

# Kents Hill Today



1824 to early  
1900s: Hand bells  
were used to call  
students to order  
in class.

# First Look





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**NOTE FROM THE BOARD**



FROM LEFT: PATRICIA HATLER P’08, DR. MOLLY MACKEAN, CHRISTOPHER CHENEY P’22/’24

# Uncommon Community

It is my privilege and honor to extend a warm welcome to all members of the Kents Hill community as we celebrate our bicentennial anniversary with a special edition of *Kents Hill Today*. In this issue, we commemorate this historic milestone with a look back into our rich history and a look forward to our exciting future. The vision that Luther Sampson originally carved out of the Maine woods has since evolved into an uncommon community of learners and teachers—a community that draws out individual potential, nurtures diverse learning, and prepares students for success.

In 2021, our Board of Trustees initiated an ambitious planning effort, which culminated in a Bicentennial Strategic Plan that is anchored in our historic strengths and traditions and faces fully forward into the 21st century. It lays a foundation for education that is fresh, relevant, and impactful.

As we begin our 200th year, we bid farewell to Head of School Christopher S. Cheney. We look forward to sharing the many opportunities to express our gratitude to Chris and his family soon.

On July 1, 2024, we will welcome Dr. Molly MacKean as our 21st Head of School, the first woman to hold the role. She is well positioned to lead us into this exciting new century and is eager to connect with our uncommon community—near and far. **K**

**PATRICIA R. HATLER P’08**  
*President of Board of Trustees*





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# The Hill

NEWS FROM CAMPUS

STUDENTS | FACULTY | COMMUNITY



**DR. MOLLY MACKEAN**  
becomes Head of  
School at Kents Hill  
July 1, 2024.



**“What struck me as being true of Kents Hill ... is a sense of love of place alongside a sense of movement and growth.”** —DR. MOLLY MACKEAN, INCOMING HEAD OF SCHOOL

INCOMING HEAD OF SCHOOL

# An Interview with Dr. Molly MacKean

The 21st Head of School—and first woman to hold the role since the school’s founding in 1824—Dr. MacKean brings more than 20 years of educational leadership to the campus. In her most recent position as Head of Upper School at Germantown Academy in Fort Washington, Penn., she oversaw 570 students and 80 faculty.

Here, she shares what drew her to Kents Hill, where she finds teaching and learning happening, and what it means to lead with heart and empathy.

## Why did you explore a Head of School opportunity?

I wanted to get back to boarding schools. I went to a boarding school, got my start teaching in boarding schools, and I really believe in them as a model. I also wanted to find a place that felt like a good fit for who I am philosophically as an educator, and I knew that it was time to get back home to New England. And then Kents Hill landed. From those first moments it felt like too much kismet to ignore. The members of the search committee with whom I first interfaced had such a clear vision for what they hoped for. That felt compelling in and of itself—and then their energy aligned so clearly with who I am and what I believe in. When that kind of alignment is right, it’s a hard thing to ignore in terms of a right next step.

What struck me as being true of Kents Hill from the earliest conversations—and this has borne out in the many months since—is a sense of love of place alongside a sense of movement and growth. When you get those two things hand in hand—pride and commitment and investment in who you are *and* a sense of hopeful evolution together—that creates a sense of connection and momentum that is really electric.

## Much of your leadership has focused on experiential learning and curriculum innovation. What opportunities are you looking forward to?

I am at my educational core a curricular nerd. The questions of what we teach

and how we teach are core to who we are and how we identify ourselves, and thinking about that kind of educational DNA is really exciting for me. Especially in boarding schools, learning is happening all the time and everywhere: on your athletic fields as well as in your chemistry labs. I was a boarding school student and faculty member, and I ran dorms for most of my career.

While I believe I had some amazingly impactful moments in the classroom—helping kids learn how to write, craft an argument, and read sources with a critical eye—I also think I did some of my best teaching either on the JV field hockey field or in the dorm at 11:30 p.m. I love thinking about how we, as a community of educators, are working together to build programs and moments that help capitalize on all of these opportunities to shape and support our students. Given the kinds of work happening at Kents Hill right now, I think that it is poised to lead in this space, this kind of holistic thinking.

## What do you see as your mission moving forward?

A Head of School works in service to the school, its students, and the broader work of fulfilling the mission. I see my job as helping the school to fulfill its mission with ongoing conversations about what that mission means in a changing world. I believe we can honor everything that has been magical at Kents Hill and embrace the work of moving it into the future. Strategically, I am eager to connect with the Kents Hill community, especially with alumni. I hope to hear their stories and what worked well for them so we can continue to iterate and achieve similar impact for generations to come.

## What excites you about leading Kents Hill?

Kents Hill has an incredibly talented team in place, and I’m so eager to dive into the work with them. I love getting to know people—where they are in their own story, what they hope for—so that we can work together to leverage their strengths. I want the people around me to shine. **K**



**Kents Hill puts all they can in front of students, providing a lot of help when needed or, in my case, a small nudge that allowed me to unlock my full potential as a scholar and person.”**

—TANNER C. '24



**SARAH MAUDE R. '24** is a senior from New Brunswick, Canada. A captain of the girls hockey team and dorm proctor, she wants to pursue a career in elementary school education.

## STUDENT PROFILE

# Warm Welcome

*Adelphian Sarah Maude R. '24 greets students.*

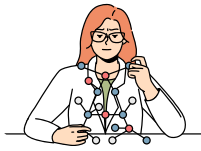
The sense of community first drew Sarah Maude R. '24 to Kents Hill School. Although she couldn't tour campus because of COVID, outreach from coaches, teachers, and administrators confirmed her choice. "I felt I belonged here before I arrived," she says. "I already knew people through emails and calls and the Zoom meetings with sports teams."

As a member of the re-launched Adelphian Society, Sarah Maude extends that welcome to new and returning students, lining the road with posters and helping them move in their belongings. "I want new students to have that kind of greeting because I know how it made me feel, coming from a different country during sophomore year," says the New Brunswick, Canada, native. She also shows newcomers her favorite spots—the Bibby and Harold Alford Dining Commons patio for a sunset or sunrise and the Harold and Ted Alford Athletics Center—on a route she's honed as a campus tour guide. "Visitors like the Alford because there's a lot of variety: There's the basketball court and the ice rink and the fitness center but also space for events that bring the school together, like Winter Carnival."

As captain of the girls hockey team, Sarah Maude spends much of her free time in the Alford. She first took to the ice at age four, eventually finding her place in the net. "Then one year there was no more girls hockey nearby; the closest was two and a half hours away. Coming to Kents Hill was an opportunity to pursue my academics *and* keep playing my sport at a high level." Sports smoothed the transition to Maine. "One big advantage of Kents Hill is you have the chance to be part of a team from the start," says Sarah Maude, who also plays soccer and lacrosse. "It's easier to build connections with people because you see them every day."

Now a senior, she is enjoying campus leadership roles—including serving as proctor in her dorm—and upper-level courses. Her favorite is "Creative Writing." "It's a lot of writing and free discussion," she says. "We made it a space where you have that trust and can talk about what you want."

Looking ahead, Sarah Maude has two career goals: hockey player and elementary teacher. It's a mix she has been enjoying during summers at home, playing in hockey camps and preparing activities for young children as a library counselor. "Since I was little," she says, "I've just had a passion for helping others." **K**



# 90+

Courses allow students to explore ideas and topics they are passionate about while developing crucial academic skills

# 5:1

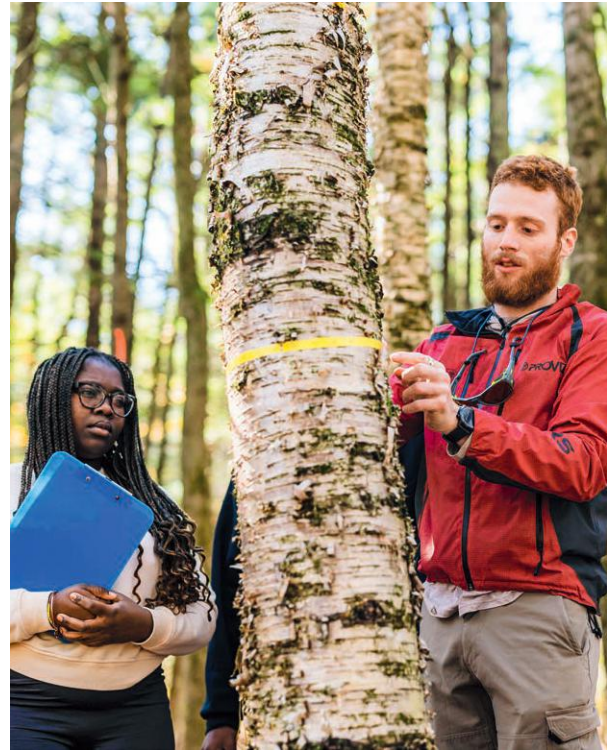
Student-to-teacher ratio



# 31

Contributors to the student-driven literary publication *Juxtapose*

## CLASSROOM



## Learning From the Land

The forest and fields surrounding the school provide the research lab for the college prep course "Maine Field Studies." Throughout the year students learn about the state's forest ecosystem, agricultural science and systems, and engage in a community project to better understand their relationship to food production and forest products. Come spring they explore plants' seasonal transitions and learn to identify wildflowers and explain their environmental roles. Students also measure vernal pools to study water resources in the ecosystem. "The class encourages students to be grounded in Maine but connected to the world," says Ben Miller (top right), Environmental Studies Teacher and Sustainability Coordinator. **K**

**During academic year 2022-23, students devoted more than 2,500 hours of service to surrounding communities.**

## FACULTY

## 3 Questions for Pete Hodgin

*Now in his 22nd year of teaching at Kents Hill, Pete Hodgin continues to find new ways to engage students in social studies.*



“

**Advising is something you simply do, it's who you are.”**

—RENE DAVIS  
ASSISTANT HEAD  
OF SCHOOL



### What is new this year?

“Contemporary Global Challenges” is a junior-senior option that looks at broad, multinational issues. We started with the rise of authoritarian governments and the backsliding of democracies, then we studied gender and identity as a global human right, and then looked at water access and sustainability in the third quarter. Students are going to spend the last quarter developing their own mini curriculum on any global challenge that interests them. The three most compelling topics will be the first three topics in next year’s course. Essentially the current students will design the course for the next group.

### Does this help keep it fresh for you?

It has been a process of renewal every year. One of the things I love about Kents Hill is the tremendous flexibility and support for teachers who want to adjust the curriculum in a way they think is most responsive to student learning. As a school we’ve been working with students from a broad range of backgrounds and neuro-diverse learning profiles. We

want to make sure all of our academic coursework is grounded in 4-dimensional learning, where it’s not simply knowledge but also skill development and character development and an opportunity for reflection with the students. We have also embraced a much more project-based learning approach across the curriculum.

