long term commitment to integrating earth-centered values into both the curriculum and the culture of the school. "By stepping back, we can observe patterns in nature and society. These can form the backbone of our designs, with the details filled in as we go."

The Sustainable Agriculture class will run during the fourth quarter of this year. This class feels so close to my heart, as my passion for teaching students practical, real world skills runs deep. The class will combine time with our hands in the soil, with reading about the history and theory of agroecology. Students will use the Solar greenhouse, the hoophouse and eventually the farm to realize the plot plans they are creating. Students will first have the opportunity to choose what foods they want to grow. After caring for their seedlings indoors, they will plant seedlings in their plots when the snow finally clears from the field. During the quarter-long process of bringing these plots to life, students will document the growth, manage pests and diseases, and have the opportunity to feel the potential that comes with watching a garden grow. The Permaculture Principle that pops out as applicable here, "Observe and interact." Coming up with sustainable solutions begins with observation. "By taking the time to engage with nature we can design solutions that suit our particular situation." This applies to politics, human relationships, building a business and of course to cultivating food! Observation is a skill that must be cultivated, the farm offers many opportunities to do exactly that. These practical skills in agriculture give students yet another set of tools with which to go out into the world with confidence.

Our farm here at White Mountain has seen many seasons, from summers with only a few rows of veggies growing, to summers with full CSA operations. That is truly the beauty of life, that each season brings newness. It can be a new mindset to a new type of vegetables, without the restraints of what "should" be done, the sky's the limit. Looking at a piece of land and imaging what it could look like is painting a picture of the future. Maybe we are always playing with the idea of potential. A potential for an interesting class to take form, a new friendship, designing our homes to be more comfortable, etc. Where we are now is the ripe potential. With seedlings growing in the Solar greenhouse, the Sustainable Agriculture Class about to begin and Farm and Forest starting up soon, the coming months will be full and fruitful!

The Three Cs and Me

By Susan A. Stout '68

John Drew, Scott Hunt and I met for lunch in early December. We had a delightful time, and as those of you who know me would guess I had little difficulty talking about myself. They not only listened, but invited me to write some of my stories down for Echoes — an intimidating thought indeed.

In answering my insistence that I had no idea how to approach such a task, they suggested focusing on the 'three Cs' from the School's mission statement as guiding themes to everything the school now embodies in its students, faculty and leadership.

I would be lying, at best, to say that the mission statement that the school proudly articulated in 2014 explicitly informed my choices. In fact, I barely remember whether *St. Mary's* in the Mountains as I knew it, had any guiding themes, beyond those in the Book of Common Prayer (plenty there!). In the mid-late 60's our version of the Morning Meeting was a traditional set of morning prayers, singing a hymn or two followed by assorted school announcements. Rather than absorb a deep understanding of the School's mission with our spiritual housecleaning, I spent many a 'morning meeting' hoping that today would be declared Mountain Day.

But I find today's statement of mission wonderfully captures so much of how my experiences at St. Mary's influenced my life and choices. I can readily identify ways in which the school and the love of learning and friendships that I gained there contributed much to my life — by sparking my curiosity, encouraging me to be compassionate and to move ahead with courage. Perhaps these thoughts and examples of how curiosity, compassion and courage influenced my life will inspire others to consider how these values echo through your lives today.

Curiosity St. Mary's sparked my curiosity about the world, and inspired interests that ultimately led to an engaging and fascinating career. The history teacher during my time at St. Mary's — Lynn Sanborn, was a specialist in East Asian history. Her course on Chinese history was an eye opener — introducing me to China's long history, and to new worlds and eras far from anything I had ever heard about. This course, and others at St. Mary's, introduced me to the delights of learning about other cultures, other traditions — and launched me in directions that led to a career in public health and international development.

The course fueled and informed my growing interest in the Vietnam war, and the many questions I, and my classmates, had about what caused the war, and how it would ever end. My curiosity about Asia led me to focus my undergraduate studies, initially at the University of Colorado in Boulder, on Southeast Asian history and politics. I continued these studies, along with Mandarin, when I transferred to Vassar. And my curiosity about all things Asian led me to join my roommate at Vassar on a trip to India following our graduation, where we were volunteers in a family planning clinic and where I was introduced to the field of public health.

The Uncommons: Debba Pidgeon '66 (?) (d. 2016?), me, Olga Morrill, Candace Jennings, Jay Jennings Rancourt '67, Louise Taylor '68, and Anne Clark Bridge, '68. (Missing Willa Pressman)my partner, Nancy Sheridan (Louise Taylor's partner) Martha's Vineyard, 2013.

This encouraged me to pursue graduate studies in public health at the University of North Carolina at Chapel Hill. Curiosity got the better of me there too. I learned more about public health, and more about how key it is to figure out how values, attitudes, and emotions influence the decisions and behaviors which lead to changes in demographic and health outcomes.

Curious to learn even more about how attitudes and values influence behavior and decision making, I focused my doctoral research on social psychology. That discipline gave me a strong foundation in understanding how people behave and served me well throughout my career. In fact, the theories and methods we were studying in the mid '70s in social psychology have now found their way, at long last, into the economist's repertoire under the rubric of 'behavioral economics.'

Studying public health opened up an even wider new world for me. My initial interest in family planning work in India, complemented with the advice and guidance of a wonderful mentor at UNC, ultimately led to my primary focus on population policy and, after more twists and turns, to joining the World Bank in the early 1980s. At the Bank I had the great privilege of working on health and population issues in the earliest days of the Bank's work in the sector. I worked initially in several African countries and subsequently in India and Indonesia. These were exciting and hopeful days as many agencies and countries came to understand the role that

"We are a school of inquiry and engagement. Grounded in our Episcopal heritage, we prepare and inspire students to lead lives of **curiosity**, **courage** and **compassion**."

family planning and maternal health interventions make for households, with benefits that ripple through to the entire society.

In the mid-1990s many observers — including the Board of the World Bank — were eager to learn if the large increases in investments by the Bank and other donors were making were having an impact in the health sector. Were the rapid and widespread increases in development assistance in the health sector achieving sustainable improvements in health service delivery and quality? I had the good fortune to be recruited to lead a large-scale evaluation of the World Bank's work to find out. The resulting evaluation was revealing. First, we learned that more lending (or, by analogy, more giving) does not necessarily or directly lead to positive change. Moreover, we learned that the Bank, as well as other development agencies and country governments themselves, tended to put too much emphasis in deriving the perfect plan, rather than on setting broad goals and using monitoring and assessment of progress in real time to adapt to changing circumstances and needs. We learned that governments and donors were not learning from experience on the ground. Feedback loops were missing or were weak, which led to weak implementation, weak results and no sustained improvement in system performance — and few benefits for 'beneficiaries.'

My primary takeaway from this experience is that the most effective — and sustainable — approaches to developing programs involve encouraging 'learning by doing' with intensive community participation — rather than trying to implement program designs along a prescribed cookbook of ideas and advice. If development agencies seek sustainable results, they must encourage learning by doing, flexibility and accountability. And this in turn requires decision makers in the agencies, and in the governments and non-governmental agencies that seek positive change, to focus more on adaptability and learning than on following prescribed solutions.

Although it may seem a stretch, WMS's innovative work to ground its curriculum in acquiring skills in learning and communication will, I think, be crucial in helping future leaders and implementers. The school's commitment to student driven inquiry and enabling many different ways of learning reflect lessons I learned in different contexts, and is for me an especially appropriate path for preparing future generations to be effective listeners, learners and leaders.

Looking back on my career, I can't help but think that curiosity about other people and 'what makes them tick' was sparked at St. Mary's — it also helped me to learn, at an intuitive level, about how central relationships and communication are to each of us no matter what career path or domain we pursue. Learning to accept the differences of others, listen to others, and to be ever mindful of how important it is to 'stand in their shoes' were key to my professional experiences and success over the years.

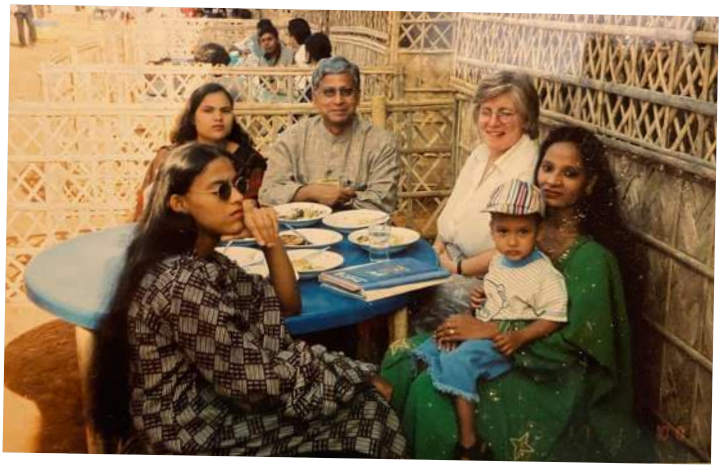
They are just as important today as so many of us struggle to understand and perhaps one day overcome the many divides and conflicts evident in our public life. Remaining curious is a great antidote to the tendency we all have to stick within our familiar comfort zones and bubbles. And it is a great protector against the often wrong voices of conventional wisdom.

Courage Courage was a big take away from my years at St. Mary's — quite literally. I somehow earned the Courage Prize on graduating in June of 1968. The actual form of the prize was a beautiful edition of Walt Whitman's *Leaves of Grass,* a collection of poems that I treasure to this day. That prize meant so much to me as a boost to my self-confidence, and by putting me on the lookout to seek and identify courage in others. My search was amply rewarded many times throughout my career.

I saw courage in the leadership in public health in many countries where improving health outcomes draws on the commitment and leadership of people of all types and all levels. I will never forget the daughters of traditional midwives of Irian Jaya, now Papua in Indonesia, being willing to take on their elders and millennia of tradition to seek training and then use more modern techniques in helping mothers in their communities deliver healthy babies.

One of the most moving experiences of my life was observing and working alongside the courageous Afghan men and women who were willing to put their lives at risk to re-establish and strengthen health services immediately post-Taliban in 2001-2002. Their decisive effort to quickly establish a country-wide system of health service delivery, in partnership with local and international non-governmental organizations, led to remarkable early successes in reducing maternal and child mortality. The program was for about 10 years one of the most successful programs in the Bank's entire health portfolio. I can only hope that the courage those leaders showed in those days sustains them today as they face the worst forms of deprivation and witness the rapid regression of the progress in health services that were achieved through their courage and commitment.

I also had experience as my career developed with what might be called organizational courage. For example, I was happy to be a part of the team that took on the challenge of encouraging the World Bank to rise to the challenges of HIV/AIDS in the early days of the epidemic. We were led by a remarkable Ethiopian doctor, Dr. Debrework Zewdie, who faced and overcame multiple obstacles of race, class, and gender to become a forceful and determined voice within the World Bank and across the UN system, using persistence and courage, to make the case for investments to address AIDS. I was so impressed by her work and leadership, in fact, that I passed on my 'courage prize' — my beloved copy of *Leaves of Grass*— to Debrework in a ceremony marking her achievements as she retired from the World Bank.



Top: Dhaka, Bangladesh, 1999.
Bottom: Ethiopia, 2013

My experience at St. Mary's also gave me one of the most important forms of courage I know — the courage to speak truth to power, to hold decision makers accountable for delivery on their promises. The last years of my career were spent in evaluating World Bank investments in the health sector and subsequently leading a Bank-wide effort to encourage the Bank, other donors and our client countries, to measure and employ results information to make our programs more effective. I learned from experience that it takes courage, and perhaps a dose of bureaucratic insanity, to ask tough questions about the effectiveness of large scale, well-intentioned investments, and to encourage learning from mistakes.

Compassion

I am confident that all of us 'alums' trace some of our most engaging and important friendships back to the days when our compassion for one another and our various struggles with being teenagers — with appearance, with low self-esteem, with anxiety about the changes in our bodies and with the many questions we had about our futures. We practiced compassion every day in some way at St. Mary's — singing together, sharing stories of one another's pains and triumphs, helping a friend work through a difficult relationship with parents. I am sure that current White Mountain students experience the same forms of compassion today.

As peak 'baby boomers' my classmates and I were, as a generation, desperately eager to see greater compassion in the world in the form of progress on civil and human rights — and on coming to terms with that era's version of endless war. Compassion was a necessary part of growing up in those years and was needed to address longstanding patterns of segregation and poverty — and of course gender discrimination. We saw the beauty of our planet through the lens of the first pictures of it from space, and were anxiously aware and concerned of the threats to our natural environment. As a cohort we were filled with frustrations with our elders ("don't trust anyone over 30") and 'the establishment.' We were unfailingly confident that if they would just get out of the way, our generation would bring peace and harmony to the world.

Looking back, our grandiosity seems absurd, and the actual changes in our lives and society since the '60s have not been as complete or widespread as we envisioned. Racism continues to hold us all back, the climate crisis is well upon us and today's students face daunting challenges. I am confident that today's students wish we baby boomers had done more, or different, or better. So do I.

As a generation we have had to learn that compassion alone is not sufficient to drive change. We also need persistent and lasting commitment to action, at whatever scale we

can manage in our own lives. I continue to believe that compassion for others, itself always grounded in hope, is an ageless and key human trait. Without it we can't understand what change is needed. With it, we build relationships and solidarity with those who share our goals.

On reflection, the compassion for others that I absorbed at St. Mary's influenced my choices to focus my career on identifying effective programs extending family planning and maternal and child health care to women in developing countries. As my career evolved in the development space I came to realize, as did a gratifyingly large number of my hard-nosed economist friends, that working toward these goals was not just compassionate, it is essential. Improving education and health of women is a central pillar of sound economics, and is championed now even by the IMF. But looking back I continue to be surprised by how long this change in perspective took to evolve, and how fragile, particularly in today's political environment, many of the improvements achieved at the end of the 20th century are in the first two decades of the 21st.

One of the most difficult lessons for me to absorb as I focused so much professional energy in the world of achieving maternal and child health goals, was the critical role that compassion-for-self must also play in life. My career was very stimulating — I traveled the world, was surrounded by intelligent and rigorous colleagues and friends, and engaged in some of the most critical development issues of the day. These were exciting days, but also very stressful, and in time too easy to let work and stress be a barrier to minding to my own mental and physical health. I 'dropped out' of my extended family, lost touch with old friends and soon found myself 'hitting bottom' and needing to deal squarely with depression, anxiety and alcoholism. Today, I am an ever-grateful recovering alcoholic, 'doing the work' of taking care of myself — a set of skills that took me way too long to acquire. Recollections of my days at St. Mary's, and my love of the outdoors and the love of nature that the school introduced me to, were key tools in helping me through my recovery.

And curiosity helped me with the work of self-compassion and still does today. As part of my initial recovery, I followed up on a long standing curiosity about working with wood, and learning through my hands, as well as my head. Twenty-five years later and well into retirement from my professional career, this transformed into a passion for woodturning and making vessels and toys on my lathe. I am eternally grateful for how St. Mary's gave me a grounding in how to learn and take on new topics. And I am profoundly excited to observe the enthusiasm and creativity that White Mountain is now encouraging through its arts programs and the exciting new Inquiry, Innovation and Impact Lab.

The author in her shop, 2022.

Conclusion

So, John and Scott were right – it has been fun to think back on the now more than 50 years since my graduation to see how curiosity, courage and compassion influenced my life. Curiosity about the world and how different cultures and societies tackle public health and other development challenges led to a rewarding career and highly satisfying professional life. Compassion for others became an abiding principle at various decision points throughout my career and I was lucky to find ways to put compassion to work in the form of development of policies and programs that continue to be successful today.

I am today ever grateful for the courage that I gained at St. Mary's. It helped me to work on changing the things I could, while accepting the many many things I could not. The 'three Cs' echo throughout my own life, and I know they will continue to inform and guide me going forward. I am confident today's students will find these core values to be essential elements of success as they explore and develop their own careers, nurture their own families and tackle the many many challenges they will face as the 21st century unfolds. ■

KAYAKING IN MY LIVING ROOM

By Jessica Griffiths

It's January and there is a White Mountain School kayak on the rug in front of the woodstove in our living room. I've been sitting in this yellow-orange boat daily for the last few weeks, pretending to paddle. Eating s'mores. Brushing my teeth. Yelling at people who aren't there. Covering up from bright sunlight that doesn't exist in January. Losing my sunglasses. Telling my own version of Noah and the ark. And eventually, by the end of each session in the kayak, I have given up all hope of rescue and have died.

Meanwhile, two miles as the crow flies, a second White Mountain kayak sits empty front and center on the stage at the Littleton Opera House. Several times a week I climb a small ladder and hoist myself into this replica boat, and I practice my part with other actors in front of a pretend audience, always eating those s'mores, losing my sunglasses, and yes, in the end, dying.

This article is supposed to be about sustainability and how Tim and I have worked towards it in our lives. I suppose my intro sounds like the exact opposite of "sustainability." The marshmallows are neither local, nor made out of ingredients I can pronounce. And dying over and over seems overly wasteful, but actually the play is about climate change. It's called Kayak, and it's written by Jordan Hall, a Canadian playwright who often writes about climate change using dynamic female characters. I'm in a kayak for the entirety of this show because in it, the world has flooded due to rising waters. I am hanging onto the hope of being rescued, but in the end... well, you know what happens.

Being in a play about climate change has been depressing. My character is a denier, which is a hard concept to grasp, but she is not so radically different from most of the rest of us. She drives cars, she eats food that has been transported from far away, and she makes choices based on comforts and habits. For me, she highlights the fact that it's just easier to look the other way because when you stop to look, when you listen to the radio, watch the news, or even witness the odd weather patterns outside your own window, it just feels so darn overwhelming. How could we ever do enough to get out of this mess we have put ourselves in?

A play like *Kayak* is meant to raise awareness for the audience, but let me tell you, being that woman cast adrift in a kayak for two months straight, I feel it deep in my bones.

Of course, making choices that revolve around the environment has always been important to Tim and me. When we arrived at WMS in 1997, the school had a new barebones system for recycling thanks to Jen Granducci, but as a community that revered the outdoors as one of the most important places for learning, it was poised to dive deep into issues of sustainability. Our six years at WMS were flush with teaching and learning about the environment. From Ed Farrell's *Spirituality and the Environment* class (which I took!) to OLE's on Thoreau, sketching nature or Geology, the topic of sustainability was always close at hand. More importantly there was a general mindset of awareness and care among the teachers. White Mountain attracts people

who want to make a difference and do the right thing. Luckily for the North Country, these folks often stay in the area even if they leave to pursue other passions, and as a result White Mountain has helped our local region to become an area vibrant with conservation efforts big and small.

When we moved on from White Mountain, Tim started Meadowstone Farm and along with Jane Croby and Jane Zanger, I founded Woodland Community School. Both were born out of dreams we gathered during our time at WMS. The farm was a place where Tim could actively and tangibly make a difference, where he could see the immediate fruits of his labor. Woodland was a place where our kids could grow and learn at their own pace and guided by their own curiosities. Both of these projects located at the farm have been labors of love and ways that we have expressed our unique perspectives on the importance of sustainability.

If you ask Tim about why he chose to be a farmer, he will talk about the instant gratification of growing food, but he will also explain that consumers drive the markets. If you buy it, it will continue to be produced and sold – like those marshmallows I have to eat in the show. He explains that of all the choices we make as consumers, eating is the one thing we do several times a day. We choose, choose again, and again. By becoming a farmer he gave himself and his family the ability to choose local, organic, healthy food every day and at every meal. He is also giving that choice to the people who live in our area. And yes, the more cabbage they eat, the more cabbage he will grow. Tim understands that his customers feel empowered by choosing to eat his food when so many other choices feel out of their control. The system is simple, but believe me, what he is doing at that farm is complicated and challenging both mentally and physically. To list for you all the ways that Meadowstone Farm makes calculated choices regarding impact would be impossible. Bring your compost and the pigs will be fed. Return your egg cartons and more eggs will fill them. The soil, the seeds, the solar panels, the re-purposing of every little thing, every decision made is put through the lens of sustainability.

As for Woodland Community School, the Janes and I dreamed up a school for our own children that would sustain their love of learning and their curiosity about the world. We were imagining an independent Elementary school of "authentic inquiry," as White Mountain calls it. We wanted a place where our kids could be outside, move their bodies, experience the seasons, and learn to love the natural world in all sorts of weather. We wanted a place where children are encouraged to dive deep and follow their passions, learning to create from their own imaginations and motivations instead of sliding into the relative ease of passively consuming. We wanted a school where students truly experience working and playing collaboratively with others of all ages because in our current world, what could be more vital to the environment than learning how to move forward to solve a problem together? Woodland reflects White Mountain in many ways, and to me this type of learning is important because it allows each student to really know themselves – to learn who they are and what feeds them. Plus, our three kids loved going to school each day. Maybe just that is enough?

Since Woodland, I've stretched my wings and done some local development, remodeling a run down building on the river in Littleton to be a Net-Zero space, housing a yoga studio and two local educational non-profits, Littleton Studio School and White Mountain Science. These organizations all empower their students to be producers in our consumer world. They imagine that when we make something of our own, maybe we consume a little less. Or that maybe when we do consume, we do so with greater presence and humility, more deliberately and with more care. Producing something of our own carries more weight and meaning.

Back when Tim and I lived in Carter dorm, Tara Kaplan was the dorm head, and she would offer artistic projects on the weekends that encouraged this kind of growth. I loved these projects, and even though they were likely not meant for me, another teacher, I partook as much as possible. At some point my first year Sam Crosby was due to be born, and Tara initiated the project of making him a community baby quilt. She gathered homemade quilt squares from teachers and students in the community and then she and a small group of women gently taught me how to take the squares, make them all the same size, sew them into strips, and then piece the quilt together with borders and backing. I loved this process. The concept of bringing the art of many together into one beautiful piece to honor a baby – what a perfect idea. Since leaving WMS, I have initiated and assembled many of these quilts. A 70th birthday quilt for my mother. A wedding quilt for Cate Doucette, class of 2000. A quilt for the Zangers when they moved away. This process never gets old for me. I get a list of people to ask, send out directions and materials, and eventually, one by one, quilt squares arrive in the mail. I rip them open and always, each one is its own miracle. Amazing. Then I arrange and assemble and soon have a meaningful quilt to give to someone special.

When I was asked to write this piece for *Echoes,* immediately I thought of my community quilts. What if I was to ask a group of White Mountain folks what sustainability meant to them? What if the piece was not just about Tim and me, but instead provided a kind of framework or border for a patchwork of "quilt square" responses from others? Wouldn't that make it more meaningful and powerful? Wouldn't it touch more people to hear from many whose lives have been touched by WMS? So I asked some of my White Mountain friends what sustainability meant to them in their lives. What followed was a re-enactment of ripping open the mail to find yet another incredible quilt square, except now I was opening emails, texts, and google documents and reading the inspiring words of just a tiny selection of White Mountain folks, of seeing their smiling faces, and of feeling such humbleness and amazement at their incredible lives. I hope you enjoy it as much as I have.

And now I have to get back to my borrowed kayak. The marshmallows are getting stale, and the play opens in just over a week. I'm finding the flood and the drawn out death challenging, and honestly, writing this piece has not only been the perfect distraction, but reading the words of all these sincere White Mountain folks has given me hope. Maybe eventually we will collectively write an alternative ending to this story.

COURTNEY VASHAW

WMS alums seem to be those folks you find running non-profits, chairing committees, hosting fundraisers, and generally trying to "Be the Good" for their communities around the world. Human resources in the form of social capital are integral to the function of a healthy society, and finding balance and sustainability for the individual means that they will continue on in perpetuity.

ED FARRELL

Back when I was teaching Spirituality and the Environment, our class would meet in the woods around the campus pond once each week from January through May for ninety minutes for meditation. I still do this. Every morning, before dawn, no matter what the New England temperature is, I step outside and sit under the stars to greet the new day.

DAN CROSBY

There are two big local solar projects that have moved from dreams to reality because of the contributions of many individuals. I am pleased at how so many people can make these projects happen. They certainly can happen when people work together.

HEIDI CHOATE AND EVAN PERKINS

I gained so much knowledge from my time managing Farm & Forest. With the goal in mind to eventually make our full living just off of our land, we started a small CSA with just a few neighbors as members that fit our homesteading lifestyle. We are now an organic, off-grid, no till, market farm.

JANE AND LEE ZANGER

As young teachers at White Mountain in the early 1990s, we learned about composting and started our first composting bin when we lived in the apartment at the end of Annex. I remember how badly it smelled and asked Tim Wennrich to teach us how to "defunk" the pile with straw and dried leaves. We still compost daily!

MATTHEW TOMS

We proved so successful working with WMS students in the Bateys (Haitian immigrant communities) of the DR in both raising awareness to the plight of people living in the bateys and commitment to social justice. The White Mountain community's commitment to sustainable development has supported the establishment of The Batey Foundation.

RYAN CROCHIERE

I opt to adventure locally. After having a self consciousness fit about my carbon output I decided that road-tripping needed to be the exception not the rule. We make regular donations and have annual subscriptions to environmental organizations to support land acquisition and education programs targeted at protecting and preserving environmental resources.

SARAH DOUCETTE

We fight the spectral landfill coming unneeded, unrelenting into the wetlands and forest across the lake. Regulators, legislators, political shenanigans, community action, consultants, donors. Love and vision address neglect and indifference, stepping up, stirring inertia, stoking outrage, civil, unwavering... WMS-style. Sustainability is every moment.

