Waynflete

MARCH 2022 MAGAZINE

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Waynflete Magazine
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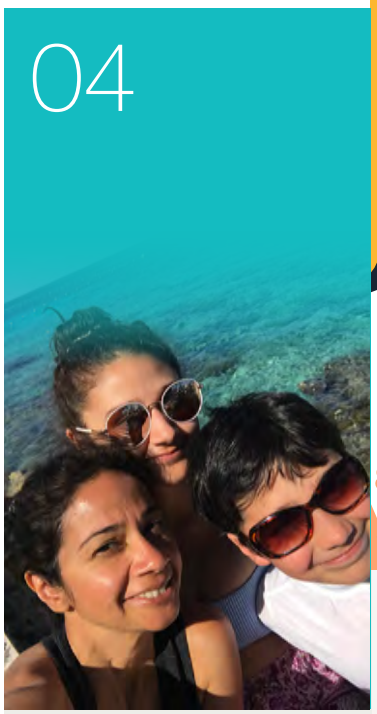

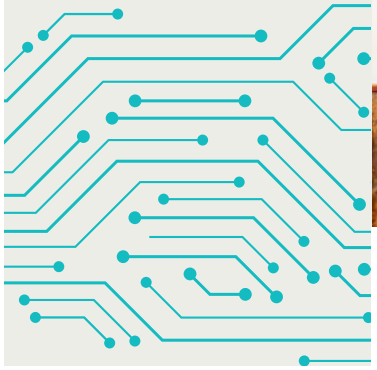

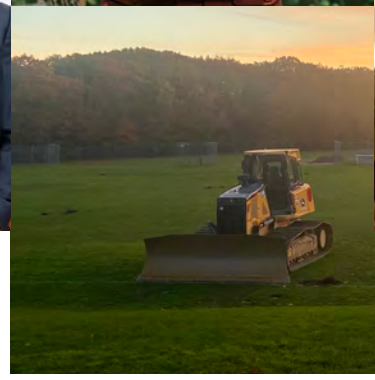

Waynflete
360 Spring Street, Portland, Maine 04102 | 207.774.5721 | **waynflete.org**

Welcome

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RESURGAM "I SHALL RISE AGAIN"
The motto of the City of Portland is an appropriate expression of where Waynflete finds itself on the two-year anniversary of the pandemic. We are slowly lifting the mitigation measures that have kept us safe and in school, and we can now imagine a future where all the wonders of a Waynflete education can find themselves in full bloom.

Waynflete has done a phenomenal job of supporting a healthy and safe in-person learning experience for our students. Families have flocked to our school looking for a safe harbor in an uncertain and challenging world. While too many students across the world have missed out on a high-quality education, Waynflete students have continued to learn. This is a testament to the hard work, ingenuity, and dedication of our staff.

The distinctive features of our community, particularly the trust-based relationships we believe are essential to our mission, have been put to the test. Masks, COVID-19 protocols, social distancing, and remote learning have made developing healthy relationships more complicated. We have persevered and are eager to rediscover the full experience of in-person learning without barriers.

This issue of *Waynflete Magazine* is a reflection of the wonders of this community and the contributions our people make in the broader world. Our graduates and community members have been on the front lines of the pandemic, caring for the sick and managing the crises that our healthcare systems have had to contend with. We have continued to offer cutting-edge classes, including those we offer through the Malone Online School Network. We have alumni who are helping to decarbonize the planet and shedding light on the world through narrative nonfiction.

As you read the stories in the pages that follow, pay particular attention to the humanity that is present. The life story of our new Upper School Director and what drew her to Waynflete is a testament to the community we hold dear. The purpose behind the Drawn Together gallery exhibition—another of former longtime Visual Arts Chair Judy Novey's brilliant creations—reveals the intentional work we do to build (and rebuild) our sense of community.

Our humanity is what differentiates Waynflete. It has kept us whole during the pandemic, and as the strictures are loosened it will rise again to new heights.

Geoff Wagg
Head of School

A hive is a community

In October, grade 6 students visited the home of retired Waynflete history teacher and current board member Betsy Langer to observe the essential, interwoven work of bees as part of the class's study of ancient Mesopotamia. Learning and playing together—with fresh air, bright faces, and hands-on fun—they showed the optimism, energy, and collaboration that have kept Waynflete moving forward through these challenging years.

INSET PHOTOS: Students observed beehives and learned more about beekeeping by participating in bread making, honey spinning and sampling. Students also explored making products with beeswax, including hand cream and lip balm.

A Strong Sense of Community

Upper School Director Asra Ahmed finds innovative ways to foster connection and leadership

By Rand Ardell

Asra Ahmed was destined to become an accountant—or so she thought. Raised by parents who were both architects, she says training for a specific profession "was just what I thought you were supposed to do in college."

Asra had worked part time as a bank teller during her high school years, which she suspects had an impact on her decision to pursue accounting at DePaul University. "DePaul had deep connections to the big global firms," Asra recalls. "It was the place to be if you wanted to become an accountant."

But it wasn't meant to be. "I sat through my first trimester and hated everything about the program," she says. "The only class I loved was one I had taken by chance, an anthropology class in the international studies program. That class made me realize that what I really wanted to study was history and culture."

The second of three daughters whose parents emigrated from India in 1972, Asra grew up in Batavia, Illinois, a small city west of Chicago. She recalls being most affected by teachers who "lived the subjects they taught, who were more than just teachers giving us content." English literature was a favorite subject in high school, along with French, a language that she would continue to study throughout college (she remembers her French teachers in Batavia as "quite stylish and sophisticated for our little town"). She served on the student council and played competitive tennis.

Asra switched to a liberal arts program partway through her first year at DePaul, relishing the opportunity to connect with the anthropologists, geographers, and political scientists who were her professors. She studied abroad in Paris during her junior year, an experience that initiated an interest in North African communities (she conducted research on the North African diaspora while in France).

After earning an undergraduate degree in international studies, Asra planned to begin working toward a PhD. The first step would be a move to Morocco to study Arabic and continue research on the communities she had begun studying in France. These plans fell through, however, after Congress cut funding to the program that would have supported her work. Having volunteered as an English language tutor, Asra decided to move to Korea and work as an English as a Second Language teacher for both children and adults. She lived there for two years, eventually moving to Seoul, where she instructed doctors who were preparing to move to the United States. "I wanted to continue working with immigrant communities, so I started looking at graduate social work programs," she recalls. She returned home and worked for a year at her alma mater while applying to graduate schools.

Asra went on to earn a master's degree in social service administration from the University of Chicago. During the program, she worked in a large high school that was a point of entry for recent immigrants. (Since most Chicago public schools did not have social workers on staff, choosing education as a subspecialty for her master's program provided the opportunity to work clinically with adolescents in one of their primary settings.) Asra began her working life as a public school social worker in a suburban school district, where she was assigned a caseload of students with individualized education plans. She provided both one-on-one and group counseling services while supporting teachers and meeting regularly with parents. "The district had an extensive resource system in place for these kids, so it was excellent training," Asra recalls. "I had the opportunity to work with talented clinicians and specialists, and with children who had all kinds of different needs."

FROM TOP: Asra Ahmed as a child with her father; Asra with her two sisters; and Asra's parents today.

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"Students and teachers are so comfortable with each other [at Waynflete]. The kids are so open—I love the fact that there is no hesitation or reluctance."

FROM TOP: Asra's children, Zayn '27 and Alia; Asra with her husband's family; Asra and Alia, on Alia's first day of school

Asra eventually left the public school system for the University of Chicago Laboratory Schools (Lab), an early childhood–12th grade independent school located on the grounds of the university. She would spend the better part of two decades at Lab, first as a high school counselor, then as department chair, and, eventually, as assistant principal of the high school. "As chair of the Learning and Counseling Department, I was able to build a deep understanding of the program, the student body, and the faculty," she says. "The principal at the time was a mentor to me, so the idea of working with him as assistant principal was appealing." The next decade proved to be a challenging period at the school, however, with six individuals cycling through the principal's role. "Lab doesn't function like a typical independent school, because it's owned by the university," she says. "As an administrator, you're answering to the regular constituent groups but also the university itself and a strong union."

A quest for community

With son Zayn attending middle school, Asra had no plans to leave Lab. Then the pandemic struck in early 2020. "Like many others, I started to reassess—trying to figure out, 'Is this really it?'" she recalls. Though she loved Chicago, the time had come to explore new options. "I had never heard of Waynflete, and I didn't know anything about Portland. But as I started doing some research, I realized that Waynflete sounded a lot like what Lab was like when I had first started there—smaller, and much more of a community. The sensibilities felt familiar."

John Dewey, a leader of the progressive education movement in the United States and an ardent supporter of experiential learning, had founded Lab in 1896. "Dewey's approach was, 'Let's have our own goals and objectives as educators, but let's also find out what students are interested in and figure out how to engage them in learning that way,'" she says. "I see that way of thinking at Waynflete. Students are really known holistically here. When kids feel that faculty genuinely care about them, they know that when they talk to their teachers, they will be heard."

Asra began her tenure as Upper School director last July following the departure of Lowell Libby, who retired after 30 years of leading the division. In an announcement to the community, Head of School Geoff Wagg wrote that "Waynflete is fortunate to have found in Asra a person full of humanity and committed to ensuring both the healthy development of students and the support of faculty." A member of the school's search committee wrote that "Asra understands the role of relationships, the importance of advisories, and the need for humanity. She genuinely cares about people and the importance of building relationships while also maintaining boundaries and self-awareness."

Though she won't take on her own advisory group immediately, Asra has been pleased to discover more opportunities for close connection with students than she has experienced in years. (Today, Lab is almost four times the size of Waynflete.) "Students and teachers are so comfortable with each other here," she observes. "The kids are so open—I love the fact that there is no hesitation or reluctance."

Listening, learning, leading the way

In her initial months in the Upper School, Asra has begun work on several initiatives, including the formation of a committee to examine the school's commitment to service learning (like most schools, Waynflete's activities in this area have been significantly curtailed during the pandemic). "We're going to clearly define service learning in the Upper School and give it a structure," she says. "Here are the target hours we want to set for our students; here is how we will help them achieve those goals. We want to engage kids in developing interests outside of academics that connect them to the community, and to develop their leadership skills in the process." Asra has also created committees that will establish consistent and equitable standards in other areas, including attendance and academic integrity.

Classroom visits have also been a priority in her first year. "It's been really important to me," she says. "Faculty members are hungry for opportunities to talk about their teaching methodology. We're working toward consistent peer observation and feedback, which is also really valuable to teachers."

"Asra has creative and inventive ideas for making the Upper School function smoothly and cohesively," says a faculty member. "In working with her, you know that details will be attended to and conversations will be followed up on. She has also brought a sense of calm and confidence. She listens thoughtfully and respectfully to all—students, faculty, and staff. You really feel like you are being heard."

Another Upper School colleague states that Asra "is one of the most organized people I've ever met, and one of the deepest listeners as well. She leads with wisdom. I'm excited about the direction the school could go in under her leadership—every fresh idea feels like a real possibility. She knows how to cultivate change slowly, steadily, and sustainably. We're incredibly lucky to have her as part of our team."

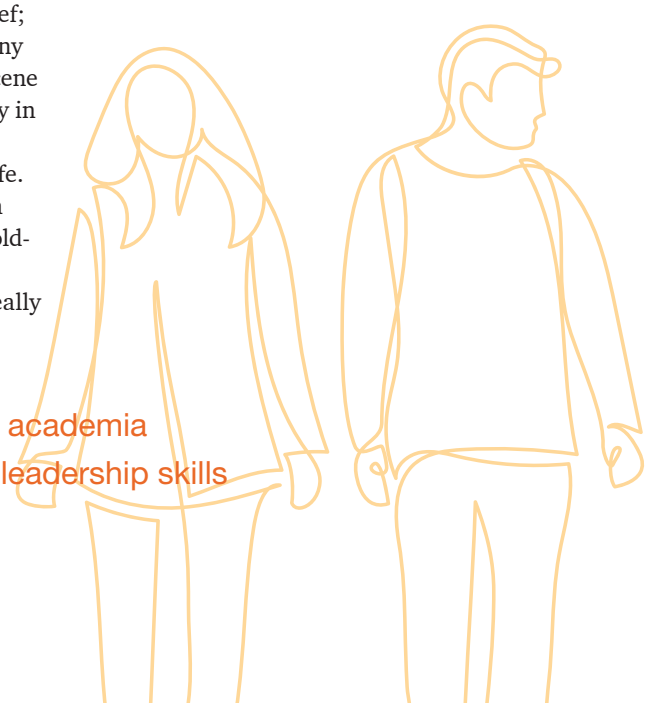
FROM TOP: Alia, Zayn '27, Asra, and her husband Guillermo at Millennium Park in Chicago.

Making Maine home

Having spent most of their lives in Illinois, Asra and her family have found the move to Maine to be a captivating experience. "I know Chicago and the suburbs inside-out, so having to use the GPS all the time when we first got here was a bit humbling. It's such a small city—why can't I figure this out?" Originally an attorney, Asra's Argentine-born husband, Guillermo, later moved to Spain to train as a chef; today, he works at one of the Old Port's best-known restaurants. "One of the many reasons why Portland was so appealing is that we knew there was a real food scene here," she says. Daughter Alia is studying biochemistry at Washington University in St. Louis, while Zayn is adjusting well to life as a Waynflete seventh-grader.

Snowshoeing and ocean recreation have been welcome additions to family life. "The outdoors is such a big part of people's lives here—I feel like I'm learning a new language," Asra says. Guillermo has already joined the ranks of Maine's cold-weather surfers. "It sounds silly, but it's been a bit shocking to us just how kind people are here. Even little things, like chatting with car mechanics. Nobody really wanted to talk about your life in Chicago. We've met the nicest people here."

"We want to engage kids in developing interests outside of academia that connect them to the community, and to develop their leadership skills in the process."



WHAT?

No Bells in School?

By Lowell Libby, Former Upper School Director

Feeling trusted by educators is key for young people to feel in charge of their own lives, which, given the state of the world right now, is possibly more important than ever before.

WHEN I GAVE TOURS OF WAYNFLETE UPPER SCHOOL, I would always pause in the hallway, just before the end of a class period, so the group could feel the building rumble into life as students suddenly filled the halls to move to their next class—all without the sound of passing bells.

As the rumbling subsided five minutes later, I would explain to my guests the subtle importance of what they had just witnessed. When not in classes, Upper School students may be wherever they choose on campus, and seniors may check out and leave campus if they are free of obligations. The absence of bells to signify the start and end of class periods is, by design, a choice that shows we trust students to know where they have to be and when rather than having to prod them with an external stimulus.

Waynflete wants for its students what most parents want for their children: a well-developed capacity for self-governance. Such a capacity is foundational for anyone to become a responsible, caring, productive, and ultimately happy citizen of the world. Feeling trusted by educators is key for young people to feel in charge of their own lives, which, given the state of the world right now, is possibly more important than ever before.

Relying on students' internal sense of control rather than an external stimulus to get to class on time is but one of countless ways that the school conveys to its students that they are trustworthy co-creators of the school community. Simply by engaging in the daily rituals of school, Waynflete students develop habits of mind and deed that will serve them, and the communities in which they reside, for the rest of their lives.