### What does that look like in your classroom?

I ended up reimagining “Economics.” Now, each class does all of the research and writing of articles for a monthly online publication available to students and employees. So, when we looked at supply and demand, for example, someone last year wrote a great piece on the decision around the red-listing of Maine lobster because of concerns about the way harvesting was endangering migratory whales. The news was a big deal for the industry, but it also fit so well into our basic understanding of different economic forces. For students there’s the potential that your Learning Center tutor, your coach, and your peers are going to read your work. It’s all in a safe, supportive community. **K**

SERVICE


# Greater Purpose

*A service-learning trip to Louisiana*

A group of a dozen students—plus Kents Hill faculty, alumni, and members of the Readfield United Methodist Church—headed to Slidell, Louisiana, in March for the school’s 17th Mission Trip.

The service-learning trip began in 2006 to support recovery efforts on the Gulf Coast after Hurricane Katrina. The group continues to partner with the Epworth Project, a faith-based organization founded with the assistance of the United Methodist Church. “With the exception of three years in Mississippi, we have returned every year to perform home repairs for myriad reasons,” says Jeff Munson, who continues to co-lead the effort since retiring last year as Director of Community

Engagement, Physics Teacher, and STEM Division Head. Students spend the week building community, reflecting on others’ experiences of living in need, repainting homes, and rebuilding foundations.

“I’ve read blog posts where students suddenly understand endemic poverty, hopelessness, and need and realize there may be a purpose greater than themselves and they can be the hope to someone,” Munson says. “When I read those, I become aware of the profound impact we have had on students’ lives.” It’s an experience echoed by participant Rose J. ’23: “Our number-one priority as a mission team is to love people and show that we care, which is something I find so fulfilling and powerful.” 



90

Donuts sold daily at the Apple Shed Bakery in the fall

400

Acres of campus, wooded trails, and pristine lakes



1

On-campus alpine center featuring a private skiing and snowboarding facility

ARTIFACTS



## In Plane Sight

When Luther Sampson moved to Kents Hill in 1799, he brought the tools of his carpentry trade and put them to good use building a home for his family, repairing the local meeting house, and constructing a workshop that he soon converted into housing for itinerant preachers. He left behind the joinery shop he built and owned from 1785 to 1795 in Duxbury, Mass. The shop was nominated in 2019 as a National Historic Landmark: The shop, “the only known surviving eighteenth-century woodworking shop in its original location and with its fixtures intact, is nationally significant...for embodying the early American woodworking trades that helped to build the young United States.”

**Kents Hill founder Luther Sampson made his own woodworking planes.**

# Sports

## GIRLS SOCCER

### The Chair Game

*Tradition marks a 130-year-old rivalry.*



“

**Players grow physically, mentally, and emotionally by committing to a program that practices selflessness and sportsmanship.”**

—BRIAN SMITH

HEAD COACH VARSITY  
BOYS BASKETBALL

On November 1, 2023, the Kents Hill girls soccer team triumphed over Hebron Academy, 6-1—winning the match and the Chair Exchange Game, a tradition marking one of the longest high school rivalries in the United States.

The latest version of the Chair Game began in 1993, when Kents Hill and Hebron Academy celebrated 100 consecutive years of athletic competition. The schools first met in 1893 on the gridiron—beginning an annual tradition typically held under the lights at Bates College with stands full of alumni, students, and families. In the trophy case outside Athletic Director Becky Kimball’s office sits the old football 50-yard-line marker, where the chair sat during competition. The winner-take-chair tradition transitioned to girls varsity soccer in 2021.

At the November post-game celebration, Head of School Chris Cheney wrote the winning score on the chair before the team held it aloft. The chair now adorns the Head of School’s office. (The previous chair, with scores from 1990s matches preserved under its seat, rests in the Harold and Ted Alfond Athletics Center). Come October the chair will be on the field for the 2024 match-up, when the Kents Hill girls will again try to keep it home. **K**



# 21

Sheets of ice laid when girls hockey hosted 2024 Maine Prep Cup



# 63

Varsity basketball games played this winter



# 6

Students attended the Female Athlete Leadership Conference





**HUSKY HIGHLIGHTS**



**GIRLS VARSITY LACROSSE**  
The 2023 MAISAD champions dominated in the 17-5 final against Gould Academy to close the season with a 5-0 league record.



**ALPINE SKIING**  
Open the door and you're on the snow: Student-athletes took advantage of almost unlimited access to the Joanne and Dick O'Connor Alpine Training Center to finish the season with MAISAD honors. The boys team won the championship; the girls team finished second.



**BOYS VARSITY TENNIS**  
MAISAD Individual Champions Scott T. '23 and Nathan H. '25, first and second, respectively, led the boys varsity tennis team to a 2-4 league season.

THE ARTS

## Beautiful Stories

*Program brings a hands-on approach to creativity.*

Whether in the studio or on the stage, Art Department Chair Dylan Gifford believes all art is a form of storytelling. “We’re artists telling stories, whether it’s visually with a physical object or through a performance or song.” The ninth-grade “Arts Seminar” lets students sample the range of arts courses offered at Kents Hill. “It allows them to find what is exciting for them so they can continue to explore that medium and develop their artistic voices,” he says.

Gifford starts with foundational skills. “I’m the ‘Ceramics’ teacher, so we learn the four main ways of building clay,” he says. “Then I give the class a design challenge, and they have to decide how to solve it.” For one student that may mean working on the wheel, while another might focus on hand building. “I give the option to focus on whichever aspect of clay they find the most engaging.”

Students in his “Ceramics 2” class are collaborating with the

school’s Advancement team, which approached Gifford to ask if students could create special thank-you gifts for alums and parents. After some brainstorming the class decided on vases. Students worked through the design process to create something with universal appeal that incorporates “Kents Hill” and the school colors for glazing. Along the way they learned how to create a prototype, make plaster molds, and slip cast.

Other hands-on courses include “Community Design and Build,” where students recently helped create and install a multi-level playset for the on-campus daycare center. A new, large-format printer enables photographers to hang prints in the Gruss-Bard Gallery at the Bibby and Harold Alford Dining Commons. “For each show I try to do something special for the students,” says Gifford. “When students see their photos printed on a larger scale, it changes the way they interact with the images—it’s like a different story.”



**I want to plant a little seed that continues to grow.”**

—DYLAN GIFFORD  
CHAIR, ART DEPARTMENT



**316**

Glazes students can apply in ceramics courses

**170**

Skulls cast for the fall play, *The Lightning Thief*

**85**

Student pieces shown this year in Gruss-Bard Gallery

**2**

Music courses offered (electric composition and theory)

# Activities



## CLUB HIGHLIGHT



## Design & Build

**T**he FIRST Robotics team, launched last spring, earned the New England District Rookie Inspiration Award with Luther, a tank-driven robot with a simple lifting arm. The For Inspiration and Recognition of Science and Technology, or FIRST, league is an international youth organization that combines the excitement of sport with the rigor of science and technology. Student teams design and build a robot to deploy during competitions that start at the district level. For the March 2024 competition the team's 20 members finetuned Erica, a more complicated robot with a disk shooter, climbing arm, and roller claw. The Cyberhuskies placed 20th out of 35 teams with a 7-5 record. **K**

**There are more than 30 student-led clubs, activities, and leadership opportunities on campus.**



# *IN THE* **BEGINNING**

## **FOUNDER LUTHER SAMPSON BROUGHT VISION, VALUES, AND VIGOR TO A PROMINENCE IN MAINE.**

**T**here is no better way to begin the story of Kents Hill School than with founder Luther Sampson's own words: "I was born in Duxbury [Massachusetts], March 25, 1760, and became a soldier in the Revolutionary War before I was sixteen years old and served about three years in divers [sic] places. No one can know but by experience what we suffered in cold and heat and for want of food to eat.

"When I was more than thirty years old ... I set out to the west of North River [the Hudson] to look me up a new home. When I came to the road that led east my mind was east ... I left my horse and went into the path to pray the Lord which way to go. It was still east. I made up my mind then if my mind was as much east as it was then, after I came to another road which led east and did not go right back, I would go east. I pitched on a place in Monmouth [Maine] and went to Boston to buy it of the Plymouth Company. The agent told me he had promised it. He then offered to sell me the one I have now lived on forty years. ... It contained two hundred and fifteen acres. I moved to Readfield November 2, 1799. My son was sixteen years old. I had three daughters younger than he. And after I paid for the place I had on hand and owing me about \$400. About forty acres had been felled but held in grass and grown up to bushes or had been singed over so it must be cut and fired before it could be cleared off. No fence but log poles; no building but a barn part boarded, so decayed that I had to take it down, and that which is our cornhouse. For the chimney rough stones, stick and clay for the funnel, no well. Had to fetch our water more than forty rods."

So it was that a humble yet determined 38-year-old Luther Sampson, a carpenter by trade and minister by calling, turned the money he had earned through service to a



**I concluded  
that it was  
my duty to do  
something  
to lay a  
foundation for  
such a school."**

**—LUTHER SAMPSON**  
FOUNDER OF KENTS HILL  
SCHOOL





ORIGINAL BUILDING OF MAINE WESLEYAN SEMINARY

grateful new nation to establishing a new future. Concerned that many of the itinerant preachers in the region “could not read a hymn well,” as he wrote, he conceived of Kents Hill as a place where they could access “a decent education.”

“It lay with so much weight on my mind that I concluded that it was my duty to do something to lay a foundation for such a school. In 1821 I got a body incorporated by the name of Readfield Religious and Charitable Society, since changed to the name of Maine Wesleyan Seminary, and I deeded them one hundred and forty acres of good land on Kent’s [sic] Hill in good order, well fenced, with a new house well furnished and painted out and in. Also two barns, two sheds and woodshed, hogsty, and about fifty acres of land in waste for a pasture, well stocked with cattle and sheep. Also farming tools and heavy household furniture.”

But it wasn’t until he teamed up with another education-minded carpenter, Elihu Robinson, who had opened a school for aspiring ministers in Augusta, Maine, that Sampson’s vision became a reality. He—likely with the help of his wife, Lydia—persuaded Robinson and his wife, Susanna, to move to Kents Hill. On February 27, 1824, the Readfield Religious and Charitable Society school formally opened. By the end of the year the school took on a new name: Maine Wesleyan Seminary. It was “a large name for a small institution,” wrote Kents Hill teachers and chroniclers John O. Newton, class of 1888, and Oscar E. Young, class of 1881, in 1947, “but, even in its first year, it was showing definite promise of living up to so honorable a title.”