TRINA CHAISSON

For the last few years, I've been building an insect farming operation to address the environmental impact of protein production. Insects can eat low-quality byproducts and waste streams, and turn those materials into high-density protein and organic fertilizer.

THINK SMALL, GO BIG

By Ellen Waterston '64

When I open the email inviting me to write on the theme of sustainability for *Echoes,* my amour propre gets the better of me. WMS thinks I have something to say on the subject of sustainability? Well then! Off to the races! I string together a daisy chain of inspirational quotes: Act locally, think globally (Patrick Geddes); What is the death of the condor to a child who has never known the wren? (Robert Michael Pyle); We cannot solve our problems with the same thinking we used to create them (Albert Einstein); We do not inherit the earth, we borrow it from our children (Native American proverb); Be the change you want to see (Mahatma Gandhi). These are inspiring, beautiful, but I've learned to sleep through their alarm. With overuse they've become cliché, a distant, gauzy constellation of platitudes. What, if anything, do I actually have to say about sustainability? What can any one person do "to stop the depletion of natural resources to sustain ecological balance."

Inaction is understandably due to overwhelm, the sheer scale of the problem. Yes, our responses are skewed by age, race, socio-economic circumstances, class, culture, but mostly by a lack of conviction that one person can make a difference. I feel the pain of the planet, am deeply aware of the desperate and dire state of emergency we are in, the immediate need for us to sign on to a war effort. And that if we don't, we're going to descend into a man-made hell of rising temperatures and collapsing eco-systems. There are days I succumb to despair, feel we've passed the point of "over" and are headed for "out." All the terrible headlines. All the statistics of decline—what difference would my small effort make?

Mine is a central Oregon high desert perspective. The signs and symptoms of climate change here are markedly different from those in New England, where I grew up and where the emphasis is on wet not dry. In Massachusetts the sea level has risen eight inches since 1950, is now rising an inch every eight years. In Louisiana, make that every two years. Mega-hurricanes. Tornadoes. Warming ocean. I, by contrast, live on the edge of Oregon's vast Outback where, in a good year, annual rainfall is eleven inches. In my decades here, first ranching, now living in town, I have watched temperatures rise (July 2021, the hottest on record by 7 degrees, continued the take-no-prisoners warming trend) and precipitation and snowpack diminish (significantly below normal the last

16 years). This time lapse makes mockery of time. It's no longer like watching the grass grow. The effects of last summer's record-breaking heat and drought stranded freshwater mussels on creek banks, cooking them inside their shells; fluffy baby cliff swallows baked inside mud-daub nests; entire agricultural irrigation districts were without water—dust storms of topsoil blowing across fields normally producing bumper crops of vegetables and grains. High desert flora and fauna are scrambling up and up to find the cooler temperatures needed to survive. The West, including the Great Basin, now has an official fifth season, "smoke season," as fires burn each summer through nearby forests and across sagebrush flats poisoning the air, scorching millions of acres and incinerating homes, people, animals, and birds. But what good does it do to cite this litany of doomsday evidence? Zero. It only serves to keep me stuck in my tracks, running in anxious place. Time to break out of this stasis.

One thing I learned ranching is there's not a lot of time for catastrophizing. Just when you're ready to settle in for a spring afternoon of unproductive worry, a heifer has trouble birthing a first calf. Hurry! Get the calf puller! And, depending on the season, there are the livestock to be moved from one pasture to another, meadows irrigated, swathed and bailed, ranch hands fed, ice on the troughs broken. It's the old gardening saw: pause, ponder, prune. Reflect, yes, but don't get stuck there...take action. Get a grip, get going, and get outside. That's my Rx. And when I do, when I stop, look and listen closely to nature, I am reminded to start where I am, do what I can, with the time and resources I have. A call to elbow grease feels more my scale, more doable, than a call to arms about a problem so big.

If ever you thought starting small (never mind young) was of no significance, think of Sweden's Greta Thunberg who stood alone at age fifteen in front of the Swedish Parliament with a sign that said "School Strike for Climate" launching a worldwide campaign to hold governments accountable for carbon emission targets; Isra Hirsi of Minnesota, founder of US Youth Climate Strike; Autumn Peltier champion of indigenous water rights in Canada; Bruno Rodriguez of Buenos Aires leading protests against polluting corporations; Helena Gualinga from the Ecuadorian Amazon; Mari Copeny who, at age 8, wrote a letter bringing Flint, Michigan's water crisis to the attention of President Barack Obama. These and countless other young people, including the WMS students reading this, are bringing adults to attention. Each of us at any age and stage has astounding power but we sometimes need the

prodding of the youngsters to remind us that one small action spawns bigger ones. It's the proverbial flap of the butterfly wing that creates the hurricane of change.

Every generation navigates a different world and brings fresh approaches to the most intractable problems. Young leaders remind me to upgrade from "I give up" to "I better get busy." There are many I could cite but I'm going to spotlight two of my favorite high desert mentors, Sarahlee Lawrence and her husband, Ashanti.

In her twenties, following college and off on worldwide adventures, it had not occurred to Sarahlee her future would be back on her family's small central Oregon hay farm. However, while guiding river trips in South America, she was radicalized by Michael Pollan's The *Omnivore's Dilemma,* a call and guide to making ethical, sustainable and environmentally friendly food choices. She realized she could create a sustainable organic farm on her family's rocky patch of ground. She returned home in 2010 and now, she, in charge of farming, and Ashanti, originally from Georgia and a former bucking horse rider, of livestock, operate on what has grown from thirty to over two-hundred acres dedicated to organic, sustainable production. Rainshadow Organics is, as the website states, "a full-diet farm with dozens of varieties of certified organic vegetables, herbs, berries, flowers, pork, chicken, eggs, turkey, beef, and grains." Its productivity has defied a region characterized by short growing seasons and hot summers, developing heirloom vegetables and heritage breeds that thrive in the high desert climate. As Sarahlee says, "At the core of Rainshadow is the understanding that the health and integrity of land and soil are the key ingredients that enable us to produce nutrient-dense foods to nourish our bodies and community." The farm uses only sustainable practices, without chemical pesticides, fertilizers, or herbicides. The soil is replenished with livestock and poultry by-products as well as "an army of worms." All of the crops, including meats, are distributed within fifty miles of the farm through CSA programs, local restaurants, grocery stores, farmer's markets and Rainshadow's Farm Store.

THE NEXT TO LAST QUESTION

By Ellen Waterston

"What is our work in a wounded world?"

—Kathleen Dean Moore, Environmental Activist and Author

It's no longer hope that gets
me up in the morning,
but the alarm that sounds.

Do Eskimos have a right
to ice? Will my grandsons live
under glacial melt?

Does my pleasure in this
groaning board depend
on my ignorance?

What if I say,
from now on,
I'll call it,
by its right name,
choose carefully
what I do each day?

The answer can't be
postponed
with more questions.

So then, here is how
I will prepare my tilth.
With words for seeds
I'll choose a plot of desert
and write it, write it,
back to health.

Mind you, in size this farm and other regional CSA's and organic farms are Davids next to the Goliath ranches and farms emblematic of central and eastern Oregon. But in terms of showing what's possible, showing what this desert is capable of when treated with TLC, when nothing is wasted: not animal or crop by-products, not water; when much is eliminated: plastic wrap packaging, miles of CO2 emitting transport of artificially induced produce and meats to chain grocers (an average of 1500 miles per item), fertilizers, inhumane treatment of livestock; when much is added: the friendly persuasion of volunteers, apprentices and CSA members to love the land, their land, all lands this ferociously—I ask you, who's the giant?

As a CSA member, picking up your weekly basket brings you literally to the doorstep of the farm where you're welcomed by its sounds and smells—honeybees swarming the lavender, pigs munching on carrot tops, mother cows lowing in the distance, chickens clucking proudly about their latest egg, the pungent, rich smell of freshly turned soil. Inside the farm store, each shelf is laden with glistening jars of jams, vegetables, chutneys next to tidy paper sacks of grains milled on site. The love affair starts right then. Taking that basket home each member spreads the love, the concept, the news this is possible, this can be done.

Since Rainshadow Organics started in 2010, countless apprentices and volunteers have learned firsthand about the practices of organic husbandry of crops and animals. The reviews of the experience are uniformly ecstatic:

High desert writer Ellen Waterston has published four poetry and three literary nonfiction titles, including, most recently, *Walking the High Desert: Encounters with Rural America Along the Oregon Desert Trail*, a 2021 WILLA Finalist in creative nonfiction. *Hotel Domilocos*, Moonglade Press, 2017 is her most recent collection of poetry. She serves on the faculty of Oregon State University Cascades' Low Residency MFA in Creative Writing, is founder of the Writing Ranch, which conducts retreats for writers, and of the Waterston Desert Writing Prize, recently adopted as a program of the High Desert Museum. She lives in central Oregon.

www.writingranch.com

"I've been at Rainshadow for two full seasons. My first year I was an apprentice, and my second year I was a full-time employee. I know I can speak for the many people who have come to learn from Rainshadow, that this place and these people, this land and all forms of life who inhabit it — WILL change your life. It will change the way you think about food, the way you relate to the Earth and all of the beings you share it with, you will gain a lifetime's worth of handy skills, you will fine tune your senses, you will tap into your power and your unique gifts, you will be inspired, and empowered. The educational experience provided at Rainshadow is unparalleled. It is deep and dirty, challenging and beautiful, and all around a great time. Thanks to my experience here, I am able to leave with the tools necessary to start a farm of my own. Organic farming is the revolution we need in the world, and we need more people doing it. Sarahlee and the rest of the farm crew are incredible people, and incredible at what they do. Passion, drive, and stoke is what Rainshadow runs on, and best believe we pour that in our cups daily, with a lil bit of honey."

—Christine Boyle

How do Sarahlee and Ashanti influence what I do? They remind me to keep on keeping on toward a passion and purpose that also benefits others. For me that passion is writing. The power of one combined with the power of the pen can make good trouble. Writing about what matters to you and especially (my bias) about where matters to you is a surefire way to know self and others, your home ground and others'. I lead writing workshops in this wild desert landscape, one that invites and inspires examination of place, emphasizes close observation of nature. Using writing prompts, these generative exercises ambush participants' beliefs about what they think they ought to write and write about, instead allowing what wants to be written to surface a surely as the desert lily pushes up through the desert sand. As we each grapple with what small step we can take toward sustainability, I propose keeping a Sustainability Journal. Start with daily entries: What six things you did today that put the planet's interests ahead of yours? What didn't? What six encounters with nature did you have today? What were they? Describe them in detail. You'll find you unwittingly end up with a roadmap that charts your conviction and commitment to making small, incremental change on the way to having a big impact.

For more information:
www.rainshadoworganics.com
www.writingranch.com

THE PRICE OF THE RUN

"I like to kill stuff." Ben says this with a smile that seems to match his new persona. Apparently, eight years can change someone. It is not that I am uncomfortable next to Ben in his rig, but that I realize the shape of his life no longer fits what I had imagined. Earlier this morning Ben arrived with the snowmobile, or sled, as he refers to it, lashed into the back of the truck. We headed off to drive through a section of Yellowstone before accessing the Taylor-Hilgard Wilderness. His camouflage ball cap, massive truck, and snowmobile reflect the rural Montana landscape around us. He is wrestling this new lifestyle close, embracing the canvas of living near Yellowstone.

BY CATHERINE DOUCETTE '00

In high school in New Hampshire, we wore patched pants, used cloth napkins, and celebrated sustainability. The stickers on our water bottles said things like "Not All Who Wander Are Lost." We first experienced backcountry skiing at The White Mountain School, where we advocated getting into the wilderness and environmental awareness. Snowmobiles were always viewed as excessive, loud, pollution-machines ridden by idiots who stole backcountry lines. Since high school I have tried to tend these values. I have backcountry skied all over the world and have never ridden a snowmobile.

The backcountry has changed my life. The way sunlight bounces off surface hoar makes me think I could go blind from the radiance. I have floated the deepest, lightest snow of my lifetime with only the sound of my breathing as my mantra. In the backcountry, I am the best version of myself. It demands an alignment of body and mind. In the snowy recesses of a mountain chain I have experienced a silence so uninterrupted that it rings. Often with good friends or family, we marvel at playful spindrift, pure sunlight, and the thinnest cornices.

Some days are cold and sodden, with the wind whipping, the visibility diminishing, and our sweat cooling. We curl behind a rock outcropping to yell at each other about bailing and powder and avalanche danger. These pauses too, cluster to form some of the best experiences. They force me into a place of recognition and action, into that moment of decision and relationship. Caught between nature and humanity, the interaction always seems pure to me.

"The Price of the Run" *first appeared in* Whole Terrain, *Summer 2014.*

To read other works by Catherine Doucette, please visit Oregon State University Press website for On the Run: Finding the Trail Home.

I don't hesitate to find my seat on a plane to fly to the Alps, or lock the Thule box before starting another two-day drive to British Columbia. More than once I have held my breath during the lift-off of a helicopter that will sweep us into the backcountry for a week. I bargain with myself, ignoring the obvious fuel consumption that comes with my lifestyle. I have a bevy of friends who share the gas, the electricity, the impact. I feel that there is a purpose to our action. But, in the end it is for recreation – to transport me to snow, and that controlled falling of a ski turn.

I am in love with the backcountry, but it is not always attainable, safe, or convenient. When I want to use power other than my own, I go to ski resorts. Lifts, gondolas, and trams slurp up the gas behind the hum of lift stations. Cables spool up the mountain, slipping between towers with little noise. I know, too, that resorts dent the environment. Ski runs, essentially permanent clear cuts, disrupt the natural habitat for flora and fauna. Heavy machinery manipulates the terrain to make it skiable and appealing to the parallel warrior. In cold weather, man augments weather patterns by making snow.

Global climate change is leading to increased snow-making as resorts try to reclaim winter. Noisy guns shoot water into the frozen night to recreate the snow of previous years. They add chemicals to the water so it will freeze at a warmer temperature. It is the slow spiral of a dying winter season. Natural sources of water are depleted by pumps, leaving ponds and rivers with only the false sense of a surface, their ice shells curved and sinking.

But is it not better to centralize the destruction to a few resorts, a landscape already populated by people and condos and pavement? This is one of the justifications I feed carefully as this is the form of betrayal I have chosen most often, as I will myself to think of this as isolated damage. The truth is that I am not willing to give up the sweet powder mornings and safe terrain of resort skiing. The fun for me balances the drawbacks; I can talk myself into it. On the mornings when there is not a blanket of fresh snow, groomers drag their dense bodies over the languishing slopes to create rows of corduroy. It is a heavy dance powered by petroleum and the dirty work of moving against nature. This is something I think about.

Yesterday morning I waited in the ski line of Big Sky Resort. The lift hummed in front of me while I methodically flicked my gloved hands, forcing blood back to the tips of my fingers. Three chairs ahead of me, in a red first aid vest, I recognized someone I hadn't seen in eight years.

"Ben!" I yelled, "It's Cate Doucette."

The chair swept him up.

I loaded the lift with my friends and told them I went to high school with that kid. I recognized his slightly hooked nose, the familiar near-giggle in his manner, and the same light that played in his eyes on powder days in New Hampshire.

At the top, we hugged awkwardly. "I'm going into the backcountry tomorrow if you want to come," he said, as I moved towards the waiting run. "But, I'm taking a snowmobile." I paused at this, turned around and said "I promise not to tell The White Mountain School." He laughed. I remained for a moment inert in the sunlight and then agreed to join him.

Pulling into the rutted parking lot, Ben slams the truck into reverse and backs up to the snowbank. He does all the work when it comes to the sled; I know nothing. Thankfully, we are

alone. No one hears the crank of the machine or witnesses my presence. He yells over the motor "Bet ya didn't think I was a sledhead, huh?" and engages the machine. It speeds backwards with a roar.

As we gear up, Ben realizes that he has forgotten gloves. Usually this would be a day-ender. Instead, I dig into my pack and pull out my extra pair. I learned a long time ago to carry spare clothes. To be prepared. To rely on myself. It's something that has stuck with me since high school. Ben's potentially huge oversight stirs something in me again, wondering whether we belong here. I try not to view it as an omen. Then he stuffs his big paws into my mittens and seems content.

Immediately I am disoriented. Usually I have studied maps and am traveling at a human pace, marking the land with my steps. This is how I build a sense for the terrain. Now the machine chews away at the trail as we speed into the Taylor-Hilgard Wilderness. The ring of this name in my head is all I cling to as landmarks scream by. I watch the speedometer pass 30 mph and feel the temperature suck away the heat in my extremities. We fly up through the trees and I realize I am thrilled. Our only company is the hammering of the machine, and again I am relieved that we don't whip past any skiers – no one to witness my indiscretion. Making great time, I think, we would never be able to get back here on our skins.

The cold continues to bite at my face as the trail turns slow. I feel my back and neck brace against dips in the terrain. My body isn't in shape for this type of thing. The motor screams with each bulge we slam over, and begins the classically annoying snowmobile cry, weeeen, weeen, weeeeen. In front of us a valley spreads out into the Montana wilderness. Impressive ridges dominate the horizon and multiple big bowls fix my attention.

We dump the sled, but the smell of gas follows me up the flank of the mountain. I ask Ben to tell me what he notices about the snow pack. This is a way for me to open a conversation with him about risk and safety; we can talk together in the language of backcountry skiers – one language that we still share. We look at wind-effected snow and the tiny ridges that the weather has sculpted. The signs of change are everywhere. With each step towards the ridge, the grating of the machine falls away and the peace of the mountains creeps in.

From the top of the ridge we see a geyser, a section of Yellowstone, and the bodies of snow-swept mountains. Ben orients me in the landscape. Pure wilderness sprawls around us, as if spilling out from the very place we stand. I absorb the remoteness of this ridge, the long view, and the feeling that we are insignificant. How much can one machine impact this, I think.

Cornices knife the air, so thin and delicate, jutting out from the ridge. We pull skins, snap some pictures, and prepare to ski the trees. The wind pushes at my back as I take one last spin and appreciate the distant summits and the snow-filled lines. I am giddy with anticipation as I think about my first turn, and I set my edges carefully. Then I get a whiff of petroleum as the wind rushes my hood against my face. The sudden awareness of the sled stings. I almost feel sick with the smell of the fuel and the hard reminder; the price of the run. I refocus on the sun, the trees, the snow. The first turns convince me it was worth it, soft and forgiving under my edges. I follow Ben, who I realize I don't really know at all, down the ridge. We ski in changing conditions. In places the snow is slabby and wind-affected; we find a varied surface with sun and wind layers, and soft powder deposits. We stop for lunch halfway down and talk about old memories, about the people we used to be, about the rural life he has claimed in Montana. I wouldn't have pictured us here together. The whole scene seems incongruent, as if two pictures have been spliced together.

Back at the sled we prepare to move out. But somehow, while trying to maneuver the cumbersome machine, we manage to roll it. It's a slow motion twisting that simply leaves the beast dug in on its port side. Together, Ben and I stand knee-deep in snow looking at it, before we stoop to lean our weight against the machine. I follow Ben's lead, but my body is unaccustomed to shifting machinery. We right the thing but in doing so we over-roll it and sink a handlebar into the snow. It is the handlebar with the accelerator and the track spins to life, throwing us off balance and spitting us off the end of the machine. It happens so fast that we end up crumpled behind the spinning track. I lay in the snow dotted with antifreeze. This brings the whole scene into focus. The fee of using the machine feels steep. I am close to regretting the day.

> We have artificially increased our range, and in doing so, we have put ourselves out of reach of help, of being able to help ourselves.

"Wow," Ben says, "Guess I should have turned that off." This, I think, is the understatement of the day. He kills the machine and we rock it back onto its skis. I feel out of place. I don't belong on the tail end of a snow machine. If anything happened to us back here, we would be too remote to ski out in a day. We have used the machine to extend the space our bodies could naturally traverse. We have artificially increased our range, and in doing so, we have put ourselves out of reach of help, of being able to help ourselves.

I climb back onto the sled and we whip away from that beautiful silent place, leaving a crater where the beetle dug into the pack. The mechanical fluids are just one more dirty reminder left smudged in the snow. Usually the tracks I leave behind will disappear with the next storm. The motor sends peals of noise into the expanses. Ben told me sometimes he likes snowmobiling so much that he sleds more than he skis, and that is when he questions it. I am glad he questions it. Returning to the truck, he loads the sled. Unbuckling my boots, I am left with the sting of cold receding from my cheeks and feelings that will not reconcile. The unease in my gut sits as evidence of the day. It will be years before I can consider the use of snowmobiles again.

In the truck, I reek of petroleum. As high-schoolers, Ben and I shared an education in awareness. That history lashes at me now as he tows the sled out of the parking lot and back towards town. The distance we have traveled gapes between us. I suppose I am grateful for the day, for being forced into thinking about the impact I have on the wilderness I love. I fly, I ride, I drive, I chase the snow. And these have costs far beyond the price of a tank of gas or a lift ticket. Ben and I start to shed layers as the truck's heater comes to life. I find that I am embarrassed even to tow the machine into a town where I do not reside. Together, Ben and I confront the windshield, the gritty road, and a section of Yellowstone. But the sled behind us reminds me that we see different versions of the same view. ■

THE SCARS WE LEAVE BEHIND

By Andrea Rodríguez '20

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It was a cooler December night than most. Out over the water, the stars shone intently, and an orange glow illuminated the mostly deserted street. In a normal year, the pier might've looked different, maybe filled with loud conversations over the sound of a speaker blasting reggaetón and an ever-growing pile of beer bottles overflowing a nearby trash can. Now that the COVID-19 pandemic quieted the streets each night, a lone pedestrian could probably make out the rhythmic sounds of ocean water crashing against the coralline rocks below.

The ghostly feeling of the empty city subsided on the steps of the National Aquarium. Here, the air had grown thick with nerves and tension. When the clock struck one and water began to drain out of the display tank, aquarium workers, biologists, veterinarians, reporters, and government officials likely murmured their plans to each other, making their surgical masks shift on their face. This was the Dominican Republic's first attempt at returning rescued manatees to the Caribbean Sea.

Juana, Pepe, and Lupita must have realized that this was no ordinary medical evaluation. Once their home consisted of no more than a mere puddle, they probably noticed the vehicles and dozens of humans surrounding them and their tank. These manatees likely had no idea that their human counterparts meant no harm, and that in fact, they were the key to freedom.

At least that was what people hoped to do: liberate them. It could take months or even years for the three Antillean manatees to be completely free from the supervision of their current caretakers. And as for after, we can only dream these manatees will never fall victim to a human's ill intent again.

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[These mermaids] are not half as beautiful as they are painted.

—Christopher Columbus, 1493

With saltwater lapping the sides of the ship, the crew aboard the Santa Maria spotted what were likely manatees drifting slowly through turquoise Caribbean waters. Before landing on the shores of Quisqueya and unleashing a storm of violence, disease, and war on Taínos, Columbus scribbled down the believed mermaid sighting in the journal he carried with him.

Even the sadist explorer could not help but think that giant, gray sea creatures could be real-life mermaids.

West Indian manatees, likely the type that Columbus encountered, are gentle marine animals. The occasional movement of their dorsal flippers directs their movement, and they travel leisurely, typically at a five-miles-per-hour pace. They are so slow-moving that algae often grow on their backs. Manatees' round bodies narrow to a paddle-shaped tail that moves up and down to propel them forwards. Most of their hairs concentrate on their snout and above it, their almost human-like eyes shine with colors ranging from blue to brown.

While whales and sharks prefer deep ocean waters, the West Indian manatee is content with the shallower parts of the sea. Undisturbed, Florida and Antillean manatees–both subspecies of the West Indian manatee–explore the coasts and rivers of the American continent. The former subspecies resides near the United States' coastline while the latter spends its time visiting different Caribbean and Central and South American countries.

Despite their lack of marine predators, the International Union for Conservation of Nature (IUCN) lists all manatee species as "Vulnerable." Manatee reproductive rates cannot make up for their constant loss of life, causing massive decline in population numbers. Today, the population of West Indian manatees is likely less than 5,000. Only 2,500 of those left are Antillean manatees.

Pollution, habitat loss, poaching, tourism, fishing, climate change–the list of threats to the West Indian manatee is extensive but not without a common cause: humans. In Florida, accidental collisions with watercrafts have surpassed hunting as the biggest reason for manatee loss. About a third of Florida manatee deaths are the result of these collisions. And yet, in 2017, the U.S. Fish and Wildlife Service downgraded the West Indian manatee's status under the Endangered Species Act to "threatened" to protect human economic rights.

If the work of environmentalists in government were pieces of string, interwoven together as they connected the well-being of the planet to legal protection, the net was now twisting and fraying and thinning. The string that represented the West Indian manatees would not be able to hold onto anything much longer.

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Juana, Pepe and Lupita all laid patiently in a puddle of water that barely reached their flippers. Lupita, being the lightest and youngest of the three, was the first to leave the tank. More than a dozen pairs of hands bound her to a litter made of wide, bright red and orange straps. She seemed to remain calm as a crane hoisted her up and out of the tank, and later lowered her down onto the bed of an awaiting truck. Her human traveling companions awaited her eagerly, a team consisting of some of her caregivers and veterinarians.

Lupita had arrived at the aquarium only two years before, after her rescuers found her dehydrated and trapped within the roots of a mangrove tree. She was not like Pepe and Juana, for she had spent more time than they had outside the aquarium. Pepe, on the other hand, had grown the most amiable towards humans, something that caused his caregivers great concern. For they could try to ask humans to stay away from manatees, but it became more complicated when the manatee was eager to interact back.