Lowell Libby is an advisor to Third Thought Initiatives for Civic Engagement at Waynflete. Learn more at waynflete.org/tt.

By Rand Ardell

Smart Technology

Given the prevalence of online classes today—with teachers and students participating in real time from remote locations—it's hard to believe that they were an unusual phenomenon prior to March 2020. It was particularly uncommon for these classes to draw students from dozens of independent schools across the country. One of the organizations at the vanguard of this model was the Malone School Online Network (MSON).

ABOVE: Stephanie Hogan teaching a psychology class online.

MSON'S ROOTS are found in the Malone Family Foundation, established in 1997 by Dr. John Malone to provide access to a quality education for gifted and motivated students whose families lacked financial resources. Malone Scholars would receive tuition support based on merit and financial need from the independent schools to which they had been admitted (the schools, in turn, secured permanent funding from the foundation in the form of a significant endowment).

Schools were chosen by the Malone Family Foundation based on their academic caliber; the quality of staff; the attention given to individual students' needs, interests, and talents; their financial strength and stability; and whether they had an economically, culturally, ethnically, and socially diverse population. In 2011, following a rigorous research process, the foundation selected Waynflete as one of only 50 independent schools in the network.

The concept of the Malone Schools Online Network emerged later that same year. Stanford Online High School (OHS) was a Malone school and the preeminent synchronous online educational institution in the country. OHS founder Ray Ravaglia had seized upon the idea that students at Malone schools could participate in real-time classes online. Prior to the founding of OHS, there was no well-established technology solution to make an online high school class network a reality (online classes offered by institutions such as One Schoolhouse and Global Online Academy were conducted asynchronously). OHS possessed just the kind of technical platform required to make Ray's vision a reality.

Maret School Head Marjo Talbott soon took up Ray's idea at a gathering of Malone school administrators. Cathie Wlaschin, executive director of the Malone Family Foundation, recounts how Marjo was eager to discuss the idea that "this Malone group of high-quality schools with similar goals and like-minded heads of school should form a consortium that would somehow take advantage of our synchronous relationship, possibly sharing curriculum through some form of blended learning. At that moment, MSON was born." With Ray beta testing the network at OHS, Marjo wrote a vision statement, business plan, and grant proposals. She formed a steering committee and went on to volunteer as MSON's first executive director—in addition to her day job at Maret.

"Because the Malone Foundation had already vetted the schools in the network, we knew that they all had similar perspectives on academic rigor," says Waynflete Head of School Geoff Wagg. "Remember—this was long before Zoom became a household word. It was pretty miraculous that a Waynflete student was going to be able to take an Arabic class with a dozen other kids from across the country."

Advanced Programming

Today, Waynflete is one of 28 Malone schools that participate in MSON. The network offers almost 50 courses, ranging from freedom and identity in LGBTQ literature to organic chemistry, the philosophy of pop culture, and ancient Greek. Potential courses are identified in response to a stated need from member schools, or simply because an existing class presented a compelling opportunity for students to learn from a passionate teacher. MSON teachers often develop courses in collaboration with other faculty from across the network. In 2018, for example, Malone school heads expressed an interest in offering a computational thinking course to their students. No individual school possessed the resources to hire a dedicated teacher, so Waynflete computer science teacher and director of technology Page Lennig rose to the challenge. Over the course of a year, Page worked in concert with colleagues from three other Malone schools to develop a curriculum (she also taught the class). "Designing that course with teachers from across the country was some of the best professional development I've ever had," she recalls.

User Testing

MSON offers intensive courses that enable highly motivated students to explore subjects they might not otherwise encounter in high school. Waynflete teacher Stephanie Hogan says that "these kids are some of the most remarkable students I have ever come across in a classroom setting. They're just so driven, and they're highly motivated to understand themselves as learners." Classes meet twice weekly, and while students have access to their teachers between classes (most MSON teachers set up regular office hours), they must work independently and manage their time effectively. Outside of class, students are expected to watch teachers' instructional videos, perform experiments, and prepare for discussions and collaboration. Waynflete students must work through other logistical challenges: MSON classes don't coincide with the school's block schedule, so students end up missing one block per week in one or two other classes.

Waynflete has had as many as 15 Upper School students taking MSON classes in a semester. While participation has been affected by "Zoom fatigue" in recent years, Upper School Curriculum Coordinator and science teacher Wendy Curtis is confident that participation levels will rebound as the pandemic recedes. "These types of kids are eager for new experiences," she says. "Malone classes just fit the bill for them."

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Head of School Geoff Wagg teaching "Political Identity, American Democracy and Civic Engagement."

Waynflete students attend MSON classes in a dedicated classroom, which features a high-quality camera and microphone along with two large monitors (class content is displayed on one monitor, leaving the second available for large images of the students and teacher). While the upfront cost of this conference system was significant, "It's more powerful than a typical Zoom meeting," says Page. "Seeing students and the presentation side by side is so much better than what we're all used to, which is that once the presentation starts, everyone disappears." Page notes that familiarity with the network's technology, which includes remote whiteboards, screencasting, and online quizzes, resulted in Waynflete being well-positioned to rapidly switch to an online learning model in March 2020. "We crafted our pandemic response on the MSON model, which allowed us to have multiple synchronous blocks for every class, every week," she says. "It definitely gave us a leg up."

User Experience

Sam Yankee '21 and John Moon-Black '21 took a multivariable calculus MSON class together during the 2020–21 academic year—a course that Wendy says was particularly intense. "We had taken all the college-track math Waynflete offered, so it was nice to have the opportunity to go beyond that," Sam recalls. "It was cool taking a class with students from all over. The Malone class was a lot more fun than the college version, which I took this past semester."

"Working in a purely online environment improved my organizational practices in ways that have been really helpful in college," says John. "I still find myself going back to my roots with my MSON teacher's organizational methods. I wouldn't trade them for anything." Naimo Mohamed '23 has taken multiple MSON classes, including "Debate Local, Think Global." "It's been so interesting to take classes outside of Waynflete," she says. "Every one of us is different in our own way, and bringing those differences together is what really makes the MSON community great."

Global Positioning Systems

A student's peer group is usually limited to the kids with whom they attend school. "MSON blows that concept wide open," says Head of School Geoff Wagg. "Now you can be in a civic engagement class with kids from California, Tennessee, and Indiana. You're immersed in an environment for dialogue that's no longer limited to the Portland, Maine, perspective." Stephanie has made similar observations about the MSON class that she teaches on positive psychology. "While the students' academic profiles are often pretty similar, there is distinct differentiation in their cultural profiles," she says. "What's amazing to see is that these kids have a great willingness to be vulnerable, to acknowledge that where they come from has a significant impact on how their life plays out." Stephanie has frequently observed students commending classmates for their honesty in the class chat; in the class reviews that occur at the end of a course, one student wrote, "I learned more about myself than I have in any other class."

"The experiences that the kids bring to class are so different, and it's good for them to hear different perspectives—even in a computer science class, and even if it's just banter and chitchat at the beginning," says Page. "Hearing 'We had a tornado yesterday!' creates awareness about what's going on across the country."

"These kids are some of the most remarkable students I have ever come across in a classroom setting. They're just so driven, and they're highly motivated to understand themselves as learners."

Object-Oriented Programming

Geoff didn't want to stray too far from his teaching roots, but taking on a traditional class at Waynflete would have been impossible given his demanding role as head of school. MSON presented a unique opportunity. Geoff adapted his longtime class "Political Identity, American Democracy, and Civic Engagement" to an online model and has taught the class for several years. "When I started with MSON, there were certain barriers that we're all used to today," he recalls. "I learned that I had to be thoughtful about how to manage dialogue, particularly in a class like this that is so conversational." Geoff came to realize, for example, that everyone's microphones had to be on all the time. "We couldn't all be shuttling back and forth from the mute button—the result is constant split-second barriers to dialogue." He also observed that it was essential to retain the subtler elements of a class that make for close relationships between teachers and students. "In a typical school environment, you have all these brief moments when you're coming into class or leaving, or when you run into a student in the hallway. These are opportunities for teachers to check in on kids. How's the homework or paper going? Do you have any questions? With Malone courses, teachers have to be more deliberate about creating these connections."

Stephanie loves teaching her Positive Psychology class. "It's the science of well-being," she says. "We deal with subjects like perfectionism, imposter syndrome, and learned helplessness—issues that most high school students are grappling with in real time. They're able to cultivate and practice habits that will serve them well now and in the future. It's fun to see the growth that happens in the class. I want it to be everybody's superpower!"

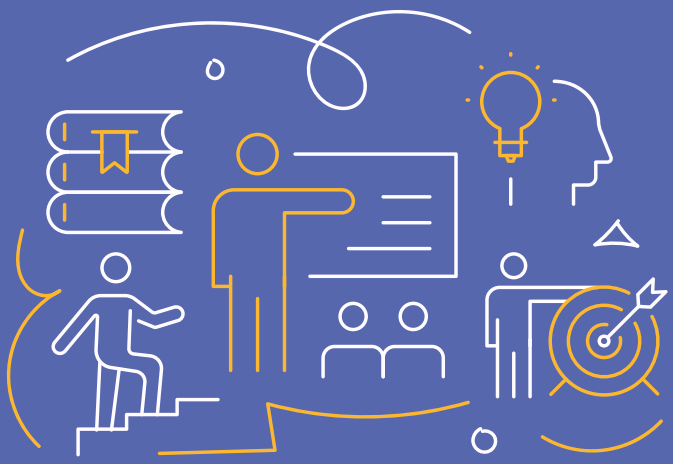
"Every one of us is different in our own way, and bringing those differences together is what really makes the MSON community great."

Shareware

Malone schools can also use the MSON system for unique programs. In the fall semester, six Waynflete students participated with more than two dozen students from other Malone schools in six 75-minute workshops hosted by Close Up, a Washington, D.C.-based nonprofit. The program aimed to help students develop a more thorough understanding of the complex issues facing the country, make the connection between these issues and long-standing values and tensions, and develop the skills needed to discuss controversial issues. "Not only did the Close Up program provide me with the skills to facilitate deliberations on civic issues—it also helped me be an active participant within them," says Basil DiBenedetto '24. "I gained a deep understanding of political values, problem-solving, and youth-based advocacy. It was an amazing opportunity that allowed me to feel even more comfortable with my own voice. I feel lucky to have taken part, and I'm excited to see how I can take my newly learned skills to the next level."

View the MSON course catalog at wf-link.org/mson-1

Page Lennig teaching a computational thinking class.



PROFESSIONAL DEVELOPMENT HIGHLIGHTS

At Waynflete, teachers are always learning, too. We checked in with a few members of our team engaging in diversity, equity, and inclusion-focused training.

Sarah Hernandez, K–1 Teacher

Professional development is an investment in developing the intellectual capital of the school as an institution. It is also a personal investment in—and commitment to—teachers. It allows teachers to stay up to date with the science of learning and best pedagogical practices. It also provides teachers the gift of time. Time to step away from the daily hustle and bustle of teaching life; time to slow down and reflect on their current practices, to be in community with other educators and leaders, and to innovate. I often walk away from professional development feeling energized, inspired, and ready to thoughtfully integrate a new unit, approach, or pedagogical move into my classroom.

Most recently, I had the privilege of attending the virtual People of Color Conference hosted by the National Association of Independent Schools. As a Mexican American educator and first-time attendee, it afforded me a unique space to be in community with other educators of color, something I had yet to experience in my 13 years of teaching at independent schools. I came across one session in particular that had a tremendous impact on my understanding of my own identity as a person of color. The program focused on the experiences of white-passing individuals within the school context, but also introduced me to the term "white adjacency." While I have never considered myself "white passing," with my brown skin and darker features, I never quite had the words to express my lived experiences as an educated Latina who grew up comfortably in suburbia with access to higher education. I could never quite figure out where I "fit," with my third-and-fourth-generation, non-Spanish-speaking upbringing making me "not Mexican enough" to be Mexican, but also not white.

It was a reminder that one's racial identity is often impacted by the intersectionality of other aspects of our identity (gender, language spoken, class, sexuality, etc.); that as an educator, I bring my whole self into my classroom every single day—white adjacency included; and that identity work is hard but essential. While the identity work that I engage my young students in will inevitably look different than the work I engaged in at the conference, it was a reminder to me that understanding our own identity is truly a lifelong process.

Emily Graham / Upper School Librarian

Naturally, this story of professional development of a librarian begins with a book. In *How to Be an Antiracist,* Ibram X. Kendi writes, "A racist policy is any measure that produces or sustains inequity between racial groups. An antiracist policy is any measure that produces or sustains racial equity between racial groups." Kendi's words turned everything around for me. What did this mean to my work in Waynflete's libraries? Am I sustaining inequity in racial groups? How do I produce racial equity in the libraries? These questions led me to a whole new set of professional goals for myself and the libraries at Waynflete.

Libraries have their own histories that are steeped in the same white supremacist culture that so many of our institutions have upheld for so long. We have inherited that in many ways: The Dewey Decimal System centers white, Christian, male, cis-gendered culture and marginalizes all the rest; the publishing industry has long preferenced white, male authors; my own lived experience has been largely centered in whiteness; our school curriculum, while evolving itself, has long centered the stories, innovations, and histories of white people.

In the book *A More Beautiful Question*, author Warren Berger argues that asking the right question can lead to innovation and discovery. With that in mind, and with some guidance from our Upper School retreat on equity in our school, I landed on the question, "What does an antiracist library look like?" Envisioning the answer to this question has led me to reflect on practices in the libraries ranging from book purchases to lending policies to curriculum. For many years, my colleagues and I have purchased books for the school's libraries that reflected the identities of marginalized groups. Looking at this practice through Kendi's lens of racist or antiracist policy, it became clear to me that having these books on our shelves was not enough. This led to a variety of other questions: Where are they shelved? Who is reading them (or not reading them)? Who is aware that they exist? To whom are we promoting them and how? Are a wide range of identities reflected throughout the library collection or only in certain sections? What biases do these answers reflect? We have since reorganized our collection to increase visibility of all our titles. We use each month in the school year as an opportunity to audit our collection for a given group or identity. We explore representation across the collection, and we collect data that can help expose biases that we might miss due to our personal blind spots.

Though we are well intentioned and sincere in our beliefs about diversity, equity, and inclusion, there is much work to be done to truly foster the racial equity all students need to thrive. As a librarian, I can't help believing that good books will help us get there.

Lindsay Kaplan / Upper School World Languages

Professional development is a crucial part of a teacher's job. These days, when teaching is so much more challenging because of the pandemic (and we are all looking for ways to streamline), it is easy to imagine that professional development should be one of the first "extras" to go. However, it is exactly during times like these—when teachers are fatigued and some students are struggling—that professional development is the most important.

Recently, I attended the People of Color Conference, held virtually this year. As with every good conference, I left the experience feeling revitalized, inspired, and hopeful.

And I learned a lot! Professional development is a way to collaborate with other educators—whether in one's own discipline, about pedagogy in general, or about the practices that inform our work, like antiracism—to learn about new research, new practices, and new ideas. This kind of collaboration helps us examine our own routines for outdated notions, inherent biases, or stale methodologies. As the world changes, we must change too, or lose relevance. Professional development helps us renew our excitement in our work and reminds us why we chose this profession in the first place: the kids.