During the next 200 years, the school

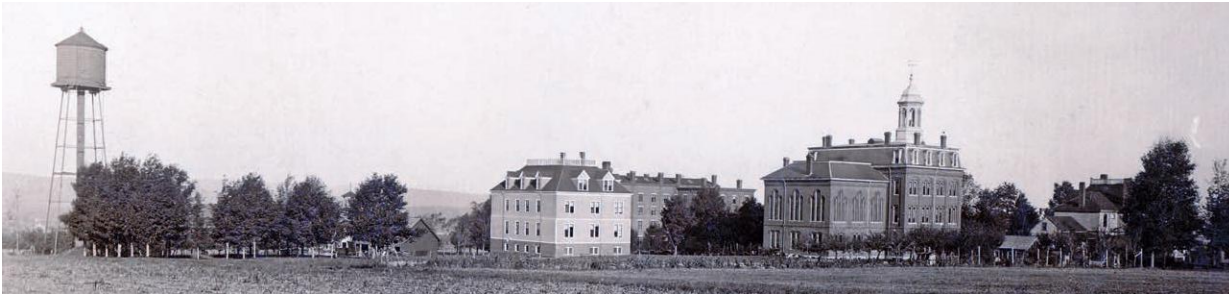
grew and changed with the times. In its earliest days it not only trained future ministers but also met the varied educational needs of the regions’ young men and women. It offered agricultural and mechanical training. It prepared students for higher education. Under the leadership of Henry Torsey from 1844 to 1882, the school broadened its educational scope. In 1860 it added a Women’s College, one of the nation’s first such institutions to grant bachelor’s and master’s degrees. In 1870 it opened a music conservatory and later added a four-year program in fine arts. It ran a Commercial College with instruction in business, shorthand, and typing. Graduates became teachers, scholars, college presidents, doctors, business owners, politicians, artists, authors, ministers, and parents. Today students come to Kents Hill School from around the globe. And although much has changed, the essence of what Luther Sampson built remains the same: a commitment to service, community, and education of the whole person.

“Every school is the living legacy of past generations of teachers and students,” then-Head of School Rist Bonnefond wrote in *Kents Hill Memories*, published in 2000 to celebrate the school’s 175th anniversary. “Schools like Kents Hill are among the hardest and most enduring institutions in the nation. That this is so reflects two things: their ability to adapt their curricula to the changing demands of the world, and their constancy of values. The values that informed the school in its very early years have held sway throughout the changing generations, and today Kents Hill is as dedicated to producing men and women who will work to benefit society as it was at its founding.” **K**

# My Kents Hill

## ENDURING REFLECTIONS OF STUDENT LIFE





CIRCA 1910

“

The dormitory was supplied with cross-legged canvas-covered cots and straw beds, which were arranged against the walls on the sides, with two boys to each. We were subjected to discomfort and inconvenience, being huddled together in this great bare room, with only straw for our beds, and no possible means of heating. It was cold as the Arctic regions in winter, and intensely hot in summer, yet no word of complaint was ever made.”

—GEORGE HINMAN 1836



DORM ROOM, 1892

# My Kents Hill

“

We had a housemother named Ma Kenniston, who kept us well. She would make me chocolate milk and put an egg in it to make me fatter. She took care of us and we all liked her.”

—ISABEL CHAPLES WARNER 1936



FACULTY, 1911

“

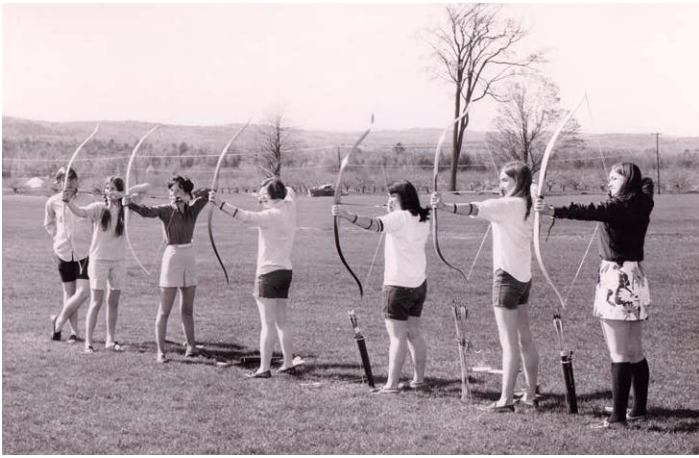
My sophomore year, I found myself getting off a small plane, nervous to see what Kents Hill was all about ... I walked outside and a group of students were all sitting in a circle on the grass. They called me to come sit with them. This was truly the warmest and most unconditional greeting I had ever encountered ... I can't begin to explain what my experience at Kents Hill did for my wounded soul. It built me stronger and more solid day after day.

—MARIA ANAST 1978



1910





ARCHERY, 1970



SKI TEAM, 1950



SATURDAY PICNIC, 1948

“

**I have always believed that Kents Hill School was a great experience that I wouldn't have traded for anything. Living with classmates from all over the world on a day-to-day basis, participating in sports, going on field trips, and the many great and devoted teachers who were surrogate parents is a unique way to grow up. ... The school becomes your family.”**

**—LUKE G. LACHANCE 1972**

# My Kents Hill



“

When I left I had a very different attitude. Kents Hill helped me see what was real and what wasn't.”

—ROBYN DOUGHERTY MOULTON 1981

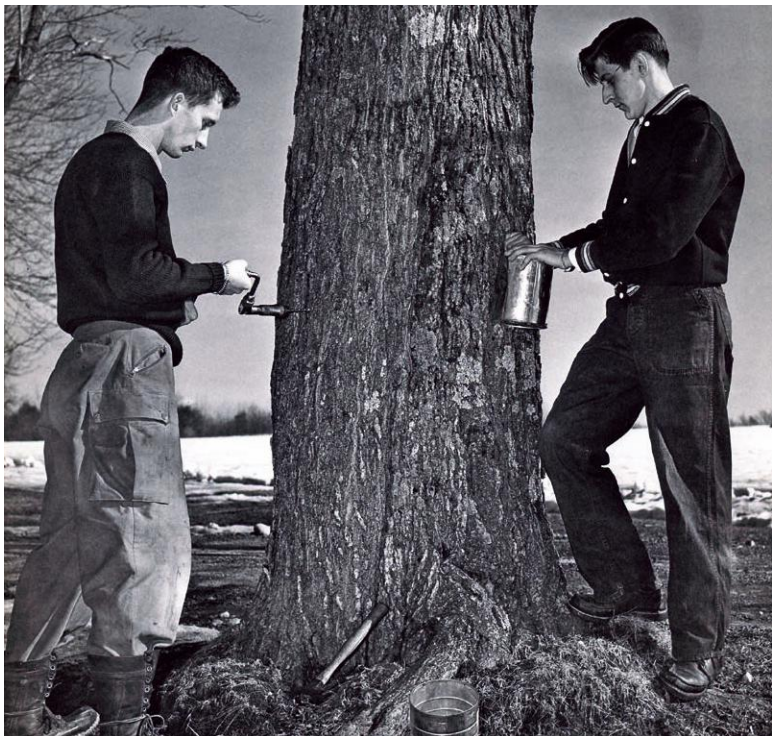
“

My building of character, self-confidence, and scholastic achievement began at Kents Hill. ... I learned to deal with life on life's terms. My life literally began again at the rural school campus in Kents Hill, Maine.”

—HEATHER A. GILES-KOHLER 1987



CARRIE HARRIS  
 CLASS OF 1900



1910



1960

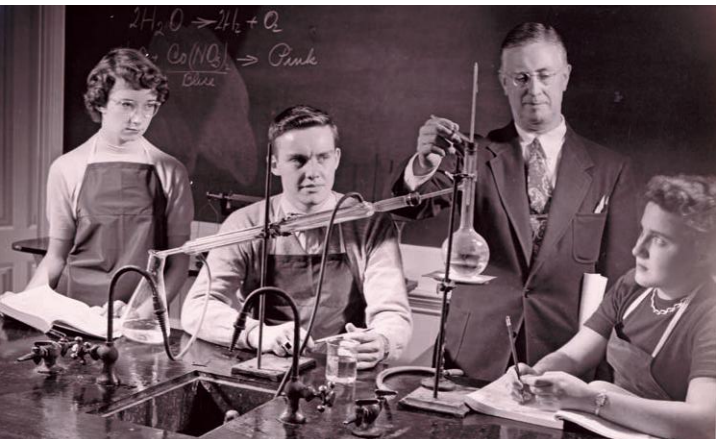


WINTER CARNIVAL, 1964

“

I graduated from Kents Hill a better student and individual. I realize more as time goes by that Kents Hill was a special place for me. I hope that the core values of responsibility, persistence, discipline, achievement, respect, pride, and loyalty that were fostered by the faculty and staff during my time are still an integral part of the Kents Hill experience of today.”

—PAUL D. ROY 1968



MR. THAMARUS, 1950S



SKI HILL, 1947

## Did You Know?

### THEY WENT TO KENTS HILL

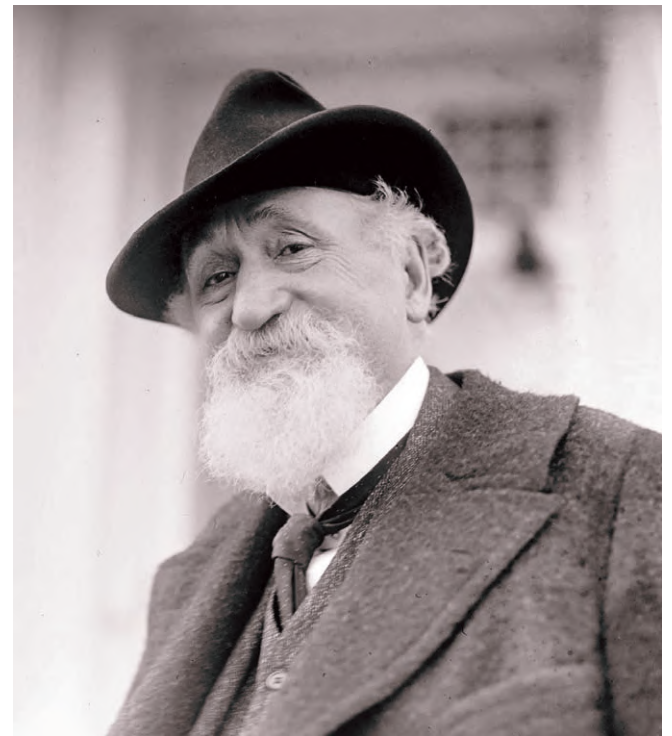


#### **Leon Leonwood Bean 1893** ▲

studied business at Kents Hill for one year. The avid hunter and fisherman went on to invent a special rubber-soled boot—known as the Maine Hunting Shoe and the Bean Boot—to keep his feet warm and dry in the woods. In 1912 he began selling them by mail-order catalog with a game-changer strategy: a money-back guarantee. Today L.L. Bean has loyal customers worldwide.

#### **Nellie French Stevens c. 1900** >

taught at Coburn Classical Institute for some years before eventually becoming the Superintendent of the Hallowell School for Girls, re-named Stevens School in her honor when she retired. She reformed the school and provided growth opportunities for hundreds of troubled girls during her 25 years as administrator. She served as Chair of the National Conference of Women Superintendents and was also Treasurer of the Maine Welfare Association.



**Hudson Maxim c. 1869** ▲  
invented a variety of explosives, including smokeless gunpowder and “Maximite,” which could propel torpedoes. One experiment resulted in an explosion that blew off his left hand. He wrote widely about penmanship, poetry, explosives, and the influential power of movies. Thomas Edison called him “the most versatile man in America.”