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Each scar on a manatee tells a story.

— Katherine Taylor, U.S. Fish and Wildlife Service's Open Spaces

Juana, Pepe, and Lupita were headed to Bayahibe, a fishing town turned tourist attraction off the southeast coast of the island. Awaiting them was Remi, a manatee that had gained popularity under the umbrella of the pandemic. She behaved unnaturally, being drawn to humans and their company.

Six scars on her back make it easy for divers to identify her. Thanks to the vibrations of speeding watercrafts in the area, divers can quickly guess how she got the parallel gashes on algae-spotted skin. And yet, Remi shows no fear towards humans. She brushes up against them to play with the bubbles their breaths form and probably follows the little air pockets all the way towards the water's surface.

Remi does not realize that she often swims alongside the same kind who control the boats that make her heart flutter in a frantic panic.

For now, conscious Dominicans have held back eager crowds of tourists and locals alike from seeking out Remi. Her behavior attracts attention and attention attracts a danger unlike that of speeding boats. After all, it seems to be in our nature to exploit and destroy what nature gifts us.

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Pepe put up much more of a fight when it was his turn to leave. When the men around him started binding him to the litter, he thrashed and splashed water onto them with his massive body weight. Even though he had grown fond of humans, something appeared to change then. Fair, perhaps, not to trust the hands that will force you out of the only home you've ever known.

As if this was the last time that they would see each other, Juana shifted and moved toward Pepe in perhaps an attempt at a romantic goodbye. Their snouts met and Juana rested there until the crane hoisted Pepe upwards.

Right as the crane dangled Pepe over the edge of the tank, he started to jerk and squirm against its bounds. Someone in the background screamed. "Put him down! Put him down!" yelled a chorus of desperate voices. The crane sped up. And the moment passed as quickly as it came. Pepe laid calm again and everybody breathed a sigh of relief.

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As the biggest of the three manatees, Juana was the last to leave the tank.

Juana and Pepe arrived at the aquarium eight years prior to that night. As a three-month-old calf, Juana endured more than fifteen stabs, the scars of the incident still visible almost a decade later.

Eight years ago, the National Aquarium in the Dominican Republic lacked the appropriate infrastructure and likely also resources to suffice all the needs of manatees. According to local newspapers, feeding Juana specifically proved to be the hardest task of all. When the 2014 carnival swept the city, with loud crowds and music blaring, Juana went twenty-two days without eating. Without many other options, the veterinarians of the aquarium had to drain her tank and with a hose deliver her food straight to her stomach. Humans were killing her, slowly draining her will to live. Humans kept her alive.

Now, humans would liberate her.

With added precautions and attention on everybody's behalf, Juana's transition to a third truck went as smoothly as Lupita's. At almost four in the morning, the vehicles holding the manatees rolled out onto the highway to make it to Bayahibe before sunrise.

But is it true liberation if out in the wild, they are still at the mercy of us?

//

What makes for healthy manatees makes for healthy oceans.

— The Ocean Foundation, 2014

Like any other species, manatees contribute to their environment as they themselves benefit from it. As herbivores, they prevent ocean vegetation from being intrusive by eating at least ten percent of their body weight in seagrass each day. Manatees also pass on what they ingest as a form of fertilizer for the ocean floor. Fish often crowd them, feeding on the algae that grow on their bodies and simultaneously ridding the manatee of it, along with parasites and dead skin. But the well-being of manatees measures much more than the simple benefits of its symbiotic relationships.

Manatees are in danger of extinction because of humans. Anthropogenic climate change, as it affects everything in our modern world, also harms manatees. Because they are susceptible to cold waters, cold snaps due to unusual water temperature fluctuation pose a threat to their survival. Urban and coastal development have also limited manatees' access to appropriate habitats, food, and freshwater. Then there's the added danger of watercrafts and probable collisions.

Humans killing them. We are killing them.

And using their trauma to establish our superiority over the natural world.

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Sus cicatrices son huellas feas del humano.

— Lise Menard, author of *Remi, the Lost Manatee*

The United States was still shaking from the events that unfolded at the steps of the Capitol only a week into the new year. On the verge of a change of administration, political tensions were at a peak. And then came the case of the Florida manatee.

With giant letters etched onto its back, this manatee bore the surname of the then President. The first three letters–T, R, and U–revealed the manatee's skin underneath the muddy, orange-colored algae. Down its back, the letters' turned a sickly white. The mutilator had run out of algae to carve out, and so they made the P by cutting straight into the manatee's flesh.

The manatee swam as if it were unharmed, but the message scarred on its back spoke loud and clear to those who found it.

Almost immediately, people took to the refuge of their political party's views. Some on the left accused the president's supporters of the incident and used the chance to advocate for better practices in conservation. Some on the right chose to downplay the severity of it or incite confusion as to whether the report was even real.

Instead of clouding the incident with the nuances of the political debate happening in the U.S., we need to recognize the bigger implications that a single incident like this, and its aftermath, has on our planet's future. Whatever the reactions to this incident are, they show how we all view the human-caused environmental crisis at our doorstep. Will we defend our actions because we believe ourselves to be superior to other species? Will we denounce individual harmful acts but do nothing about the systematic issues that threaten our natural environments? Or will we take this as a chance to save our world by tackling the root causes of its destruction?

Despite federal and state laws prohibiting the harassment of manatees, someone took it upon themselves to graffiti a manatee's back. I cannot find an explanation for the actions of this person. Did they see this as an opportunity to expand their leader's reach beyond the country's borders? Were they caught up in the moment they encountered a manatee and thought they should leave their own

mark on it? Were they just excited about the upheaval they would cause? Did it, deep down, suffice their need to evoke pain and dominance over others?

The circumstances of how this manatee acquired its scars remain unknown. So does whether the word 'Trump' will remain on its back, or if it will be covered back up with algae in a couple of months.

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The sky now a light shade of blue and orange, the trucks holding the manatees reached a dirt road that guided them to a closed-off part of the bay. The bay would be home to Juana, Pepe, and Lupita for the next few months before they were ready to venture out into the open.

Those who made the trip from the capital with the manatees watched as the crane lowered Juana into the water first. Almost as soon as she touched the surface of the water, she tried to break free from the bounds of the litter. As soon as she did, she swam away with a rare burst of speed until she calmed down enough to resume the leisurely pace manatees prefer.

As stubborn as ever, Pepe refused to let his caretakers put him inside the litter. So instead, someone drove his vehicle backwards into the water. Without much need for help, Pepe rolled off the side of it and splashed into the sea. In the background, people cheered and clapped.

Small and calm Lupita was the last to make it into the water. She seemed hesitant to leave her caregivers behind. Maybe she still had bad memories of the world beyond her tank in the aquarium. Maybe she didn't want to go back to it. But with enough time, Lupita swam free of the straps from the litter and joined Juana and Pepe.

In the background, applause and cheers morphed into sounds of joyful crying.

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Ponerlos en libertad no es un cuento de hadas... puede tener un final feliz o no tan feliz, pero definitivamente va a ser mucho más feliz que si mueren en el Acuario Nacional.

— Rita Sellares, marine biologist and director of FUNDEMAR.

In an interview with Diario Libre, Rita Sellares, director of the ocean conservationist organization in charge of the liberation of Juana, Pepe, and Lupita, said: "Their liberation is not a fairytale story... it can have a happy ending or a not so happy one, but it is definitely going to be way happier than if they die in the National Aquarium."

Juana, Pepe, and Lupita will never be truly free, even when they are able to explore the vast expanse of the ocean. Like many other sea creatures, they are affected by the decisions we make every day. There isn't a place they can go where they are truly out of reach of humans. Or of the consequences of our existence. As long this is true, their eventual extinction is assured.

For that is what we do with our Earth. In our intricate and complicated relationship with nature, we find that we exploit and cause harm to it, even if we do not desire to. We are even in disagreement with each other on how this relationship should look. And even when we agree that it needs repairing, we disagree in our methods. So what hope is there?

Juana, Pepe, and Lupita's reintegration into the ocean makes it possible to believe that there is a chance to remedy a part of the harm that we have caused. Maybe they will enjoy free waters for the rest of their lives without significant human intervention. But there is still a chance they go back to where they started, dying on a beach or on the shores of a river.

A part of me dreams of an unrealistic world where we all learn to coexist with nature without damaging it. Where it benefits from us as much as we benefit from it. But that is all that it is. A dream.

//

The occasional sound of a drone flying overhead does not bother Juana like the sounds of the city did. I imagine that she swims near the underwater fence often, curious about what lays on the other side of it. She does not know it yet, but in a couple of months she'll be able to swim beyond it and discover new waters to live out the rest of her–hopefully long–life in.

Somewhere off the coast of another country, a boat lurches to a sudden halt. Another manatee, dead. Two thousand, four hundred and ninety-nine remain. ■

BUILDING THE MUSCLE OF CURIOSITY FOR A WORLD OF CONFUSION

By Jeff Brown '04

Curiosity is perhaps the most underrated life hack that anyone can possess. It won't necessarily be the skill that allows you to ace the SAT or land a job, and it certainly isn't something that can be picked up over a long weekend of study. But it is a real force to be reckoned with that unlocks doors – and rabbit holes – throughout the course of our lives.

To be clear, I am not talking about creativity as a form of art. Creative writing, drama, and artistic expression in all its forms are all valuable in their own right. But I am referring to another (and equally as abstract) form of curiosity that has to do with making connections between wildly disparate concepts and thoughts.

I have evangelized this message over and over again as I have advanced through my own career. First in my own mind, and then to colleagues, interns, and prospective students seeking career – and sometimes life – advice.

Curiosity, above all else, is what should ultimately lead the way.

Curiosity, above all else, is what should ultimately lead the way. Do something that others might only daydream about. Take a job or an internship that places you outside of your comfort zone. Manically research an esoteric topic that might lead nowhere. Take a class on apple orchards in the twilight of your senior year (more on that later).

Curiosity leads you into the unknown, but it also leads to adventure and fulfillment. And, as an added bonus, in an era of profound confusion and cognitive dissonance, the demand for using curiosity to problem solve and produce sustainable solutions will only increase.

Perhaps the best part about curiosity is that it is a renewable resource that allows us to reinvent and sustain. Curiosity might just be the ingredient that is key to solving many of the global challenges that are probably weighing on your mind right now.

Curiosity at work

Since departing WMS, curiosity has led me from the plains of Minnesota, to the verdant hills of eastern France, and a post-Soviet city recovering from war and economic deprivation. Now, eighteen years after graduating from WMS, I have somehow ended up at IBM – a company known for its technical prowess and the invention of everything from the barcode reader to the personal computer.

Since starting my job, one of the first questions I receive – often accompanied by a perplexing look – is, "how did you end up doing that?" Although I don't often say what I am really thinking, the first word that pops into my head is invariably 'curiosity.' I don't know how else to explain my trajectory and how else I wound up here.

Curiosity has become the answer to everything. It was curiosity that allowed me to stitch together my resume into a somewhat cohesive story. Curiosity drew me into events and community in Washington, DC organized around technology and its push to solve global problems. It was curiosity that allowed me to answer tricky interview questions on which emerging technology was most likely to transform our world. And, come to think about it, it was curiosity that showed me how to make connections between the world of business, government, international relations, and technology.

When I walked in the door on my first day, I assumed that I would enter a company where everyone was more or less confident that they had the right answers. Or that they were at least on the path to finding the right answers. That curiosity would somehow be muffled, muted, or repressed.

Instead, what I discovered in my first few months on the job is that innovation and creating something new are truly gargantuan tasks. We don't often think about it, but it is, after all, incredibly

difficult to produce an idea or a product that is truly novel. But the creation of a product or a work of art is just one base form of creativity.

To my surprise, I have also discovered that the invention of a new product sometimes matters less than the deployment of a technology or its application to a sweeping societal challenge. After all, what real value does a product like AI or quantum computing or an advanced semiconductor hold if it has no potential to transform our world and ultimately improve people's lives? In my line of work, having a solution that chases a problem causes existential angst.

New technologies need to be steered and nurtured to have real impact. And applying emerging technologies to real world problems requires lots of creativity. Take, for example, the IBM-led COVID-19 High Performance Computing Consortium, which was started during the height of the pandemic to funnel computing resources to researchers conducting research on the virus. A process that would have once involved cumbersome permitting and the accumulation of research funding through the National Science Foundation or the Food and Drug Administration was broken down overnight to produce real world results that have tangibly benefited people's lives.

But the gulf that exists between technical solutions sitting on the shelf or in a lab – and the real-world challenges they have the potential to solve – is only increasing. Just look to the recent headlines made by leading platform and AI companies that have been tripped up by their own inventions.

One of the most enjoyable – and creative – parts of my job is marshaling humans and partnerships to ensure that new technologies are deployed to create sustainable solutions. The process unfolds more or less like this: gain a technical understanding of an emerging technology by interviewing engineers, keep your pulse on the cacophony of news and palace intrigue swirling around you, seize on where a technical solution might fit in, and then work with the entire cast of characters to raise awareness, win funding, and actually manage how the solution comes to fruition.

Take, for example, the humble semiconductor that sits at the heart of your phone. I am currently working on a project that would provide $52 billion to re-shore semiconductor research and development and production to the United States. If President Biden signs the legislation into law, new jobs would be created, research and development would be steered to rural areas, and a whole host of new technologies will be developed here in the United States. But getting a bill to the president's desk for signature is, alas, a difficult process – even using the power of creativity.

Flexing the Muscle of Curiosity

Of course, keeping the real-world application of the technologies you are working on in focus grows more difficult when you are immersed in the day to day minutia of client meetings and the brutal churn of DC politics. Sometimes, after long weeks at work, leaving the DC bubble to explore a national park or another state is akin to an out of body experience. Staying grounded in a city that tries its best to grind you up is a real challenge.

But again, turning to creativity can help balance things out. As Thoreau at Walden Pond discovered, it is impossible to think creativity about life or sustainable solutions if you don't have the space and wherewithal to disconnect from the chaos of the world around you.

Creativity is a tricky skill because it requires nourishment and sustainment over long (perhaps lifelong) periods of time. In other words, small bursts of creativity might get you through your day, but they are unlikely to compound and reap dividends throughout your life. Developing creativity as a skill is something that needs to be consistently engaged – like a muscle – to grow stronger and remain in reserve for when we need it most.

This is precisely why sustainment is equally as important as creativity itself. For many, being surrounded by nature and disconnecting from the world fuels sustained creativity. Legions of van lifers discovered this during the COVID-19 pandemic from which we are currently emerging. Just like everyone else, I try to achieve a semblance of balance by being in nature and disconnecting from the world. But for me, the process of embarking on a 45-mile backpacking trip across the desert leads my mind to connections and discoveries that I would have been otherwise blind to.

For example, I recently returned from four days in Gold Butte National Monument in Nevada – a vast expanse of very remote desert landscape sandwiched between the Colorado River, Las Vegas, and Arizona. As I drove down a rugged and rutted dirt road, I certainly expected to see beautiful red rock vistas, Anasazi petroglyphs, and wild donkeys. And, at least in the back of my mind, I hoped that I would stumble across a California Condor or a Mountain Lion.

What I did not expect was for the trip to open my eyes to two issues that ultimately loop back to my currently home in Washington, DC, and the fight for sustainment in the desert: drought that has caused large parts of the Monument to be inaccessible from the Colorado River (at one point, we discovered memorial graves on a hilltop that had been built in the 1980s), and armed standoffs between Mormon gold miners turned cattle ranchers and the Bureau of Land Management.

While many would bristle at the injection of these modern-day problems into the ancient and silent confines of a national monument like Gold Butte, my mind raced with potential scenarios and solutions to these two issues of monumental proportions. My curiosity was piqued by the vast natural landscapes that unfolded before me, but also by the human and environmental dramas that had been superimposed on the monument itself. Developing creativity as a muscle that exerts itself in every part of your life allows you to unlock connections and contradictions that would otherwise remain hidden.

Curiosity Never Kills the Cat

During my time at WMS, nearing my exit to the "real world" of college in Minnesota, I decided to take a class dubbed "Apple Orchard." Because I was, well, curious. Up to that point, the only thing I knew about apples came from my time at Oak Glen in Southern California, where apple picking – accompanied by cider donuts – were family pastimes on crisp fall weekends.

Unbeknownst to me at the time, this motley crew of seniors would end up designing – and even planting on a cold Spring day – the apple orchard that now sits across West Farm Road from the school. But while planting a cluster of apple trees might seem like a fairly straightforward process that requires a pickup truck, a good nursery, and a few shovels, we knew in the back of our heads that sustaining it would require perseverance, and, dare I say it: curiosity.

Before we ever got around to planting, the class kicked off in mid-January with study of soil types, pH levels, microclimates, wind patterns, pests, and the yield that trees would supply each year. We could have planted without delving into all of this complexity, but I doubt that many of the trees would be living today.

So, when we pitched our shovels into the muddy earth at some point in April or May, we knew that the time had come to test our hard work. While I am thrilled that most of the trees are still standing (and producing fruit!), the experience also showed me how much care, thought, and creativity goes into even the most mundane processes that most of us take for granted. Buying a bag of Granny Smiths at Costco will certainly never be the same.

The apple orchard is an example of the power of creativity in driving self sufficiency and sustainability on a very small scale. But, once extrapolated beyond the confines of WMS, curiosity has the power to transform entire systems and ways of doing things. And, it is important to reiterate that curiosity never killed the cat – it led to a sustained life of adventure and contentment. ■

LOCKED OUT

HOW THE U.S. CLEAN ENERGY TRANSITION EXCLUDES MANY AMERICANS

By Jeffrey K. Fromuth '07

THINKING BACK TO MY DAYS AT THE WHITE MOUNTAIN SCHOOL, THE WAYS IN WHICH MY LIFE WAS SHAPED SOME 15 YEARS AGO ARE NUMEROUS AND UNDIMMED BY TIME. I LOVED WMS FOR ITS MIX OF COMMUNITY, OUTDOOR ADVENTURE, AND OPPORTUNITIES FOR CREATIVE INDEPENDENT RESEARCH BEFORE COLLEGE. I REMEMBER SEVERAL TIMES WHEN THE HINT OF SOME IDEA I HAD TOOK ON DEPTH AND RICHNESS WHEN A TEACHER STEPPED IN TO HELP. THESE WERE EARLY STARTS ON MY PATH TO FINDING A LOVE FOR LEARNING. I FOUND THE SAME JOY HELPING STUDENTS WHEN I TAUGHT HIGH SCHOOL ENGLISH IN SPAIN. **>>**

The WMS roots for later study

Currently I am a graduate student at Duke University's Nicholas School of the Environment where I am pursuing a Master of Environmental Management degree in the energy program. Even now, years afterward, one WMS class stands out in my mind as the original text for the sustainability questions I am studying. The class was "Stakeholder Analysis of Policy Issues," taught by the great Torrey McMillan, now Director of Sustainability at Hathaway Brown School.

Torrey challenged her class to apply a rigor exceeding many first-year college courses. A graduate of University of Michigan's School of Natural Resources, I suspect Torrey drew from this training to help us learn about systems thinking. Kind, responsive, tough, Torrey made sure we practiced speaking and thinking through our research methods and descriptions of the "system elements." These are all the discrete parts that together make up an issue's whole. We searched for the stakeholders, learned our research terms, investigated how the system elements behaved, posited "causal interactions," and then, at last, inferred the place of our chosen issue within a larger system. For one assignment, we were asked to study a system in our region of New Hampshire and then write an opinion to the *Concord Monitor* or other state paper. Torrey's class was a shining example of the combination of intellectual and local that WMS provides students. Not the best student then, I probably got a B- in the class. It was one of those few classes that remain with you far beyond the grade.

One of my current classes is "Energy Law." It is a seminar taught by an excellent law professor with years of experience in the subject. The course introduces graduate students to the structure and regulation of the U.S. energy system and pays special attention to energy justice issues. Two research articles from Energy Law bring Torrey's class back to mind. They are *The Justice and Equity Implications of the Clean Energy Economy Transition* by Sanya Carley and David Konisky and *Energy Justice: A Conceptual Review* by Kristen Jenkins et al. Torrey taught us to investigate and understand stakeholder positions, motivations, relationships of power, available resources, strategies, and the *action channels* for redress. This is not too different from an investigation of energy justice issues. In the article, Jenkins identifies key elements of energy justice. These are, "distributional justice," or how benefits and burdens map across geographies, "recognition justice," the process of taking a systems approach to understanding who the stakeholders are and what groups are recognized, "procedural justice," a normally bureaucratic process of taking local knowledge and community input in account through select mechanisms provided for interaction, and finally, "restorative justice," which entails alleviating long term and institutional burdens on the less powerful. If it were taught today, Torrey's Stakeholder Analysis class might attend to energy injustice, such as the systems that recognize or shut out communities and the participation or exclusion of stakeholders in policy decisions.

Alongside unified support at the affectionately called 'Nic School' for achieving a low carbon, net zero greenhouse gases emission future, we are also plainly aware of the shortcomings of the 'energy transition' to reach all people. One significant stumbling block on the road to a sustainable transition is with housing stock. Housing, something significant to family wealth, security, and well-being, is a crucial part of energy security for families.

Energy and the housing crisis

The United States Census Bureau report on homeownership for the fourth quarter of 2021 was released in February. Its findings on homeownership among non-white Black and Latinx Americans remain bleak. On average across the U.S., homeownership is 65.5%. For Hispanics, the rate is 48.4%. For Black homeowners, the rate is 43.1%. This last number has remained mostly unchanged for decades. ("Non-Hispanic White" homeownership is 74.4%.)

Homeownership is commonly referred to as one of the best paths to building intergenerational wealth for a family, but for many non-white homeowners, the most accessible option is to rent. While the national average for families paying 30% or more of their income on rent is 27.5%, for Black Americans that number is 56%. Renters cannot build equity in a home. For homeowners moreover, according to the Brookings Institution and Gallup, years of structural racism, discriminatory lending policies, persistent undervaluing of non-white homes, and institutionalized segregation has left many non-white homeowners with older, less safe, and less efficient housing stock. 'But how, exactly, is housing or renting an apartment connected to sustainability, climate change, and energy?', you might ask.

Participation in the clean energy transition often comes down to having energy security in the home. This means that a household must have enough money to pay the energy bills and the ability to upgrade their house, when possible, with efficiency measures and products that increase thermal comfort and reduce energy expense. Such an action is out of reach for many Americans.

In their article, Carley and Konisky write that "researchers have identified many cases in which access to low-carbon and efficient technologies that accompany the energy transition is not universal and, in most cases, is exclusively seized by higher income households." According to a University of Michigan study, many low-income neighborhoods do not have access to high efficiency lightbulbs and often pay more for incandescent bulbs at dollar stores, which over time can cost hundreds more than LEDs to run and replace. Furthermore,

Carley and Konisky found in their review of a 2015 study that 31% of Americans had trouble paying their energy bills or keeping their homes at comfortable temperatures. When faced with high energy bills, some cut back on other basic expenses. The report found that 20% "reported that, due to high energy bills, it is necessary to forgo buying other necessary household items such as food; and 14% reported that they have faced the threat of disconnection" by their utility companies. Roughly half of all homes in the U.S. that are energy insecure are occupied by Black Americans. So not only are families struggling to pay their electric bills and making sacrifices, but the energy technologies they might want often are not even in their neighborhoods.

Efficiency out of reach

Households who rent energy inefficient apartments are particularly vulnerable to the energy burden caused by rising temperatures. This is in part due to the "split-incentive" effect. For tenants who pay their own energy bills, a landlord does not reap a financial gain by lowering tenant energy costs through energy efficiency improvements. Unfortunately, many tenants in low-income rental units live in dwellings with inefficient appliances, walls, and energy systems, but lack the resources to improve them. These renters are thus mostly unable to control high energy bills and face the burden when local temperatures increase.

Though in a better financial position than many renters, homeowners are not always better off with making efficiency upgrades. Homeowners often need assistance from financing agencies to cover the large upfront expenses for efficiency improvements. However, to be eligible for these upgrades the homes often must meet structural criteria, such as good walls or roofing. This is not always the case.

An article in *The Atlantic* magazine found that millions of Americans live in older homes deemed hazardous. According to the research, in 2016 30 million homes in the U.S. had "serious health and safety hazards, such as gas leaks, damaged plumbing, and poor heating." Another 6 million Americans had homes with structural problems. Such issues can prevent efficiency upgrades. A report by EDF found that 15 percent of U..S. homes may be ineligible for home efficiency improvements because of issues like mold and leaky roofs. This puts homeowners in the unenviable position of needing a new roof or wall material before receiving efficient insulation improvements. Thus, housing stock must be a central focus of a comprehensive energy transition.

For renters who can make efficiency improvements to their apartments, one solution could be to strengthen the use of programs like tariffed on-bill financing (TOB). These programs often involve partnerships between a utility and a third-party, like a Green Bank. Under a TOB program, tenants who pay their own electric bills can sign up to receive energy efficiency improvements. These improvements are installed before they are paid, and the renters can start seeing energy savings from day one. Similar programs exist for homes. This works because the cost of the efficiency improvement is tied to the apartment's utility meter, not the renter, so the improvement stays with the apartment regardless of who is living there. This improvement is then paid off over through a rider on the electric bill. Similar new programs also exist for rooftop solar photovoltaic panels and battery storage. These and similar programs can improve access to the clean energy transition that many low-income individuals have been locked out from.