The Classroom in the Information Age

BY ISABELLA DAVIS '16

IT'S 1624 IN EUROPE, and you have just obtained a copy of Caspar Bauhin's *Pinax theatri botanici,* a botanical guide to plant species. Botany is your favorite subject, so you could not be more thrilled to leaf through the crisp pages and run your fingers across the inky floral illustrations. As an academic, you are keenly aware of historical mass losses of scholarship, so you hold tight to your book. Many other people and institutions do the same, beginning a trend of amassing printed works. The rise of printing and consequential hoarding of printed works will continue to irreversibly change the relationship you have with your book—and every book that enters your personal collection.

In most of Europe, reading prior to mass printing was a religious activity that demanded active engagement with the material. There wasn't much variation in accessible reading material, just religious texts often already committed to memory. But in the early modern period, as the range of available books increased, this reading style was abandoned in favor of skimming. Rather than devoting a significant amount of time to just one book, one would spend just a little time with many different books to absorb as much information from as many sources as possible. Lower barriers to entry for publication meant more interpretations of information, more conflicting opinions—and increasingly shoddy content.

This seems awfully familiar to those of us who live in the Information Age, an era wherein technology has radically changed the distribution and quantity of available information. From Wikipedia to social media to *The New York Times,* information sources vary wildly across the internet, and each has its own ability to engage. Such remarkable overabundance of online resources requires a new sort of trained eye for navigating information. How do we know which information is valid, and how do we tackle learning with so much material at our fingertips?

In a sea of information with ever-decreasing barriers to publication (as observed in earlier eras), delineating information and knowledge becomes crucial. Information can be described as palatable morsels of facts, discrete and tidy, easily shared outside of their original context. In contrast, knowledge can be described as individualistic, requiring judgement, challenge, and context. Skimming information in a reference book does not mean you learn anything at all. How, then, do we know anything if all we get is increasingly massive stores of information?

Greed and overabundance have obscured the information we have. Too many books and too much online content mean too many conflicting authorities, opinions, and experiences. Information has become a commodity to be processed, possessed, and exchanged. Knowledge, here, becomes critically distinct from information. Knowledge has context and nuance, while information claims neutrality. *Pinax theatri botanici,* your glorious botany book, exemplifies a major complication in this movement to commodify information. Compared to its 1550 predecessor, the whopping 1,200 percent increase in the number of species identified in your book was primarily due to a demand for written work—the mere accumulation of information. The increase in defined species is obviously helpful in the pursuit of complete botanical records, but it also demonstrates the not-so-scientific motives of making a profit on printing and

Information can be described as palatable morsels of facts, discrete and tidy, easily shared outside of their original context. In contrast, knowledge can be described as individualistic, requiring judgement, challenge, and context.

intellectual showmanship. The same can be said for information online; the practice of recordkeeping and sharing information seems objectively good yet becomes complicated by such motives.

Where, then, exists a place with an absence of greed and an emphasis on knowing? Like the answer to every other question I've posed, the answer here is *the classroom*. Effective information seeking and interpretation can only be taught in the classroom—a site for challenging one another, for conversations, and for failure and triumph. Conversations between the expert and the novice will always be the foundation of knowledge. When books and online resources contradict each other and when authorities demonstrate bias and misrepresent information, it is knowledge that perseveres. Just as the scholars of ancient Greece said, communication is the foundation of knowing. Communication in classrooms, among peers and faculty alike, can never be replaced by a phone in your hand or a million books in your library. As information resources continue to grow in complexity, the simplicity and interdependent nature of the classroom will remain the same—a necessary base for unravelling an exponentially complicated world.

SOURCES

Too Much to Know: Managing Scholarly Information Before the Modern Age by Ann M. Blair
Information: A Historical Companion by Ann M. Blair

Isabella Davis '16 grew up in Casco, Maine. She currently freelances as a science writer while pursuing a Master's in History of Science at Oxford.

Making space for reflection and faith

There are many faith traditions, beliefs, and values represented in the religious practices of Waynflete students and their families. As members of a non-sectarian school community, we are all enriched by this spiritual diversity.

The new Interfaith Prayer and Meditation Room in Emery Building was designed for students and staff who wish to participate in worship, reflection, and meditation while on campus. This room is outfitted with simple furnishings, and a large window allows abundant natural sunlight in the space.

WAYNFLETE FRONTLINERS

Go behind the scenes of the pandemic with members of the Waynflete community.

Featuring the voices of Angus Beal ’99, MD, Dora Anne Mills, MD, MPH, FAAP, Parent ’20, Miranda Theodore ’04, MD, and James Watson ’07, MD

By Braden Buehler

2020 SEEMS SO LONG AGO—and yet like only yesterday. As the Omicron wave crests and crashes across the country, we might also start to feel that 2020 never truly ended. Members of the Waynflete community who are providing medical care during the pandemic, however, move through these surges and respites differently. Nothing is blurred. The days are distinct. And the moments and milestones they have shared since the start of the pandemic have shown them why COVID-19 is a defining time in their careers in medicine, a crisis for our healthcare system, and a catalyst for change.

THE BEFORE TIMES

01.17.20 The CDC begins screening direct and connecting flights from Wuhan, China, for the novel coronavirus and dispatches a team to Washington state to assist in contact tracing a possible case.

Dora Anne Mills, MD, MPH, FAAP, Parent '20 knows the precise date she decided to sound an alarm about a novel coronavirus that was sickening people in Wuhan, China. An experienced physician and chief health improvement officer at MaineHealth, the state's largest healthcare network, Dora is accustomed to receiving alerts about emerging diseases. Most, like avian and swine influenzas or Ebola, either don't spread far or are contained quickly after being identified in America. This new virus, 2019-nCoV, felt different.

"I was worried enough about what was happening in Wuhan that I posted about it on social media the third week of January," Dora says. "Someone asked me in the comments, *how long do you think this could last if it came to the states?* And I replied, *at least 18 months.* I felt it would take a while to develop a vaccine. Also, we didn't know what would happen with mutations. I did not have a crystal ball, but I thought it was pressing."

01.20.20 As cases are reported in South Korea, Malaysia, and Singapore, the CDC announces the first U.S. laboratory-confirmed case of the novel coronavirus in Washington state.

02.11.20 The World Health Organization announces COVID-19 as the official name of the disease caused by the novel coronavirus as more cases are reported across the globe.

02.23.20 Many countries, including the U.S., announce deaths from COVID-19. Facing a rapidly escalating and devastating outbreak, Italy announces a countrywide lockdown.

02.26.20 The CDC holds a briefing to brace the U.S. for the eventual spread of COVID-19, saying, "The disruption to daily life may be severe."

James Watson '07, MD, in the final months of his residency in emergency medicine at Beth Israel Deaconess Medical Center in Boston, started hearing whispers about 2019-nCoV in January. By early February, he was asking patients arriving in the emergency department (ED) whether they had recently traveled to China, so they could be isolated. In that quiet before the storm, James and his wife departed on a long-planned vacation to the island of Madeira.

"We spent the first week of vacation in the capital, Funchal," James recalls. "There was a small earthquake in the city a couple of days after we arrived. And we thought, well, that's enough excitement for this trip! We were having a wonderful time. And then, at 3:00 a.m. on March 10, my mom called our hotel. The president had announced he was going to close the border to some European countries. My family was afraid we would not make it home."

In the predawn hours, James and Alicia fought a bad internet connection to try to book one of the few remaining flights from Funchal. "We paid an arm and a leg for a British Airways flight," James says. "It was on a really small plane. After we boarded, the pilot announced that they needed to sanitize the plane before takeoff because of the new virus."

The flight attendants asked all the passengers to close their eyes and hold their breath. Then they walked down the aisles holding aerosol cans, slowly misting everyone … with Lysol.

"That, for me, summarizes the early pandemic," James says ruefully. "Getting sprayed in the face with Lysol. And when we arrived in Heathrow, which was completely packed—lots of people coughing, a few people wearing masks—no one even asked us where we'd been. No one knew what was going on. People just did not know what to do."

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THE SHUTDOWN

03.06.20 The first Mainer suspected of contracting COVID-19 returns from a trip to Italy with the symptoms of a cold.

Miranda Theodore '04, MD, a first-year fellow, was thriving on the challenges of practicing pulmonary and critical care medicine with a talented team at Massachusetts General Hospital when COVID-19 arrived in the U.S. "It was the first week in March when I knew for sure this pandemic was going to be big for us," she recalls. "We were throwing a baby shower for my sister on March 7, and I realized I was completely uncomfortable with putting a bunch of people in a room together. I put the word out—*if you have even a sniffle, you are not coming to this party.* I am not generally an alarmist, and I uninvited my great aunt because she had a cold."

Miranda had heard from colleagues in Seattle and New York about the increasingly dire situation in both cities. "We were spending all of this time sourcing PPE (personal protective equipment) and trying to work out appropriate donning and doffing," she remembers. "Preparing backup schedules, making projections, all of it. But because everyone was so scared of the new virus, patients were not coming in for care for other conditions. The ER was a ghost town. They sent fellows home because there was no work. In the very beginning, I even had time to bake bread like people were doing everywhere else."

Angus Beal '99, MD, head of emergency medicine at Waldo County General Hospital, also spent the spring of 2020 preparing his team to see their first cases. And because he practices in Belfast, Maine, he had a little bit more time. "Rural Maine was not hit as hard or as fast as other parts of the country," he says. "In March, we were going through a rigorous and cumbersome process of figuring out how we were going to protect ourselves and getting everyone on the same page. My household includes my young children and my parents. Keeping them safe was important to me. Across the country, people were hoarding Clorox! We were trying to scrounge and source basic supplies from all over the world. We had to put locks on our storage cabinets."

"There was so much stress around safety at the beginning," Miranda agrees. "You would put stuff on and think, *I really hope this works!* And then an infected patient would cough on you, and you would think, *I really hope this is okay!"*

PPE was a source of stress for James as well. "There was nowhere near enough," he explains. "I wore the same N95 mask for over two straight weeks of ED shifts. We all had a paper lunch bag with our name on it to store our single mask. The husband of one of my colleagues is a welder, so she wore a welder's mask. And all these companies were trying to fill the void by donating equipment that might work. I spent my rotations at St. Vincent's in a gown made from stitched-together old airbags sent by an auto manufacturer. I wore paintball shields at Beth Israel, and face shields donated by Cascade. Cascade made the lacrosse helmets I wore at Waynflete! It was ridiculous stuff. It was all we had."

03.12.20 Dr. Nirav Shah, director of Maine CDC, announces the first confirmed case of COVID-19 in the state—one day after the World Health Organization declares COVID-19 to be a pandemic.

03.13.20 Waynflete holds what turns out to be the last day of in-person classes of the 2019–2020 school year.

"I have a tradition with my children," Dora confides. "I always take a candid photograph of them on their very first and very last days of the school year. On Friday, March 13, I drove my daughter Julia to Waynflete. She was a senior that year. She was a lifer. As she hopped out of the car that morning, I said *oh, just turn around quick and look at me.* And from the driver's seat, I held up my phone and took a picture of her. She looked so startled. And later, she asked me—*did you know that was going to be my last day of school?"*

Dora didn't know for sure, but she suspected. "I didn't want to scare her," she reflects. "But I think the kids sensed it was coming. Her senior class was supposed to do a song-and-dance video for graduation. They typically would have done it much later in the year, but they decided to do it that week. I think it was the last time that they were all together."

As schools across Maine shut down and pivoted to remote learning, Dora's own responsibilities ramped up almost overnight. MaineHealth sent everyone in corporate headquarters home to work. But the senior executive team, who all had private offices, stayed on the front lines to better coordinate care.

"I needed to be able to see and act on epidemiological data immediately and walk it right over to the CEO," Dora says. "The minute I woke up, I put a mask on. I didn't take it off until late at night. I tried to get home for dinner but that couldn't always happen. I was working very long hours," she admits. "And I would pause in the kitchen in the morning with my cup of coffee and hear Julia talking with her homeroom on her computer about what she was having for breakfast. I don't know how Waynflete teachers did it, because I was really struggling to adapt to Zoom at work, but they were a rudder for those kids. They kept them on course when the seas were rough and the sails were flapping. They were connecting with them in every way they could. I was dealing with a crisis. Thank God my daughter had that community."

03.24.20 Waldo County, Maine, reports its first case of COVID-19.

"You hear stories from people now, *oh, I had COVID in December, but no one knew what it was back then,"* Angus says. "For most people, that probably isn't true. But even in March, emergency rooms had no reliable way to test patients when they came in, terrified. They would have this look in their eyes—*oh my God, I have IT, whatever IT is.* They had no idea what to expect. And at first, neither did we."

"It went from silent to surge incredibly fast," Miranda emphasizes. "Every morning, an email goes out to the division noting admissions from the previous night. Normally, we'd see three or four admissions to the ICU, all with varying diagnoses. But as the curve started to climb, the length of that email began to grow, and it was all COVID-19. I would be scrolling and scrolling. It was shocking."

The crush of patients created all kinds of challenges. One of

Angus Beal ’99, MD
Emergency Medicine, Waldo County General Hospital

Angus Beal’s journey to a medical career covered a great many miles. After graduating from Waynflete and Williams College, Angus went West—where he guided wilderness trips for kids in Wyoming and spent winters on ski patrol in Tahoe. He came back East to earn his MD at The University of Vermont Larner College of Medicine and went West again, this time to begin a residency in emergency medicine at the University of Utah in Salt Lake City. He returned to Maine in 2014 to work in the emergency department of Northern Light Eastern Maine Medical Center and assumed the directorship of the emergency department of Waldo County General Hospital in 2017. Angus, his wife Daisy, their two children, and Angus’s parents live on Daisy Chain Farm in Belfast, growing MOFGA-certified organic berries, apples, and pumpkins.

Dora Anne Mills, MD, MPH, FAAP, Parent ’20
Chief Health Improvement Officer, MaineHealth

A Maine native, Dora Mills graduated from Bowdoin College before earning her medical degree at The University of Vermont Larner College of Medicine. She began her career at the Children’s Hospital of Los Angeles and practiced at Huntington Hospital in Pasadena before moving back to Maine to run a busy, rural pediatric practice at Franklin Memorial Hospital. While living in Farmington, she earned her master’s in public health at Harvard. She served 15 years as Maine’s director of public health, including two years concurrently as the state epidemiologist, and seven years as a vice president at the University of New England. In 2018, she joined the executive leadership of Maine’s largest healthcare network.

Miranda Theodore ’04, MD
Pulmonary and Critical Care Fellow, Massachusetts General Hospital

Miranda Theodore never saw herself as “a science person” during her Waynflete years. She studied child development and Spanish at Tufts University, and after graduation, she began working at the Joslin Diabetes Center doing pediatric diabetes research in order to gain more experience in child development before applying to graduate school. Seeing practicing physicians firsthand at Joslin pulled Miranda in a surprising new direction—direct patient care. She completed the post-baccalaureate premedical program at Bryn Mawr College, graduated from the University of Pennsylvania Perelman School of Medicine, and knew after one rotation in the intensive care unit that she had found her calling. Miranda completed her residency in internal medicine at Massachusetts General and began her pulmonary critical care fellowship there in 2019. She lives with her husband, Jefte, in Boston.