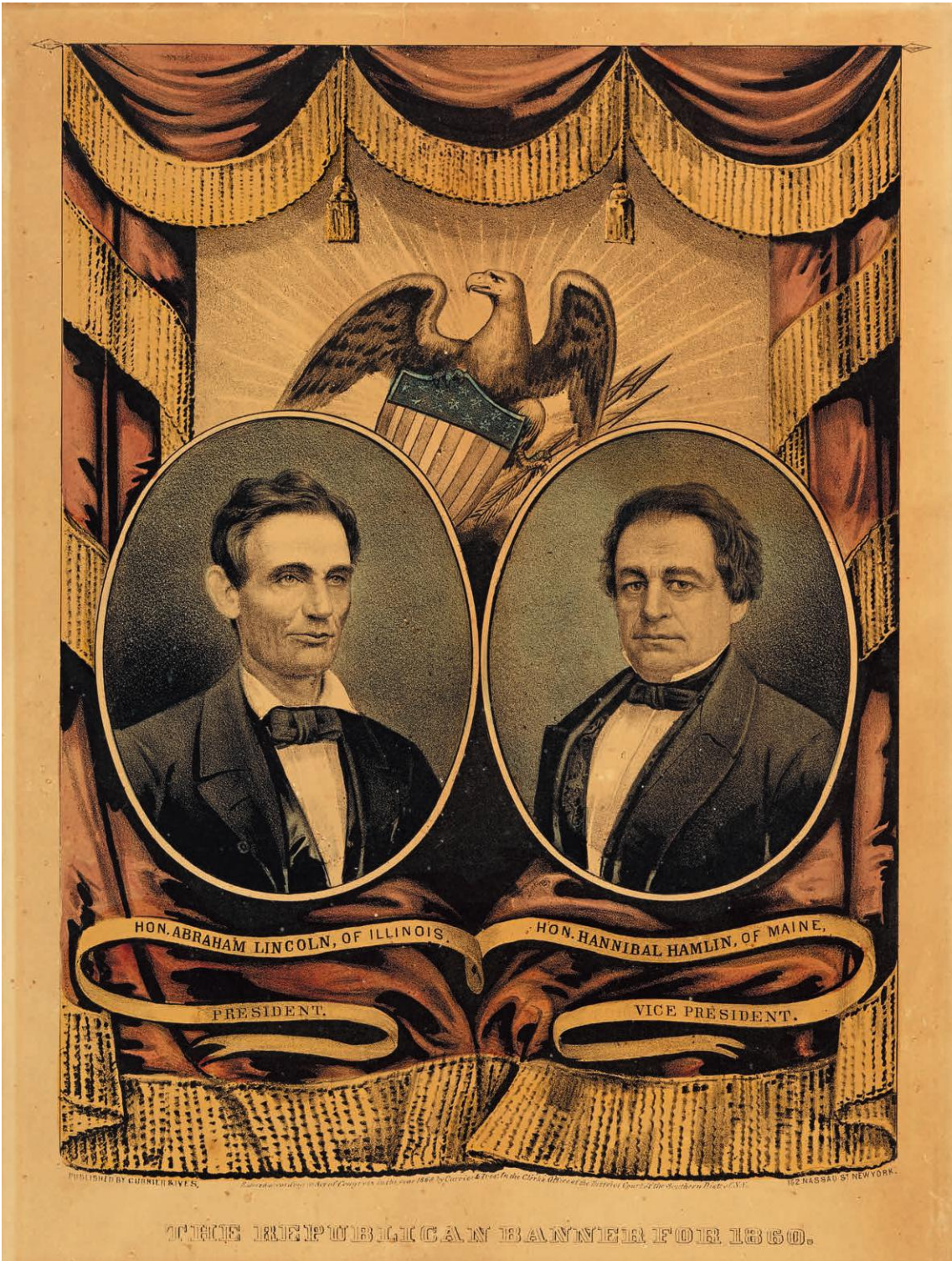
◀ **Charles Deering 1869**

managed the agricultural machinery company his father, William Deering, founded, which became International Harvester. With a lifelong interest in art, he befriended John Singer Sargent, who painted his portrait in 1917.



**Joseph Cummings Chase 1897** ▲

who was born at Kents Hill, rose to artistic fame for the hundreds of portraits of soldiers and officers he sketched and painted during World Wars I and II and the Korean War. The National Portrait Gallery has more than 100 of his works. (Above: portrait of Theodore Roosevelt Jr.)



**Ethel Bailey Higgins c. 1886** ▲

specialized in photographing plants, became a botanist and a longtime curator of botany at the San Diego Natural History Museum, wrote numerous works on cacti and other plants of the United States, and participated in research expeditions. The species *Berberis higginsiae* bears her name.

◀ **Hannibal Hamlin 1824**

served as Governor of Maine and U.S. Representative and U.S. Senator from Maine. He was one of several Maine Wesleyan Seminary graduates opposed to slavery who helped organize the Republican Party. He served as President Abraham Lincoln's Vice President from 1861 to 1865.

# A Legacy of Leadership

## IMPACTING THE MODERN ERA


**Rist Bonnefond**  
1990-2011

**W**hen Rist Bonnefond joined the Kents Hill School community, he was joining a school in need of strong leadership—and lead he did. During his tenure Kents Hill doubled enrollment, grew the endowment nearly 10 times over, transformed the campus to what it is today, and solidified its core values. However, those accomplishments are only part of his legacy: The many lives he touched are as tangible as the buildings and beauty that grace Kents Hill because of him.

Today students reap the benefits of Bonnefond's vision for an idyllic, 400-acre campus. The renovations and additions to campus during his two decades of leadership were nothing short of transformational, creating dedicated spaces—including the Liz Cross Mellen Ski Lodge, the Alford Athletics Center, and the Bodman Performing Arts Center—for academics, athletics, arts, and student life to thrive.

Beyond bricks and mortar, Bonnefond knew how to connect with people in meaningful ways, and his commitment to the Kents Hill community was evident from the start. He was known to host faculty football scrimmages, leave handwritten notes of appreciation, maintain a wealth of knowledge about each student, and work with his office door open and a dog (or two) waiting to welcome visitors.

“Rist’s guiding principles permeated the community for which he worked hard to encourage, mold, and mentor,” says former Kents Hill School Board of Trustees Chair, Steve Akin P’03. “He was driven to create the best environment for the students to learn and for their character development. He led the school and his personal life with a values-based foundation, attracting employees, students, board members, alumni, and donors who created a truly unique community of respect, learning, and joy.”

Bonnefond’s unwavering belief in community members provided the sense of support and understanding needed to stay afloat and persevere. As a result, when times were tough and he needed people to come together or make sacrifices for the greater good, the answer was always “yes.” As Bre Moreau ’10 says, “I have never met a man of more principle than Mr. Bonnefond.” 



**Throughout my tenure as Head of School, Rist served as a constant beacon of guidance and inspiration. His enduring legacy of building and shaping community has defined Kents Hill—both today and for its next 200 years.”** —CHRIS CHENEY, HEAD OF SCHOOL

**HEADS OF SCHOOL  
1824-2024**

The school's early leaders were known as Presidents or Principals—and there were a lot of them serving briefly during the first decade. The following succession is based on *Kents Hill and Its Makers* as well as details available in school archives.

**Elihu Robinson**  
1824-25

**Asa H. Thompson**  
(died before taking office)

**Henry Cushman\***  
1825-26

**Zenas Caldwell**  
1825-26

**Merritt Caldwell\***  
1826-27

**William C. Larrabee**  
1826-27

**D. Samuel Stevens**  
1827-28

**Joshua Randell\***  
1828

**Merritt Caldwell**  
1828-34

**William C. Larrabee**  
1835-41

**Stephen Allen**  
1841-44

**Henry P. Torsey '41**  
1844-82

**Edgar M. Smith '67**  
1882-93

**Charles W. Gallagher**  
1893-97

**A. Fitzroy Chase '64**  
1897-99

**Henry E. Trefethen '77**  
1899-1902

**Wilbur F. Berry '76**  
1902-09

**John O. Newton '88**  
1909-23

**Thomas W. Watkins**  
1923-29

**Edward W. Hincks**  
1929-42

**William W. Dunn**  
1942-65

**Robert Chumbook**  
1965-70

**Donald M. Jacobs**  
1970-90

**Rist Bonnefond**  
1990-2011

**Jeremy LaCasse**  
2011-13

**Patrick C. McInerney**  
2013-17

**Christopher S. Cheney**  
2017-24

**Dr. Molly MacKean**  
2024-

\* Temporary Appointment



**William W. Dunn**  
1942-1965

**W**illiam Dunn's tenure was marked by his commitment to nurturing the potential of every student and fostering a spirit of community service. His leadership is remembered as one of genuine care, personal investment, and tireless pursuit of excellence. Today his legacy continues to inspire a commitment to character, leadership, and service.

One of Dunn's most notable contributions was the establishment of the alpine skiing program. In 1942 he enlisted the expertise of Peg Goldthwaith from Dartmouth to begin a ski program. Dunn and a small group of students transformed a wooded slope into the ski hill we know today. Through the years the program has flourished, with significant upgrades such as the rope tow and snowmaking. What started as Dunn's vision is now one of the biggest draws for prospective students.

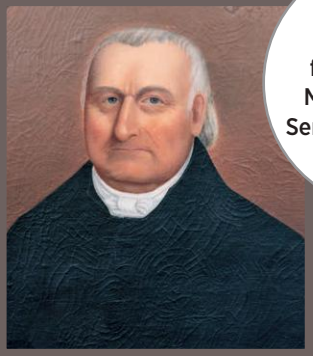
Beyond his contributions to athletics, Dunn's impact was felt through his dedication to each student. Known for his mantra of "Did you star today?" Dunn believed in the importance of personal

effort and growth. "He didn't care if you were the best or the top of your class but that you did the best you could today," shares his daughter, Caroline Dunn '58. "He held so much pride in knowing each student closely so that no student would feel they were lost. It was an amazing skill, he cared so much."

Evelyn Potter '47, a former faculty member, recounts that Dunn "made Kents Hill School a special place, making everyone feel they were home. He never gave up on a kid no matter what trouble they were working through. He saw the best in them."

Under his leadership Kents Hill grew and modernized, expanding both dormitory and academic spaces. However, it is Dunn's profound impact on the lives of students that defines his legacy. His genuine care and personal investment in each student created a nurturing environment where students felt valued and supported, fostering a sense of belonging that remains at the core of the current Kents Hill experience. **K**

**| KENTS HILL SCHOOL THROUGH THE YEARS |**



**1824**  
Kents Hill is founded as the Maine Wesleyan Seminary by Luther Sampson.

**1834**  
Ten years on, fall enrollments stands at 40 girls and 39 boys.

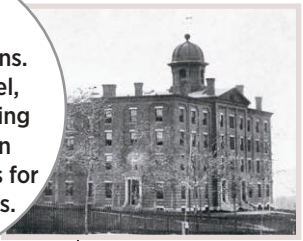
**1827**  
The student body consists of 81 men and 10 women; 43 are enrolled in the mechanical and agricultural departments.