A just and complete transition to a clean energy economy must include Americans of all races and income levels. The often-repeated narrative of personal responsibility and 'solving the climate crisis' misses completely when many people are deprived of resources they need to realize economic and environmental benefits. A restorative justice process that includes access to improved housing stock must be incorporated if we are to make this transition work for everyone.

Action channels

I would be a bad student of Torrey's class if I were not to lay out action steps you can take to help achieve a more equitable and restorative justice-first clean energy transition with respect to housing stock. Here I have listed some very easy steps you can take to help people in your community participate in the clean energy transition.

Consider using the financial services provided by local, Black-owned banks and Community Development Financial Institutions

Many of these institutions include in their charter a mission to increase access to affordable capital for lower income families in your community. This goal is helped with greater reservoirs of capital (local banks can better serve more customers with increased investment from their community). Similarly, community development financial institutions (CDFIs) leverage deposits to make loans to community businesses, nonprofits, and projects. An investment in either institution is one way to support your community. Tip: When using OFN.org's finder, select "Credit Union" in the dropdown under "Org Type" to go directly to institutions near you that take deposits from individual consumers. Additionally, MyCnote and the Self-Help Credit Union offer green certificate options nationally.

Advocate for the creation of a green bank in your state

Green banks are non-depository financial institutions that are mission driven to support access to clean technology and include in their charters a focus on supporting equity building for low income and historically disadvantaged members of their community. They invest in clean energy projects by

addressing financial barriers in markets that keep traditional investors out. The Build Back Better legislation currently stuck in congress has a provision for a national climate bank fund to support this initiative state by state which requires that 40% of the benefits of investment go to low-income communities, called the Justice40 initiative. On a local level, you can make sure your local representative is aware of the bipartisan support for green banks and its value to your community. Nationwide, green banks average a bank to private ratio of 3.7 to 1, meaning that every dollar of green bank investment (philanthropic, tax, utility rider, state energy office investment, etc.) mobilizes $3.7 of private investment, an excellent return. These will accelerate the clean energy transition.

Support small business!

This is a no brainer but one that bears frequent repeating. Prioritize buying goods and services from local family vendors and less from Amazon, particularly those who have had to raise prices recently to stay afloat under current global economic conditions exacerbated supply chain shortages and raw good price increases. Family hardware stores, food trucks, family restaurants, wine and beer establishments, local farmers, florists, artists, and many others.

Support "smart zoning" reforms

As Solomon Greene and Jorge González-Hermoso write for the Urban Institute, the housing affordability crisis and declining resources have created an opportunity for "local governments across the country [to] take matters into their own hands." This includes finding new ways to increase revenue to support affordable housing development and protect families from rent increases or evictions. These governments also see that historically restrictive regulations around zoning and land-use have been a barrier to the construction of new affordable housing, exacerbating economic and racial inequity. "Smart zoning" reforms can look like a local government changing zoning to encourage construction of higher density housing with bonuses to the developers as well as the changing of zoning rules, replacing "outdated" single-family detached house ordinances so that they permit townhouses, duplexes, and higher height caps. Ultimately, more houses on a lot where land is expensive permits more folks to move in. Affordability can be increased by giving priority to affordable housing and inclusionary zoning rules that require developers to include apartments that are affordable to lower income households. ■

TAKE ACTION!

Here are links to resources to follow the easy steps you can take to help people in your community participate in the clean energy transition.

Financial Institutions

Opportunity Finance Network

CNote

Blackout Coalition

Self Help Credit Union

American Green Bank Consortium

Small Business

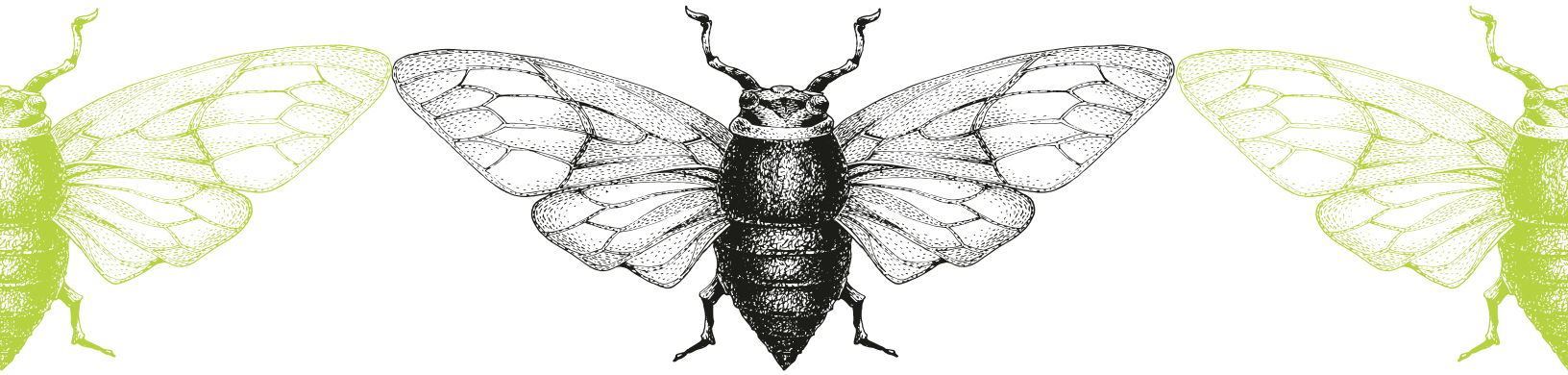
National Small Business Association

"Smart Zoning" Reforms

Urban Institute

Brookings

White Mountain School ('07) alum Jeffrey Fromuth is a Master of Environmental Management degree candidate at Duke University's Nicholas School of the Environment. He is in the energy and environment program. His research interests include electric school buses, public-private partnership finance models, climate finance, and power system economics. In his (limited) free time he plays tennis and enjoys Latin ballroom dancing. Jeff hopes to visit WMS and the Franconia Notch soon.



BUGS *ARE* COOL

By Trina Chiasson '03

1 A smooth cut into a linoleum block is a deeply satisfying event. Curls of material peel away and expose negative space. With a steady wrist and a healthy dose of perseverance, a vision becomes reality. On a cool spring day in 2003, that vision was a bell pepper.

Gently blowing linoleum debris from the surface of the block, soon I would roll black ink onto its surface and press it onto fresh white sheets of paper. After covering every inch of art studio table space with prints and giving them time to dry, the watercolors would emerge and each bell pepper would receive a splash of color. A small card with big blocky letters joined the pepper on its final destination of matte board: "HAND-PRINTED IN SUPPORT OF SUSTAINABLE AGRICULTURE."

In my last year at the White Mountain School, I organized an elaborate senior project with a goal to understand threats to global food systems, evaluate the impact of industrial agriculture on our bodies and our planet, and most importantly—to do something about it. The project involved stitching together a series of independent studies and launching a fundraising campaign to support the school garden. The goal was to provide activation energy to nurture sustainable food systems on campus. My hope was to plant a seed for curious minds and adventurous spirits as we grow into stewards of our planet. One of these curious minds was my own.

One of the original bell pepper block prints lives in my dad's recording studio in Belfast, Maine

2 Fast-forward nineteen years. Today I'm sitting on a porch swing hanging from a large oak tree, overlooking a small pond in south Florida, just a stone's throw from the Everglades. Insects are buzzing around me as roosters crow in the background. White ibis—which we lovingly call Swamp Chickens—stop in for drinks of water before heading back to the compost pile to scrounge. This is my insect farm.

I first started working with insects in plastic tubs at my warehouse co-op in San Francisco. I landed in the Bay Area after a whirlwind adventure where I launched a data visualization software startup and sold it three years later to a big tech company. My team moved from Montreal to California where we built tools to help people see and understand data. I loved my job, but after a year or two I was consumed by a persistent itch to start another company—to venture once again into the big unknown and carve a new path.

3 Insects had been on my mind for over a decade. I can't remember where I first encountered the idea of farming bugs for protein, but from a first-principles perspective it resonated.

Insects evolved to consume waste and turn it into biomass. As cold-blooded animals, they don't expend energy generating body heat. Thus they have an astonishingly efficient feed conversion ratio (FCR, as it's known in the biz) compared to traditional livestock. On a pound-for-pound basis, each unit of feed we give to one of our six-legged friends produces orders of magnitude more protein than when we give that same unit of food to cows, pigs, or chickens. Insects naturally aggregate in dark corners and grow quickly in compact spaces, without the emotional stress endured by density-sensitive mammals confined to cramped feedlots.

Our insects gain about 50x their weight in five weeks, with each female laying hundreds of eggs. Their poop, known as frass, looks and feels like dry bread yeast and has a mild, earthy odor. It's a high-quality organic fertilizer, with high chitin content that provides additional microbial benefits to topsoil. Some insect species act like mini garbage disposals. They can consume a wide variety of waste streams and convert those materials into nutrient-dense proteins that can be used for numerous purposes across our food and feed supply chains.

The primary species we rear is Zophobas morio, which is a type of fast-growing mealworm colloquially known as a "superworm." It's part of a family known as Tenebrionidae (a.k.a. darkling beetles) that can digest a large variety of organic and inorganic waste, including styrofoam and other plastics. The larvae achieve this by cultivating a rich community of gut bacteria that convert polystyrene into inert materials that support their growth. There is no other animal known by modern science that efficiently breaks down plastic through digestive processes. Bugs are cool.

Insect protein is an excellent source of bioavailable essential amino acids that can be challenging for some bodies to extract from plant sources alone. This is especially true for obligate carnivores like cats, where plant-based diets can lead to nutritional deficiencies and health problems.

And as it turns out, pets are an excellent group of early adopters for insect protein. Plenty of people will gladly devour aquatic arthropods like shrimp or lobster, but pause at the idea of intentionally eating their terrestrial counterparts. Pets, meanwhile, have no such qualms.

Pets consume around one-quarter of animal meat in the United States, with the majority of that meat competing directly with the human food supply. Given that livestock are responsible for an estimated 16.5% of global greenhouse gas emissions, our annual "carbon paw print" is significant. It's also low-hanging fruit, since we know that insect protein is a healthy alternative that our pets are happy to consume.

Of course people can eat insects too, and have been doing so for thousands of years. This morning I walked into our kitchen to see plates of roasted crickets and superworms, prepared and lightly salted by my co-founder and roommate, Tequila Ray Snorkel. Though I've followed a plant-based diet for 25 years, I've made a habit of adding cricket powder to my oatmeal or smoothies in the mornings. There's a small but passionate "ento-vegan" movement of people who consume primarily plants, but include insects to balance nutritional requirements in a manner that's congruent with their values. For those with adventurous palates, insects offer another way to eat lower on the food chain.

Insect farming can also protect ocean ecosystems and biodiversity, both by reducing reliance on fishmeal and by providing feed for sustainable inland recirculating aquaculture systems–think, farms for fish. Using insect meal in animal feed could curb our reliance on fishmeal, which today is produced by harvesting millions of tons of small forage fish from the ocean in large nets, then grinding up their remains. These small fish sit at the bottom of the food chain, and so their removal hurts every animal, from fish to whales, that depends on them.

Aquaculture isn't going anywhere, either. Since the 1980s, the amount of wild fish we've harvested every year for human consumption has been roughly flat while consumption has doubled. Aquaculture filled the gap. Attempts to meet exploding demand for fish has created big problems; it has become harder to catch enough fish for humans and aquaculture farms alike. This has led to widespread adoption of bottom trawling, the ocean equivalent of clear-cutting by dragging industrial scale nets across the sea floor. A recent study published in *Nature* estimated that bottom-trawling emits more CO2 per year than the entire global aviation industry, because the ocean floor stores large reserves of carbon which are released when disturbed. We need new solutions.

Insects can offer an alternative by providing the required nutrients at a fraction of the environmental cost. But how do you grow them cost-effectively at scale? The last five years of my life have been dedicated to solving this problem.

4 There's nothing quite like the sound of millions of superworms eating lettuce. It's a chorus of rustling vaguely reminiscent of walking through the forest after a long rain, when the edges of the leaves have traded their usual brash crackle for a softer, more flexible character.

Our superworms are thrilled to tear into just about any wilted vegetable you can throw at them. Once or twice a week, we send a big white cargo van to a local produce distribution center where we pick up a couple of pallets of so-called junk veggies. Cracked watermelons, moldy squash, and wrinkly bell peppers that are too imperfect for grocery stores become food for our larvae.

Trina holds a handful of superworms at her farm

At our farm we also grow crickets, but admittedly they are fussy eaters in comparison to their substrate-dwelling neighbors in Building 4. However, our crickets can take the same food that chickens eat and produce twice as much biomass with a higher nutrient content. In this field we are always thinking about inputs and outputs. We're in the business of turning garbage into gold.

When I first decided to play with insects full time, I had a lot of learning to do. If insects are so great, why don't I see them on grocery store shelves? What are the barriers, and what was I missing?

I moved to New York City to spearhead an art project and learn about bugs. The art project was a 1950s-style pop-up diner called The Entomophatron that served a menu of edible insect experiences, including conversations about the role of insects in our food system. The art was sponsored by Guerilla Science, a nonprofit that uses interactive art and immersive theater as a vehicle for science education.

While in New York, I met a leech parasitologist who worked at the American Museum of Natural History and had a special interest in insect protein. He invited me to become a visiting scientist at the museum, where I found myself working alongside a collection of quirky entomologists in the invertebrate zoology department, above a stunning view of Central Park. I spent much of the summer reading academic literature and making phone calls to people who might know the answers to my questions. It became increasingly clear that insect farming was in fact an enormous untapped opportunity, and that our unique juncture in history made it the perfect timing to embark on such an endeavor. But there was a big meaty problem to solve: farming insects is extraordinarily labor-intensive, which makes them cost prohibitive despite their biological efficiencies. For insect protein to be an affordable replacement, we would need to figure out how to grow them more efficiently.

Trina Chiasson and co-founder Tequila Ray Snorkel pose with The Entomophatron (https://entomophatron.org/) after hours at the Dutchess County Fair, New York

I moved back to San Francisco and teamed up with an entomologist and a hardware engineer from the biotech industry.

We went through a startup accelerator called Y-Combinator and raised some money. We began growing insects out of shipping containers in an industrial zone in San Francisco called the Box Shop—home to a thriving Burning Man artist community known as the Flaming Lotus Girls. We spent the next year doing research, fiddling with prototypes, and figuring out how to build tools, technology, and processes to reduce the cost of growing insects. After about a year, we were running out of money and needed to test our ideas on a larger scale. An opportunity came along to purchase a rickety old nine-acre farm in rural Florida. Lazy H Bait had spent the last thirty years growing live insects for the fish bait and reptile feed markets. The owner was ready to move on to other things in life, and Ovipost was ready for its next chapter.

In a startup things don't always go as planned, but I don't think anything could have prepared me for the tragedies that would unfold. If you are ever tasked with designing a stress test for tenacity, an insect farming operation may be a good place to start.

About eight months after landing in Labelle, our crickets contracted Acheta domesticus densovirus, a pathogen that completely wiped out the species of cricket we were growing. Millions of insects died and financial hardship ensued as our revenue stream collapsed and we desperately scrambled for solutions.

Not long after, one of my co-founders passed away suddenly due to complications of influenza. A few weeks into my grieving process, a new global pandemic ignited rapid shifts in supply chains. Most of our remaining sales income vanished as we could no longer source key resources needed to fuel our operations. Watching the debt pile up as our bank balance shrank to zero, I bit my fingernails and counted the days until I would need to lay off our employees and admit defeat.

But instead we pulled through. They say that a cockroach can survive a nuclear apocalypse, and I like to think of our team as the heroic cockroach in this story. We recently opened our second facility in Mississippi and now have a combined 45,000 square feet of indoor rearing space with 20 full-time employees. We produce millions of insects every week that we sell to hundreds of active customers, including zoos, aquariums, and animal rescue organizations. We're getting ready to launch our next product—dried cricket and superworm meals that can be used in a variety of consumer products, such as protein bars or pet food.

When I think back to the challenges we've faced—and I'm sure we'll have plenty more—I'm proud not just of what we've done, but how we did it. We were resilient and we cared for one another as we all made new homes in a Tiger King-esque corner of Florida.

Every day I do my best to keep carving a path toward a sustainable future focused on the things that matter: healthy people, healthy communities, and a healthy planet.

We built a culture that not only welcomed input from everyone from tech startup founders to old-school Southern farmers, but depended on it. We couldn't afford fancy solutions, so we embraced scrappiness in our souls. We bucked the status quo and carved our own path. We persevered.

5 I spent much of my last semester in high school sprawled out in the great hall, furiously reading books on industrial agriculture, soil composition, food and nutrition, and a slew of other content to help me understand how the very infrastructure of our food systems affect the health of people and our planet. I'm forever grateful to the teachers who supported me in this exploration, and to the school itself for creating an environment where such a unique project could emerge. At the root of this educational ecosystem was a support structure that encouraged me to move beyond the standard curriculum and plant the seeds for a lifetime of self-directed learning.

Tequila and I have a six-foot whiteboard in our living room, where we're always scribbling down ideas and thinking through problems with the team. We have bookshelves overflowing with entomology textbooks, startup literature, and a mish-mash of topics ranging from agricultural commodity processing techniques to homestead training manuals. Learning is a continuous process, with each experiment unearthing new questions and new ideas to explore.

6 Making a linoleum block print is a process of strategic removal. To preserve the important parts, you need to get rid of everything else. You keep cutting until you're left with only the pieces that truly matter.

In a world with endless distractions, where the signal-to-noise ratio is off balance and the noise keeps getting louder, it becomes increasingly important to stay focused on the vision. I calmly chisel into a blank slate of possibility, giving the vision space to shine through what was originally a rather unremarkable formless gray mass. Every day I do my best to keep carving a path toward a sustainable future focused on the things that matter: healthy people, healthy communities, and a healthy planet.

Speaking of which, it's time to ship some superworms. ■

Trina Chiasson is the co-founder of Ovipost, an insect farming startup that grows crickets and superworms to produce sustainable proteins for animal feed. She attended the White Mountain School from 1999-2003.

FROM THE WHITE MOUNTAINS TO THE BAY AREA: PAYING IT FORWARD WITH BIKES

By Tyler Randazzo '15

My name is Tyler Randazzo and I graduated from the White Mountain School in 2015. During my four years at WMS, I was lucky enough to participate in many perspective-changing outdoor experiences, from mountain biking on school trails to canoeing the Connecticut River during a field course, that helped me to grow personally and find my own purpose. As I've entered adulthood, I have sought to pay that forward in my professional life, and that is how I've wound up working to grow access to outdoor education in the California Bay Area.

Black Oak Wilderness School (BOWS) is an organization based out of Oakland, CA, that seeks to increase access to outdoor education. We are small but growing; our director, Dane Nelson, started the organization as a sole proprietorship in 2017. After working in youth outdoor education for a decade, Dane became disillusioned with the lack of outdoor programs access available to less resourced youth. Eventually, Dane brought me and another employee, Jack Foley, into the fold after we all got jobs teaching experiential education classes at a local charter school network, but struggled to gain the support and resources we needed to be successful. We negotiated a contract for BOWS to teach elective courses as an independent contractor and began the process of expanding our program offerings and incorporating into a non-profit organization.

I am the program director for BOWS' bike education program. After developing a passion for all things biking during my time at White Mountain, I ran my college's on campus bike shop. I tried to figure out a way to make biking a career in any way possible that did not involve racing, because I am not very fast and do not enjoy it. I do love riding my bike, exploring new places, and figuring out ways to drive less, which are all core tenaets of our bike program. We offer other programs as well; currently, BOWS has 4 full-time staff members and another 4 seasonal teachers, and we offer classes at 5 local public charter schools in Richmond, El Cerrito, Daly City, Sunnyvale and San Jose, California. Our students get elective credit for our classes that meet California state requirements, and we develop and offer curriculum that fits the needs of the schools we contract with, including developing and grading student projects. We offer 5 classes in all to our schools; Adventure

Science, where students learn to craft survival tools from scratch, Local Wilderness, where students learn bushcrafting skills as well as about local ecology and peoples, Wilderness Leadership, where students learn about outdoor recreation and leadership and experience overnight camping trips, Urban Farmcraft, where students learn about farming, crafting with natural materials, and food preservation, and Bike Shop, where students learn bike mechanics, maintenance, and riding skills. We are always tinkering and expanding our program offerings; you can go to blackoakwilderness.com for more information about Black Oak and what we do.

Our classes cover a wide range of topics, but they all have the same basic principles at heart. We believe that connection to the environment, whether it be through taking a human powered adventure, building a fire and cooking a meal, or learning about medicinal plants, empowers our students to live in healthy and sustainable ways. By offering our classes for credit in school settings, we are able to give access to students who might not otherwise think that they are "outdoorsy" or have traditionally felt comfortable in outdoor spaces, whether due to institutional racism, lack of resources, or other barriers. In addition, students can also maintain an afterschool job or help go home to help care for their siblings and take our classes, which means that we are able to offer our classes to students that would struggle to access after school outdoor programs. Because we meet our students at school sites and don't currently have buses or other means of transportation, the places we go "outside" are wide ranging and are usually only places we can get to on foot, via public transit, or on a bike. We have to get creative; sometimes, an excursion is to a local garden to talk about community gardening initiatives, or a bike path where students can explore local areas for recreation. Finding places to take students close to school sites can be challenging, but is also one of my favorite parts of the job; in doing so, I get to see students expand their ideas of what it means to go outside and realize that they can reach parks and green space from their homes easily.

> We believe that connection to the environment... empowers our students to live in healthy and sustainable ways.

The impact on our students is awesome to witness; students often take several of our classes across their time in high schools, and draw lessons and connections they can take to another. On a recent bike ride with my "Bike Shop" class to the beach, for example; one of my students stopped and pointed out local native plants that he'd learned about in his "Local Wilderness" class last year. I see all of our classes as deeply interconnected, allowing students to explore their relationship to the earth and in doing so learning about their place in our larger ecosystem. Living sustainably, too, is about figuring out

ways to persevere and persist in a world that often makes little sense. For so many of us, an important part of this is finding ways to quiet the noise in our heads and finding a little bit of peace and clarity. That feeling was one I first really felt at The White Mountain School, whether it was riding around campus trails on my mountain bike or skiing laps at Cannon. I feel really fortunate to have gotten to have outdoor education be such an integral part of my high school education, and so my inspiration for doing the work I do now is pretty simple – I want more people to have access to the type of education that had such an important impact on me. I truly believe the world would be a better place if everyone had access to outdoor education, and I hope that Black Oak Wilderness School is doing just a little bit to create a more sustainable world. I hope you, too, can find ways, however small they may seem, to pay forward the tools and skills that The White Mountain School has afforded its community.

Notes from a Journal: Organic Farming

By Ana Chambers '19

I graduated from The White Mountain School in 2019, during my time there I participated in many different activities, but one of my favorites was working on the farm on campus. Having grown up on and around small farms, I loved being able to learn more about sustainable agriculture from Renee, Eben, and Kenya. After graduating I spent a year going to college before being sent home due to the pandemic. Instead of going to online school, which I was not excited about, I spent a year and a half doing a number of things. Most recently I got to travel while volunteering and learning on small organic farms in the United States and France through a program called WWOOF (World Wide Opportunities on Organic Farms).

My first WWOOF was Fox Run Orchards, just two hours south of the White Mountain School in Lebanon, NH. I stayed there for a month learning about permaculture, mycorrhizal relationships, and much more while helping finish out the harvest season and get the beds ready for winter. One of the many things I and my fellow 'WWOOFers' did was make cider from fallen fruit in the orchard. **(1)**

After spending some time being a tourist and visiting friends in Paris, I headed to the Miellerie Dandelion in rural France. There I stayed with Chloé and Martin, who produce honey and were beginning to produce liqueurs. I helped finish the distillery as well as the daily chores of farm life. I also had the chance to learn how to spin wool, which I soon learned is much more difficult than it looks. **(2)**

Finally I went to my third location, an organic winery right on the coast of the Mediterranean Sea. During my two weeks there I mainly helped prune the vines, but sometimes we would bottle vinegar or bring water out to the cows and horses. **(3)**

I knew going into my travels that I wanted my time WWOOFing to be an educational experience, with the added benefit of travel and some fun. WWOOFing for me was an experiential learning opportunity, almost like an extended Field Course. Now that I am back home and participating in traditional education, I look back on my time WWOOFing and at White Mountain fondly as they gave me the opportunity to learn through action. ■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"I look back on my time WWOOFing and at White Mountain fondly as they gave me the opportunity to learn through action."

IS ROCK CLIMBING SUSTAINABLE?

An Exploration of Natural Ethics through a LASR Project

By Ricky Ollerman III '22

JOURNEY TO A QUESTION

When I came to the White Mountain School for my freshman year, I remember signing up for ski racing as my winter sport. With low interest in racing, the sport never happened, so I needed to choose something different. On a whim, I decided to join ice climbing. While I didn't know this at the time, this single decision would have a massive impact on my life, and would be the first of many such influences this school has had on me.

After that winter, I became addicted to climbing, and, now, in my senior year, the sport is driving my LASR Project–a graduation requirement and typically a senior project. The Leadership, Arts, Service, Research (LASR) Project is an opportunity for seniors to steer their own learning on a deeper, hands on level. Climbing throughout my high school career, this was the obvious and exciting choice for me to explore for my LASR.