James Watson ’07, MD
Attending Physician in Emergency Medicine, Beth Israel Deaconess Medical Center
Clinical Fellow in Medical Toxicology, Boston Children’s Hospital

Eager to pursue a career in politics, Waynflete lifer James Watson majored in political science at Davidson College. A stint as a volunteer firefighter and EMT during his college years changed his mind about his future path. He was accepted into Johns Hopkins University’s post-baccalaureate premedical program, went on to graduate from the University of Chicago Pritzker School of Medicine, and began his three-year residency at Beth Israel Deaconess Medical Center in 2017. Today, James divides his time between the emergency departments at Beth Israel and its community affiliate hospitals, and the Harvard Medical Toxicology Program, where he treats patients at Boston Children’s Hospital and through the regional poison control center. In 2022, James looks forward to returning to Maine with his wife, Alicia, to practice emergency medicine at Maine Medical Center and toxicology at the Northern New England Poison Center.

the most pressing was physical space. Massachusetts General and Beth Israel both had specially ventilated (and rarely used) rooms equipped for patients with highly transmissible respiratory diseases like tuberculosis. These rooms filled immediately. Then the ICU was at capacity. And suddenly, teams were scrambling to place COVID patients in other types of beds—any type of bed. Cardiac, surgical, whatever, wherever. "Patients were everywhere," Miranda says flatly. "And we had limited ventilators."

Luckily, Massachusetts General never fully ran out of ventilators, but Miranda had to turn to less robust equipment that would normally be used only for patient transport. "Travel vents" are more rudimentary machines and it took a lot of creativity and innovation to make them capable of offering top-notch care. "It was a different world," Miranda reflects. "And honestly, being a fellow at this time was interesting. When there are three times as many ICU beds as the hospital would normally have, everyone has more autonomy. We all had to step into these wider roles and take on more responsibilities."

04.02.20 As cases explode in Boston and more than 500 healthcare workers test positive for the disease, Mayor Marty Walsh announces plans to convert the Boston Convention and Exhibition Center into a field hospital.

In addition to his regular rotations at Beth Israel, James volunteered for the acute care team at the new field hospital. "They didn't have enough doctors to staff the field hospital," James says. "It was run in part by the National Guard. All sorts of specialists chipped in. Even orthopedists and podiatrists were taking care of COVID-19 patients."

The field hospital needed people trained in critical care in case patients decompensated or needed resuscitation, so James volunteered for 12-hour shifts. "Downtown Boston was so empty," he recalls. "I would pick up one of the blue rental bikes and pedal down deserted streets to the Seaport to sleep on a cot until they needed me."

04.10.20 The U.S. surpasses Italy as the global leader in COVID-19 deaths.

Information about how COVID-19 spreads was still emerging. Droplets? Respiration? Surfaces? And many of the healthcare interventions patients needed, like breathing tubes (intubation) and cardiopulmonary resuscitation (CPR), were very likely to spread infected droplets and respiration all over surfaces—and providers. Figuring out how to protect workers was always a work in progress. "We tried to limit the number of intubations junior staff performed because doctors with more experience can do them faster," James explains. "And we tried to intubate patients before performing CPR to try to limit droplets."

Miranda remembers the fear she first felt doing a bronchoscopy, using an internal camera to examine a patient's lungs. "I had COVID air blowing all over me," she says cheerfully. "And I didn't get sick! We started to realize that our team members got sick eating lunch in the hospital, which we tried not to do, or when out in the community. We were pretty protected by PPE, and that was a relief."

They were learning a lot and they were learning it quickly. Providers around the world were pooling observations and data and gaining a better understanding of who was most at risk. Various medications and interventions were tested. If they worked—like proning patients, plasma, monoclonal antibodies, and steroids—they were gratefully adopted. People were employing better prevention measures like regular handwashing, social distancing, avoiding indoor activities, and wearing masks. Researchers were developing promising vaccines and antiviral pills. With almost every country coping with economic and social fallout from the pandemic, the whole world was waiting on a cure.

04.30.20 The president launches Operation Warp Speed, an initiative to produce a coronavirus vaccine, fast.

THE FLATTENED CURVE

By that summer, northern New England was doing well, especially compared with other parts of the country. Cases were down. Reopening plans and quarantine procedures were developed and put into place. Tentatively, and then with increasing confidence, restaurants reopened with outdoor seating and expanded takeout options. Domestic tourists began to return, drawn by outdoor recreation opportunities and lowered case counts. The curve had leveled and life—masked, outdoors, and socially distanced—had settled into a strange "new normal."

Angus, Dora, James, and Miranda felt their teams had done well, too. They also felt the overwhelming gratitude of their communities. "People were banging on their pots and bringing us food," Miranda says. "We got so much food. The actual sustenance was nice. But it was the feeling of people being behind us and supporting us that meant the most. All these local schoolchildren sent handwritten cards. What we were doing was really hard, and I felt like it was appreciated."

Dora has another shining memory from that uncertain summer—Waynflete Commencement. "I barely remember my own high school graduation," Dora says. "I will never forget Julia's. Everybody was all spread out in Thompson's Point. It had been so long since these kids and their teachers had seen each other! You could feel how special it was for everyone to reconnect. The speeches felt so significant and meaningful and inspiring. And then there was the parade."

Social distancing would not allow the full community to gather even at Thompson's Point, so the school organized an outdoor parade route of signs, balloons, and well-wishes for the Class of 2020 around the Waynflete campus. "We had very low expectations," Dora laughs. "Guests were limited, so it was just me, my former husband, and my two kids in our car. And there were all these people for blocks! There were big pictures of my daughter. And Julia—like a lot of seniors—stood up through the moon roof to see everyone better and waved and waved. Pauline, the café director, was handing out her famous chocolate chip cookies at the end, the same cookies Julia has loved since kindergarten."

Dora pauses, overcome with emotion. "We drove around twice. I think Waynflete knew it couldn't be the graduation the seniors had dreamt about. They still created the graduation of everyone's dreams."

THE VACCINE ERA

12.11.20 The U.S. Food and Drug Administration issues an EUA (Emergency Use Authorization) for the first COVID-19 vaccine—Pfizer-BioNTech. The Moderna vaccine is granted an EUA just one week later.

12.14.20 Sandra Lindsay, a New York nurse, becomes the first American outside of a clinical trial to receive the vaccine. On that same day, Maine receives its first shipment of vaccines.

"We knew promising vaccines were in development and had started seeing strong data about their effectiveness in November," Dora Ann explains. "It felt like getting advance notice that you were going to win the lottery! We had been preparing for the rollout since August, but nothing could prepare me for the way I felt the day the first shipment of vaccines arrived at Maine Medical Center. They were delivered under full police escort. They were just that precious."

James got his first shot of the Pfizer vaccine on December 16. A few days later, while he was working at a community emergency department, a COVID patient went into full cardiac arrest. "There's just so much aerosolization in resuscitation procedures," he says, resigned. "We tried everything we could, and unfortunately, we could not bring him back. And there was so much exposure. I had just had my first shot and was weeks away from my second when I got COVID. I was diagnosed on Christmas Day."

Young, healthy, and with some vaccine protection, James pulled through with symptoms typical of a common cold. The hardest part of the experience was protecting his wife from getting it, too. "We lived in a one-bedroom basement apartment in Fenway. I tried to quarantine, but, you know, good luck. And I could not get her a test," he admits, still shocked. "The wife of a healthcare worker with confirmed COVID could not get a test! Luckily, she did not get infected. And neither did my dog," he adds proudly.

Miranda received her first shot on December 17. "We all knew the vaccines were coming and there was a mad rush to sign up. Everyone was so excited. It really felt like the end was near. We knew we were still in for a tough winter—healthcare workers were still the only ones able to get vaccinated—but we had more protection. I had been working a 24-hour shift before I got my first dose, but I ran all the way to the vaccine clinic."

Angus got his shot on December 22. "Oh, it was awesome," Angus beams. "I felt like I was coated in Teflon. Everything was going to be perfect. Everything was going to be okay. I felt like we could finally take this gigantic, collective, deep breath."

"We don't have a lot of pediatricians available to perform vaccinations," Dora explains, "and because I am originally a pediatrician, I've been able to step in and help out. In fact, I helped staff the Waynflete vaccination clinic in November for students ages 5 to 12. I had not been on campus since March 13, 2020, and suddenly I was surrounded by familiar faces and so much joy. It was energizing, like a big reunion."

12.28.20 The Delta variant is detected in India.

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FROM TOP: Miranda Theodore '04 gets her first vaccination shot; Angus Beal '99 rolls up his sleeve for the same; James Watson '07 MD on the job; and Dora Ann Mills, MD, MPH, FAAP, Parent '20 celebrates the Lower School vaccination clinic with Waynflete Head of School Geoff Wagg.

THE VARIANTS

04.21.21 The U.S. surpasses Italy as the global leader in COVID-19 deaths.
06.01.21 The Delta variant becomes the dominant coronavirus strain in the U.S., sparking a third wave of infections.

Initially, it seemed vaccines were being embraced wherever they were available. Over time, however, it became clear that vaccination had become political. "By late spring, we knew uptake was much lower among white people in rural Maine," Dora says. "We didn't have as many barriers to getting new Mainers vaccinated as we thought. When I walk through Maine Medical Center during these variant surges, the hospitalizations are from a smattering of small towns all across Maine."

The country was diverging over what was riskier—getting a new vaccine or getting a new virus (medical experts overwhelmingly support the safety of getting vaccinated). In the meantime, the virus was still spreading, shifting, and changing around the globe. Milder breakthrough infections proved the power of vaccination waned over time. And as new variants found traction and hospitalizations ticked back up, the workers on the front lines—the certified nursing assistants (CNAs), nurses, and doctors—were struggling.

"One of the rawest parts of this experience is seeing our community's compassion be tested and seeing so many people fail that test," Angus admits. "When I was at Waynflete, teachers like David Vaughan spent so much time talking about our role as citizens of the world and the importance of seeing people as people. It is hard to see so many members of my community decide that wearing a mask to protect people who are vulnerable is too much to ask. I feel we are all going to need to work together to reconnect as a community and replenish that compassion."

"You know what was different about the variant surges?" James asks. "Staffing. It's been a real challenge, because nurses are an essential part of our healthcare system's COVID response. In March, the nurses at one of the hospitals where I work went on strike. That strike was just resolved a couple of weeks ago. A large percentage of the nurses I work with now are traveling nurses coming from across the country. The nursing shortage is so severe and travel pay is so much better."

Miranda agrees. "Doctors are not in the ICU every single day," she points out. "Nurses are there day in and day out and they are really at the ends of their ropes. One of my favorite parts of working in the ICU is my colleagues, these amazing nurses. At various points in this pandemic, I have watched people start living more normal lives. They don't realize that for healthcare workers, this has never stopped. It goes on and on. It is our reality, every day."

"The healthcare workforce is a pyramid," Angus clarifies. "Everyone notices physicians at the top, but what holds the whole thing up is the solid base of CNAs and nurses. And starting that summer, they started shifting roles or walking away. We need to make their jobs better. We need to pay them more."

11.26.21 The World Health Organization classifies a new variant, Omicron.

"It's been two years now, and I'm still strapping on my N95 and my gown made out of old airbags, treating sick people who refused the vaccine," James says. "And if you ask them why, they give you political or conspiracy theories or play you YouTube videos. Breakthrough cases happen, yes. But they are so much less frequent and severe. Unvaccinated patients are straining the ability of the healthcare system to take care of people with heart attacks or strokes, or who have been in car accidents. I have seen six-hour waits for an ambulance to take someone in crisis from a community hospital to a referral medical center in Boston. We're still providing safe care, but the system is strained."

Miranda takes a deep breath and ponders. "Everyone says Omicron is milder, and it is milder for the most part, but we are seeing more and more cases and more and more people in the ICU. And tons of providers, nurses and respiratory therapists and doctors, are getting COVID themselves and need to be out of the hospital to recover. Things are filling up again and the staffing issues are so challenging, and it just feels like, *oh man, are we really doing this again?"*

While rural Maine may have been spared the worst infection levels, it has not been spared the staffing challenges. Angus is seeing the same capacity crisis in Waldo County. "Rather than a spike, we are seeing a slowly, steadily escalating disaster, like we are lobsters getting boiled," Angus says. "Our tertiary care centers have almost no capacity to deal with any but the most severe patients. If you get into a major car accident right now, you can probably see a trauma surgeon. But short of that? There's not much we can do. I keep telling everyone, now is not the time to get into any kind of accident."

Dora agrees. "I've never seen anything like Omicron. I practiced in downtown Los Angeles during the national measles outbreak in 1990 and during the L.A. riots in '92. I worked in East Africa during a cholera outbreak. I was the director of the Maine CDC during the H1N1 pandemic. The number of hospitalizations, the staffing shortages, and the supply chain breakdown in essential outpatient treatments…Omicron is a crisis, hour-to-hour."

01.17.22 As northern New England experiences another surge in COVID cases, the CDC estimates that 95% of positive tests in the U.S. are Omicron.

WHERE ARE WE GOING?

When asked to break out their crystal ball and share their thoughts on what is coming next, every one of these physicians finds a different facet that shines for them.

"I'm optimistic that we are hitting the Omicron peak," James ventures. "And I'm optimistic about our team. We were short-staffed yesterday, just overrun with patients, and everyone stayed positive and enthusiastic. You could feel we had each other's back. Every single surge improves our workflows and yields new treatments and new strategies."

"I am optimistic that Omicron will be the push we need to get serious about global vaccination campaigns," says Miranda. "The

silver lining is the realization that we need to increase access to vaccination everywhere."

"I think after Omicron, we'll see COVID start to become endemic," Angus adds. "There will still be other variants and surges here and there. But we should see a decline in the overall acuity of the pandemic, and I am thrilled about that. And I am so hopeful for all the people who made it through because we have developed so many more ways to help COVID patients. We learned a lot about viral disease in general, and the mRNA vaccines are amazing. This technology will be used for so many other things. It's impossible not to be hopeful about that."

"The good news is that everything gets better in the summer," Dora says. "In our region, cases will likely fall, but even if they don't, the weather gets warmer, which makes life much easier. We have vaccines. We have so many more treatments and tools. The best minds in the world are still working on this. Spring will still come. Summer will still come. And we can still go outside and gather in the great state of Maine."

In addition to staffing the emergency department, James Watson also treats poisoned patients at Boston Children's Hospital. What he has seen during the pandemic troubles him deeply: a significant number of children dealing with mental health issues caused or exacerbated by the pandemic.

"The mental health consequences of the pandemic for children is astonishing," he says. "We are treating much higher numbers of kids engaging in self-harm, including overdosing on medicines and other substances. Everyone is talking about the shortage of medical care for adults. But the need for, and lack of access to, pediatric and adolescent mental health resources right now is just staggering. It's almost a second pandemic."