**1839**  
Enrollments increase to 246 boys and 67 girls. The faculty consists of a principal and four associates.



**1863**  
Women establish the Adelphian Literary Society.

**1858**  
Construction of Sampson Hall begins. It includes a chapel, music rooms, a dining room, dissertation rooms, and quarters for up to 140 students.

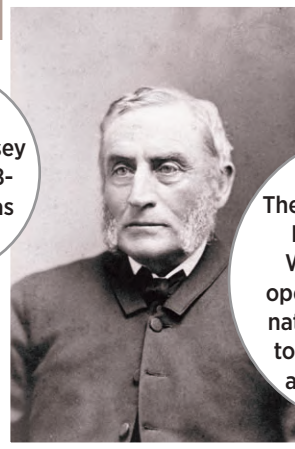


**1865**  
By the end of the Civil War, 171 alumni have served; 22 died in battle.



**1829**  
Principal Merritt Caldwell founds the Calliopean Literary Society for male students and faculty. The society establishes a library and reading room, and members debate issues of the day.

**1844**  
Dr. Henry Torsey begins his 38-year tenure as Principal.

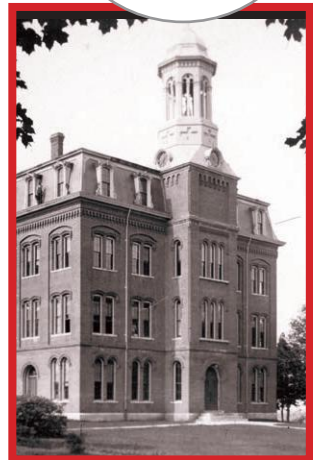


**1860**  
The Female Collegiate Institute, aka the Woman's College, opens. It is one of the nation's first colleges to offer women B.A. and M.A. degrees.

**1873**  
Bearce Hall is completed. The brick building and its bell tower will become a symbol of Kents Hill School.



**1863**  
Dr. Torsey introduces baseball—one of the first schools in the country to offer the sport. Students form two clubs: the Olympics and the Chrichtons.



**1902**  
Miss Piper organizes women's intramural basketball.

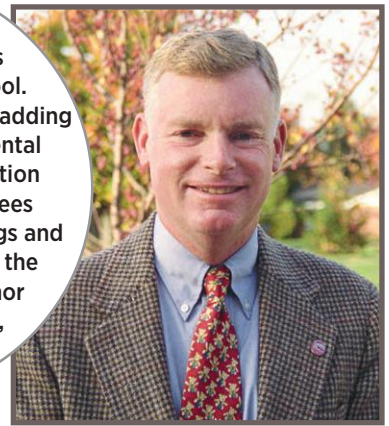
**1882**  
The beloved Dr. Torsey retires. At his last Chapel service, he says, "If I were this moment dead and some skillful surgeon should dissect my lifeless remains, he would find at the core of my heart the interests of Kents Hill and especially my love for the Seminary crystallized."



**1924**  
In its centennial year, Kents Hill graduates 50 students.



**1990**  
Rist Bonnefond begins 21 years as Head of School. He revamps the curriculum—adding AP programs, "Environmental Studies," and new graduation requirements—and oversees construction of new buildings and renovations to Davis Hall, the Joanne and Dick O'Connor Alpine Training Center, and Bearce Hall.



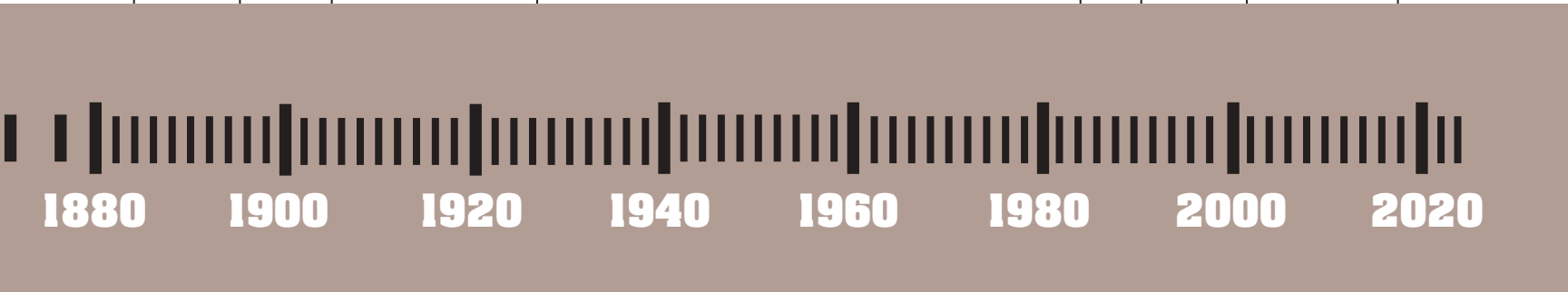
**1893**  
Football is introduced, with Teacher John O. Newton, class of 1888, as Coach.



**1984**  
Director of Studies and Math Department Chair Phil Waller, who introduced computers to Kents Hill, takes students to Boston for Apple's unveiling of the first Macintosh.

**2001**  
The Harold and Ted Alfond Athletics Center opens.

**2016**  
The Bibby and Harold Alfond Dining Commons opens.



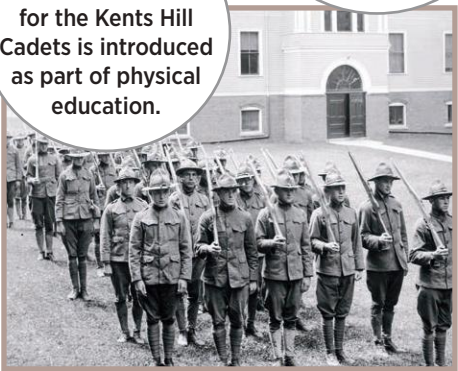
**1881**  
Students launch a newspaper, *The Kents Hill Breeze*, publishing six issues a year.

**1918**  
By the end of the Great War, 225 students and alumni have served; 10 died. Numerous alumnae volunteer in troop hospitals.

**1942**  
Bill Dunn becomes a modernizing Head of School. Serving for 23 years, he emphasizes physical health through athletics and daily activity, upgrades buildings and facilities, firms up finances, and increases enrollments.



**1917**  
Military training for the Kents Hill Cadets is introduced as part of physical education.



**1942**  
Dunn decides to build a ski program. Students armed with axes, a two-man saw, a crowbar, and poles clear the slope leading to Torsey Pond.



**2024**  
In its bicentennial year, the school provides its time-honored approach to education to 220 students from 25 countries around the globe. Dr. Molly MacKean becomes Kents Hill's 21st Head of School.

**Sampson Hall**

Built in 1858 and named for school founder Luther Sampson. Originally it included a chapel, music rooms, a dining room, dissertation rooms, and dorm space for up to 140 students.

**Bearce Hall**

Completed in 1874 and named for Samuel R. Bearce, a Trustee and major benefactor of the school. He was a partner in the Maine lumber business Pingree, Coe and Bearce and served as Director and Vice President of a major Lewiston bank and as Lewiston representative in the state legislature.

**Blethen House**

Named for Alden J. Blethen, class of 1868, a Trustee and major donor to the building. A lawyer who turned to newspaper work, he purchased and edited *The Seattle Times* in 1896, transforming it from a small paper to one with the largest circulation in the state of Washington.

**Dunn Science Center**

Named for Reuben B. Dunn, who served as a Trustee for 59 years, from 1830 to 1889. He established the largest factory of scythes in the world, had lumber interests, was an owner of the Maine Central Railroad, and founded the Lockwood Manufacturing Co. in Waterville, Maine, one of New England's largest cotton mills. He was particularly committed to helping the school offer courses to train teachers.



**Ricker Hall**

Named for Joseph S. Ricker, a Trustee from 1894 to 1900. Having learned the leather tanning trade, he established and ran the Casco Tanning Co. He also was a director of the Boston and Maine Railroad.

**Behind the Names**

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**THERE'S A STORY TO EVERY CAMPUS BUILDING. HERE ARE A FEW.**



**Bibby and Harold Alfond Dining Commons**

**Harold and Ted Alfond Athletics Center**

**Ted Alfond and John Huard Turf Fields**

The original Alfond behind all Alfond buildings and fields was Harold Alfond, who founded the Dexter Shoe Co. and created the first factory outlet. A standout athlete in high school, he went to work in a Maine shoe factory, where his father was an employee, instead of going to college. Harold established Maine's first private foundation, the Harold Alfond Foundation. He and his wife, Bibby, were major benefactors of Kents Hill and other institutions. Son Ted '64, also a major supporter of Kents Hill, is Vice President of the Board of Trustees. Football great John Huard Sr. '63 played for the Denver Broncos and New Orleans Saints and later coached at Kents Hill.

**Joanne and Dick O'Connor Alpine Training Center**

Both O'Connors graduated from Kents Hill in 1964. Joanne coached the ski team from 1992 to 1999, served on the Board of Trustees from 1985 to 2000, and was made an Honorary Life Trustee in 2016. Dick is a current Trustee and served on the Kennebec Savings Bank Board of Directors. Kents Hill named the ski area for them.

**Patrick C. McNerney Tennis Facility**

Named in 2017 to honor McNerney, whose long service to Kents Hill included a term as Head of School from 2014 to 2016.

**Bodman Performing Arts Center**

Named for major benefactors Willa and Taylor Bodman P'08. Willa is an educator. Taylor is a Partner of Brown Brothers Harriman & Co., a privately owned bank. The building opened in 1932 as the

Newton Gymnasium, honoring John O. Newton, class of 1888, who served Kents Hill for 46 years, including 24 as Principal.