DEFINING THE RESEARCH

One of the key pieces of equipment that allows people to rock climb is called a bolt. They're small and indistinctive mechanical screw-like metal devices that are embedded into the rock for a climber's protection. The only problem is that bolts cause permanent damage to the rock, since in order for them to be installed, one must drill holes into the rock. The damage this causes to the rock, even if done correctly, is irreversible.

After using climbing bolts as protection on countless occasions, I began to explore how they actually work, particularly on what it takes to establish a new climbing route and install bolts. As I quickly began to research more into the subject, I discovered that ethics play a strong role in determining if a new route gets established. Because bolting is a serious endeavor, the local climbers, bolters, naturalists, or simply the local "elders" as they are called often play a critical role in deciding if a route can be bolted.

CONDUCTING THE RESEARCH

Once I decided to delve into this topic for my LASR, I first began by exploring what it would take for me to place bolts and establish a route, then, logically, I proceeded into learning the ethics of the area. For this examination of natural morals, I began reading online climbing forums and reaching out to local climbers to learn more about personal and regional bolting ethics. After all of this, however, I feel the cornerstone of my research was an expert interview in which I spoke with Ted Teegarden, a Teaching Lecturer in Adventure Education at Plymouth State University and Professional Climbing Guide. While we spoke a lot about how first ascensionist should go about bolting new routes, at the end of the interview, I thought of a spur-of-the-moment question: is climbing, the sport itself, sustainable?

Immediately, as if he'd thought of it before, Ted told me about how he believes that the sport had the potential to be sustainable, yet wasn't today. The lack of sustainability didn't even have to do with bolting, but instead was a concern on the effect that climbers have on the environment. Perhaps the most valuable insight I received from Ted, as he puts it, is the fact that "there are more climbers than there ever have been, and there's only so many rock climbing crags. Those crags are getting overrun." This means that as climbing has become a more popular sport, the effect it has on the environment is also growing. However, while it might not be a sustainable sport right now, climbing has the potential to become one.

OUTCOMES

Asking the simple question of whether or not climbing is sustainable became the most important part of this project for me. As sustainability is a valued practice at WMS, and something the whole world should be concerned about, this became one of the focuses of my presentation. Taking the opportunity to talk to students and faculty about an increasingly popular sport and its effects on the natural world is something that I find not only important but meaningful. Throughout my presentation I tell the story of how I went from pursuing the opportunity to bolt a climb to exploring the ethics of not only bolting but the sport of climbing itself.

Initially for my LASR Project, I was hoping to be able to establish and bolt a climbing route. While I devoted a lot of time and energy into exploring this opportunity, in the end it proved fruitless, and I was unable to bolt. However, I'm now happy I never bolted anything. First, because I feel that it would be hard for me to actually drill holes into the rock, on an emotional level, since I know I'd be permanently and irreversibly damaging the cliff. Secondly, I also don't want to be responsible for bringing more climbers to a crag, and therefore have an increased negative impact on nature. While one new route probably wouldn't draw any additional people to climb, I would still be creating more product for consumers. The product being climbable rock and the consumers the climbers. Because that's what we do when we climb, we consume nature. Bold statement, I know. But we all have an effect on the world, and if we want to fix it, we need to acknowledge it first.

Passing Values to the Next Generation

Bill Ney '80

In 1976, I was a freshman in public high school in Connecticut. I loved learning and was a good student, but my mom had passed in 1975, and my home life was unstable. Concerned that I might not graduate, someone suggested to my dad that he send me to boarding school.

We toured several places in New England, all of which felt institutional. When we pulled into the WMS campus, Nancy Henderson, the then-director of admissions, met us in the driveway with her two big Newfoundland dogs, and we both instantly felt it was the right place. It seemed sacred, almost magical, and it still feels that way to me today. I was transformed by my experiences there, and I know a lot of other people who were as well.

I started my sophomore year at WMS in 1977. My teachers were demanding, but never condescending – there was mutual respect which was very empowering. Soon after arriving, I saw the school's geodesic dome, which had fallen into disuse. I asked my science teacher Dan Rose about it, and the next thing I knew, I had started a big project to get the dome cleaned up and running again. It was a lot of work to scrub it down and remove all the mold, but Dan and other students pitched in, and by winter it was lush with plants.

The inspiration for the dome came from the New Alchemy Institute (now The Green Center). It was intended to be a self-sustaining system, with a huge water tank for raising tilapia for food. WMS' dome is no longer, but it was a sight to behold in its day. I have plans to get a dome at my current house so we can grow our own vegetables year-round!

These back-to-the-Earth experiences initially pointed me toward an undergraduate degree in marine biology, but two years in I discovered computers, had a change of heart, and went in a different direction. I don't regret having spent more than 30 years in tech, not least because I met my lovely wife on my first day at Xerox, and we're celebrating 30 years of marriage!

In February 2020, I wanted to change my professional direction, so I penned a letter entitled, "What do I want to do for the next 20 years?" At the top of the list was "Be an advocate for the environment." I shared my letter with my sister, and she quoted the poet and Sufi mystic Rumi: "What you seek is seeking you."

A few months later with the pandemic underway, I was working on my front porch when I was approached by a solar salesperson canvassing the neighborhood. We had a long conversation about how much the technology had improved in recent years. I started doing some research and interviewed some other solar companies – the third was PosiGen, where I now work.

What really resonated with me was PosiGen's story. The founders, Tom and Lisa Neyhart, started the company after Hurricane Katrina. Seeing that disadvantaged communities of color in New Orleans were the last ones to get their power restored, they set out to address this disparity by installing solar panels. I sent in my resume, met the leadership team in Connecticut, and now I help all families get access to affordable solar, regardless of their income or credit score!

I'm glad I've found a company that's altruistic and doing the right things for the right reasons. Unlike other companies that target affluent homes and will only work with individuals who have a high credit rating, PosiGen is committed to enriching neighborhoods and communities. In fact, they won't even install solar unless it will save the customer money!

When I arrived at WMS in 1977, I wasn't really thinking about the environment – but spending so much time in the outdoors with people who cared about the natural world imbued me with an abiding appreciation for nature. I thank WMS for starting me on the path of sustainability and environmental conservation. I have passed these values down to my children, and WMS continues to pass them along to future generations.

Charting a Course for Sustainability

Brett Kaull '80

I grew up on the shores of Lake Erie in the post-industrial port town of Ashtabula, Ohio. Immigrants from Sweden, Finland, Italy, and Ireland settled in the area to build a new life, creating a rich cultural melting pot of new American citizens and powering the industrial revolution with coal, iron ore, and steel. At one time, the Port of Ashtabula was the third largest receiving port in the world, and in the 1940s it supported the war effort by supplying materials used to defeat the Axis powers.

By the 1960s our great natural resource, Lake Erie, was all but dead due to pollution, a toxic byproduct of our new economic prosperity – prosperity that, in a word, was unsustainable. This made a strong impression on my young mind.

I joined WMS in my junior year and developed leadership skills through rock climbing, ice climbing, and hiking in the White Mountains. The faculty and my new friends were strong, independent young adults... I wanted to be like them. The mountains and pure environment spoke to me and engendered a spirituality in my mind and body. These experiences and the lessons learned at WMS would remain the most influential in my life. It felt sustainable.

When Gary Hirshberg, older brother to our dorm mate Bill, came to speak at WMS many students were impressed. Gary was director of The New Alchemy Institute and an innovator of solar aquaculture, small-scale agriculture, and energy conservation. At Gary's suggestion I enrolled in Hampshire College, where I earned a degree in environmental science and public policy before moving to Washington, D.C., for an internship. In a stroke of luck, I was hired as a legislative assistant to Congressman Henry Nowak (D-Buffalo, NY), the new chairman of the House Subcommittee on Water Resources and began my 15-year career working for Congress on all matters environmental.

Congressman Nowak's jurisdiction over the EPA, Army Corps of Engineers, NOAA, the Coast Guard, the U.S. Fish and Wildlife Service, and many other federal agencies positioned me to learn how to pull the levers of government. Working with a broad coalition of Great Lakes' members of Congress on a bipartisan basis, we enacted many laws to the benefit of the Great Lakes environment and beyond. The coalition remains highly successful to this day because it is bipartisan. We built a political infrastructure that is sustainable and somewhat unique in today's fractured political environment.

The mountains and pure environment spoke to me and engendered a spirituality in my mind and body. These experiences and the lessons learned at WMS would remain the most influential in my life. It felt sustainable.

After Representative Nowak left Congress, I worked for two other congressmen, Eric Fingerhut (D-OH) and Steven LaTourette (R-OH), who represented the Ashtabula area. This led to my greatest professional accomplishment – developing the Ashtabula River Partnership, which cleaned up more than 600,00 cubic yards of PCB-contaminated sediment from my hometown river to restore navigation depth and the environment. The partnership was an unlikely coalition of federal, state and local governments working with twenty-two separate companies that were legally responsible for the pollution. Considered impossible at its inception, the project is now a national model for public/private partnerships. The project took 17 years and almost $70 million, but we avoided a Superfund action and today the river is clean.

I learned early on that the economy and the environment are inextricably linked. Cleaning up the Great Lakes demonstrated that the heavy industrial economy of the region can be profitable even with stringent environmental controls. Restoring the ecology of the area has also created a multi-billion-dollar recreational economy. Achieving this type of balance between the economy and the environment is essential to sustainability and ensuring people and our planet can thrive.

Brett and his life partner Jill sailed from Lake Erie to Key West 15 years ago where they now reside and participate in all things nautical.

Vertical solar panels on the west side of Morgan Creek Ventures' Boulder Commons building in Boulder, CO.

Building a Sustainable Future

Matthew Beery '04

Attending WMS was a real eye-opener for me and definitely changed the trajectory of my life! I arrived at the school having grown up in a family and community that was more focused on material and financial achievement than on prioritizing the environment. It really hadn't occurred to me to consider my impact on the natural world until I was at WMS, where environmental awareness was woven into everything we did.

There were many experiences at WMS that helped to shape my evolving worldview. Contemplating the benefits of conserving energy, recycling, composting, and eating locally sourced, organic food was new to me, as was hearing my Burroughs dorm head Shelby Edmiston talk about building a straw bale home in New Mexico, or having a teacher explain how he was going to recycle timber from old barns to build his new barn (which prompted me to think: "Wow...you can do that?!"). I remember seeing solar panels on school buildings long before solar was as commonplace as it is today.

At WMS, I was surrounded by people for whom protecting the planet was a central value, and who taught me to see the environment as a finite, shared resource we must conserve. I love to ski, and I want my kids to be able to ski – being at WMS helped me realize the threat climate change poses to my favorite sport. All of this planted seeds in my mind, although it was a few years before they would really take root and begin to grow...

My interest in construction management was sparked by my brother-in-law. It appeals to me because it offers the ability to combine intellectual stimulation and problem-solving with hands-on work that leads to tangible results. My career gradually took me west, and I began to develop an interest in sustainable building practices. An informational interview with Morgan Creek Ventures in Boulder, Colorado, led to my current role and I haven't looked back!

Morgan Creek Ventures invests in designing and building ultra-sustainable buildings that seek to have a net-zero environmental impact. To achieve this, we use solar panels (including the first vertical installation of solar in Boulder), high-efficiency windows (including the first photovoltaic window in Colorado), natural lighting, advanced water/wastewater energy capture systems, highly efficient heating and cooling systems, and more. Our goal is to create unique workspaces that will enhance productivity and inspire their occupants.

As Director, Construction, a part of my role is ensuring that once built, our buildings are properly maintained and operated so they can continue to perform with maximum efficiency reducing the operational carbon footprint. While these investments in a sustainable future are considered leading edge today, we believe that one day they will become the norm, and indeed many of the features we install will become required as part of updated sustainable building codes.

ReRack 'Em Up!

Bo Grayzel '88

You might not think "sustainability" when you see a rack for bikes, skis or kayaks on the roof of a car – but perhaps you should!

Bo Grayzel started ReRack in his driveway in 2008. From that humble beginning, the company has expanded to two stores in Portland, OR, and Renton, WA, and is the largest seller of second-hand racks and parts in the country. "As far as we know, we're the only shop that started out selling just used equipment, although we now sell new racks and replacement parts as well."

The company gives people "a place to buy, sell and trade used car roof rack parts," which means it not only saves customers money, it also prevents thousands of roof racks from being discarded in landfills every year. ReRack focuses almost exclusively on roof-mounted racks. "Hitch-mounted racks are generally pretty straightforward. Our expertise comes into play with cars that have bare tops," Bo clarifies. "That said, we can also help in situations where a vehicle has a roof rack, but the user needs to customize it to their specific needs."

ReRack began as a side gig while Bo was working for a large tech company doing inside sales. "I was in a cubicle, spending all day in front of a computer and on the phone. As someone who likes working with his hands and has a deep connection to the outdoors, it was not for me!" To keep himself entertained, he would peruse Craigslist, keeping an eye out for roof racks. "If I spotted a lonely rack that looked good, I would go pick it up on my lunch break, and it would end up in a trailer in my driveway," he recalls.

"I'd fix it up and then repost it to Craigslist with information about the types of vehicles it would fit – which was vitally important, because you can't always rely on manufacturers' specifications, especially when you're dealing with old racks and/or old vehicles," Bo continues. "Of equal importance, when someone bought a rack, I'd install it for free to make sure it fit well and would work properly." And thus, ReRack was born.

While ReRack's business model is centered around reducing waste, it offers many customers a second layer of environmental benefits that isn't as obvious: significantly improved gas mileage. The secret to delivering this is something called a landing pad. Manufactured by Yakima, these bases permanently attach to a vehicle's roof, providing a mounting point for a rack – or multiple configurations of racks.

"When a customer knows that they can pop their roof rack off and easily and safely reinstall it when they need it, they're much more likely to leave it off when they're driving around town," Bo explains. "You won't really notice the difference in gas mileage in an overpowered vehicle like an SUV, but if you're driving a Prius, a roof rack can really drag down your efficiency. As we see more electric vehicles on the road, the ability to remove racks will become important."

As noted, ReRack can also greatly increase the versatility of built-in roof racks. "For the average user, we usually don't need to augment the rack that came as part of their car, but we do have a lot of customers with specialized needs. This has become more common with the increasing popularity of camper vans. Folks want to be able to put a wide range of things on their vehicle's roof, including solar panels."

Bo attended WMS for his junior and senior years of high school so he could ski during the week and train full time. "I started ski racing with the Franconia Ski Club when I was ten and arrived at WMS just really wanting to ski," he remembers. "However, being at the school exposed me to the values of the local community, which were not related to status or materialism. People were really down to earth, and I think being in the White Mountains helped me understand that life should be more about people and experiences than possessions. Possessions are fine, but their purpose should be to bring us happiness."

"I didn't have a business plan or a bank loan when I started ReRack," Bo reflects. "It came from my love of the outdoors and wanting to have the stuff I needed to get outside, but not necessarily wanting to be a consumer. I like helping people go out and have fun and be able to take their toys with them. Racks are very utilitarian – they don't have to be fancy, they just have to be functional, and if we can provide them sustainably, all the better."

Preserve, Provide & Sustain

Quinn Vittum '98

Quinn Vittum co-founded Re-use Hawai'i in 2006 following two successful efforts launching salvage and deconstruction companies in Washington State. "You wouldn't think that spending your high school years at a ski school would prepare you to get startups off the ground, but I can see now that it absolutely did!" he says with a laugh.

Quinn and his twin brother Neil came to WMS as sophomores. "We were home-schooled through sixth grade, and then attended farm school through ninth grade. WMS was a big change for us in terms of both the structure and the workload," Quinn recalls. "The latter was due in part to the fact that we got really good at snowboarding – so good that the local ski hill ended up hiring us as after-school instructors!"

Quinn's interest in salvaging usable materials from demolition and construction started when he was a young boy. "My father was in construction, and I was always bothered by the amount of waste that was created. I spent a lot of time trying to save various materials, but it was frustrating because there was nothing you could do with it, aside from building some pretty awesome forts in the forest!"

After graduating from WMS, Quinn attended The Evergreen State College and was drawn to the architectural salvage industry in the Pacific Northwest. "As part of my self-directed curriculum at Evergreen, I wrote a business plan for whole-building salvage and deconstruction, which is the practice of disassembling structures by hand to recover the maximum amount of usable material."

"It soon came in handy because the salvage company I was working for closed its store in Olympia," he recounts. "Some friends and I banded together and resurrected it as a Habitat for Humanity ReStore. We called it Sound Builder's Resource, and in conjunction with that I started a deconstruction program that was focused on diverting as much material as possible from the landfill."

"Things went really well," Quinn continues. "We did some houses and warehouses around Puget Sound, but the deconstruction part of our activities eventually outgrew the Habitat model, so I left Sound Builder's and started Olympia Salvage. We landed a huge contract to help deconstruct the barracks at Fort Lewis, which dated back to WWII. The project was a big success, and we even won an award from the White House."

In 2006, having launched two deconstruction startups, Quinn was invited to give a presentation about his experiences at an EPA conference in Atlanta. "That's where I met Selina (Tarantino). She'd worked as an interior designer in Honolulu and was concerned about the amount of unnecessary waste generated from remodeling homes, so we decided to team up and co-found Re-use Hawai'i."

Now in its sixteenth year of operations, Re-use Hawai'i focuses on reducing solid waste on O'ahu and Hawai'i, a significant percentage of which comes from demolition activity. "The need to divert waste from landfills is particularly acute on islands. When done properly, deconstruction can salvage or recycle about 70% of the materials from a building," Quinn explains. "The unsalvageable 30% is generally composed of things like asphalt, drywall and carpet."

As noted, Quinn credits his WMS education and overall experience with preparing him for his career path. "At the age of 15 or 16, we were propelled toward independence quite quickly," he reflects. "We had a lot of support from our dorm heads, teachers, and counselors, who set guard rails and

clear expectations, but we had a lot going on and had to figure out how to get everything done. Starting a business requires the same kind of energy, focus, hard work and discipline I needed at WMS."

Re-use Hawai'i has grown from a five-person crew to a staff of more than 40 today and has completed more than 600 deconstruction projects throughout the state. The company helps clients ranging from homeowners to large organizations reduce their environmental impact and give back to the local community by donating their salvaged materials to Re-use Hawaii's redistribution centers, which turn them into affordable building supplies.

In the future, Quinn hopes to continue to expand Re-use Hawai'i to additional islands in the state, and he's currently focused on helping the business grow sustainably. In 2018, he was invited to participate in the Omidyar Fellows' Hawai'i Leadership Forum, a 15-month program designed to help develop leadership capacity on the islands with the goal of transforming Hawai'i's future by addressing its most pressing issues.

"It was an amazing experience, and it's equipped me with some really important skills," Quinn reflects. "Our business has a big impact, but our business model can be really challenging, and it can require some quick, smart pivoting to make everything work. I look forward to the day when what we're doing is no longer unique or special!"

Advancing the Human Condition

Bianca Lora '13

The four years I spent at WMS had an incredible influence on who I am and how I understand sustainability. While I learned a lot about environmental sustainability through academics and extracurricular activities, I credit all my teachers for contextualizing what it means to sustain yourself and a community. Seeing adults who had interests and lives outside of their work that were aligned with their values and observing how those things intersected with who they were in the classroom was very impactful.

My professional development is in many ways a direct reflection of the values and passions I cultivated in high school. For me, WMS was a place where I felt supported, which gave me the freedom to explore and try new things – even if I looked dumb. I saw first-hand how creating safe environments to be curious and vulnerable are needed to sustain an intentional existence.

It was my independent study with English teacher Paul Denby that led me to St. John's College in Annapolis. Were it not for that experience, I would never have dedicated myself to a school that exclusively studies the Western canon in chronological order! Diving into that uniquely intellectually rigorous program reinvigorated my passion for social justice – awakened at WMS – and led me to complete a master's in social work.

After receiving my degree, I became an organizer for SEIU, where I helped adjunct professors at Prince George's Community College in Maryland unionize. Cohabitating with my teachers at WMS instilled in me a deep appreciation for educators, so I wanted to give back to a profession that had made such a difference in my life.

From there, I went on to work as a Senior Legislative Assistant for a Montgomery County elected official. I was proud to assist in creating laws and structures that protect everyone and help advance the human condition. We only have one life, and there are many things we can't change, but it is incumbent upon us to try to create a more equitable and just future for those who come after us. This too brings me back to a key lesson learned on WMS camping trips – always leave a place better than you found it.

The experience of living through the pandemic has prompted me to reflect on the importance of practicing individual sustainability. In that spirit, I am excited to share that I am now a board member for the Batey Foundation, have left my previous role and will be traveling to Mexico before resettling in Boston. I expect to shift from structural work on policies and campaigns to focus more on personal sustainability, and to transition from aiding the collective to helping spark individual revolutions through therapeutic means.

Laurah John with baled plastics ready for shipment to a recycling facility in Honduras.

Trashing the Idea of Waste

Laurah John '05

Although born in Quebec, Canada – her mother's native land – Laurah John was raised, and continues to work and live, in the beautiful island of Saint Lucia. The family frequently visited relatives in Quebec, and as a teenager, Laurah had her eye on returning to North America. "Through my secondary school, there was an opportunity for interested students to attend U.S. boarding schools by setting them up to take their SSATs and guiding them through the application process for financial aid," Laurah recalls. "Without telling my parents, I contacted a few schools on my own, including WMS. One day my mother got a call from Sam Brown in WMS admissions, enquiring as to whether I was interested in the 2002 or 2003 academic year. Of course, she had no idea what he was talking about – we had quite the conversation when I got home from school that day!"

"Although I was accepted to WMS with a full scholarship, my father didn't want me to go," Laurah continues. "Going away to boarding school wasn't something any of our friends or family had done, so it seemed risky. Finally, my mom said she would visit WMS and check it out. When she returned, she told my father, 'If you don't let her go, it will be the biggest missed opportunity of her life, and she will hate you!' He relented!"

Laurah attended WMS from 2003 to 2005 for her junior and senior years. "In Saint Lucia, I had thought I would go into the sciences. That all changed at WMS – the classes I took on spirituality with Reverend Farrell, sociology with Courtney Vashaw, and sustainability with Torrey McMillan really resonated with me and completely changed my worldview," Laurah remembers. "For the first time, I saw the world as a series of interconnected systems. I became aware of the environmental impacts of our actions, and how our lives are interwoven."

After graduating from WMS, Laurah went on to earn a bachelor's degree in sociology and political science from Bishop's University in Quebec, followed by a master's degree in urban studies and social planning from Simon Fraser University in British Columbia. Her master's thesis explored ways to alleviate poverty among the urban poor in small island developing states like Saint Lucia by addressing one of the most common deprivations: inadequate or non-existent waste management services. "I became very

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interested in the potential of resource recovery as a way to generate income for poor communities. This formed the basis for my master's thesis," Laurah explains. "The following year, in 2013, I represented Saint Lucia at the 8th UNESCO Youth Forum. I pitched the idea in the "Start-up Weekend" competition – and won!"

Winning the competition provided Laurah with the seed capital to start her company, JUA KALI LTD. In Swahili, jua kali means "intense sun," and in Kenya it is used to refer to the resourceful and resilient people who work in the country's informal sector, eking out a living by fixing things and diverting recyclable materials from the waste stream. In 2015, Laurah left her job with the Government of Saint Lucia, and after two years of working as an independent consultant, she decided to devote herself to the business full-time in 2017.

While JUA KALI is focused on addressing socioeconomic and environmental issues – the traditional domain of NGOs and nonprofits – Laurah chose to register it as a for-profit company. "I am trying to overcome preconceived ideas about what companies do. I want to change the definition of 'business as usual' so that sustainability is integrated, and not just something that nonprofits do when they're cleaning up the mess that for-profit corporations have created."

JUA KALI works on issues that include waste management, resource recovery, and the diversion of waste from landfills to help small island developing states move toward a more holistic and sustainable circular economy. "Here in Saint Lucia, we have local recyclers who have been exporting recyclable materials for decades – but there's a big difference between doing that work to generate revenue versus approaching it from the perspective of sustainable social development work that is targeting very specific impacts. That's what sets us apart – we are more willing to take risks with pilot projects that may not turn a profit, because we recognize that sometimes there's a need to demonstrate that a concept will work before it can gain the financial support needed to move forward."

After a successful recycling pilot in 2017, the company expanded the project into a year-long effort that ran from 2019 into early 2020. "We amassed 50 metric tons of materials for recycling – but then COVID hit and disrupted our plans as well as our funding!" While JUA KALI contended with this new volatile climate, in March of 2021 Laurah took up a new full-time position as Project Officer for the Eastern Caribbean Green Entrepreneurship Initiative, a three-year project funded by the Qatar Fund for Development and implemented by the Global Green Growth Institute in partnership with the Organization of Eastern Caribbean States. "I decided that I want to be able to fund JUA KALI myself to move the business to the next stage without depending on external sources," she clarifies.

The Eastern Caribbean Green Entrepreneurship Initiative provides support to green businesses in six English speaking islands in the Eastern Caribbean region. "We have an incubator program to train, mentor and coach early-state business and ultimately help them access grant funding, an accelerator program to help growth-stage businesses access interest-free loans, investor matching and networking opportunities, and we're developing an entrepreneurial ecosystem that includes mentorship and networking platforms as well as capacity building for our business support organizations. Our goal is to establish a support mechanism for green businesses to create green jobs and sustainable livelihoods for women and youth in the region," Laurah says.