James encourages Waynflete parents to speak openly with their children about mental health and to understand that a supportive and safe home environment can be lifesaving. "Waynflete students have been able to attend classes in person for much of the pandemic, which is so protective. But children are not immune from this mental health crisis. I strongly encourage Waynflete parents to foster respectful and open dialogue with their kids about mental health, self-harm, and substance use. Maintaining an empathetic environment is absolutely crucial to children's mental health."

New Energy

Driving the advance of decarbonization technologies with John Herter ’97

By Rand Ardell

HUMANITY FACES a stark challenge. After centuries of additive energy technologies—ranging from wood and coal to petroleum and nuclear—today’s $86 trillion global economy derives fully 80 percent of its energy from hydrocarbons. A radical transition must occur in an inconceivably short period of time: mitigating the effects of carbon-fueled global warming requires that the $185 trillion economy of 2050 derive none of its energy from these sources.

John Herter ’97 has worked on the front lines of this transformation for more than 15 years. A Falmouth native, John followed his brother, Dave, to Waynflete for his junior and senior years. John played soccer, basketball, and tennis, and in his senior year played on the state championship-winning lacrosse team (on the occasion of their 20th reunion, the team played the 2017 varsity squad—and won). He fondly recalls classes with Pam Paul; Jim Millard was also a strong influence. “I credit Jim with bringing my reading and writing levels to a place where I was a lot more comfortable once I reached college,” he recalls.

At Colorado College, John designed his own major—ecological economics and sustainable resource management—with the hope that his studies “would help ensure that all those things that were around for me growing up would be there for future generations.” A master’s degree in environmental science at Sweden’s Lund University soon followed.

Working the Problem

John launched his career in 2006 at the firm Industrial Economics. His areas of responsibility at the time are, if anything, even more relevant today: calculating social welfare and environmental losses from natural disasters, modeling sea-level rise, examining the economic efficiency of shore-protection strategies, and evaluating the economic impacts of critical habitat for threatened and endangered species. The field of environmental/ecological economics—valuing the natural environment or “non-market goods and services”—was still nascent at the time. John worked on projects ranging from sea-level rise simulations for the EPA to serving as an NOAA contractor on the three-million-gallon Deepwater Horizon oil spill, where he trained teams to gather data for use in legal claims against British Petroleum. (Federal and state claims against BP were resolved in July 2015, with the company paying more than $20 billion in penalties—the largest settlement with a single entity in American history.) He was also pursuing a second master’s degree at Lund University in geographic information systems, this time through a newly developed distance learning platform.

The existential threat posed by climate change was becoming increasingly evident to John. “I felt that my efforts would be most valuable if I focused on the commercialization of decarbonizing technologies that could scale globally,” he recalls. Energy storage had emerged as a new industry, one that could help address the variability of solar and wind energy generation. John worked for a time at General Compression, a company with the novel idea of storing surplus energy in the form of compressed air in underground salt caverns (ironically, the US Strategic Petroleum Reserve is stored in the same type of caverns). Though the company had signed agreements with some of the largest alternative energy companies in the world, the emergence of fracking and the related plummet in electricity prices that soon followed caused the business model to fail.

John subsequently served as CEO of startup Cambridge GIS, where he worked on battery energy-storage solutions. “The startup experience was fantastic,” he says. “I got to work with a bunch of incredibly bright people in a pioneering atmosphere, creating something new.”

A Maine Challenge

While there are challenges inherent in the commercialization of decarbonizing technologies, Maine’s energy-generation network is actually in a satisfactory state with respect to renewables: 79 percent of Maine’s in-state net electricity generation came from renewable resources in 2020, mostly from hydroelectric dams, wind turbines, and wood and wood-derived fuels (unfortunately, 60 percent of Maine households are heated with fuel oil—the highest proportion of any state). The challenge for more populous New England states like Massachusetts is that they are not favored with hydroelectric resources or the cheap, abundant land that is required for biomass and solar. “We’re seeing the rise in community opposition all over the country,” says John. “Solar projects have been denied permits in Vermont due to opposition to tree removal. Permits have been denied in Maryland due to the impact on watersheds.”

Full-scale decarbonization of the power-generation system requires that government and industry leaders leverage nearby resources. In recent

years, proximity to abundant, low-cost hydropower in Quebec led to the proposed New England Clean Energy Corridor (NECEC). Hydro-Québec, which has been called "the battery of northeastern North America," has surplus available energy stored in its 28 large reservoirs that can accumulate up to 176 TWh, almost 1.5 times the annual consumption of the six New England states combined. Every year, tens of billions of gallons of water are released through dam spillways—not through energy-generating turbines—into the ocean. Capturing even a fraction of this potential energy would provide significant benefit to the New England grid.

The action of displacing Native tribes from their territorial lands, which enabled the building of reservoirs and dams in northern Quebec, is a shameful legacy that Canadians are still grappling with today. "But the magnitude of the challenge means that we won't be able to solve the problem in the precisely ideal way we'd like to solve it," says John. "We are unfortunately at a place in our journey to decarbonization where we don't have the luxury of being highly prescriptive with how we would like to address the issue. Every decision, including delay or inaction, will have consequential trade-offs going forward."

John believes that Maine will be ill-served by the results of the recent NECEC referendum, which has stalled the project for the time being. "The 'vote no' campaign focused too much on the obscure issue of retroactive laws," he says. "Their messaging should have been more simple: 'If you want to vote for the climate, vote no.' The problem is that requiring a two-thirds vote of each state legislative chamber to approve high-impact electric transmission line projects going forward is going to really constrain the rate at which we need to build clean energy projects in the state." He was also disappointed to see some conservation and environmental groups remain silent during the NECEC debate, choosing not to be publicly vocal about the fact that the project had undeniable benefits in the fight against global warming.

Heated Politics

The influence of politics in the decarbonization discussion is a source of frustration for John. "What's unfortunate is that politicians aren't arguing about how to solve the problem," he observes. "They're arguing about whether the problem even exists, and one party in particular is bereft of any new ideas. Arriving at a consensus at the international level is even more challenging. Very little has been done in terms of binding policy since the Kyoto Protocol was signed in the late '90s."

Though the recent United Nations Climate Change Conference (COP26) was light on groundbreaking commitments, John came away with a sense of optimism. "There were some aspects of the dialogue that made me feel hopeful," he says. "I was particularly happy to see a renewed interest in supporting developing nations with the implementation of new infrastructure."

The key for these countries is that new technologies not hamper economic development. Nigerian Vice President Yemi Osinbajo recently spoke of his fear that financial institutions would soon end support for natural gas projects that have the potential to improve both the economy and public health. "Limiting the development of gas projects poses big challenges for African nations, while they would make an insignificant dent in global emissions," he said. "Natural gas and natural gas liquids are already replacing the huge amounts of charcoal and kerosene cookstoves that are most widely used for cooking, saving millions of lives otherwise lost to indoor air pollution annually." Senegal's energy minister likened the potential tightening up of funding for natural gas projects to "removing the ladder and asking us to jump or fly."

"Everyone is aligned on the end goal of decarbonization, and I see my job as maximizing the probability that we'll get there on time. There are so many bright people working on this challenge—it's energizing to be a part of the solution."

—John Herter '97

"I completely support their stance that they should not have to pay for something that they were not responsible for, which is the past two centuries of carbon emissions," says John. "We are on the hook to develop technologies that are efficient enough that we can go into places like Africa and compete on cost in an unsubsidized environment."

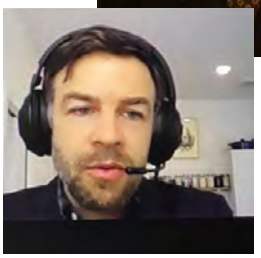
Future Fusion

Though Germany is phasing out nuclear power, John notes that there is a growing sense in some nations that nuclear energy must be part of the solution—if not new plants, then at least ensuring that existing plants are not decommissioned. (A recent article in *Harper's Magazine* notes: "Even groups long noted for opposing nuclear power, such as the Union of Concerned Scientists and the Sierra Club, seem quietly ready to temporize on practical matters, such as allowing existing plants to continue as transitional energy sources.") A central focus of John's current employer, LucidCatalyst, is helping clients determine how to use nuclear energy to create hydrogen, an essential future liquid fuel.

The traditional approach to creating hydrogen—using electrolysis to break the bonds of water into oxygen and hydrogen—requires a significant amount of energy. Thermal energy (heat) can also be employed to create hydrogen, however. This high-temperature electrolysis requires less input energy and is more efficient and cost-effective. Advanced nuclear reactors can be leveraged for both their electricity-generation capabilities and their high-temperature environments to produce low-cost hydrogen. John has recently been working with governments in the Middle East, helping position them as global leaders in zero-carbon fuels through the use of investments in nuclear infrastructure.

Combining nuclear energy with natural assets like hydro generation leads to virtually carbon-free power generation, which has been achieved in the Canadian province of Ontario. "It's worth noting that the countries with the fastest rates of national decarbonization did so through a commitment to nuclear," says John. "France and Sweden had dedicated nuclear build programs in the 1970s and '80s—they were able to reduce costs by replicating the same designs again and again. We haven't commissioned a new conventional nuclear plant in the US in about 40 years. Relearning how to do it has proven to be extremely expensive."

Even if there was widespread support for nuclear energy (in addition to other zero-carbon generation like wind and solar), could the required portfolio of clean electricity projects be built at a fast enough rate to mitigate the accelerating effects of climate change? John helps clients grapple with just these sorts of questions as they consider new infrastructure. He has recently been working with stakeholders in California who are attempting to decarbonize the state's power sector and, ultimately, the entire economy. "It will be very difficult to deploy all the wind, solar, and energy storage that models suggest needs to be built by mid-century," John says. "California has been building an average of 1.25 GW of photovoltaic (solar) energy every year for the past decade. To decarbonize their entire economy, they need to quintuple that rate—and keep up that pace every year until mid-century."



FROM TOP: John Herter with former Dean of Students Pam Paul at Waynflete's 1997 Commencement; on the soccer field for Waynflete; and on a climate-focused Zoom call with his team.

These new projects will also require transmission networks to deliver power where it's needed. Since solar and wind installations are relatively low capacity, a larger transmission infrastructure is required. Utilities can leverage—and upgrade, when necessary—existing power corridors, which may be necessary due to the increase in organized opposition to projects that take up a lot of space and affect viewsheds.

On their face, these challenges appear insurmountable. How does John stay motivated? "I honestly can't imagine doing anything else," he says. "I get to collaborate with companies and governments that are trying to do the right thing. Everyone is aligned on the end goal of decarbonization, and I see my job as maximizing the probability that we'll get there on time. There are so many bright people working on this challenge—it's energizing to be a part of the solution. Plus, I just don't see the utility in giving up or being defeatist. What else are we going to do?"

Read "Spent Fuel: The Risky Resurgence of Nuclear Power," an article by Andrew Cockburn in *Harper's Magazine,* at wf-link.org/herter

UN CLIMATE CHANGE CONFERENCE UK 2021

By Susana Hancock '03

COP26

DESPITE ENDING more than two months ago, I still wrestle with last November's UN climate conference in Scotland as if I were emerging from an unsettling and strange dream. I spent the month in Europe, where I had been invited by the World Meteorological Organization, UN Climate Change, and TEDxGeneva (wf-link.org/hancock-1) to give a closing perspective on the climate crisis, speaking in particular about how we need to reframe discussions and priorities to generate action. While there, I also filmed material for the World Meteorological Organization and gave some other talks to various international groups.

As someone who worked on the Intergovernmental Panel on Climate Change's Sixth Global Assessment, which formed the scientific base for this conference, I went to COP26 with low expectations and high anxiety, as I knew the extent of the challenge and I doubted our global leaders. As a specialist in polar climate, the crisis is obvious. The Arctic is warming four times more quickly than the global average; the region is contending with high suicide rates, forced relocations, and toxic food chains. Last July, while smoke from West Coast fires blanketed Maine, Greenland lost 197 billion tons of ice–enough meltwater to fill 80 million Olympic swimming pools.

A crisis, however, was not part of the Glasgow summit's story. On the eve of the conference, the host country reaffirmed a petroleum trade agreement with the Gulf states. The fossil fuel industry, with more accredited delegates than any other sector or country, hosted dozens of events in the UN-moderated "blue zone" with unfettered access to global leaders and decision makers. President Biden used his speech to claim that the US is "not only back at the table but hopefully leading by the power of our example," all while his administration was concurrently auctioning 80 million acres of petroleum leases in the Gulf of Mexico. Locally, ScotRail went on strike, youth hostel dorm beds fetched four figures, and COVID restrictions ensured costly quarantine measures for many of the delegates from the most environmentally vulnerable regions of the planet. What had been hailed by the UK as the most inclusive COP only a few months before had quickly become the most exclusive.

While on the train to the UN headquarters in Geneva, Switzerland, I watched recordings of my favorite speeches—those from a trio of small island state leaders. I listened again as Mia Mottley, prime minister of Barbados, stated starkly that the decisions of the Global North are "measured in lives and livelihoods" of those living on her frontline island. Echoing Mottley, Palauan President Surangel Whipps, Jr., likened current inaction to the bombing of his country. I watched as Simon Kofe, Tuvalu's foreign minister, joined via press conference, standing behind his lectern thigh-deep in the Pacific. Despite the Paris-era COP process designed to help equalize nations, the political scaffolding fortifies the power of the Global North.

COP26 had several outcomes, most notably a methane pledge and rewrites of failed legislation on deforestation and global climate finance. The main result, however, is a promise that countries would return to this autumn's COP27 in Egypt with stronger commitments and workable plans. Much like the net-zero pledges sealed with clinks of champagne flutes, our elected leaders continue to push this crisis to another time, to another place. Even if that other time and other place becomes this November in Sharm el-Sheikh, we will have missed another year of opportunity, further thinned actionable options, and lost more lives and livelihoods. During the two weeks that I spent in Glasgow, I tallied seven panic attacks, each leaving me unable to breathe, as if surrounded by the rising tide steadily swallowing Kofe's island.

Yet there was an overwhelming bright spot. Where COP26 won, for me, was in its mobilization. Prior COPs have taken place without ever making front-page news. On November 5, 25,000 took to the streets for a youth protest. The following day, more than 100,000 people from all over the world lined up in west Glasgow's Kelvingrove Park—in the rain, during a pandemic—for the Global Day of Action march. Shops were forced to close as employees left to participate. Sport teams had to cancel practices when athletes grabbed their bullhorns. Bin collectors, simultaneously protesting the city management over working conditions, marched alongside. Empty taxis flooded parking lots as drivers joined the parade. Even the police, originally standing back along the streets' edges, were quickly subsumed in the swarm and chanted along.

Although the immediate results of COP26 left our planet on a lifeline, we move forward with new levels of human momentum. COP27 stands to be a new era centered on justice. This crisis is not going to be solved by scientific knowledge alone or in closed rooms of negotiators—it is going to be solved by everyone. So join in and speak up for our future!

Susana Hancock '03 co-chaired a UN Decade of Ocean Science team and now works with an international team addressing the geopolitical impacts of the climate crisis in the polar regions.

Our Best Selves

Destry Maria Sibley ’05 gets drawn in, story by story.