**Akin Learning Center**

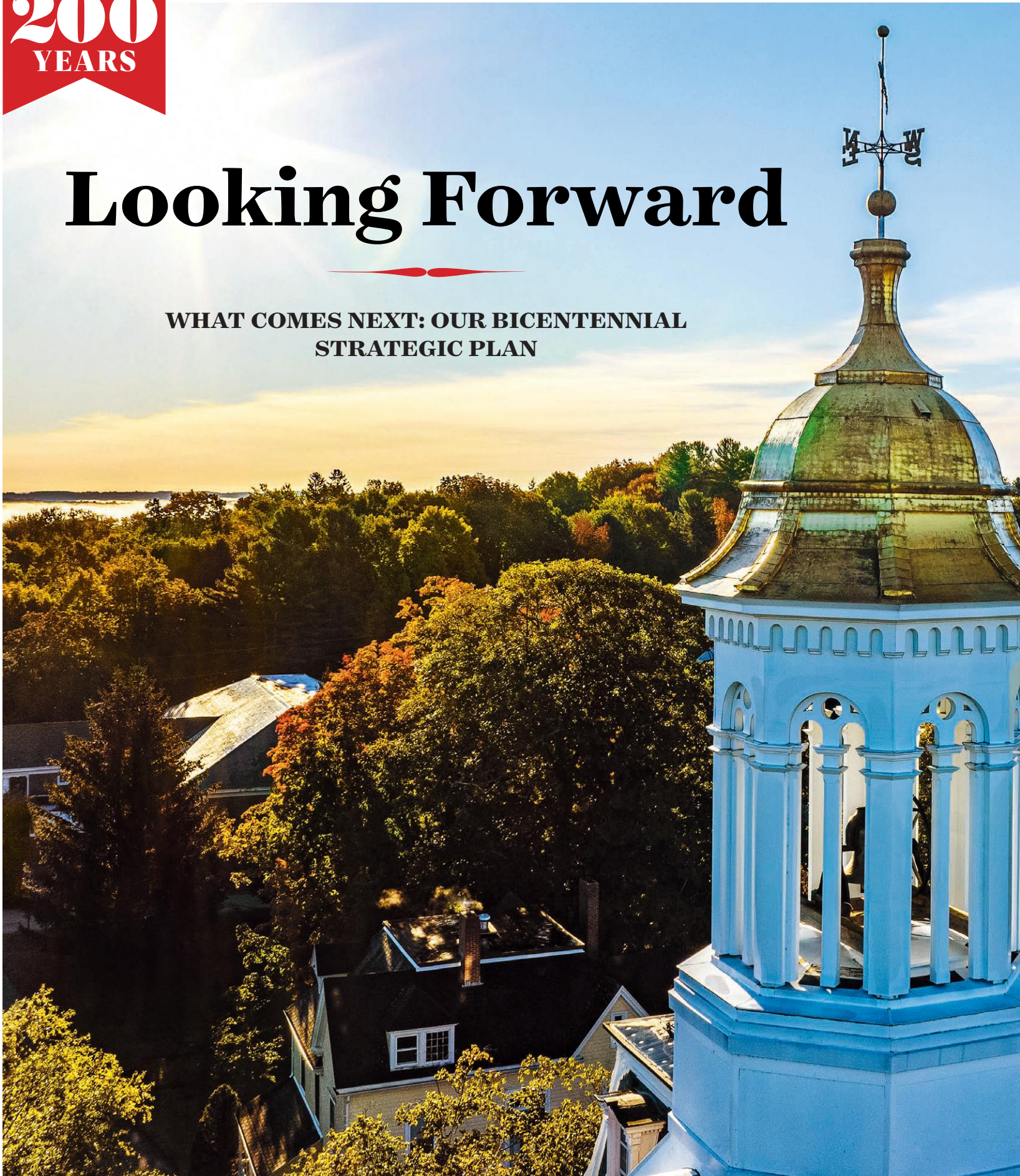
Named for Steven P. Akin, an Honorary Life Trustee and parent of a 2003 grad. He was President of Fidelity Personal Investments until retiring in 2008.

RINGING IN

200  
YEARS

# Looking Forward

WHAT COMES NEXT: OUR BICENTENNIAL  
STRATEGIC PLAN



“

**Our 21st-century students require a 21st-century education.”**

**—PATRICIA HATLER P’08**  
*President, Board of Trustees*

**A**s Kents Hill School celebrates the remarkable accomplishments of its first 200 years, the community is also looking to the opportunities ahead.

During the past three years the Board of Trustees and school leadership embarked on a journey to reimagine what a boarding and day school can and should be—celebrating Kents Hill’s historic strengths and looking boldly ahead. The strategic plan outlines a revamped curriculum, spaces for creativity and collaboration, and a focus on essential life skills.

“Our strategic vision builds upon 200 years of educational success and points to a fresh, relevant, and challenging education,” says Board of Trustees President Patricia Hatler P’08. It is anchored by four cornerstones: Prepared for Anything; Built on Belonging; In Your Corner, All the

Time; and Grounded in Maine, Connected to the World. These principles, detailed on pages 32 and 33, provide a practical yet aspirational framework for the next 100 years and beyond.

Complementing the strategic vision are a number of signature initiatives to guide ongoing growth. They enable the Kents Hill community of teachers, advisors, and coaches to tap into decades of experience nurturing diverse learning styles, drawing out individual potential, and teaching life skills to prepare students for success beyond campus. These initiatives include programming that promotes wellbeing, a new Institute for Teaching and Learning, a KHS-360 advisory approach, and enhanced experiential learning opportunities.



# Signature Initiatives

## FOCUSING ON WELLBEING

Kents Hill's recognition of and commitment to wellbeing has never been stronger. "Our most important and enduring responsibility is the safety—emotional and physical wellbeing—of our community in the face of an unprecedented mental health crisis," says Clinical Director Dr. Joe Fitzpatrick. "Each and every student, faculty, and employee is an integral member of the Kents Hill community—a community that can only grow and thrive when all members have the skill sets and abilities to help themselves and others live healthy and fulfilled lives."

This year Kents Hill is devoting substantial resources to understanding its current climate, including surveying the campus community, engaging with experts to provide guidance, and considering recommendations from employee and student working groups focused on cultural, academic, programmatic, and physical spaces.

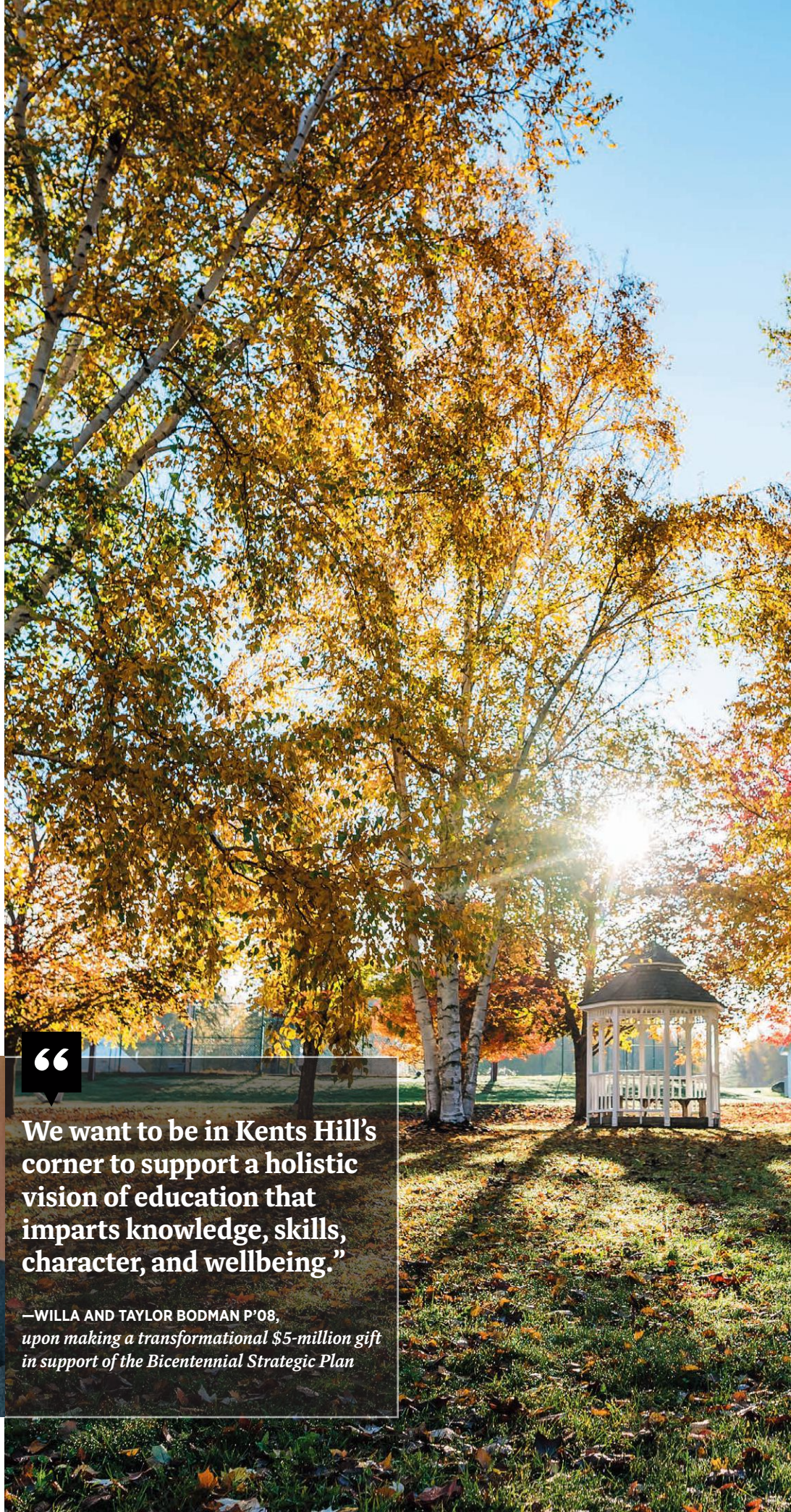
The goal: Community members who are happier, more satisfied, and see Kents Hill as their ideal learning and working environment. Fitzpatrick also hopes students will graduate into their futures with the tools necessary to navigate a wide array of situations—college, work, family life, and relationships—grounded in a healthy sense of self.



“

We want to be in Kents Hill's corner to support a holistic vision of education that imparts knowledge, skills, character, and wellbeing.”

—WILLA AND TAYLOR BODMAN P'08,  
upon making a transformational \$5-million gift  
in support of the Bicentennial Strategic Plan





**THE INSTITUTE FOR TEACHING AND LEARNING** supports teachers in their professional growth, students in developing effective habits of learning, and curricular innovations. “We aspire to graduate students—and develop teachers—who are lifelong learners equipped with the knowledge, skills, character, and habits necessary to thrive in a rapidly changing world,” says Dean of Academics Dr. Benjamin Priest. A new Director of Teaching Excellence will join the Kents Hill community in July.

**KHS-360 ADVISORY PROGRAM** approaches advisory as an iterative, holistic, and year-round experience. Every student has a dedicated faculty advisor who partners with them—and their families—to guide every step of the Kents Hill journey. Activities capture a student’s interests and help create learning plans that include classes, extracurriculars, skills workshops, and regular engagement with a student’s trusted team of adults at Kents Hill and beyond.

**EXPERIENTIAL LEARNING** is no longer an opt-in experience at Kents Hill; it is embedded in nearly every aspect of a student’s experience. This includes academic courses that provide students with the opportunity to engage in real-world research opportunities, orientation trips that explore Maine, and dedicated community service days. Students can choose among experiences focused on the outdoors and sustainability, entrepreneurship, civic engagement, service, and the global community. **K**

# Four Cornerstones

*Today's students are encouraged to work collaboratively to solve problems, prepare for academic and career challenges, and fulfill the obligations of global citizenship. It's a strategy built on four cornerstones.*

## 1 Prepared for Anything

The Kents Hill experience prepares students to face challenges and changes that lie ahead. Students direct their learning, guided by faculty, and develop their own educational paths through the school's 4D curriculum, which infuses knowledge, skills, character, and reflection into every course and learning experience. The result is that students are prepared for success, wherever the future takes them.