Today, Laurah – and her father – agree that attending WMS was the right choice, and one that changed the trajectory of her life. "I was planning to go into medicine – I never would have taken a sociology or sustainability course had I not been in the unique environment I experienced at WMS. I now identify as a social development practitioner, and I am committed to making Saint Lucia, the Caribbean, and the world a more sustainable place!"

Of Those to Whom Much is Given...

Liz Zopfi Chace '55

I grew up in New Hampshire with parents who were active in outdoor pursuits like skiing and mountain climbing, and also very socially aware. I attended Saint Mary's for my junior and senior years, and found myself among other girls who, like me, were motivated to look around themselves and find opportunities to effect positive change.

We spent a lot of time in the outdoors, so our lives were centered around the environment, but in those days, it wasn't something we explicitly studied or thought about. One thing people today may be surprised to learn is that many of our female teachers were open about their same-sex romantic relationships. My experiences at the school, coupled with the values instilled in me by my parents, broadened my worldview and gave me the desire to want to help others who were less advantaged.

From St. Mary's, I went to Pembroke College at Brown University. It wasn't all that uncommon for women to get undergraduate degrees in the 1950s, but the expectation was that we would apply our education to being a good wife and mother, not to a career.

When my first marriage ended in the early 1970s, I had to go to work to support myself and my four children. I got into real estate, and in the 1980s I co-founded Residential Properties, which to this day remains the leading real estate company in Rhode Island, southern Massachusetts and northern Connecticut, as well as one of the top real estate companies in the country. We were very busy and grew rapidly. My children raised themselves! My second husband, Kim Chace, was extremely supportive and an important partner in both my business and philanthropic activities.

The credo "of those to whom much is given, much is required" has guided much of my adult life, and I've been involved in several charitable organizations, including the John Hope Settlement House, Federal Hill House, the Rhode Island Community Food Bank, the Lost Tree Village Charitable Foundation, and the Rhode Island Foundation, where I served on the board for 11 years. All of these organizations focus on making a difference in inner-city communities through the provision of vital services like education, after-school programs, parental support, and social services that bridge critical gaps. I benefited from a good upbringing and a good education at St. Mary's, and helping others is one way in which I can use these benefits to help create a more sustainable society.

The Earth is the Lord's

The Reverend Ninon Hutchinson '71

The Reverend Ninon Hutchinson recently retired after serving nearly 40 years as a priest/pastor to congregations in New Jersey and New York State.

How long did you attend St. Mary's, and how did you end up at the school?
I entered St. Mary's as a freshman but graduated from the White Mountain School. After an unusual childhood defined by homeschooling until third grade and a 15-month family trip (all eight of us) to Europe and the Near East when I would have been in sixth grade, I was somewhat lacking in the social norms of my peers. The deeply caring faculty at the school went out of their way to accommodate girls like me who didn't quite fit the traditional mold. When I was 11, long before girls could even serve at the altar, I felt called to be a priest. Under the guidance of Father Bill Dearman, St. Mary's provided food for my sense of vocation. It was an enriching place for me to complete my high school years.

What are some of your favorite memories of your time there?
I enjoyed the faculty-led activities on mountain days and Saturdays, and I still remember the expansive view and the wind blowing through my hair the first time we climbed Mount Washington! We had a production line to make bagged lunches for our outings, and Mr. S (Stevenson) taught me how to snap the paper bags open so that we could get the sandwiches in easily. Mr. Steele took us on nature walks where we had the chance to identify plants. I loved the energy of playing soccer on the hill, where one always had to calculate the downhill pull on the ball. The game changed when we got the new flat field! I remember climbing up the ski hill and

learning to carve turns when we had some nice powder. Father Dearman asked me to help with services that would appeal to teenagers at the time. The spiritual aspect of school life was particularly important to me. I felt as if this part of me was recognized, especially when I was named the crucifer for my senior year.

At what point did you become a minister yourself?
Women gained the ability to be ordained as priests in 1976; I began seminary in 1981 after a somewhat circuitous route to getting a bachelor's degree in psychology from Trenton State College. I obtained my Master of Divinity degree from the Episcopal Divinity School in Cambridge, and my studies included four quarters of clinical pastoral education that prepared me to serve as a pastor and chaplain. I was ordained in 1984 in the Episcopal Diocese of New Jersey, and I went on to get a Master of Social Work degree from the Wurzweiler School of Social Work at Yeshiva University.

Has there been a consistent theme to your work as a priest?
I have spent my career predominantly working in small rural congregations with fewer than 50 members. My focus has been on preaching, pastoral care, and social and environmental justice. I have worked to teach people about the inequities and burdens of poverty and minority status of all kinds. I served for 24 years at St. John's Episcopal Church in Monticello in the Diocese of New York. While there, with the guidance of The Reverend Richard Witt of Rural and Migrant Ministry and Brian O'Shaughnessy of the New York State Labor-Religion Coalition, St. John's became home to the Kairos Partnership, which was supported by Trinity Church, Wall Street.

The partnership sought to educate people about the plight of Latin American migrant laborers. Often undocumented, their only options for employment are grueling jobs with horrible conditions and little pay. At great disadvantage, they try to make a living, often sending money home to family in their country of origin. Members of the congregation and I accompanied migrant laborers to meetings and court dates because, unfair as it was, our presence often had a positive influence on the course of events. In 2013, my family and I moved to Lewis County, where I served two rural congregations in the Diocese of Central New York until January 2022.

Why did you choose to retire, and what are your future plans?
During the pandemic, I learned to lead services, meetings, and bible study on Zoom – but when the congregations were ready to return to in-person worship, I couldn't join them. My husband was the International Red Cross liaison in New York City for six months following the 9/11 terrorist attack, and now suffers from 9/11 lung disease. This, combined with our ages, puts our household in the top 5% for risk. I continue to serve as the Dean of the North Country District, and I look forward to the day when we can move about more freely, as I had hoped to offer chaplaincy services to local hospitals and hospices when I retired. There is also a great need for priests to officiate at Sunday worship services, especially the Eucharist.

Looking back on your career, what does sustainability mean to you?
Most basically, sustainability means putting back what you take out. I value the Native American credo that you always look out for those seven generations ahead of you. I grew up believing in the importance of environmental sustainability – our house runs on solar, and my husband and I enjoy cooking our Thanksgiving turkey using solar power!

I am mindful of social sustainability as well. For me, this means a world view that includes everyone. We must find ways to use the gifts and skills of all people on the planet to create, produce and support the life of the whole. There is much hardship around the world – refugees, the oppressed, the hungry, the elderly, the young people facing uncertain futures. We are all part of a shared system, and as long as some people continue to suffer, all of our lives are diminished. The first verse of Psalm 24 speaks to my understanding: "The Earth is the Lord's and all that is in it, the world and all who dwell therein."

Dancing with a Broom?!

Martha Ritzman Johnson '63

It's been a few years since I graduated from Saint Mary's, but many memories of my time there are still fresh. It was a place steeped in tradition. As the only girls' school in New Hampshire, we had no other schools to play against in sports, so we were divided into two groups – light blue and dark blue. We identified as "lights" or "darks" and this formed the basis of our games, songs, and fierce rivalries.

The rules were so rigid back then! We'd have dances with one of the boys' schools, and a social committee paired each girl up with a boy. We even had dance cards, like the Victorians. If you were caught dancing too closely, the boy had to sit down – and the girl had to dance with a broom as punishment! I am unable to confirm or deny if that ever happened to me...

We had a uniform for special occasions, which consisted of a pleated gray skirt, a navy-blue blazer with the school emblem, and a white blouse. When we knelt on the floor, the skirt had to touch the floor and fold, or "break." We had to wear nylon stockings to dinner if you could see snow on Mount Washington – and the snow never seemed to leave! It was a different world, a different generation.

Many things have changed for the better since those days, but sometimes I feel disappointed at the loss of respect in our society, both for ourselves and for others. Respect and discipline were drilled into us at St. Mary's. We had lots of chores, and if you got caught doing something you weren't supposed to do, you got more chores – which often meant clearing brush from the ski hill while everyone else was off hiking and having fun. I may have had to do that once or twice...!

After St. Mary's, I went to a two-year college because I wanted to ski race. I married soon after I graduated, and we ended up back in New Hampshire. Because it was the sixties, many people were gaining an awareness that we had a responsibility to care for the world around us. People were very mindful of their actions and wanted to live naturally. We ate healthy food that was free of additives, composted, and sorted our recycling, which we had to take in ourselves. Living sustainably was the ethos of the era, but it has stayed with me, and I still live that way today.

I came to Saint Mary's as a sophomore, and there were only 24 girls in my graduating class. In 2013, 12 of us got together for our 50th reunion. It was amazing! Within minutes, the years fell away, and it was like we were back at school. A few months prior to the reunion, we had all circulated mini autobiographies, so we knew the general course of everyone's lives, which really helped deepen our sense of connection.

The experience was one of the most important reconnections I've ever had. When you're in a small school with only 80 girls, there's no nerd, and there's no Miss Popular. You become sisters and you develop lasting friendships because you're all in it together.

Since the reunion, several of us have stayed in close contact. We set up a Facebook group and have gotten together a few times. For me, the sustainability of these friendships speaks to the strong bonds we formed through shared experiences at a critical time in our lives. I'm looking forward to our 60th reunion next year!!

Designing for Sustainability

Maria Valentina Cartagena '18

After graduating from WMS in 2018, Maria Valentina began her undergraduate studies at Barnard College, where she is pursuing a bachelor's degree in architecture and sustainable development.

What inspired your interest in sustainable architecture?
I was born in Colombia, but we moved to a densely urbanized part of New Jersey when I was eight. When I began attending WMS I realized how much I had missed being in nature. I also began noticing the many ways in which the school buildings incorporated elements of sustainability, and that prompted me to want to create more sustainable buildings and urban environments.

"When I began attending WMS I realized how much I had missed being in nature. I also began noticing the many ways in which the school buildings incorporated elements of sustainability, and that prompted me to want to create more sustainable buildings and urban environments."

Are there specific experiences that come to mind?
Renee Blacken and Lizzie Aldrich were two teachers who were particularly knowledgeable about sustainability and renewable energy, so that was discussed a lot in class, as well as being a big part of our extra-curricular activities. For Earth Day in my freshman year, I worked with Lizzie to set up an activity where we all went through the trash cans on campus to see how much of the contents could have been recycled, composted, or otherwise diverted from the waste stream. This led to my winning the school's James Cook Sustainability Award that year!

How will being a WMS grad influence your work?
It already has! In the summer of 2020, I went to North Carolina to do an in-person internship with Sawyer Sherwood & Associate Architecture. I was chosen for the position because I explained how the buildings at WMS had inspired me to want to learn about the role building design plays in sustainability. They were in the process of designing two elementary schools, so my experiences and perspectives as a former WMS student were valuable to them.

You'll be graduating from Barnard this May. What do you hope to do next?
I'm particularly interested in the use of GIS and spatial mapping in urban planning. There are a lot of opportunities to enhance the sustainability of cities and reduce negative impacts on their inhabitants. I definitely want to work in architecture, but I think that starting with a city's planning department might be a great way to get some practical experience in this space.

Celebrating the **Class of 2021**

"One of your principal gifts to White Mountain has been the strength of connection that you demonstrated, even as this year's circumstances and precautions tried and often succeeded in separating us from each other. We all stumbled at different points, and we all managed to persist, as the cover of the yearbook reminds us. I believe your appreciation of that fact will deepen over time, as will our appreciation of you. Thank you."

—John Drew, Head of School

The White Mountain School is pleased to announce the graduation of 36 students in the Class of 2021, who were recognized on Saturday, May 15, at White Mountain's 135th Commencement exercises held on-campus. The ceremony began with the Invocation by The Rt. Rev. A. Robert Hirschfeld, Bishop of the Episcopal Church of New Hampshire and President of the Board of Trustees. Board Chair Deborah Logan McKenna welcomed the community and invited Head of School John Drew to preside over the ceremony.

"We're very proud of the Class of 2021 for their leadership and engagement this year," said Head of School John Drew. "They helped us create a positive experience for all students despite COVID-19 restrictions."

This year's Commencement Address and Senior Commencement Address for the Class of 2021 were delivered by Wilson "Will" Mazimba '11 and Arli Moyao-Ramirez '21, respectively. "No matter what generation, no matter your beliefs, no matter your political affiliation, kindness is key. That will be how we rebuild and thrive. I challenge you all to strive for kindness every single day. It doesn't have to be grand; it doesn't have to be complex; simplicity can change someone's entire day if you think about it," said Will in his address.

Preceding the Commencement ceremony, The Rev. Kathy Boss welcomed the community to our Baccalaureate Ceremony. The Faculty Address was delivered by Sergio Juarez, Ecology Teacher in the Science Department and Class of 2024 Parent. In addition, special ceremonies to celebrate our Chinese students and a Senior Reflections: Journey of Self and Place took place to recognize and applaud every student.

The 36 members of the graduating class represent 11 states and three countries. Post-White Mountain, many students have decided to enroll in college or university this fall. Others are preparing to take a gap year, during which they will live intentionally through travel and cultural exchange, service-learning, internships or externships, or postgraduate education.

"Don't lose sight of who you are. Stay in the present, savor the wonderful moments, and enjoy the friendships you've created."

Arli Moyao-Ramirez, Class President

‹ Watch our commencement address

CLASS OF 2021

Niat Abrha
Addis Ababa, Ethiopia

Matthew Adkins
Germantown, Tenn.

Ethan Bernstein
Weston, Conn.

Sam Cannon
White Plains, N.Y.

Zekai "Kevin" Chen
Hangzhou, China

Yizhen "Jim" Chen
Chengdu, China

Mia Cohen
Mamaroneck, N.Y.

Sarah Day
Chicago, Ill.

Emily Dye
Lexington, Mass.

John Emmons
Chapel Hill, N.C.

James Flannery
New York, N.Y.

Leah Foster
Brooklyn, N.Y.

Isabel Handly
Weymouth, Mass.

Hazel Hornick-Wu
Needham, Mass.

Wencheng "Eric" Huangfu
Hangzhou, China

Charlotte Jones
Wellesley, Mass.

Karleen Kennedy-Wright
Bethlehem, N.H.

Oscar Leach
Rollinsford, N.H.

Jason Marcus
Waban, Mass.

Thaddeus Marks
Franconia, N.H.

Teal McLane
Bridgewater, N.H.

Arli Moyao-Ramirez
The Bronx, N.Y.

Valentine Oloo
Nyanza Province, Kenya

Tana Petrangelo
Shrewsbury, Mass.

Camron Raichle
Bethlehem, N.H.

Shiva Ramoutar
Portland, Ore.

Lisa Ritter
Scotch Plains, N.J.

Phoebe Ross
Randolph, N.H.

Claire Shames
Tampa, Fla.

Hannah Simmonds
Orinda, Calif.

Zoë Simon
Littleton, N.H.

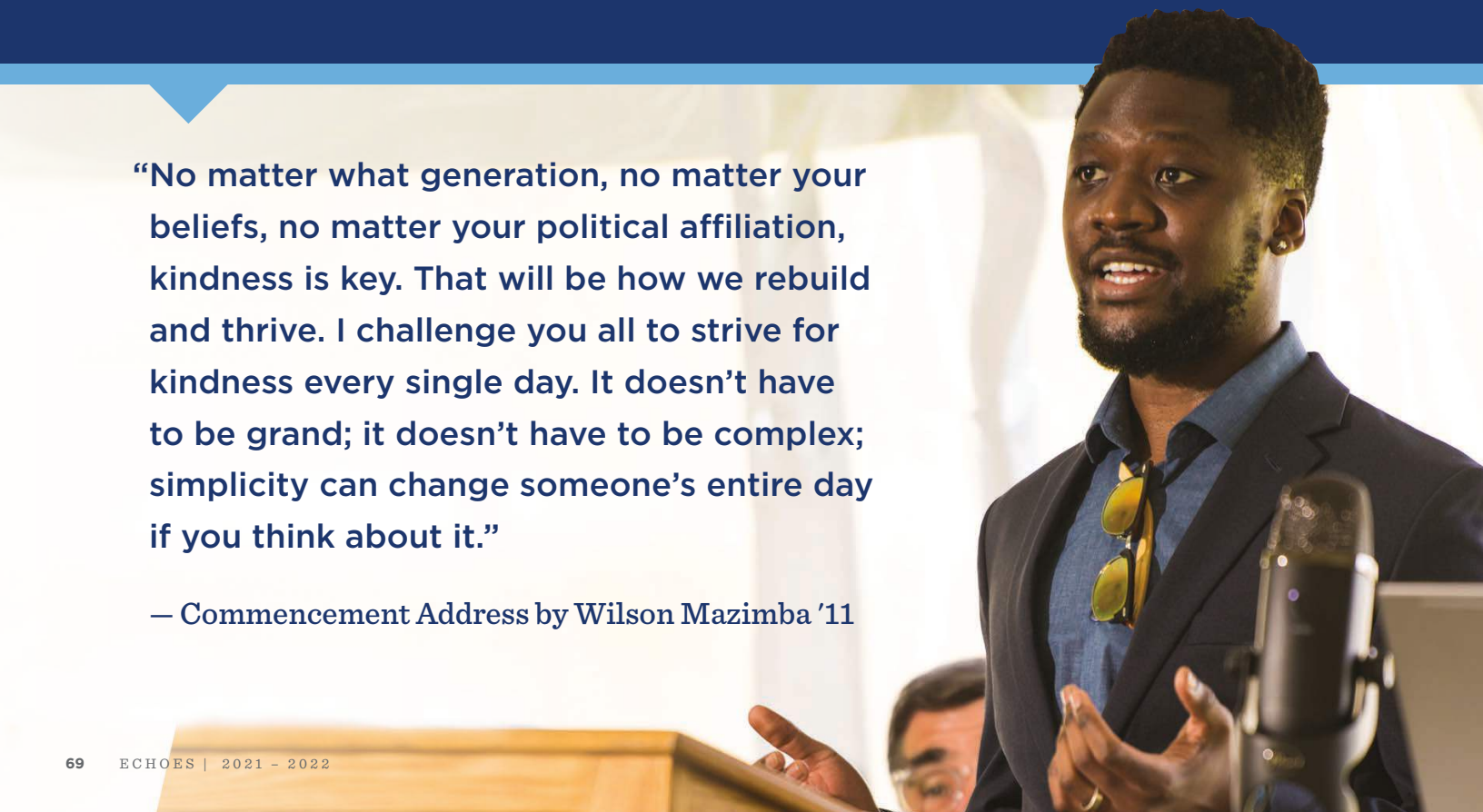
Zachary Tobor
Manchester, Maine

YiLin "Jolin" Wang
Shanghai, China

Joelle Weinstein
Jupiter, Fla.

Mingrui "Richard" Xie
Hangzhou, China

Lidong "Tim" Zhu
Shanghai, China



"No matter what generation, no matter your beliefs, no matter your political affiliation, kindness is key. That will be how we rebuild and thrive. I challenge you all to strive for kindness every single day. It doesn't have to be grand; it doesn't have to be complex; simplicity can change someone's entire day if you think about it."

— Commencement Address by Wilson Mazimba '11

Awards & Scholarships

THE ETHEL W. DEVIN PRIZE
for excellence in English
Sylvie Cromer '22

THE VALPEY PRIZE
for excellence in History
Arli Moyao-Ramirez '21

THE RELIGION AND HUMANITIES PRIZE
Ricky Ollerman '22

THE RICHARD J. HAYES PRIZE
for excellence in mathematics
Hazel Chambers '22

THE FREDERICK L. STEELE PRIZE
for excellence in Science
Mingrui "Richard" Xie '21

THE JACK COOK SUSTAINABILITY PRIZE
Zoë Simon '21

THE GOODRICH PRIZE
for excellence in French
Dana Cummings '22

THE ALICE C. HUMPHREY PRIZE
for excellence in Spanish
Isabel Handly '21

THE HAMISH MCEWAN PRIZE
for excellence in Art
Charlotte Jones '21
Mingrui "Richard" Xie '21

THE CAROLINE O. MCMILLAN '47 MUSIC AWARD
Katherine Suh '22

THE MOUNTAINEERING AWARD
Arli Moyao-Ramirez '21

THE COURAGE PRIZE
Presented to the student who exemplifies perseverance, citizenship, and leadership in all aspects of the School.
Arli Moyao-Ramirez '21

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.
YiLin "Jolin" Wang '21

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.
Emily Dye '21

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

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.
Yizhen "Jim" Chen '21

THE HEAD'S AWARD
Presented to the student who best personifies the mission of The White Mountain School.
Valentine Oloo '21

SENIORS' NEXT STEPS

Our seniors are heading off to do exciting things post-White Mountain! Many have decided to enroll in one of the colleges or universities below.

Bates College

Bennington College

Champlain College

Colby-Sawyer College

Earlham College

Hobart and William Smith Colleges

Husson University

Loyola University New Orleans

Norwich University

Oregon State University

Principia College

Quest University Canada

Rochester Institute of Technology

Rutgers University

Skidmore College

Sterling College

Syracuse University

The University of California, Davis

The University of Illinois Urbana-Champaign

The University of Maine

The University of New Hampshire

The University of Puget Sound

Wellesley College

White Mountains Community College

Looking Back to Alumnae/i Weekend 2021

Alumnae/i Dinner 2021 in the Lovejoy Chapel with Catherine Doucette '00 joining virtually to discuss her book and answer questions from attendees.

A hybrid Alumnae/i Weekend was held in 2021. Alumnae/i joined us on campus for classes with students, hikes, lectures, memorial daffodil plantings, receptions, and dinners.

Here are some highlights from Alumnae/i Weekend 2021.

Brett Kaull and Bill Ney, Class of 1980, at a special reception held at Rek'lis Brewery in Bethlehem, NH.

We were honored to have Catherine Doucette ’00 as our guest speaker for the Alumnae/i Weekend Dinner on Saturday, October 23. Joining us virtually, Cate shared with alumnae/i on campus and those joining us from around the country. She shared with us the background and process of writing her book *On the Run: Finding the Trail Home* with a selected reading revolving around themes of landscape, home, belonging, and adventure. Following the reading, she answered questions from the audience.

Catherine Doucette grew up in the White Mountains of New Hampshire. She now writes from her home in Pennsylvania not far from Hawk Mountain. Her writing ambitions were sparked at White Mountain and continued at St. Lawrence University. She went on to earn her MFA from Oregon State University and has been writing nonfiction ever since.

Hybrid programming included a presentation on historic gardens of the area and this presentation by Catherine Doucette '00 at the Alumnae/i Dinner.

Bill Ney, Class of 1980, and Susan Mori, Class of 1979, planting tulip bulbs in honor of alumnae/i whom we’ve lost.

SAVE THE DATE

Alumnae/i Weekend 2022
October 21 - 23, 2022

Please join us on campus for The White Mountain School/St. Mary’s-in-the-Mountains Alumnae/i Weekend, in conjunction with Fall Family Weekend, October 21-23, 2022! We look forward to connecting with you on campus and sharing some time together to renew friendships and see what’s happening at The White Mountain School! Virtual options will be made available.

We have some special years to celebrate in 2022!

We celebrate our 5 and 10 year classes, so if you graduated in a year ending with a 2 or a 7, it is a special year for you and your classmates. Please reach out to Carla Peacock (**carla.peacock@whitemountain.org**) if you would like to create a unique event for your class. **A special shout out to the Class of 1972– they are celebrating 50 years since their graduation from The White Mountain School/ St. Mary’s-in-the-Mountains!**

CLASS NOTES

2020

Hayden Fleischer '20 and Head of School, John Drew, on the Eckerd College campus in St. Petersburg, Florida in March 2022.

2018

Audrey Sellers writes, "I often reflect back on my time at White Mountain because of the values and lessons that I learned while I was there. I am currently studying outdoor education and environmental studies at Prescott College. I took advantage of the Eco-League consortium that Prescott is a part of and spent the last term taking environmental classes at the College of the Atlantic. I returned to Prescott in January for my last year. I am now taking on many leadership roles assisting the outdoor courses and leading rafting trips through the canyons in the west. The Grand Canyon field course that I participated in during my senior year at White Mountain school and the whitewater kayaking program inspired me to become a raft guide and learn how to take others down through rapids. I have been fortunate to have many opportunities to travel down rivers in the west and take out local school groups much like my own trip at white mountain. I now work as a whitewater river guide in California during the summers all thanks to the education and opportunities with which The White Mountain School provided me."

2016

Alexandre Soulet recently met with John Drew, Head of School and Scott Hunt, Director of Development and Alumnae/i (not pictured) during a visit in St. Augustine, Florida.

2015

Teresa Scalley Smith writes, "I've lived in Washington state with my fiancé for a little over a year now. 2021 had a lot of ups and downs for us, but we closed out the year with a road trip visiting almost 10 national parks! I'm also excited for our wedding this upcoming summer :) We've even begun to rock climb at a local gym, and it's been very fun to reminisce with him about my time climbing at WMS! Picture is on a sand dune in Death Valley."

2014

Lily Bennett writes, "I am currently an MFA Candidate at the University of Montana. I am teaching my first ceramic undergrad class this semester. Teaching for the first time makes me think about my time at WMS and how that was when I realized I wanted to go into teaching for the first time. Always thankful for my time at WMS!"

2013

Kayla (Beliveau) Guay and **Jodie Clark** visited campus in January 2022. They were very excited to catch up with Matthew Toms, Barbara Buckley, and Meglyn Lavoie. They missed seeing Becky Beno and Hiapo Emmons-Shaw.