By Rand Ardell

DESTRY MARIA SIBLEY ’05 will be the first to tell you that, even as an elementary school student, she possessed strong opinions. One source of frustration was the requirement that she participate in the Lower School Sing, led on guitar by former Waynflete Head of School Mark Segar. Instead of advising her that “this is just the way we do it here,” fifth-grade teacher Bob Olney had a different idea. “Bob suggested that I write Mark a letter to advocate for what I would rather be doing with my time,” she remembers today. “I think a lot about what it would have been like for this fiery, opinionated kid in a different school environment. Some of those qualities have allowed me to have amazing experiences as an adult. But if they had been tamped down as a child, things could’ve gone very differently for me.”

A Waynflete lifer, Destry still recalls the influence of the school’s faculty. Teacher Alice Brock proved to be a lifelong model—many of the research methods and writing strategies Destry employs today she can trace back to Alice’s history classes. “The foundation came from Alice,” she says. “I often think about her and how she was the kind of teacher I want to be.” In Upper School, Destry began to engage in service learning and social justice work—areas that at the time were spearheaded by teacher Jonah Rosenfield. Rosenfield’s humanitarian-minded approach influenced her decision to pursue development studies at Amherst College. Destry completed two semesters abroad during her college years: an ethnographic study in Bolivia, where she lived in a small village for a month, and a research project in Chile, where she evaluated the effectiveness of affordable housing initiatives. To complete her honors thesis, she visited rural Bangladesh. “The root of all the questions I was asking was really about, ‘How do we live in the world? How can we be our best selves?’”

In her early college years, Destry had been driven by an interest in international development. But as she gained insight into social justice on a global scale, she became disillusioned, concluding that she might have a greater impact at the local level by helping citizens develop self-advocacy tools. In her first few years after college, Destry worked in Holyoke and Springfield in western Massachusetts—two economically depressed postindustrial mill towns with large immigrant populations. Her projects ranged from tenant rights and anti-eviction organizing to helping residents advocate for environmental and racial justice. “House to house, neighbor to neighbor, these approaches were not very different from the methods I had used in South America and Bangladesh,” she recalls.

Destry Maria Sibley ’05, third from the left in the top row, in grade 5 at Waynflete.

Like many young people who become involved in community organizing and advocacy, Destry found herself burned out in her late 20s. “I was going nonstop, working 80-hour weeks,” she says. “I had no more energy for the work I loved. I felt lost.” She received some timely advice from a friend: slow down, step back, and look around to see who was doing the kind of work that seemed appealing. Storytelling—the art of sitting with people, capturing their recollections, and crafting narratives that move others to take action—was what motivated her most. “I immediately thought of Terry Gross and Ira Glass,” she says. “I could spend hours listening to the two of them conduct interviews. They seemed to have the best jobs in the world, and so I thought, ‘Maybe this is what I should be doing.’” To prepare for the next stage of her career, she began work on a master’s degree in digital media and narrative nonfiction at City University of New York (CUNY).

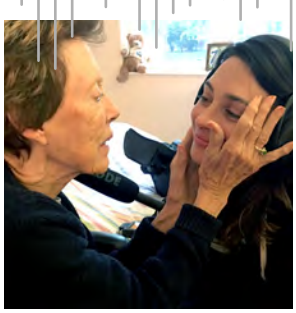
Destry was at the right place at the right time. Podcasts were rapidly emerging as a powerful storytelling medium, one that fit neatly into our digital and mobile lives. “We’ve been telling stories to each other for the history of our species,” she says. “It’s what makes us human. Whether it’s literature, radio, television, or movies—they’re all grounded in the human voice. Podcasts bring us right back to that experience of sitting around a campfire and listening to someone. There is an intimacy to it.” Destry explains that podcasters often enjoy a deeper level of access compared to their colleagues in visual media. “Moving through a space with just a voice recorder is less intrusive than a suite of camera equipment,” she says. “You can obtain material that might not otherwise be possible.”

While Destry had resolved to continue her studies with a PhD, she had also learned about a highly competitive Fulbright/National Geographic fellowship. “I decided to apply, never believing for a moment that I would get it,” she says. “I used the application as a thought experiment: if I could go anywhere in the world and use my storytelling skills to pursue a passion project, what would that look like?”

Over the course of her studies, Destry had become increasingly interested in incorporating biography and memoir into her creative nonfiction work. The project she proposed in her fellowship application centered on her maternal grandmother’s story of childhood displacement—along with approximately 500 other children—from Spain to Mexico during the Spanish Civil War. The relocation had been intended as a short-term solution to ensure the children’s safety during the brutal conflict. Instead, Spain lost its democracy and the country entered what would become a decades-long dictatorship under Francisco Franco. Mexico severed diplomatic ties, making migration between the two countries difficult. Most of the children never returned to live in Spain or saw their parents again. Destry’s grandmother was one of the few “niños de Morelia” (children of Morelia) who returned home, albeit briefly. Life under Franco proved to be challenging, so she later returned to Mexico to live with her older sister.

In April 2017, Destry learned that she was one of only five global applicants to be awarded the yearlong fellowship. She began planning for the research she would conduct in Mexico and initiated a series of interviews with her grandmother. It was a fight against time. Many of the children were now in their 90s, and Destry’s grandmother—at 83, the youngest of the surviving displaced children—was suffering from Alzheimer’s disease. “Every time I interviewed her, she provided fewer answers,” she says. “I was watching her lose her memories in real time as I was trying to capture them.”

“We’ve been telling stories to each other for the history of our species. It’s what makes us human. Whether it’s literature, radio, television, or movies—they’re all grounded in the human voice. Podcasts bring us right back to that experience of sitting around a campfire and listening to someone. There is an intimacy to it.”



As the tale unfolded, Destry soon realized just how little of her grandmother's childhood she understood. "It turned out to be a much bigger story—about the postcolonial relationship between Spain and Mexico, dictatorship, the effects of World War II, and the Mexican revolution and independence," she says. "Again and again, these children fell victim to geopolitical forces. They were used as political pawns and as propaganda fodder." Though this was a history of 20th-century geopolitical relations between Europe and Latin America, Destry sees it as an age-old tale. "It's been no great surprise to me that, in recent years, we've seen children separated from their parents at the US border for political reasons."

Destry lived in Mexico for the better part of a year, conducting research and interviewing more than two dozen surviving children, their descendants, and researchers and historians. She gained access to dozens of existing transcripts, as well as a collection of audio interviews that had never been transcribed (some recordings were salvaged from a plastic bag of cassette tapes). "What was really interesting to me was the longitudinal aspect of these oral histories," she observes. "I had the opportunity to interview individuals who had originally been interviewed decades earlier. I saw firsthand how their childhood reflections changed over their lifespans—from their forties to their seventies to their nineties."

By the end of the project, Destry had amassed more than 400 hours of audio recordings. None of this material was searchable by keyword or text. She spent months transcribing, indexing, and color-coding an outline, all the while translating from Spanish to English. She eventually presented her completed project at a Nat Geo Nights event in Washington, DC.

Destry returned to CUNY in the fall of 2018 to begin her PhD program and start work as a teaching fellow, leading seminars in literature and oral history. She also began pitching the "children of Morelia" story to media outlets. NPR station WNYC happened to be holding its biannual podcasting competition, where finalists are invited to pitch ideas to a panel of judges and a live audience. Destry won the competition, giving her access to a team of editors to help further develop the story. Her story was also featured in an episode of *The New Yorker Radio Hour,* and she has begun work on a book about her experiences in Mexico.

Today, with a toddler at home and another child on the way, Destry has begun thinking about how she will nurture a thirst for knowledge in her family's next generation. "There is part of me that is independent and antiauthoritarian by nature," she says. "I was probably not a very easy kid to teach. I pushed a lot of boundaries, but I was also eager to learn. Waynflete teachers allowed me independence and autonomy; they didn't see these traits as problems." Destry encourages these same traits with her own college students today. "When they say, 'I don't want to complete the assignment that way. Can I do it like this?' I say, 'Sure, do it how you want to do it.' I appreciate different approaches, and I can thank Waynflete for that."

Though much of Destry's time in recent years has been focused on her grandmother, her mother has also been a powerful influence—particularly in the way she demonstrated that there are alternatives to a predictable 9-to-5, 40-hour-per-week career. A social worker in the first half of her working life, she went back to school in her 50s to train as a psychiatric nurse practitioner. "My mom taught me to expect to have multiple careers. We live so long, we work for so long—it's probably not realistic to think that we're going to do the same thing for 50 years," she says. "Even if you continue to work in the same industry, the nature of that work is going to change. I'm excited about the different twists and turns that come up, rather than fearful of them." Destry's advice to today's Waynflete seniors? Keep an open mind. "If you think you've got it all figured out at age 18, you're probably wrong!"

"There is a part of me that is independent and antiauthoritarian by nature. Waynflete teachers allowed me independence and autonomy; they didn't see these traits as problems."

Listen to Destry's *New Yorker Radio Hour* segment at wf-link.org/destry-1.

Watch Destry's Nat Geo Nights presentation at wf-link.org/destry-2.

THE *Can We?* PROJECT

By John Holdridge
Director, Third Thought Initiatives for Civic Engagement

"CAN WE harness the wisdom, compassion, and power inherent in the great diversity of the American people to revitalize our democracy, mend the social fabric, and live out the true meaning of the American promise of liberty and justice for all?"

That's the question we asked diverse groups of high school students from across the state at weekend retreats in 2018 and 2019. These facilitated gatherings, designed to support students as they explored their political differences and found common ground on challenging topics, delivered a collective answer to assembled Maine gubernatorial candidates in 2018 and to Maine legislators in 2019—a resounding "Yes, we can!"

Then, in the spring of 2020, we went home for what we thought would be two weeks of remote learning. We all know what happened next.

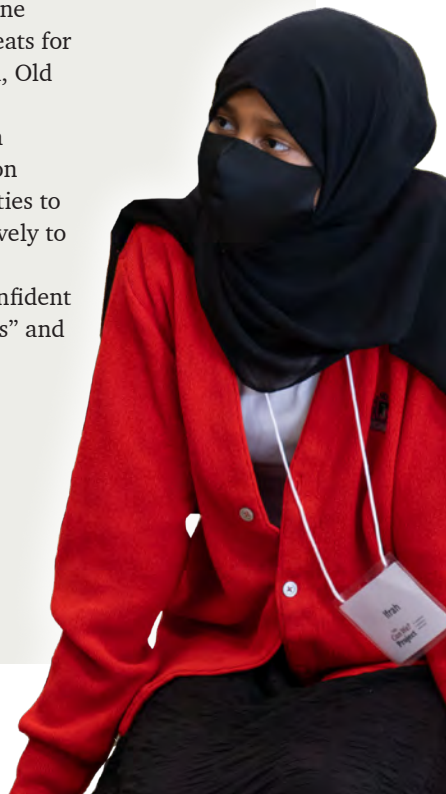
Fast-forward to 2022. The relaunch and expansion of The *Can We?* Project is underway, headlined by our new *Can We?* in the Classroom, an annual cycle of learning experiences designed to build the capacity of students to develop empathy for others and to engage in respectful political discourse despite differences.

Offered in partnership with our colleagues at Narrative 4 and the Maine Policy Institute, our spring 2022 season includes full-day, in-school retreats for students in Waynflete's Upper School as well as students from Windham, Old Orchard Beach, and Gorham High Schools.

Follow-up school visits will offer additional opportunities to engage in dialogue and to practice the skills of deep listening. Virtual and in-person cross-school connections will allow students from a variety of communities to participate in conversations on important topics and to work collaboratively to share their voices with policymakers and elected officials.

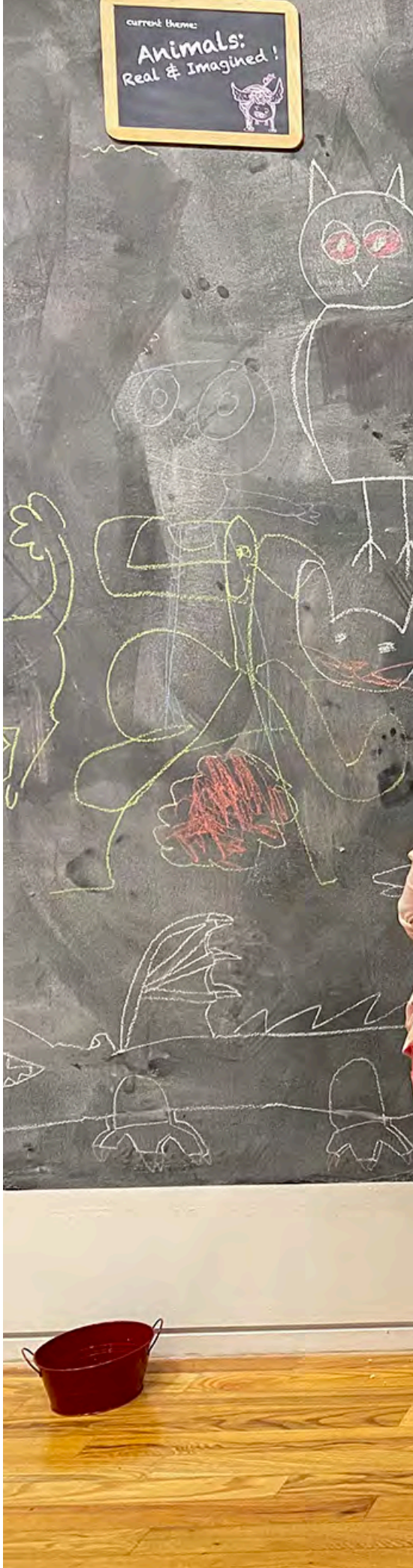
With a goal of scaling up to work with ten schools each year, we're confident that our new program will help bridge the divide across the "two Maines" and provide a model for our divided nation.

Learn more about Narrative 4's "story exchange" model at wf-link.org/n4.



Drawn Together

Imagined by former longtime Visual Arts Chair Judy Novey, *Drawn Together* was Waynflete's first art exhibit of the 2021–22 academic year. The school's facilities crew painted four walls with chalkboard paint—three were made available for free drawing by students from all divisions, while the fourth featured temporary themes including Animals: Real & Imagined, Plants & Flowers, and (Being in and Getting to) Outer Space. "All Mixed Up" rotating cylinders in the center of the gallery resulted in some inspiring artistic collaboration.