"Kents Hill's faculty and administration often use the phrase 'Prepared for Anything' to describe our overarching goals for students and creating new courses on 'Environmental Science,' 'Data Science,' 'Comparative Government,' 'Contemporary Global Challenges,' and 'Drone Technologies' brings us closer than ever to achieving that objective," says Dean of Academics Dr. Benjamin Priest, who worked with the Center for Curriculum Redesign at the Harvard Graduate School of Education to adopt the 4D framework. "Our academic program is evolving in ways that allow students to immerse themselves in some of the 21st century's most timely and relevant questions." Project-based learning, independent studies, a focus on science, technology, engineering, and math (STEM) and more than 90 courses allow students to explore ideas and topics that they are passionate about.

## 2 Built on Belonging

When you ask students and alumni what words they associate with Kents Hill, "home," "safe," "family," and "supportive" echo across generations. Kents Hill believes in the enduring power of community, and that community is built every day. When students feel they belong, they learn better, navigate difficulty more effectively, and foster a sense of belonging for others. Associate Head of School Rene Davis strives to give voice to all communities through student-led Courageous Conversations and Taste of Home meals. "It isn't just about advocacy or education," she says. "It's about finding joy and a space where you can celebrate who you are and know that celebration is welcome."

Davis has also supported students advocating for a variety of affinity groups—gathered around ethnicity, religion, sexuality, or gender. For example, The Boys Group "is a way of talking about masculinity, helping young men think about their mental health," says Davis. "One of the chief outcomes of our affinity groups has been more interaction and collaboration and sharing and education so that we can bring more people in." Creating safe spaces and cohorts helps students from historically under-represented or marginalized groups engage within a diverse community, Davis points out. "Connecting students with adults who share those identities can bring a space for reflection," she says. "I often remind our students that no place is perfect, so where can we focus in on joy?"


## 3 In Your Corner, All the Time

Students achieve more when they have a community of adults in their corner. Each student has a dedicated faculty advisor who partners with them throughout their Kents Hill experience. These mentors help students embrace their learning, encourage them to try new things, and provide a network of trusted adults across campus. The adult-student connection is the foundation of the KHS-360 advisory program, which enables students and their families to personalize their learning pathways. "We are a community of advisors who champion our students and development that extends beyond the borders of the classroom and the academic year," says Davis, who mentors five to six students each year.

"As an advisor, I am here, available, and ready to help my advisees with whatever life brings their way during their time at Kents Hill," says Alison Lincoln-Rich, Director of Admissions and Financial Aid. "They can stop by anytime to just chat, grab a snack, or discuss something deeper like how to manage academic or social challenges." One of her students, Lucas R. '24 also appreciates how she has improved his campus experience. "Alison has helped me understand American culture, and with her help, I feel that I belong," says the native of Germany. "I trust her and know she has my best interests at heart."

## 4 Grounded in Maine, Connected to the World

Education at Kents Hill is local and global. Students find learning opportunities unique to the region on the 400-acre campus; through partnerships with local colleges, nonprofits, and businesses; and with cultural and academic exchange programs around the world. To kick off the new year, Class Connections (formerly Class Projects) students explore a different part of the state—coastal, mountains, rivers, and lakes—for three days, building new skills and bonding with peers. "We want to make sure we are engaging our community in intentional experiences," says Beta Eaton, the new Director of Global and Experiential Learning.

For the most recent school-wide Community Service Day, the boys junior varsity soccer team helped a local summer camp button up for winter, the mountain biking team cleared trails, and students raked leaves for senior citizens. Later in the year, the environmental science classes will collect data on invasive species in collaboration with the University of Maine and Gulf of Maine Research Institute. Eaton also makes more personalized connections: "I would like to connect a student who is very keen on art with an alumna. She is hoping that we can do some sort of graffiti artwork around the question of whether graffiti is art or a crime." Whatever their project, says Eaton, "we're helping students become better people and better community members." 

### 1. 4D Curriculum

Students in "Astrophysics" contemplate the universe, gain knowledge of space, apply physics concepts, and learn what drives the curiosity of modern astrophysicists.

### 2. Taste of Home

Jacob N. '25 and Yazmin M. '26 recently served up some of their favorite foods from home, including *naan*, *moro de gandules* (rice and beans), and *bri-gadeiro* (chocolate). "Threaded throughout most of our diversity, equity, and belonging programming is really good food, because it is the center of lots of communities," says Rene Davis. "We're focusing in on the act of sitting down and sharing community with one another."

### 3. Advisory Program

Every student has at least one advisor on campus who helps them work year-round on a whole student learning plan that extends beyond the classroom.

### 4. Experiential Learning

Students can explore culture and service learning in Slidell, Louisiana, or San Jose, Costa Rica. "Part of our teaching is responding to what that organization needs based on that community," says Beta Eaton. "We're responding to the moment—and within that is that cultural exchange."



# Alumni

NEWS FROM ALUMNI

NEWS | EVENTS | REUNIONS

## ALUMNI SPOTLIGHT

### Adam Rasgon '09

The New York Times reporter covers the Israel-Hamas war.

New York Times reporter Adam Rasgon's long interest in the Middle East began while he was a student at Kents Hill. In 2007 he attended Seeds of Peace, a three-week summer camp in Maine that brought together Egyptian, Israeli, Jordanian, Palestinian, and American teenagers. It was an eye-opening experience for him: He witnessed everyone living together in bunks, eating together, doing camp activities together, and talking together, including about the Israeli-Palestinian conflict. He watched Israelis and Palestinians build friendships despite their differences.

International friendships were also part of his life at Kents Hill. "Meeting people from around the world who were there was one of the most special parts of the experience. I lived with someone from Spain and down the hall from students from Germany, Ghana, and South Korea. It was such an enriching cultural experience," he says. "You really learn a lot about the world. My time at Kents Hill unlocked my interest in international affairs."

He deepened his understanding of international affairs at Bowdoin College, where he majored in government and legal studies. He spent time studying in the Middle East, and after graduation he became an independent journalist reporting from and on the region.

Now he is in the Jerusalem bureau of The New York Times. Fluent in both Arabic and Hebrew, he is undertaking a difficult assignment: covering the Israel-Hamas war, including the experiences of ordinary people caught in the conflict.

Keep an eye on *The New York Times* for his reporting. 



ADAM RASGON '09 in Ramallah in the West Bank has almost a decade of experience covering Palestinian affairs for *The Times of Israel*, *The Jerusalem Post*, *The New York Times*, and *The New Yorker*.



**My time at Kents Hill unlocked my interest in international affairs.”** —ADAM RASGON '09



ALUMNI SPOTLIGHT

## Jaynee Sasso '95

### *On living a fulfilling life*

“My heart and my passion are for serving the elderly,” Sasso, founder and CEO of the transportation service Senior Runs, says on the Hampton Roads Business YouTube channel. “It is for supporting family caregivers because I have experienced that for so long, and I’ve had to learn how to live and enjoy a fulfilling life even though I had that great responsibility.”

In addition to her entrepreneurial activities, Sasso is a life coach, speaker, and author of three books. *Make Life Work: A Caregivers Inspirational Journal* provides a 30-day plan for spiritual growth and introspection. *Over 40 and Fearless: Break Barriers; Accelerate Success* encourages readers to confront their fears on aging and make the most of the time they’ve been given. And *5 Strategies to Leverage Times of Change and Uncertainty* is “a lifeline for people in transition who are feeling overwhelmed and out of control,” according to the website ifoundthisgreatbook.com.

Sasso, who lives in Newport News, Va., served as a Young Alumni Trustee at Kents Hill School from 2010 to 2012.

## ALUMNI SPOTLIGHT

**Chrissy Carr '05***Boston PD bomb tech faces danger head-on.*

“I didn’t apply to be the first female. I wanted to be a bomb tech and it happened at that I was the first female,” Carr told WCVB-TV reporter Mike Sullivan upon becoming the Boston Police Department’s first female certified bomb squad technician in 2022. A member of the Boston PD since 2011, Carr was among the first responders at the scene of the 2013 Boston Marathon bombing. The experience was searing. “It used to be pretty often in my mind early on,” she explains, adding that being on the bomb squad was “my closure for me.”

It was also a step into a new world of police work, one that might give pause to less determined minds. Putting the dangers into perspective, she told WCVB-TV, “My coworkers before I even got to the bomb squad, they get to domestic shootings, stabbings, essentially statistically that is more dangerous than what we do.” Combining training, caution, and self-command of her nerves, Carr now faces the unknown whenever the bomb technicians are called into service. “You never know how devices react,” she says.

The massive, cocoon-like protective gear she wears on the job helps her deal with the suspense of what she will encounter. “I scuba dive, so I’m used to that quiet,” she says. “It actually calms me.”

Being the first female bomb tech has given her a platform for encouraging others to reach for their goals. “It might seem impossible because it has never been done before, but if you just work hard and keep your head down, you can achieve those goals. That’s what I did.” she said. **K**



**CHRISSEY CARR '05**  
gears up with the  
Boston PD  
Explosive  
Ordinance Unit.

Matt Stone,  
MediaNews Group/  
Boston Herald via  
Getty Images



**It might seem impossible because it has never been done before, but if you just work hard ... you can achieve those goals.”**

—CHRISTINE CARR '05



**ALUMNI SPOTLIGHT**

## **Rebecca Hershey '94**

*Human Rights Campaign VP on why DEI matters*

Longtime civil rights attorney Hershey—named Senior Vice President for Diversity, Equity, Inclusion & Belonging for the Human Rights Campaign in 2023—believes belonging is a crucial addition to DEI efforts. “Diversity is just a fact of difference. Belonging is the result of being truly inclusive: inviting a diversity of views, identities, backgrounds, and experiences into the circle and then reshaping the circle so that we move forward together. “People feel they have a voice, they have respect, they feel responsible for themselves and each other,” says Hershey, who earned her J.D. at the University of Maine School of Law. Career highlights include almost 10 years with Goodwill Industries International, which she left in 2019 as Director of Inclusion, Equity, and Engagement to join the Washington, D.C.-based Human Rights Campaign. “The research is clear that DEI efforts help you achieve your company’s mission more effectively. You’re sustaining the work, you’re retaining great employees, and you’re doing it all while creating a culture of care and respect.” **K**


## ALUMNI SPOTLIGHT

**Ted Alfond '64/GP'25**

*For Ted and his wife, Barbara, philanthropy is a way of life.*

Ted Alfond has long been known for his hard work, humility, and dedication to helping others. He joined Dexter Shoe Co. after graduation from Rollins College in 1968 and by retirement had served as Executive Vice President for two decades. Since 2007 Ted has chaired the board of Dexter Enterprises LLC. He is also a Trustee of the Harold Alfond Foundation and serves on numerous nonprofit boards, including as Vice Chairman of the Board of Trustees of both Kents Hill and Rollins College. In 1993 he and his wife, Barbara, who also graduated from Rollins, founded and funded the Acorn Foundation. Through their foundation, and personally, they have made hundreds of charitable gifts to educational, conservation, and cultural institutions, including the Coastal Maine Botanical Gardens; the 7 Lakes Alliance; Weston Forest and Trail Association; the Museum of Fine Arts, Boston; the Rollins College Museum of Art; Rollins College; Colby College; and Holderness and Kents Hill schools. Their gifts to Kents Hill have included generous funding for the school's Alfond and Huard Turf fields, the Alfond Athletics Center, the Alfond Dining Commons, the Annual Fund, and seed funding for special initiatives.