Jodie Clark '13 and Philippe Paupe were married on March 26th, 2022 at the Le Mount Stephen Hotel in Montreal.

Connor Guay (Kayla's husband), Matthew Toms, Ethan Guay (Kayla & Connor's son), Kayla (Beliveau) Guay '13, Jodie Clark '13, Barbara Buckley.

2011

Wilson "Will" Mazimba writes, "It's been a little over 10 years since I graduated from WMS, but the school is ever present in my life. My sister, Jamie Mazimba is currently a student at the school, following what has become a family tradition at this point! As for me, I got to squeeze in some solid trips throughout the USA. I have also been working as a Product Manager at LogMeIn, and temporarily living in Indiana with my wife and our (forever mischievous) cat, Tambo."

2010

Sam Allen writes, "After graduating in 2010 I went to school at Gordon College in Wenham, MA, and graduated with a bachelor's degree in Business. After marrying in 2012 and starting a pet care business, my wife and I bought our first home a whole three miles from WMS in Littleton, NH! I'm currently employed as a real estate appraiser in NH and VT and have loved being so close to WMS to visit/help out."

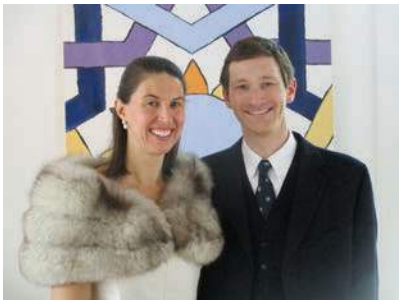
2007

Jake Dexter writes, "My sister **Cameron Dexter '04** and I both work in LA now in entertainment. I focus on packaging and selling mostly nonfiction content and get to work on big issue driven documentaries and help them find a home on Netflix, HBO, etc. Lessons I learned at WMS about social impact and the natural environment actually played a big role in my path towards getting into media packaging and sales. I'm getting married in Franconia on September 3, 2022."

Jeffrey "Jeff" Fromuth writes, "I am a second-year master's student at Duke University's Nicholas School of the Environment. I study energy and environment, with a focus on energy finance. Currently, I am investigating the role of North Carolina's green bank in deploying electric school buses across the state. I love Durham, but hope to move to a larger city after graduation. Go Blue Devils."

2006

Alex Foss and Katarina Lackner were married in The Lovejoy Chapel on February 19, 2022.



Zekeria Martin writes, "Hello fellow alumni! Hope the years have been great to you all. Despite what the world is currently experiencing, I hope you are able to safely enjoy life and all it has to offer. (My WMS memories definitely kicked in hiking the Grand Canyon.)"

Melvin "Mel" LaBelle writes, "I've lived in the Greater Seattle Area since the winter of 2009 and continue to love it with each passing year. I love living in a city that has access to the ocean, beaches, parks, forests, mountains, and even a volcano, all within a 30-60 minute drive. Throughout my time here I have worked for non-profits doing HIV prevention work, education, and providing mental health services. This past summer (August 2020) I became fully licensed as a mental health therapist and have opened my own private practice, LaBelle Therapy, PLLC. It's been around 4 years since my last trip to NH, though each time I always check out the WMS campus to see who's around and what it looks like. A lot of my successes and views of the world I contribute to my time as a student at WMS. It was an experience that literally changed me for the better and pushed me to want to give back and create positive change in this world. WMS allowed, and encouraged, me to become me."

Benjamin "Ben" Meisel writes that he is living in Maryland with his wife Megan and children Hank and Arlo.

2004

Jeffrey "Jeff" Brown writes, "I am splitting my time between a new government affairs job at IBM Washington, DC, and backpacking, climbing, and cycling in and around St. George, Utah. Highlights so far include backpacking down the Paria River, and exploring Gold Butte National Monument and Grand Canyon Parashant. The wilderness skills I learned at WMS are really coming in handy! In 2021, I also had the chance to spend three weeks in Mexico with fellow alum **Kyllan Gilmore**. Feel free to reach out if you find yourself in Washington or Utah."

Alix Robinson Dean writes, "I recently got to see **Cameron Dexter** 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."

2002

Stephanie Speicher writes, "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. This is surely the 2nd. I had great support in my prerequisite graduate level statistics class from Larry Kaplan and it was wonderful to have an excuse to catch up. Larry, I passed!"

1986

Carolyn Manley Bradley writes, "I continue to teach Biology at the high school (University High School, just north of Indianapolis) that my husband and I helped start 22 years ago. Teaching during the last two years has been a challenge, but it has also reminded me how important it is to be part of a small caring community and providing that community to students. Our son, Gordon, graduated from UHS last year and is now a freshman at Case Western Reserve University. As a family we continue to enjoy spending time outside and celebrated Gordon's graduation in June with a trip to Wrangle-St. Elias National Park and rafting on the Chitna River."

1983

Jessica Metoyer writes, "Hello Friends! I'm still living in San Francisco, CA. We moved to a new house in March 2020, just in time for COVID shut down, and have a home office now - a happy coincidence! My son (Robby age 26) is a Lance Corporal in the Marines and is currently stationed at a base that is housing Afghan refugees - a pretty cool assignment that is keeping him busy. My spouse (Eric) got a new job during the Pandemic and is the new Minister at St. Francis' Episcopal Church in SF. We're all pushing forward with life during a Pandemic. Hope you all are staying healthy and well!"

1982

Alice Blosser writes, "I, along with my husband, Jay, recently returned to visit campus and the White Mountains. During our visit, we went to the New England Ski Museum below Cannon Mountain and also climbed Tuckerman's Ravine Trail up Mount Washington. Both were thrilling! Coming down from Mount Washington. It was a veritable winter hurricane at the top; too crazy for a picture there, but sincerely exhilarating and memorable!"

1980

Brett Kaull '80 and **William "Bill" Ney '80**, joined other alums and development staff at Rek'lis in Bethlehem on the first night of Alumnae/i Weekend 2021.

1978

Caryl Taylor Quinn writes, "The White Mountain school keeps giving. 2021 was a tough year for me. I was diagnosed with stage three breast cancer in February and spent the rest of the year going through treatments to fight the cancer. I am now a cancer survivor and cancer free. I feel great. Many family, friends and my dog held me up and helped me through this dark time. I want to send a big thank you to **Alex McPhail '78** and **Suzie Couglin '77** for bringing laughter and light to the darkest times. I imagined The White Mountain School and the natural beauty that surrounds it. Thank you to **Jeff Levy '77**, who introduced me to the practice of meditation when I was a junior at the school. The White Mountain School is where I started to develop and understand my inner strength that has always carried me through life."

1976

Mark Hardenbergh writes, "I plan to be at the alumni race at Cannon this year - finally! Life comes full circle - my kids at Copper a few years ago, and the boys currently live in Aspen..."

1975

Catherine Creamer writes, "I am writing this on Christmas Day from the hills of Tuscany. I moved here this year to fulfill a lifelong dream to live in this beautiful country. Since September I have worked with my neighbors in their wine and oil production while learning the language. My stories are posted on www.thecuriousmind.com. It's an extraordinary location and the diversity of the landscape amazes me. I have a long term visa so I plan to stay a few years at least. Hope you are all well and living your dream!! Ciao, Catherine."

Looking Back!

Take a look back at graduation 50 years ago in honor of the Class of 1972!

The Class of 1972 was our first co-ed graduating class. Who do you recognize? Is it your reunion year? Share your memories with us!

1. **Fanny Amble, Laura Haverstick, Steffi Valar, Junie McNair**
2. **Do you think they were singing "Lift Thine Eyes"?**
3. **A view of Hood's Hill during 1972 graduation.**

1969

Joanne (Jody) Foley Greene writes, "I continue to live in Jacksonville, Florida with my husband, Matt. Matt is president of a bank but on weekends plays in a rock and roll band which was his original career. My daughter is in college nearby and doing great. I keep very busy as part of a dog rescue organization, picking up dogs that have been surrendered and finding them perfect forever homes. My own home is very busy with three rescue dogs and two rescue cats. In October I started working with the Afghan Resettlement Project here in Jacksonville. These are Afghans who supported the American government and military during the war. With the recent shift in power they are on the Taliban kill list and in great danger. We welcome them with open arms and try to make their homes as beautiful and comfortable as we can working mostly with donations. It is hard work but I am honored to be part of it. We will continue to settle Afghans fleeing violence and now we have Ukrainians coming as well and will do our best to help them in every way we can. My dear friend Valle Patterson and I had the pleasure of having lunch with John Drew and Scott Hunt in March. We had a wonderful time reminiscing about St. Mary's and hearing about all the amazing things going on at The White Mountain School. The future is very bright for my high school alma mater and is in excellent hands."

John Drew, Head of School; **Joanne (Jody) Foley Greene**, **Valle Patterson** and **Scott Hunt**, Director of Development and Alumnae/i (not pictured) were delighted to meet over lunch in Florida in early March 2022:

Wendy Hand writes, "Hi everyone, it's been a tough year. I remember when elderly alum would come to reunions at SMS, and I thought, 'oh my, they're old!!!'. Well here we are in that time period of our lives, ALREADY???!!!! I needed some ear surgery in November. Unfortunately, it was a complete failure. I've lost my hearing totally in the ear that was operated on and only have 40% in the other. So I'm trying to adjust. NOT FUN. But I have much to be grateful for, which I try to focus on every day– my angel of a wife, Claudine, friends, family, warm Florida! Although I don't engage in Facebook regularly, I do enjoy peeking occasionally and seeing what you all are up to. I will always cherish my years at SMS and all of the dear friends I made there."

Deborah Logan McKenna writes, "There really were some redeeming parts of this past year! Once vaccinated, Tim and I quickly found our way back to Big Sky for some early spring skiing, to Seattle to see our youngest (Buck) and his wife and Minneapolis to see our son Toby and his family. Our daughter Jesse, her husband and daughter were living in Florida and had spent much of the pandemic with us in South Carolina. In August we gathered the group at a guest ranch in Wyoming where we took the kids when they were younger to celebrate my BIG birthday (still can't quite say that number). While the pandemic has wreaked havoc on all of our lives, I have found great purpose in chairing the board of The White Mountain School. While this has been a challenging year for the school (for every school), the leadership has been strong and calm in the face of so many disruptions. I know you would be proud of all that has been accomplished over these many years since we graduated and confident that The White Mountain School/St. Mary's-in-the-Mountains continues to educate and support students from all over the world. I wish everyone a Happy New Year and many thanks to Carol and Valle for continuing to bring us together."

Valle Patterson writes, "My cousin Linda Lamb-Ashbaugh (SMS '62) flew from Boston for a long overdue one week visit for my birthday in May. I think it had been at least 2 years since having a house guest. Though I am mostly staying at home, house projects, bird walks, phone calls with friends, and lunch outings, keep my days bright. My best to all my SMS friends. Cheers to 2022."

Carol MacEwan Powers writes, "I had a nice lunch with **Irene Gilbert '71** recently. We hadn't seen each other for 50 years and didn't actually know each other well in school. I'm 2 years older and she was an athlete. I was a musician and we realized even in such a small environment our paths rarely crossed. But it was lovely to see her and we plan to do it again soon!"

Kaja Schiotz writes, "I have now retired after having worked for 44 years at the University of Oslo with International Relations. Although I will not be able to attend reunions, I appreciate receiving news from the school. I have so many good memories from the year I spent at St. Mary's."

Elizabeth Wiesner writes that she and her two cats are happily settled in their new one bedroom apartment in a congregate housing community. She finds living far easier now than in her old two story four bedroom house. Cold weather, the COVID pandemic and a back injury have kept her inside but she stays busy reading, watching television and riding her stationary bike. She sends her best to all her classmates and says, "thanks to Valle and Carol for all of the hard work that they do to keep us in touch."

Thyrza Whittmore '70 writes, "Best Buddies of a lifetime get together every year, communicate with each other often and occasionally enjoy rockin' life together! Here I am with **Barbie McLelland '°69** during our visit September 2021."

Photo is (l to r): Barbie McLelland '69 and Thyrza Whittmore '70.

1968

Anne Bridge writes, "I was happy to visit WMS during the Fall Family Weekend (October 2021) with my son **Leighton Paulsen '95**. We visited classes, caught a morning meeting, lunch and attended the National Honor Society induction of my granddaughter, **Annie Paulsen '22**! Next trip to WMS will be for Annie's graduation in May 2022! Staying close to home here in Harrisville, NH, has not been too difficult since the world changed! So much has been available on line for my pursuits as a weaver - classes, ZOOM get togethers and study groups. I also serve on the board of the New Hampshire Weavers Guild, helping find ways to keep our guild members engaged and challenged! Since March of 2020, Keene State College has offered nearly all of their College of Lifelong Learning classes online to about 300 (mostly retired) community members. I have been lucky to participate in so many of them! In May 2021, I took a quick trip to Crested Butte, Colorado, where my son **Eliot Paulsen '97** lives and works with his young family. Hoping all will stay well and do what it takes to live in this strange new world!"

1966

Sally Prickitt Boggeman writes, "Jim and I continue to divide our time between St Louis, MO, and Eugene, OR. Trying to limit our travel these past couple of years, trips to NE have been few. I have been able to continue most of my activities, hiking, biking, rug hooking, gardening and various culinary endeavors. I have worked in the woods around our neighborhood to clear the undergrowth and dead limbs to help protect our area from forest fires which have plagued Oregon. I remain healthy and active and certainly looking forward to the time when it is possible to reconnect with friends from St Mary's."

Cynthia Warden Mahoney writes, "Hi Everyone...hope you all are doing well...just to catch you up a bit, I moved from Denver to Florida for a short time and from there to Pawleys Island, SC, in 2017...love it here and weather is perfect ...my daughter moved to the Mt Pleasant/Charleston area recently so that's an added plus as well...if any of you are in the area, would love to meet...my cell is 303-562-8768."

Carol Stewart-Grinkis writes, "still designing kitchens and baths with supplies shaky and clients and workers under extreme pressures! Wayne retired from his painting business at the start of COVID. We began our patio caper in June of 2021 and are still waiting for new steps and seating wall! UGH! Sadly, my Nastar ski team, Six Pack, broke up when the pandemic struck in 2020 and will now rest in the record books after 30+ years. Golf now reigns #1 for both of us! Cheers!"

Betsy Parker Cunningham writes, "2021 What a year it was; fear, joy, hope, laughter, sorrow, delights of many. Milestones: we have lived in our home for 44 years and married for the same time. Our home is 104 years old (young for NE!). Our daughter, Molly became engaged Labor Day weekend; her wedding and reception will be held at home next September. The year began with a knee replacement – home the same day six hours after my surgery. Smooth recovery and hardly any discomfort. If it is on your list, make sure your surgeon performs minimally invasive surgery. We were delighted to visit Kennebunk several times this summer and early fall after missing Maine the previous year. Long walks on the beach are so good for the soul! And I was able to see **Molly Blakeman** a few times when we were in Maine. We talk several times a week but seeing each other in person is primo. I cannot live without gardening, outdoors and inside. Do you talk to your plants? I do. It brings me such happiness – all aspects and I even love to weed. The results are so darn pleasing. My friendships mean more to me every year; the support, love, laughter – they are there for me and I for them. Though we were unable to gather for our 55th, several of us maintain very close ties via email, calls and if we are lucky, in person visits. It was a grand year for books – I mention a few: Empire of Pain, The Premonition, A Woman of No Importance, The Dictionary of Lost Words, Miss Benson's Beetle, Cloud Cuckoo Land. I'm about to start The Lincoln Highway; Gentlemen in Moscow was one of my all-time favorites. Best wishes, health and happiness to all my '66 classmates."

Adele Sparhawk Schweizer writes, "Wow, 2021 was to be our 55th celebration for our class of '66. It was not in the cards. We tried Zooming in early 2021. It was wonderful to see/hear/laugh & cry with many of our classmates. Unfortunately, aspects of Zooming across the country was more challenging than this technically challenged woman could handle. I guess many of us felt the same and decided to give it up. I was fortunate to spend a day with **Carol Stewart-Grinkis** at Hampton Beach for some swimming and catching up. And I joined **Betsy Cunningham** and **Molly Blakeman** in Portsmouth for lunch. **Sandy Kingsbury** and I were to meet in Spofford, NH, but it didn't work out. Through Facebook, I have reconnected with **Thane Butt '65** and **Betsey Neville '67**. My St. Mary's sisters have been a great comfort to me especially throughout the past two years. You Can't Make Old Friends."

Betsy Cunningham, Carol Stewart-Grinkis and Sally Boggeman at Betsy's house in 2019. Photo taken by Adele Schweizer.

Patricia "Patty" Whitney writes, "After retiring from teaching in Belmont, MA, six years ago, I moved to southern NH. I still spend my summers in Franconia, NH, where I grew up. I enjoy playing golf in that area. Before the COVID pandemic set in, I was able to travel to Colombia, Central America and Panama, which were wonderful experiences. I am now hoping to go on an African Safari this coming November (this trip has been rescheduled four times). This past Christmas I was in the White Mountains and enjoyed snowshoeing on some trails in Sugar Hill."

1965

Thane Stimac Butt sent this picture:

Ipswich, MA September 2021. SMS class of 1965. Back row: Nancy Hand Higby, Pam Bolton, Susan Black Norling, Joanne Parmenter DeBold, Marney Britton Crecco. Middle row: David Higby, Carolyn Chandler Angle, Sarah Langdell Lambdin, Thane Stimac Butt, Sandy Guest, Janice Duquenne Hanley, Christine Loebel Sandulli. Front row: Carolyn Davis

1963

Martha Ritzman Johnson writes, "After having a presence on Nantucket for 55 years, and owning a house there for 35, Doug and I sadly decided that the island has changed for us in such a way that we wanted to return to New Hampshire. It was a heart wrenching blow but a very good decision. The day we talked about actually 'pulling the plug' on the island, we had a call from a NH friend who said a house was going on the market on a lovely country road – a 100-mile view, five acres and, most importantly, a first floor bedroom! We bought it over the phone, listed the island house and sold it within ten days. All such rapid serendipity. Our four children are widely dispersed: Philadelphia, my son Charlie and his family which includes two teen aged boys, Doug's daughter Minette, with her twin teenage daughters in Missoula, MT, his son Douglas in Hood River, Oregon, and my son Thomas in Fairbanks, Alaska with a teenage daughter – four 14 year olds and an 18...Siri, our Alaska, girl, has just begun her first year at Kimball Union Academy, only an hour from us which is so great as our visits with her before that were very few and far between. We spend our winters in Venice, Florida, which we call 'a seedy Naples'. No high-end shops or fancy restaurants, but a physical resemblance, nonetheless. Lots of aging hippies. Our golfing community has 6 couples, old friends who live within a ten-mile radius from our house in New Hampshire, so we are lucky to have buddies here AND there. We are both retired and pre-COVID clocked many miles around the world hiking with friends. We can't wait to do that again while we're still able."

Kathleen Cooke writes, "Life continues over here on the shores of Lake Champlain, where I live still with my brother Jim and our slightly demented cat, Theo. Lovely views, lots of birds and other assorted wildlife, and despite the limitations of not being in such great health, we all remain thankful that we live in a state with relatively sensible political practices. I spend my days reading a lot, watching too many Scandi-noir crime stories on Netflix, solving puzzles, watching too much news, and hurling imprecations against many of our more insane political figures. I truly miss all my old pals and think back so fondly of our days together. I do hope everyone remains well during these troubling times. Love seeing photos and hearing news, too, so I promise to stay in touch."

Paige Savage writes, "Mr. Mac predicted that I would be 1st in our class to marry. I think he may have been correct. (I suppose it's always good to be 1st at something...?) Married in '65, mother of 2 amazing daughters, and one lovely foster son. Various jobs, several years in advertising, but no real career other than motherhood, which was extraordinarily worthwhile and rewarding. However married life didn't agree, so divorce. A year long backpack around the world once daughter #2 went off to college. Serious bike accident 1st week home from adventure. Recovered in California where I chose to live for close to 20 years. Remarried, returned to Vermont, built some spec condos with Ms/ McFadden's help, divorced. (Told you matrimony didn't agree!) Worked in PR and customer service, retired (actually fired, but won an age discrimination suit). Currently live in Burlington close to daughter #1 and family. I am the proud grandmother of 4 brilliant adult grandchildren. I volunteer and sit on various boards at the UVM Medical Center. Walk and hike with the love of my life (finally!), a curly haired Australian Labradoodle. I continue to find joy in the simple things. And try to remember what some wise soul said, 'Life is too short to be in a hurry'. I'm proud of my girls and their families, yet am fearful about their future. The dysfunction of our political system horrifies me. I write my postcards and call my representatives but worry it's not nearly enough. Hope this finds you all well. I look forward to seeing many of you at our 60th celebration."

Muriel "Gail" Snowden writes, "Thanks Marf for reconnecting us - I'm not sure where I left off last time so quick recap. Bank of Boston/ Bank of America 35 years left after acquisition by BofA after I had to fire 200 people. Boston Foundation 4 years as CFO. Freedom House 5 years as CEO: Carrying on family legacy-rebuilding, donor networking and financial stability, new board, moving to new location across street from the old building. Retired 2013 and set up Gail Snowden Consulting Services LLC-management, finance, diversity consulting. Served on Boards of SBLI, Mt. Washington Bank, East Boston Savings Bank. Moved to the Vineyard full time after selling my home in Jamaica Plain and also bought a condo in Palm Beach Gardens (so I am a snowbird in the winter). I serve on the Condo Board which keeps me busy. My Daughter and family decided to move to Florida in 2012, so it has been great to live close to them. I pick up my grand daughter from school and help on homework. (sigh) The math is almost impossible but I can help on English and History since they were my favorite subjects at SMS. She goes to St. Mark's, a wonderful Episcopal school. Her school uniform reminds me of ours. I attended the virtual reunion of The White Mountain School last year and was thrilled to be on a panel with recent grads and to hear how much progress has been made in recruiting students of color and incorporating diversity and inclusion into the fabric of life at the school. A far cry from the days of my being the only Black student (as I wrote about in my article for the school). I have written a few chapters for a potential book but somehow the day gets away from me!"

1960

Ann Keough Bird took up residence at an Alzheimer Facility in July 2021. Her husband, John Pichovich, asked for this news to be shared.

Charlotte Clark Stewart writes, "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 haven't been in touch with Astrid Naess Giffordd, but did have a lovely time with Joani Jordan. She was moving but was homeless for a few weeks. Joani and her dog, Ellie, stayed with me for a few weeks. Fun for all of us including our dogs! Looking forward to positive times ahead. I usually have an extra bed for visitors; please come."

1959

Carolyn Dorr-Rich wrote during December 2021 saying, "Here in Mont Vernon we have lived as requested by the experts in pandemics to help all of society prevent the virus from spreading." She reported that her extended family, including her husband Earle's daughter, April and April's two sons, Trystan and Simon, lived with them for a period of time. April's husband, John, was briefly stuck (due to COVID) in Uzbekistan working at the U.S. Embassy. She then adds "After 3 months of communication with John by Zoom, he finally had news that he would be able to join us." As and when health allowed they celebrated Thanksgiving with relatives, Simon's 9th birthday, **Judith 'Judy' Stewart's '57** birthday, Carolyn's 80th birthday, and Trystan's 12th birthday."

1958

Judith "Judy" Butler Shea writes, "Life is pretty quiet for us here in Lake Placid with Jim on oxygen more in this cold. Visitors are traveling here for "fresh air" in The Adirondacks, walking Main Street, and hiking. Events are starting up again—allowing 4 skiers on the gondolas even if not friend or family groups. I've skied 10 times this year! We have a new Rector finally, a keeper. One Wednesday evening I was an acolyte, **Stella Hall**! And the choir is spread around the nave. I still sing all those familiar hymns. I do miss the Northern Lights we used to see out of the annex north windows. Stay in touch!"

Anne Wheeler Rowthorn writes, "Thank you so much for sharing the sad news of Betsey's (**Elizabeth "Betsey" Dinsmore**) passing and Judy's update and reflection. There were three Marbleheaders in our class (although subsequently Louisa's family moved to Connecticut). As such we all lived the tempo of our small town; the rolling waves and tides were never far from us, nor the scent of the salty air. Perhaps because our class was so small, all our classmates were precious to us, so the death of one begs the eternal questions—Why Betsey? Why now? Why not us? Why did she suffer? Why did her family, especially her husband, have to endure so much? Why were Betsey's last few years so hard? And then there are the I wish questions: Why didn't we keep up? Why didn't we follow the lives and destinies of our children? Why haven't we been more present to each other? Or more directly-Why didn't I...? And then there is just the sense of gratitude. I am so happy Betsey lived such a full, loving and rewarding life. I am profoundly grateful she was a part of my life."