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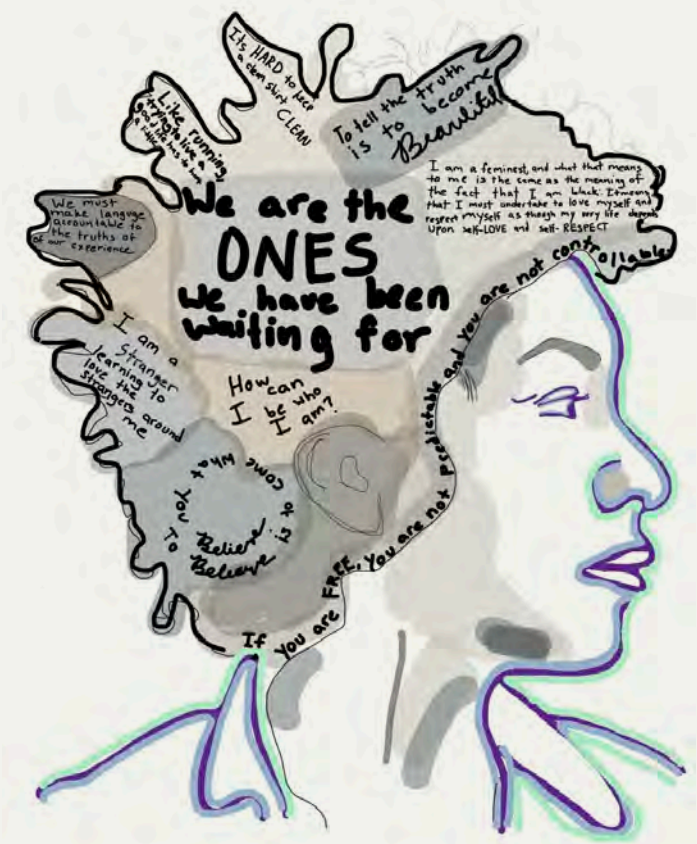
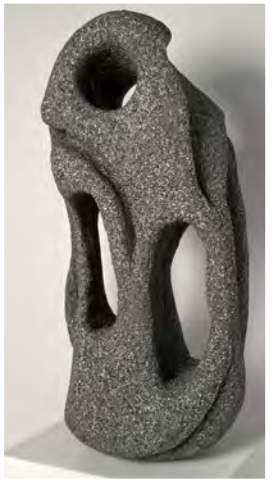


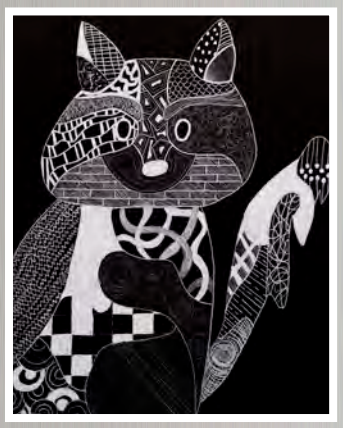
Artist: Ayanthi Reese ’26

The American Voices Poetry Project asked eighth graders to select an American poet of color to study, then answer the question: "How did this poet use their work to make the world a better place?" Students completed a series of assignments, including biographical research, poem analysis, creative expression, and a screencast presentation. Ayanthi Reese ’26 studied June Jordan—her creative piece expresses themes of identity and hope in a powerful drawing of the poet.

Artists: Joely Kessel ’22 (top left), Dahlia Bill ’24 (top right), Alexandra Hanson ’22 (bottom)

Inspired by the artist Henry Moore, students started sketching abstractions of the human body before translating their drawing into a three dimensional, subtractive sculpture in a 6x12 block of green floral foam. Completed forms were painted with "Montana Granite Effect" spray paint to look sculpted in stone.





Artists: Grade 7

Grade 7 students created black-and-white patterned animal drawings that were inspired by the murals of French street artist Philippe Baudelocque. Before beginning their final drawing on black paper, students drew multiple versions of their animal, practicing their use of contour line and sense of proportion by gradually scaling their drawings larger. They experimented with patterns and made their final version in white-colored pencil.

Artists: Grades 2–3

Grade 2–3 students created Maine fish and sea rock clay sculptures in their visual arts class. This project took place in conjunction with a tidal pool unit and a trip to Kettle Cove.

WAYNFLETE ARTS

Waynflete artists adopted COVID-19 protocols while still keeping their artistic spirits alive! The 2021 academic year began with livestreams, moved into live performances, and finally—at long last—welcomed back live audiences.

Winter Term 2021

Max Polski ’22 was selected to participate in the virtual All-State Jazz Festival, playing the baritone saxophone. At the Festival of Student-Written Plays, students performed plays written by Blythe Thompson ’22, Claire Robinson ’21, and Mia Mizner ’21 to a small live audience and via livestream. Waynflete’s second annual Coffeehouse (A Celebration of Original Works) was a hybrid event. Some students performed live to a small audience in Franklin Theater, while others prerecorded their new music, dance, and poetry creations and shared them via livestream.

The fourth Waynflete Invitational Chamber Music Festival was a virtual event, with workshops for students from several schools and studios that culminated in prerecorded performances presented over Zoom. Waynflete’s Chamber Ensemble performed live on the Franklin Theater stage—the first live musical performance since January 2020.

Spring Term 2021

Thanks to the generosity of an anonymous donor, Waynflete was able to install a new suite of audiovisual technology in Franklin Theater that has dramatically improved the quality of livestreams. The Upper School spring play, *Twelfth Night,* was presented to a live audience and livestreamed. For their senior project, Claire Robinson ’21 created and Hope McSherry ’21 directed the play *Toxic Behavior.*

Middle and Upper School Danceflete Collective’s informal sharing in May brought our dancers together in performance in the Franklin Theater for the first time in over a year. The entire eighth-grade class came together to create and perform *Fairy Tales,* a suite of four plays geared to a Lower School guest audience.

Middle School bands, choruses, and chamber ensembles performed informal concerts under the Emery Tent for parents and Lower School guests. The annual Upper School Performing Arts Celebration was relocated to the Emery Tent and Waynhenge. The evening included an Outdoor Concert Sampler featuring Acoustic Roots, Band, Chamber Ensemble, Chorus, and Jazz Combo in their first live performances since January 2020.

Fall Term 2021

Waynflete’s second Performing Arts Preseason invited students who wanted to be part of the fall musical, *The Addams Family,* to get a jump start on the project. After those important preseason days, the cast, crew, and artistic team hit the ground running with rehearsals and crew work sessions right after Labor Day. The production was performed for sellout crowds and livestreaming audiences in November. Waynflete Intergenerational Chorus, Upper School Chorus, and Jazz Combo performances were integral to Convocation 2021 in Waynhenge—the first time the entire school community was able to gather in one place since November 2019!

All Middle School students (in six different ensembles) and the Grade 4-5 Chorus presented Winter Concerts in Franklin Theater; these were the first formal concerts for Lower School and Middle School musicians since December 2019. Maine All-State auditions were held in the fall, and nine All State musicians were selected to represent Waynflete at the All State Festivals in January and May 2022: Max Polsky ’23 and Oscar Twining ’23 (Jazz); Sara Levenson ’24 (Band); and Jacob Curtis ’22, Jack Hagan ’22, Jasmijn Janse ’24, Cece Marshall ’22, Simon Sidney ’23, and Cat Sullivan ’22 (Chorus).

WAYNFLETE ATHLETICS

In spite of the challenges posed by the pandemic, Waynflete athletes made the most of the situation and came out with some impressive accomplishments, including five state championships, by the end of 2021.

Winter Term 2021

While Waynflete was still in hybrid mode partway through the 2020–21 academic year, winter sports athletes still managed to have a short season on the court, on the ice, in the pool, and on the trails. Basketball and ice hockey teams played a ten-game schedule, and the Nordic ski team had some competitions. The swim team got into the pool twice per week but had no meets.

Spring Term 2021

Boys tennis had an amazing regular season, going 10-1 and splitting regular season contests with Class B state champ Yarmouth. Waynflete went on to take its 13th consecutive Class C state championship with a 5-0 win over George Stevens Academy.

In May, Cathie Connors became the first coach of a Maine girls lacrosse team to surpass the 300-win threshold. “There’s so much that’s special about Cathie,” said Athletic Director Ross Burdick. “She’s an incredible coach and educator who will do anything for her team, colleagues, students, and staff. It’s an incredible milestone and we’re so proud of her. Her longevity and success are rare these days.” Girls lacrosse completed a 7-5 regular season that also included thrilling wins over Lake Region and NYA. Waynflete took on #1 seed Freeport in the Class C state championship and won 9-8 in a nail-biter of a victory!

Boys lacrosse had its best regular season in decades, going 11-1 with the one setback coming at the hands of Class A Berwick Academy. The Flyers dominated the Class C state championship against Oak Hill/Lisbon/Monmouth from start to finish, winning their second championship in four years with a score of 17-5.

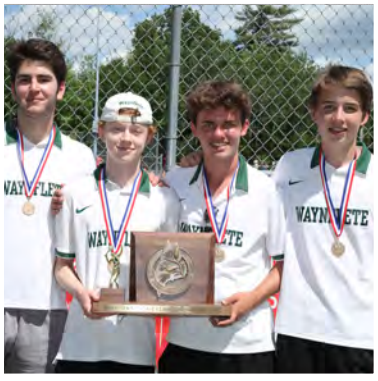
Waynflete’s Ultimate Frisbee team captured the Maine Ultimate Boys B Division state championship.

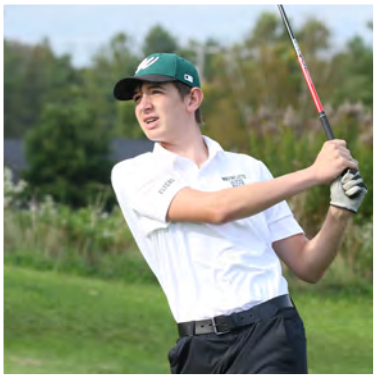
Fall Term 2021

Boys soccer captured its third consecutive Class C state championship with a 2-1 win over Fort Kent in Presque Isle. Coach Brandon Salway was named the 2021 Fall New England Boys High School Coach of the Year by the United Soccer Coaches association and was also recognized as both the Maine State and Region 1 (New England) Private School Boys Coach of the Year.

Golf welcomed a new Head Coach, Ben Boonseng, who led the Flyers to their best golf season ever. The squad won the Class C league qualifier and qualified for the state match for the first time in the program’s history. The Flyers placed third at states, and Captain George Fahey captured his second consecutive individual title.

WAYNFLETE Flyers





A New Era for the Fore River Campus

By Lori Ferguson

For the past three decades, Waynflete's Fore River Campus has played an integral role in the life of the school, serving as the site of a variety of athletic events as well as such nonathletic activities as summer camp programs, science field trips, and other outdoor learning pursuits. In short, the playing fields, tennis courts, and field house are well loved, well used, and, not surprisingly, tired. Happily, the 33-acre parcel will soon receive a much-needed, two-phase upgrade. Phase One of the current project will bring the installation of artificial turf on Hall Field this spring. Phase Two will bring state-of-the-art lighting and a new parking lot to the fields. Students, faculty, and staff could not be more excited. "These improvements will undoubtedly enhance our athletics program," says longtime Athletic Director Ross Burdick.

A need fulfilled

In the years before the acquisition of the Fore River Campus, students on Waynflete's Upper School athletic teams bounced from place to place to play their games, recalls former Assistant Headmaster and Head of Upper School Ron Hall. "Prior to 1972, there were only girls varsity teams at Waynflete, all of which played on the field at the Spring Street campus," says Hall. "And when the varsity boys soccer team formed in 1972, members journeyed from a pasture in Cape Elizabeth to Doherty Fields on Douglas Street to a renovated field at Westbrook College." Boys lacrosse and girls field hockey, lacrosse, and soccer were similarly peripatetic. So, when the Fore River Fields—an expanse of open land just three miles from the school—came up for sale in 1988, school officials saw their opportunity.

"Joe Delafield was our board chair at the time, and he and Penny Carson realized that we had the chance to energize Waynflete's athletics program," remembers former board member Debbie Reed. "The school had reached a point where some students weren't enrolling because our athletic facilities were lacking—North Yarmouth Academy was viewed as the athletics school—and we needed to do something to increase our competitive edge." Board member Tom McKenny facilitated the purchase from The Dartmouth Company, says Reed. Company shareholders and parents of alumni John Parker and Gordon Hamlin also assisted in the purchase, adds Hall, and by 1989, the Fore River Campus was in use.

Grass gets things going

Initially, facilities at the Fields were rudimentary: two playing fields and a simple field house that served as the locker room for soccer and lacrosse. "We bought the fields, they rolled down natural grass turf, and we started playing," says Hall. Unfortunately, no provisions were made for irrigation, so after two or three years of use, the grass was in rough shape. Then, in 1994, Waynflete hired Michael Gelsanliter as groundskeeper.

Gelsanliter, a former seventh-grade French and Spanish teacher at Waynflete, was familiar with the acreage and quickly realized the grass playing fields needed full-time attention, so he asked Ron Hall to appoint him as the full-time groundskeeper. "I was partly proposing to take care of the fields and also suggesting we could make trails and conduct outdoor education," he recalls.

His request was accepted, and from 1994 to 2001, Gelsanliter served as the official groundskeeper for the Fore River campus. In addition to ensuring the playing fields were watered and fertilized, he oversaw the installation of the irrigation system, created walking trails around the property, and built out the outdoor classrooms. His primary goal, however, was to give students the sense of a home field advantage. "I'm an athlete as well, and I know that to have the home field advantage is a big deal. When the fields are in great shape, our teams feel like they have an extra advantage over their opponents because they have a really nice playing surface."

Gelsanliter's efforts were vital to maintaining the health of the grass fields for many seasons, but now, 30 years on, they have outlived their viability. "These natural surfaces have a life," observes Burdick. "We've done a lot of work on the turf over the years, but it's simply not ideal. Every year, we have to reschedule games due to excess water on the fields—one spring we had to delay the start of our lacrosse season by six weeks because of flooding."

Head of School Geoff Wagg, who has led Waynflete since 2013, agrees. "The Fields are really problematic in early spring—water, insect damage, and Maine winters combine to make them basically unusable." The problems were exacerbated several years ago when the city of Portland passed a law banning pesticide use on the grass. "I understand the need to prohibit pesticides," Wagg asserts, "but now the grubs and the skunks that eat them really do a number on the grass." The problems recur in the summer months when the fields must be shut down for six weeks to be repaired and reseeded. "This means we can't use them for summer camps or preseason practices," explains Burdick. With the installation of artificial turf on the lower parcel known as Hall Field in April 2022, all that will change.

A New Era

Artificial turf will carry Waynflete athletics into the future

The installation of artificial turf will improve Waynflete's athletics program in myriad ways, observes Burdick. In addition to allowing regularly scheduled games to go forward whatever the weather, artificial turf offers athletes a more consistent playing surface, which protects them from injury. "When the skunks dig for grubs, the field looks like it's been rototilled, and those troughs and bumps can be dangerous." Enabling Waynflete students to practice and play regularly on artificial turf will also increase their competitive advantage, Burdick continues. "All the state championships are played on artificial turf, so if you're used to playing on natural grass, you're at a disadvantage. The ball bounces differently and moves faster on the turf. Now our students will have experience on that surface."

Assistant Athletic Director Brandon Salway is also eager to see the Fields step into the 21st century. "My first year as a coach here was also the first year the Fields were open, and it's been difficult for them to keep up with the growth of our programs," he observes. "The improvements to the Fore River Campus will continue our efforts to give athletes the best opportunities to improve and have a positive experience during their time at Waynflete. The new artificial turf will make the school much more attractive—that's the piece that's been missing in our athletics program."

Student athlete Henry Hart '22 couldn't agree more. "This new turf is a massive upgrade that will only help our athletes," he enthuses. "We will be able to play the entire season on a top-quality field and not have to look to other places to practice or host games when the weather is poor. Now Waynflete can host more big tournaments or games."

Parking and field lighting will provide the finishing touches

The school's other planned enhancements to the Fields—a new parking lot and state-of-the-art field lighting—will enhance Waynflete's athletic scene for future students as well. "We'll be able to host big games under the lights, which will attract large crowds of fans, parents, and students who will help create a new culture around our sports," Hart predicts. Waynflete Health Coordinator Dalit Gulak '01 agrees. A former lacrosse and soccer standout, she remembers the fields from her days as a student. "We dreamed of having field lights so that our games could start later than 2:00 or 3:00 p.m.," she recalls. "Playing under the lights is also fun. It adds a whole other dynamic and elevates the excitement of the game."

Wagg is enthusiastic about the changes, too. "Eventually, a new parking lot will benefit neighbors in the area so that cars are no longer backed up on the surrounding streets, and the lights will have a major impact on the culture of the school," he observes. "Right now, when games are played, it's hard for student spectators to come because everyone must play at the same time to take advantage of the daylight. The new field lights will allow us to schedule later games, which will bring the entire school together in a celebration of community."

"Our strategic plan calls for a focus on the athletics program, and the artificial turf field is the first piece of that project," continues Wagg. "When you have facilities that are designed for the athletics that you offer, you improve the overall ability of the program to compete."

Wagg is also delighted to have the opportunity to recognize the nearly 20 years of service that his athletic director has given to the institution. "In the time that Ross Burdick has been at Waynflete, he has transformed the athletics program into a first-rate competitive program that regularly wins championships and is recognized for its strong sportsmanship," Wagg observes. "The improvements we're making to the Fore River Campus will make it easier for him to do his job, and that's important. The enhancements at the Fore River Campus will honor Ross's work over his tenure at the school, and they will also help to take our athletics program to the next level.

"I'm grateful to all those who have contributed to the project thus far to make it successful," Wagg concludes, "but we're not done yet. There are still opportunities to contribute to this important undertaking."

The enhancements at the Fore River Campus will honor Ross's work over his tenure at the school, and they will also help to take our athletics program to the next level.

The **Waynflete** Fund

Giving opportunity.

Celebrating Commencement

The Class of 2021 celebrated in person, all together

Waynflete's 123rd Commencement was held the afternoon of Thursday, June 10 at Thompson's Point—a beautiful early summer day accompanied by the cooling breeze that we've come to appreciate at this venue. The in-person ceremony enabled seniors to receive their diplomas and hear inspiring messages with their family and friends in attendance. The ceremony was followed by a celebration on the lawn, providing the opportunity for graduates and their families to socialize, take photos, and revel in the moment together.

2021 College Matriculation

American University
Bard College
Bates College (4)
Bentley University (2)
Boston College
Boston University
Bowdoin College (4)
Brown University (3)
Bryn Mawr College
Carleton College (2)
Case Western University
Champlain College (3)
Colby College
College of William & Mary
Colorado College
Connecticut College (2)
Davidson College
Denison University
Drew University
George Washington University
Hamilton College
Lafayette College
Macalester College
Middlebury College
Occidental College (2)
Providence College
Sarah Lawrence College
Skidmore College (2)
Smith College (3)
Stevens Institute of Technology
Stonehill College
The American University of Paris
The New School (2)
University of Arizona
University of Colorado Boulder
University of Maine (2)
University of New England
University of Pittsburgh
University of Southern Maine
University of Tampa
Utah State University
Vassar College
Wellesley College (2)
Wesleyan University (2)
Wheaton College
Williams College
Yale University

WAYNFLETE ALUMNI

Anne Broderick Zill ’59

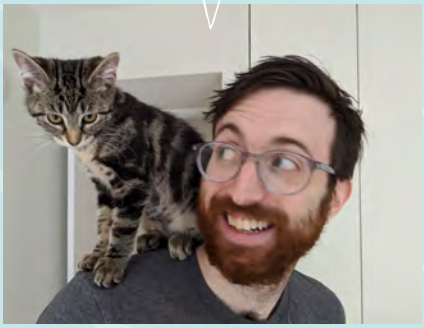
After Waynflete, I attended Barnard College and received a master's in journalism at American University. I had a major career in Washington, DC, first as a journalist and then as a foundation executive, giving away Stewart Mott's General Motors money for honest government, world peace, and women's rights. I now live back in Portland, a secret brilliant place in our world, full of cultural and culinary riches. For the last 20-plus years, I have run the UNE Art Gallery and reveled in the art and artists' contributions to our world from this region and beyond.

I am in the final throes of finishing my unorthodox memoir, *Out of the Main(e) Stream.* In keeping with this pandemic period, I am solitary and introverted—not my usual state of being. But for someone my age, I feel like a teenager, brimming with life about to unfold. I can't wait to read all my books (some of them again), watch movies new and old, and travel the world—with as many of my four remarkable daughters as possible, all awesomely accomplished. Waynflete encouraged my feminism and big-world vision. My classmates are some of my best friends now.

Emma Morgenstern ’08

I attended Tufts University after Waynflete where I studied international relations and French before earning a master's degree in human rights from the London School of Economics. After working as an immigration paralegal and for an NGO in Palestine, I attended law school at the University of Pennsylvania in the Toll Public Interest program and graduated in 2019. I have been working as an immigration attorney since that time, and am licensed to practice in New York and Maine. As of April 2021, I am back in Portland and could not be happier to be here. I work remotely for Volunteers of Legal Service in New York City as an Immigrant Justice Corps fellow/staff attorney, working on a variety of immigration cases.

I am so grateful to Waynflete for introducing me to some of the people who still support me every day and are among the best people on the planet. In addition to my wonderful friends, I still appreciate Alice Brock so much for giving me a head start on my international relations degree and making it so I could always fall back on "warm water ports!" as an answer on exams.

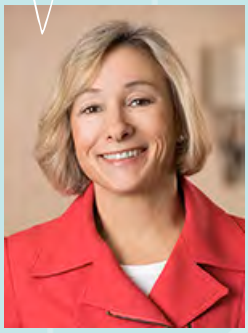


Stephen Pardy ’09

After Waynflete, I attended Macalester College in Minnesota. I majored in physics with an astronomy emphasis. I continued training at the University of Wisconsin-Madison where I earned my PhD and used simulations to study how small galaxies evolve into bigger ones. It was this focus on computational work that led me to leave the academic path to become a data scientist. I am now in Chicago at the startup Brex where I combat financial fraud using machine learning.

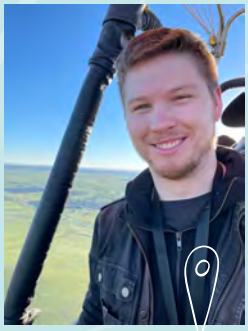
I remember Waynflete for the great community and friends I made as well as for fostering intellectual curiosity. Classes like astronomy with Wendy Curtis, English with Lorry Stillman, Latin with Phuc Tran, and finance with Steve Kautz have all played a role in getting me to where I am today.

We value the individuality of our students ... recognizing that each will take a



Katie Fullam Harris ’85
After Waynflete, I have been fortunate to enjoy a career that focuses on improving the health of Maine’s people through a variety of roles, many of which involved health policy and advocacy. I have enjoyed positions working for the state and in the for-profit sector, and I have been lucky to spend the last 14 years at MaineHealth, a nonprofit integrated health system. I currently serve as chief government affairs officer, a role that spans local, state, and federal policy. While health care delivery is a broad topic, I have had the opportunity to put particular focus on behavioral health, a specialty that has been neglected for many years, but is finally getting attention due to the needs created by the pandemic. When I’m not working, my husband and I are building a house in Yarmouth.

There is rarely a week that goes by when I don’t mention the importance of Waynflete in my life. I credit Waynflete for redirecting my path by engaging me in learning, providing me with a sense of community, teaching the importance of diversity, and creating a foundation of friendships that have lasted a lifetime. I am thrilled that my nieces are now experiencing the magic that Waynflete has carefully fostered over the years.



Zander Majercik ’13
I went to Williams College after Waynflete where I majored in computer science. I now work as a research scientist at NVIDIA, doing research in real-time computer graphics. I live in San Francisco.

I didn't realize how unique Waynflete is until college and beyond. Most of my peers went to high schools that were either enormous (>1,000 students) or intensely competitive (strict class rankings). Waynflete manages to have the best of both: small enough for good student/teacher ratios without a high-pressure atmosphere.

different path through life.

Waynflete In-Person Reunion

May 13–14, 2022

Now more than ever, let’s take advantage of every chance to be together. Come and connect, discover, and learn with your classmates!

Alumni Events

As we continue to navigate the pandemic, Waynflete alumni have been rethinking ways to come together and celebrate the impact that the school had on them. Even with changing conditions affecting meetings and events, alumni still found ways to connect.

In winter 2021, alumni and faculty joined us for a virtual gathering and friendly competition with an alumni trivia game. The trivia was a mix of general knowledge, with one section of the game dedicated to Waynflete trivia. The winning team comprised **Susana Hancock '03**, **Sarah Knowles Dent '80**, **Leah Packard Grams '15**, and **Pam Knowles Lawrason '65**.

At the annual State of the School program in February 2021, two alumni were awarded the 2020 Waynflete Service Awards. **Hilary Huber Holm '81** was awarded the Drake Award for her service to Waynflete and **Charlie Miller '65** received the Klingenstein Award for his local and international service.

The pandemic did not stop alumni from reconnecting with each other and with the school at Reunion 2021. Alums joined virtual classrooms throughout the day along with the Alumni Lunch and Learn discussion moderated by **Susana Hancock '03**, featuring graduates employed in the media and journalism industries: **Ned Donovan '08, Amy Doyle '97, Janice Simpson '68, Zoe Sobel '09, Jane Spencer '94**, and **John Wordock '87**.

A special online event was held to recognize recipients of the 2021 Waynflete Service Awards and to honor departing faculty and staff. **Nancy and Vin Veroneau P '07, '08, '11, '13, '13, '16, '18, and '21** received the 2021 Drake Award, and **Rachel Talbot Ross '78** received the Klingenstein Award.

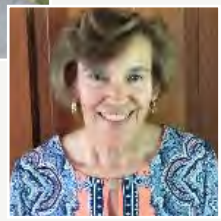
Following the program, reunion classes gathered for a virtual trivia game, followed by individual class gatherings. Trivia game winners included **Bethany Campbell '10, Tom Campbell, Drew Dubuque, Genevieve Dubuque '03, Rachel Hamilton '10, Lowell Libby, Jim Millard, Wendy Curtis, Spencer Libby '06, Susana Hancock '03**, and **Cynthia James '81**.

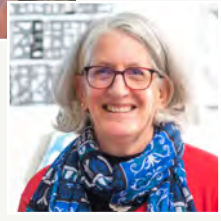
In the fall, **parents in the Classes of 2020 and 2021** helped with the annual Waynflete tradition of sending college care packages to our newest graduates. 135 boxes were sent to alumni around the world, filled with goodies and treats from Waynflete's Development and Alumni Relations Office.

The fall Alumni Lunch and Learn featured a panel of alumni professionals, moderated by **James Schroeder '88**, who discussed their experience working in environmental fields and their commitment to facilitating sustainable living and reducing harmful ecological impacts on the environment. Panelists included **Rebecca Lambert '98, John Herter '97, Emma Glidden-Lyon '04, Nate Niles '10, Addie Thompson '08, Noah Oppenheim '05**, and **Phil Armstrong '03**.

A Fond Farewell

Waynflete bade a fond farewell to the following faculty and staff members at the close of the 2020–2021 school year. Pauline Barry, Linda Beagle, Lowell Libby, Joan Kenyon, David Neilan, Judy Novey, Debbie Rowe, and Lorry Stillman had an immeasurable impact on the lives of our students and our community. Below are thoughts shared by community members during a Zoom presentation recognizing their extraordinary service.





Pauline Barry (Café)
"Like any mom, you spoiled your kids, Pauline. And we were all your kids."
—Alex Coppola '04

Linda Beagle (Academic Support)
"Part speech therapist, part advice columnist, part life coach, and part game show host, Linda has been a true guide and caregiver for so many Waynflete community members." *—Stacey Sevelowitz*

Lowell Libby (Upper School Director)
"It is said, mystically, that we choose our parents; surely, we must choose our teachers, too. I'd choose you again and again to be my teacher, Lowell Libby." *—Amanda Gates-Elston '97*

Joan Kenyon (Admission)
"I was nervous on our first Skype call, as I had never participated in an interview before—let alone with a foreign school officer. But it turned out to be a wonderful experience. The interview with Joan was like chatting with a friend who was getting to know me." *—Sally Li '14*

David Neilan (Mathematics)
"To me, Waynflete means community, friendship, and fostered commitment to learning. It means family. David Neilan is all of those things."
—Meghan Mette '11

Judy Novey (Visual Arts)
"Judy created a space at Waynflete where I learned how to be myself. I know the same is true for thousands of students." *—Willow Hagge '99*

Debbie Rowe (Early Childhood)
"In the early years of my life, when a new environment like school can be overwhelming and scary, I felt comfort from Debbie in a way that almost resembled the care that my mother would offer." *—Cooper Chap '16*

Lorry Stillman (English)
"Lorry helped me develop the confidence to believe in myself and to pursue my goals. For that, I am forever grateful." *—Wasita Mahaphanit '14*

Gratitude and Gatherings

COVID-19 has continued to challenge the world to connect and come together in unique and creative ways. Despite pandemic restrictions, the Waynflete Parents Association has kept spirits strong for the Waynflete community.

IN JANUARY 2021, parents and guardians continued their yearlong Gratitude Project to show their support and appreciation for Waynflete faculty and staff, as they navigated online and in-person teaching throughout the pandemic. In lieu of the annual appreciation luncheon, parents boosted spirits through monthly gestures for our nearly 200 faculty and staff. Some of the great gifts and events included custom pencils bundled with a poem and a donation to Pencils of Promise, tea bags bundled with honey sticks and a note of thanks, lawn signs on the campus expressing gratitude, and the planting of a tree and installation of a commemorative plaque.

In October 2021, the Association hosted an adult community gathering under the stars and surrounding warm fire pits at Sips & Stars. Parents and guardians, faculty and staff, parents of recent graduates, trustees, and other supporters joined together to celebrate a beautiful fall evening. This was a much-needed opportunity to be together—all while enjoying tunes from a live jazz quartet, libations from Maine Beer Company and Maine Meadworks, and delicious charcuterie bites!

Outside of these major events, parents participated in a variety of smaller get-togethers, both online and in person. Class parent gatherings throughout the year and family playtime at East End Beach and Fort Williams. Waynflete family trivia night and parent coffees with Geoff Wagg. Stargazing at the Eastern Prom and the Lower School family picnic.

Much of what makes Waynflete so unique remains constant: our dedicated faculty and staff, our dynamic students, and the parents and guardians who are all part of the Parents Association. The Association looks forward to enjoying beloved traditions while folding in the best of these new ones, and starting even more together, in 2022.


Waynflete

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Parents of Alumni:
If this magazine is addressed to a family member who no longer maintains a permanent address at your home, please email us (alumni@waynflete.org) with their new mailing address. Thank you.