1956

Kristina "Stina" Engstrom writes, "Dear class of '56, I don't know whether you ever think about Saint Mary's (or White Mountain School, for that matter) or our time there, but I rarely do, as is only normal, time being what it is. I do have thoughts from time to time, like what kind of lives our mostly single, mostly "elderly" (they were at least over 40) women teachers had. Or, what happened to the kids who were in classes near ours, like **Nona Todd '55** and Totsy Turner. Perhaps our former teachers and fellow students wonder about you as well. Be well and stay well. Love, Stina"

Daphne "Jill" Henderson writes, "Stina's comments really stirred my memory: Our school seems to be in great shape and has weathered the COVID mess with great skill. I think about SMS/WMS all the time because of its tremendous impact on my life. Madame Balinska instilled in me a tremendous desire to live in Europe because of her work with the French resistance. My Mother had gone to college in Paris just as the Nazis started filling the cafes and had to return to the USA before she graduated. My husband and I moved to the Netherlands for 6 years which was extraordinary: Dutch friends came and kissed us with thanks for the US troops liberating their villages in WWII and shared how much they had suffered. Miss Jackson gave me a thirst for learning history and being in Europe made those classes so valuable. Sally Hodges our drama teacher taught me to speak in public and she earned me a full scholarship to the NYC Strassberg school of acting but my parents thought Goucher was a better path. Warren Geissinger encouraged me to sing and sing I did right into my 80s. Mr. Steele saved my senior year by tutoring me in the attic room where I was quarantined for over a month with mononucleosis - and then being a Trustee showed me how complex running our little gem of a school actually was. **Georgia McDowell** and **Patricia "Patty" DeBruyn** joined me at our 50th reunion - we were the trio in the Annex that harmonized together after hours and Mrs. Walters did not bust us because we often sang hymns. Yes Stina, the school impacted my life tremendously and set me forth on an amazing journey. Will I visit the school again? I hope to because SMS/WMS gave me so much hope and courage. Stay safe and healthy y'all - we gained strength from those mountains so many years ago."

1955

Elizabeth "Liz" Zopfi Chace joined John Drew, Head of School, and Scott Hunt, Director of Development and Alumnae/i (not pictured) for lunch in North Palm Beach, Florida, in March 2022.

Jocelyn Taylor Oliver writes, "Big changes for me this past year. I sold my house and moved into a two bedroom apartment back in the old neighborhood where I grew up. So much fun to walk the old streets again. Sadly, my wonderful husband of 31 years passed in November so I have been adjusting to a new way of life."

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:

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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

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For more information regarding admission, please visit **whitemountain.org/admission**, or call **603.444.2928**.

Class Scribes

Thank you to all of our volunteer Class Scribes. You keep our community connected and create a robust alumnae/i program for us all. Your partnership is paramount in everything we do.

If you do not see a Class Scribe for your year, that means we need a new Class Scribe! Please reach out to **carla.peacock@whitemountain.org** if you would like to become your Class Scribe.

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IN MEMORIAM

FRIENDS WE'VE LOST

Rex Amer '19

Rex Hayden Amer passed away at home on July 23, 2021, at the age of 19. Rex was a student at the Fashion Institute of Technology in NYC and intended on going into marketing. He had an entrepreneurial spirit and planned on creating his own business. Born on August 14, 2001 in New York City, Rex was a sensitive and introspective soul who had a smile that could light up any room. Rex was curious about the world and passionate about the things he was interested in: international travel (he traveled to Madrid right before COVID, visited Colombia during COVID, and had plans to go to Cuba), boxing and working out, mixed martial arts, fashion, and cycling throughout the streets of NYC. His creativity and energy around things like this drew others to him. Rex cared deeply about the people in his life. With a wide social circle from the various schools he had attended, Rex was well appreciated for being a good friend and an excellent listener. Fun to be around and with a great sense of humor, Rex was a leader and wise beyond his years. Rex absolutely adored his dog, Prince. At the beginning of his freshman year in college, after saving up for months, Rex identified the exact breed he wanted (Havaton) and took an 18-hour solo train ride to Indiana to get him. Rex took excellent care of Prince and the two were inseparable. Rex was close with his older brother Leo. They grew up spending summers together in New Hampshire and in the south of France. Rex was truly coming into his own and had a bright future ahead of him when his time on earth was tragically cut short. While only granted but a quarter of a life, he was courageous, played full out, impacted many and will never be forgotten. Rex's family and friends miss him dearly and will continue to honor his memory.

Joseph Baute

Former Trustee and Grandparent

Joseph Andrew Baute died peacefully at his home at dawn on September 6, 2021, Labor Day, at the age of 93, surrounded by his loving family. Joe was born on January 30, 1928, in Providence, Rhode Island, and grew up on a small farm on the outskirts of East Greenwich, Rhode Island. As children, Joe and his siblings learned to tend vegetable and flower gardens and raised a number of different animals – chickens, rabbits, goats – especially helping their mother when World War II service in the Navy took their father away for most of the war. After graduating from high school in 1946, Joe entered the Marine Corps, served for two years, and was discharged with the rank of sergeant in 1948. Joe began his undergraduate studies at Dartmouth College at that time but was called back into the Marine Corps to serve during the Korean War. Joe returned to Dartmouth, finishing his undergraduate degree in 1952 and receiving his Master's degree from the Thayer School of Engineering in 1954. Upon graduation, Joe moved to Keene, New Hampshire, where he began a 39-year career at Markem Corporation, starting out as a young engineer and retiring as Markem's Chairman and Chief Executive Officer in 1993. A renaissance man with many interests, Joe loved to learn, and pursued his passions with intensity and vigor. He developed skills in woodworking, wood turning, and wine appreciation. Later in life, as his eyesight began to fail, Joe's love of innovation and technology led him to discover specialized tools that helped him adapt and continue to take part in all the activities he enjoyed. Above all, his deepest passion was for his wife of 49 years, Stephanie Heselton Baute, and he was most proud of the family they shared and loved. Deeply rooted in the community, Joe served as a member of the Board.

Anne Williams Bogley '51

Anne Loring Williams Bogley, 87, died peacefully at her home in Traverse City with family at her bedside. She gave unconditional love to her family, her friends and her community. We mourn her passing but are grateful to have been part of her exemplary life. Anne grew up in the Detroit area. Born June 3, 1933, at Harper Hospital, she was the youngest of three children of William Wright Williams and Priscilla Alden Briggs Williams. Mr. Williams had a distinguished career with the Detroit Edison Co. Mrs. Williams' roots were in Boston. Education was important to Anne throughout her life. Starting in a one-room schoolhouse in Wing Lake, Anne attended Vaughn and Kingswood schools in Birmingham. She graduated high school from St Mary's in the Mountains, now the White Mountain School, in Bethlehem, N.H. Between her junior and senior high school years, she enjoyed an American Field Service experience in Paris. This reinforced her strong belief in the value of a broad-based liberal arts education. Anne received her bachelor's degree in history from Cornell University in 1955. She studied at the Sorbonne during junior year and became proficient in French. She remembered with some amusement when the University of Michigan football team came to Ithaca and lost 6-0. Big Blue, however, won the battle of the bands with their brand new "double-time" march-step. While working at Thomas Cooke & Son Travel Agency in Detroit, Anne met a Prudential Insurance representative named Gil Bogley. It didn't take long for love to take charge. They were married Aug. 31, 1956. There was Malahini, the Hunt Club, neighborhood gatherings, and Sunday school teaching at Grace Episcopal Church. Anne and Gil became founding members of the Premier Bridge Club, six couples who played a little bridge and helped raise each other's kids over the next two decades. Anne delivered on her promise that each of her children would receive a quality liberal arts education; Bill at Dartmouth, John at Whitman, and Elizabeth at Middlebury. Anne loved her community and gave back in many ways. As a volunteer in the Willow Hill library, she helped children learn the joy of discovery. She passed out lollipops to young participants at Sunday morning ski races hosted

by the Grand Traverse Ski Club at Hickory Hills, an Andrea Meade Lawrence idea, and served on the Club's executive board for many years. Anne's elegant skiing style was beautiful to watch. She helped found the Slabtown Neighborhood Association, the first such organization in Traverse City. Anne joined with several of Traverse City's most respected leaders to form the Traverse City chapter of the League of Women Voters. In 1976, Anne was appointed to the Michigan Boundary Commission, where she served until the family relocated to Medford, Ore. for nine years in support of her husband's newspaper career. All the while, Anne kept her eye on North Lake Leelanau. She is survived by her sister, Edith Swallow (St Mary's Class of '45).

Florence Kline Britton '55

Florence Kline Britton, 83, of Menlo Park, Cliff Island Maine, and San Miguel Mexico passed away peacefully on February 7, 2021. She was born on July 3, 1937. Flo was much loved and will be dearly missed. She was known for her remarkable energy and zest for life. Among her favorite things were a full bookshelf of contemporary fiction, a lobster on the coast of Maine, walking the Camino de Santiago in Spain, shopping through the Mexican markets, doing yoga in the jardín in San Miguel, dinner with friends and family, sailing from Sausalito to Mexico, building houses and keeping them bright and beautiful, song service on Cliff Island, spending time with grandchildren and her beloved cat Lulabelle and let's not forget—a piping hot coffee with frothed milk! In addition to raising three children, Flo owned and ran The Design Shop in Shelburne, Vermont, for many years. She then practiced residential real estate with Coldwell Banker in Sausalito. After retiring, Flo spent more time in Maine and Mexico, traveled and visited children and grandchildren. She moved to Menlo Park in March 2014, and then into Palo Alto Commons Assisted Living in November of 2017.

Geraldine McAlpin Webster Dellenback '53

Geraldine "Dine" Webster Dellenback passed away on September 15, 2021, surrounded by family and loved ones. She was 85.

Dine was born in New York City on April 15, 1936. She grew up in Riverdale in the Bronx borough of New York. She attended Saint Mary's in the Mountains School in Littleton, New Hampshire, graduating in 1953. She went on to attend Bennett Junior College in Millbrook, NY, graduating in 1955. She continued her education studying painting and sculpture at Columbia University in New York and transitioned into the study of occupational therapy.

In 1957 she fell in love with Robert "Bob" Joseph Dellenback, they were married in 1958. They resided for many years in Englewood, New Jersey, and moved to Lakeville, Connecticut, in 1981 where she owned a needlepoint and knitting store. In 1990 they moved to Jackson. Bob and Dine supported many philanthropic organizations such as the Museum of Wildlife Art in Jackson, George Washington's Mount Vernon, The American Prairie Reserve, The Papers Project at the Buffalo Bill Museum of the West and The White Mountain School among many others. Following in her mother's footsteps, Dine became a member of the National Society Daughters of the American Revolution "DAR" in 2007. She was a devoted member of the Davy Jackson Chapter where she held several leadership positions including chapter regent from 2010-2016. Dine was the Wyoming State Regent from 2018-2020. DAR provided Dine with the opportunity to engage her love of genealogy as she traced her lineage to 14 patriots who fought in the Revolutionary War. Dine was a devoted member of Saint John's Episcopal Church in Jackson. She enjoyed attending bible study, was on altar guild and sang in the choir. She was a charter member of The Order of the Daughter of the King at St. John's starting in September 1990. One of her final wishes was to restart the DOK chapter at St. John's.

She loved living in majestic Jackson Hole and watching the seasons change. She loved riding her horse, Stone Fox, in the valley. She loved travel, art and music. She was devoted to her friends and family especially her late husband Bob and her children. She was a life long learner, a lover of history and a woman of faith.

Elizabeth Foss Dinsmore '58

Elizabeth "Betsey" Foss Dinsmore, age 81, of Marblehead, MA, passed away unexpectedly September 11, 2021, at the Northshore Medical Center in Salem, MA, with her family by her side, she was 81. Born at the Mary Alley Hospital in Marblehead on March 27, 1940. She was the beloved wife of Peter H. Dinsmore, with whom she shared 60 years of marriage. Betsey attended grade school in Marblehead and St. Mary's in the Mountains (The White Mountain School) in New Hampshire for high school. She went on to attend Colby Sawyer College, as a member of the Class of 1960. After college, Betsey held the position of office manager and bookkeeper for several organizations throughout her career. A devoted mother and grandmother, Betsey was also a longtime member of the Corinthian Yacht Club, Tedesco Country Club, and the Cottage Gardeners of Marblehead & Swampscott. She was an avid bridge player and enjoyed spending time with her family and friends. Over her life she was active swimming, skiing, golfing, playing tennis and volunteering time to a variety of charities.

Frederic Pilch

Former Trustee

Frederic R. Pilch, Hopkinton, NH — Frederic R. Pilch, 94, of Concord, NH, died on August 26, 2021. He was a resident of Hopkinton, NH, for over 50 years before moving to Havenwood. Fred was born on March 18, 1927, in Bloomfield, NJ. After graduating from Bloomfield High School, he enlisted in the army in 1944 and served in Germany during 1945-1946. Upon his return, he attended Hamilton College in Clinton, NY, graduating in 1950. He worked for Bank of New Hampshire (formerly Mechanics National Bank) for 36 years before retiring as a Senior Vice President/Trust Officer in 1992. Over the years, he served on the Board of Trustees of Concord Hospital, Audubon Society of NH, White Mountain School, Rolfe and Rumford Home for Girls, Hopkinton Historical Society and Child and Family Services of NH. He enjoyed gardening and traveling around the world. Fred will be remembered for his dry sense of humor and his love of chocolate and lobster.

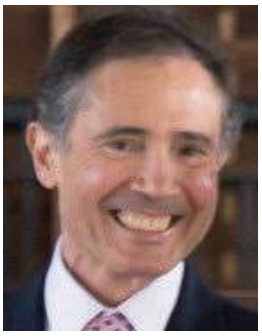
Rosemary Hall Evans

Former Trustee

Rosemary Hall Evans, 96, died peacefully at her home in Littleton, N.H., on May 19, 2021. Born in Lenox, Mass, she was a graduate of Katharine Gibbs College and worked at Colgate University where she met and later married Richard M. Colgate in 1949. In the past, she served as a trustee on the boards of the National Recreation and Park Association, the Princeton Theological Seminary, the Menninger Foundation, the National Audubon Society, the Jeoffrey Ballet, and the White Mountain School of Bethlehem, N.H. She was an elder of the Lamington Presbyterian Church, N.J., and a member of the Lisbon Church of Epiphany, N.H., and the Littleton All Saints Episcopal Church. Rosemary had an abiding love for the North Country of New Hampshire. She considered Littleton her home and loved the deep forests and the snowy mountains. As a girl, she drove her pony Merry Legs in several of the winter parades on Main Street; the sleigh is now on display at the Sugar Hill Historical Museum. She returned to this community in the 1990s after a full life lived in New Hampshire, New Jersey, New York, Nantucket (Mass.), and Santa Barbara (Calif.). During these final years in NH, Rosemary enchanted her grandchildren with birthday parties, picnics, and woodland treks. Annually, she hosted a festive Christmas party. On Sundays, Rosemary and her two small poodles, Happiness and Emily, attended services at the Lisbon Church of the Epiphany. When she became wheelchair bound, she moved to Riverglen House in Littleton. She will be remembered with love and admiration by family and friends.

Robert Garmirian

Former Employee



Robert Garmirian Amherst, MA — Robert (Bob) Edwin Garmirian of Amherst, MA, died at his home on August 25, 2021, after a 2-year battle with pancreatic cancer at the age of 72. Bob was born in New York City on March 27, 1949. He lived in Bayside and Douglaston, Queens until 1972 when his family relocated to Montrose, New York. Bob's love of adventure and passion for the outdoors was evident at an early age, and sharing it with others would be his life's work. As a child, many of his most cherished experiences were as a camper and then counselor at Deerfoot Lodge in Speculator, N.Y. Bob attended Hope College and graduated from Franconia College, where he majored in Outdoor Education. He then began his career at Albuquerque Academy and The White Mountain School in Littleton, N.H. In 1979, Bob became the Director of Athletics and Outdoor Programs at Hampshire College, where he would stay for over 35 years, until his retirement in 2015. Bob climbed extensively in the United States, Europe, and the Middle East, guiding, training, and sharing this love with friends, family, and students. Bob will be most remembered for being a wonderful father and grandfather. His delight and constant love for his daughters, and the way his eyes lit up when he talked about them, will live forever. He will be remembered for his kindness, his adventurous and bright spirit, his wonderful sense of humor, and the care and compassion he shared with his family and friends. He touched so many lives as he guided, listened to, and mentored the people he loved. He leaves a legacy of loving deeply, creating and conquering new challenges, and teaching others how to create and enjoy new adventures.

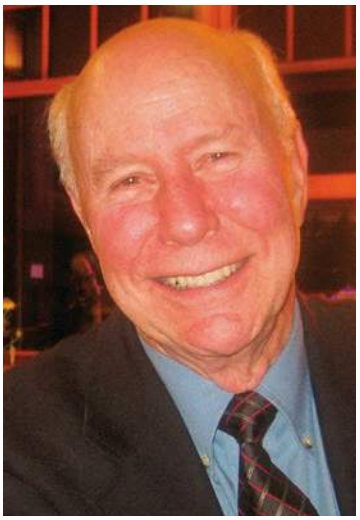
Barbara Chambers Geissinger

Former Employee

Barbara Geissinger, teacher, loyal friend, and enthusiastic lover of music, travel, poetry, and the mountains of New Hampshire, died peacefully on June 15, 2021, at Havenwood in Concord, NH. She was 98 years old. Born on October 29, 1922, in West Chester, PA (she was proud to share a birthplace with Samuel Barber). She earned a BS in Music Education from West Chester State College, specializing in flute, piano, and choral conducting, and a Masters in Music Education from New England Conservatory. She was a fellow at Tanglewood Music Center for two summers. Barbara taught music at St. Mary's-in-the-Mountains (now The White Mountain School) in Bethlehem, NH, until she reconnected with her old flame from college, Warren Geissinger. They were married in 1951, and raised three daughters, Eve, Annie, and Katie, in Pomfret, CT, where she taught at Pomfret Community School. Barbara was interested in innovative methods of music instruction, and used her training in Orff and Kodaly to delight the children with challenging vocal exercises and wonderful marimbas and drums to play. In 1963, Barbara and Warren led ten American high school students to Africa on a seminar sponsored by Pomfret School. The trip inspired her and Warren to spend a sabbatical year in south India with their three young girls, teaching at the Kodaikanal International School in Tamil Nadu. After a move to Concord, MA, Barbara taught at the Carroll School and was active in the Women's Club and the Concord Madrigals, a women's singing group. Three years after retiring to Littleton, NH, Barbara and Warren suffered the loss of their eldest daughter, Eve. They turned their heartbreak into action, testifying in the State Legislature to lower the legal limit of blood alcohol levels in drivers. They also became advocates for victims of domestic violence–a cause championed by Eve–and volunteered for many other social service organizations. Barbara's active retirement included founding both a flute choir and the Pine Hill Singers, a women's chorus that continues to perform. In 2000 she and Warren were honored by the Town of Littleton as Citizens of the Year. At Havenwood Retirement Community she formed the women's singing group Tapestry and participated in musical events, trips to the Boston Symphony, and of course four-hand piano with Warren. She was an active church member wherever she lived. Barbara was known for her unpredictable wit, her love of swing music–especially Ella Fitzgerald–and her love of reading. An avid birdwatcher and hiker, Barbara was always happy outdoors, from her time as a child camper in Ossipee, NH, to annual camping trips with friends well into her 80s.

William Gilmore

Former Trustee, Parent, Grandparent



William Humphrey Gilmore died peacefully at home on Tuesday, Sept. 21, 2021, under Hospice care surrounded by his loving family. Bill's passing on Tuesday ended his long and tough battle against cancer. He was born in Peoria, Illinois on Nov. 20, 1936. At age six, Bill's father passed away, and his grandparents Lola and George Gilmore stepped in to help raise him. Two years later, his mother married Donald Roebling of Clearwater, Fla. Bill attended both North and South Ward Elementary Schools in Clearwater, The Warrenton Stuyvesant Boarding School in Virginia, and graduated from Staunton Military Academy. As a teen Bill was an avid horseman riding his horse at Warrenton Hunt Club events and learned to sail in a Clark Mills Optimist Pram in his pool and Clearwater Bay. At age 13 he was with his friend Hugh when he first saw Hemmie visiting for the summer from New York and quickly called dibs, telling Hugh, "There's the girl I'm going to marry!" After a year at the University of Florida he served in the U.S. Navy for four years. Soon after returning home in Clearwater he married Hemmie at Peace Memorial Presbyterian Church in January, 1960. A year later they moved to Gainesville where Bill finished his college degree in Advertising with a minor in Philosophy at the University of Florida while they started and quickly grew a family with three sons, Jerry, Will and Jim. Bill and his young family moved back to Clearwater where he worked in various jobs while developing a business plan and commissioning the "Double Eagle" a radical new commercial fishing vessel built by Clark Mills in 1967, the first catamaran licensed in Florida by the U.S. Coast Guard to carry passengers off-shore. Two years later, a second catamaran, the "Double Eagle II," joined the fleet. Clark Mills also designed and built a bright yellow 53" three-masted schooner named "Sunflower" that docked at Clearwater Beach Marina and became the home for Bill's family of five for several years of sailing adventure and exploration along the coast of Florida. Bill and his family were avid outdoor enthusiasts. When the boys were young, they traveled across the country visiting National Parks over the course of several months in a VW camper, testing their ability to live in close quarters. In 1977, they sailed to Maine on "Sunflower" where Bill worked as an Outward Bound Instructor and Hemmie and Jerry completed 26-day courses, Will a 10-day course. The boys were homeschooled. A year later the family moved to Littleton, N.H., where all three sons attended The White Mountain School as day-students. A foster son, Bill Sanders, joined the family's crew of teenagers in 1980. The four boys learned to rock and ice climb, and spent many days exploring the north country's hiking and skiing trails with their parents and friends. Their love of travel and adventure continued, with trips to Europe, South America and the Caribbean. They traveled by car and motorcycle tours and on a number of beautiful sailboats that carried Bill and his family to magical faraway places many people only dream of. At times Bill sailed solo, and for other legs he was with Hemmie, family and friends as he explored continents, islands and met people of all cultures. Over time, Bill and Hemmie's family grew, as the boys became men, married and had children of their own. Through his grandchildren, Bill was able to share his knowledge, focus on learning and inner reflection with another generation. His grandchildren have been gifted with the benefit of friendship, mentoring, education, creative expression, movies, walks, sails and quiet times of reflection and self-consideration and unconditional love. His wanderlust led him on a series of sails to Europe and the Caribbean and a three-year circumnavigation of the southern hemisphere around the globe and back to Littleton, N.H., where he felt the view of the Presidential Range from the deck of him own home was as beautiful as anywhere he'd seen. Through his adventures and times of reflection, Bill's focus was on finding a life that was filled with meaning. His searching and introspection carried him to limitless places and had a fundamental influence on those closest to him as he shared contemplations about life's meaning and encouraged others to explore their personal connection as part of their world. His biggest concerns that affected those who knew him was his unwavering consideration of others. He believed in the interconnections and oneness of everything, most especially in the people around him. Bill's generosity of spirit has touched everyone in his life and beyond. He leaves behind his wife Hemmie, Jerry '80 and Ania and Jerry's son Scott and Ania's daughter Monika; Will '82 and Linda and their children Kyllan '08 and Tiegan ''12; Jim '82 and Debbie and their daughter Destinee recently married to Tom Britto; and foster son Bill Sanders and his son Billy.

Sustaining Curiosity, Courage and Compassion

Your support of The Fund for White Mountain ensures that every student now and in the future receives a meaningful learning experience fostered through student-driven inquiry. White Mountain is in a position to pursue the future with enthusiasm. Together we can go further!

Your support and care will build sustainable programs for scholarships, curriculum and community. We thank you for your generosity, partnership and belief in our mission.

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Thank you

for supporting The White Mountain School in 2020-2021

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 2020-2021 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**.

UNRESTRICTED GIFTS
$431,005

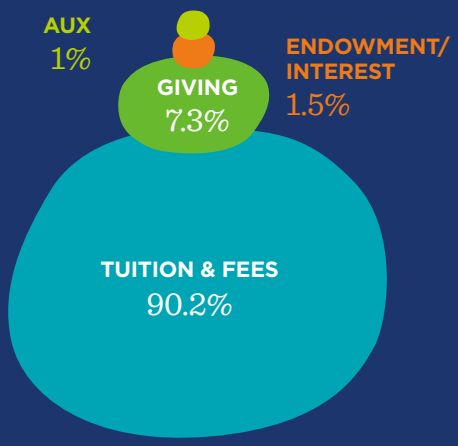
RESTRICTED GIFTS
$26,151

GIFTS-IN-KIND
$14,405

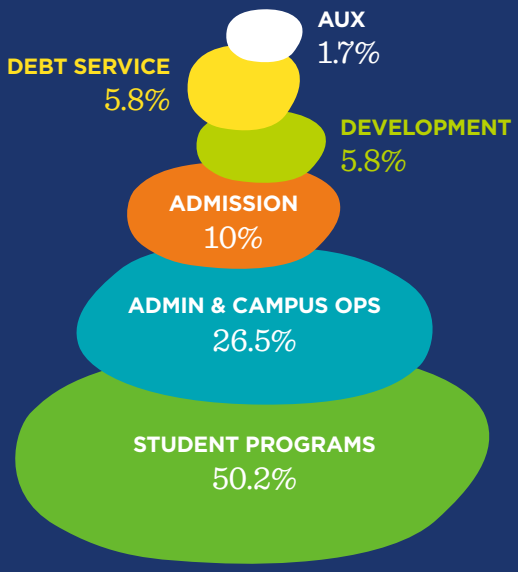
ENDOWMENT GIFTS
$6,599

BUDGET ENHANCING
$1,000

TOTAL OPERATING BUDGET 2020-2021: $6,889,205



SOURCES OF FUNDS



APPLICATIONS OF FUNDS

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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 2022

OCTOBER 21 - 23, 2022

Please join us for a fun-filled weekend of engagement, learning and memories!

We have some special years to celebrate in 2022!

We celebrate our 5 and 10 year classes, so if you graduated in a year ending with a 2 or a 7, it is a special year for you and your classmates.