Ted grew up in a family with a deep sense of responsibility to try to make the world a better place. Harold Alfond, Ted's father and the founder of Dexter Shoe Co., established Maine's first private foundation in 1950, through which Harold and his wife, Bibby, gave freely of their wealth, time, and talents. Harold would say, "Whatever you can give, you've got to give. You've got to make your town better, you've got to make your state better, you've got to make everyone better because they can't get by on promises."

Barbara and Ted's recent \$5-million gift in support of Kents Hill's Bicentennial Strategic Plan comes from a legacy of family philanthropy and tremendous loyalty to his alma mater. Ted says, "Kents Hill gave me confidence as a student; a chance to be a three-sport athlete; mentorship from outstanding faculty, coaches, and staff; and lifelong friendships. It has been and continues to be a privilege and an honor to help Kents Hill bring those experiences to the students of today and of the future." 



“

**It is a privilege and an honor to help to create those experiences for students.”**

—TED ALFOND '64/GP'25



**TED AND BARBARA ALFOND**

A dedication to philanthropy is a family tradition inspired by his parents, Harold and Bibby Alfond.

**ALUMNI KUDOS**



➤ “I am often asked how I went from being a photojournalist to being a midwife. The short answer is simple and obvious to me: I do the same thing,” **Stephanie Welsh '91**, who won the 1996 Pulitzer Prize in Feature Photography for a photo essay on female genital cutting in Kenya, explains on Pulitzer.org. While researching a practice that “cuts the very heart of womanhood,” she witnessed childbirth. “To see the violence the female body can withstand and survive and thrive, to see the life-giving ability to endure, changed my life,” she wrote. She is an assistant professor at Fairfield University and works as a certified nurse-midwife in private practice in Mansfield, Conn.

➤ “I would consider myself a storyteller and designer working in costume, film, and editorial work,” **FeiYang Zhang '13** told *Create! Magazine*. “Based in London and New York, I specialize in textile and innovation design, including embroidery design, character design, and building up virtual worlds.” See her extraordinary work, including her hand-embroidered traditional Chinese Qipao—“The very first design of my own design studio!”—at [instagram.com/xoxfeiyounnie](https://www.instagram.com/xoxfeiyounnie).

➤ “To know my heart, read my books.” So writes **Sandra Belton '56** on [sandrabelton.com](https://www.sandrabelton.com). Her dozen fiction books include the highly popular Ernestine & Amanda series about young African American friends. “Ernestine and Amanda are the keepers of my childhood memories and dreams. Their

voices echo the ones I heard while chasing lightning bugs and playing at twilight with the kids down the street. The events of their lives and the heroes they celebrate are the ones of our heritage,” Belton told Amazon Publishing. The *Bulletin of the Center of Children's Books* raves, “Not only has she succeeded in making sure African American children will see themselves in her lively, well-rounded, characters; she has succeeded in making sure that non-African American children will see themselves, too.”



➤ A former linesman for the American Hockey League, Canadian Interuniversity Sport, and Canadian Junior hockey, **Brandon Bourgeois '12** is President and Founder of Team Stripes. He is dedicated to “bringing modern teaching tools to the world of officiating,” he explains on [goteamstripes.com](https://www.goteamstripes.com). Team Stripes offers summer camps, online training, free educational tools, and rink-worthy gear.

➤ Cofounder of the men's environmentally conscious fashion line Another Land Nearby ([anotherlandnearby.ca](https://www.anotherlandnearby.ca)), **Danik Roy '16** describes himself on LinkedIn as “a young entrepreneur who wants to succeed experiencing and living my dreams. Working on my clothing brand is what will allow me to combine my two biggest passions: the environment and fashion. ... Earth is an amazing place, but not when some are suffering. Give, donate or share instead of wishing, expecting, and receiving.” 

# Just One Question

## What is your favorite place on campus?



### Ricker Theater

“ I had the pleasure of directing so many shows there, and taking several on the road and a few to our sister schools in England-160 overall!”

—GEORGE DUNN  
FORMER FACULTY





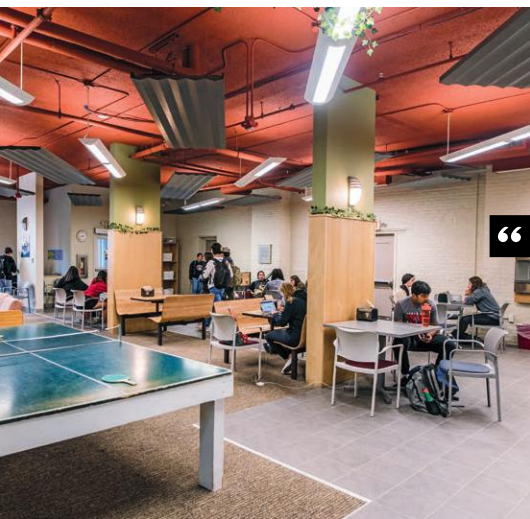
### Lovejoy Pond

“ I have always loved the path to Lovejoy. It’s a great spot to get away from everything and enjoy the Maine woods.”  
—JAY WHITSTONE '88



### Bearce Hall

“ With its iconic bell tower and beautiful architecture being a representation of Kents Hill’s history, Bearce has always been my favorite building on campus.”  
—SARAH WILLIAMSON '16



### The Student Union

“ The old student union, third table along west windows. Many, many meals with great friends—so many stories, so many laughs.”  
—TODD BUNGER '86

### Newton Gymnasium

“ I spent a lot of time there. Growing up at KHS was a very good time.”  
—DANNY BROOKE '86



## Obituaries

**Jeffrey P. Beedy '69***Former faculty focused on human development*

Former Kents Hill School faculty member Jeffrey P. Beedy '69, Ph.D., of Brewster, Mass., and Farmington, Maine, died on April 12, 2023. He was 72. After attending Kents Hill, he graduated from Cony High School in Augusta, Maine. He attended Dean Junior College, played baseball in the Cape Cod League for two seasons, and volunteered at the Special Olympics. He then majored in psychology at the University of Maine, Orono. An avid skier, he skied the moguls on the World Freestyle Circuit. After returning to New England, he earned a master's in counseling psychology and a doctorate in sports and human development from Harvard University. He embarked on a 47-year career as an educator, coaching and teaching and serving as headmaster at numerous private boarding and day schools. He led with gentle strength and respect and touched the lives of many in a positive way. He was a published author and founded Sports PLUS (Positive Learning Using Sports). His PLUS curriculum and programs became part of Kents Hill School, Milton Academy, New Hampton School, Korea International School in Jeju, and others. He initiated and supported afterschool programs for underserved populations in the metro-Boston area, other U.S. locations, Greece, China, South Korea, Cyprus, and Africa. He never stopped working to make the world a better place—communicating with people worldwide about children, learning, sports, music, and moral development. He was survived by his wife of 17 years, Karyn; daughters Amanda and Bailey and their spouses; and grandchildren Ellawynn, Zane, Ethan, Mason, and Ava.

**Lorin F. "Buster" Potter '46***Maintained campus grounds for 33 years*

Lorin F. "Buster" Potter '46, longtime Head of Maintenance at Kents Hill, passed away on August 21, 2022, at home in Readfield, Maine, with his family by his side. Buster was born July 13, 1927, in Mount Vernon, Maine, to the late Woodford and L. Marie (Cole) Potter. He resided in Readfield for most of his life. After serving in the U.S. Army during the Korean War, he settled into a career as Head of Maintenance at Kents Hill. He retired in 1992 after 33 years of dedicated service. Buster treasured the time he spent with family, especially Sunday dinners with four generations gathered around the

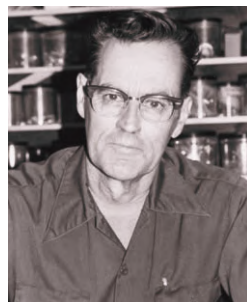
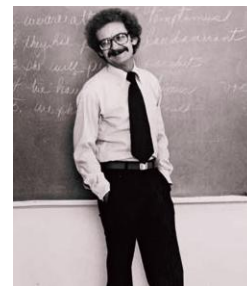


table. For more than 70 years he built additions onto his home as the family grew. He was loyal in absolutely all the ways a person can be: in his marriage, his family, his friends, and his work. He enjoyed family day trips throughout Maine. People always admired his beautiful vegetable garden and well-maintained lawn, which he worked on until the day he died. He turned his creativity to making treasured keepsakes out of wood and metal. He was predeceased by his wife of 67 years, Geraldine "Midgie"; siblings Henry, Donald, Howard, Hubert, Trudy, Phyllis, and Mabel; and son-in-law Richard. Buster is survived by children Verneice, Belinda, Michael, and Joseph; former daughter-in-law Angela; grandchildren Wade, Heather, Kristy, James, Sara, Nicholas, Jacob, Erin, Maggie, Rory, Shelby, Zac, and Jolene; and nine great-grandchildren.

**Edward J. Lakomec**

Former Kents Hill Teacher and Coach Edward J. Lakomec of Binghamton, N.Y., died on November 20, 2021, at Elizabeth Church Manor. He was 87. He spent much of his career as a teacher and coach at private boarding schools, including Kents Hill School, Lakemont (N.Y.) Academy, and Suffield (Conn.) Academy. He then served as a senior administrative specialist at Ethan Allen Corp. in Danbury, Conn. He was a member of Holy Spirit Byzantine Catholic Church in Binghamton. Predeceased by parents Andrew and Helen and sisters Mary, Olga, Georgianna, and Irene, he is survived by nieces Mary, Cindy, and Jeanette; grandnephew Andrew; grandniece Blaire; cousin Mary; friends Mary Ann, Leonard, Patrick, Linda, Rita, John; and spiritual brothers Nicholas and John.

**Davis Van Winkle**

Former Kents Hill History Teacher Davis Van Winkle died peacefully on April 6, 2023, in his Sedona, Ariz., home surrounded by family. He was 81. His goals in life centered around helping others reach their full potential, as witnessed when he taught history or coached soccer at Kents Hill School, Waynflete School, and Bates College. He married Louise Gulick, whom he met at Middlebury College, served two years in the Army, and earned a master's in geography at Clark University. He then devoted his life to Wohelo Camps, Louise's family's business, where he touched thousands of lives through his leadership. He is survived by Louise, children Mark and Heidi, and grandchildren Ellie, Fritz, Hannah, and Ainslie.

**DEATHS**

*The following is a listing of names of alumni who have died since our last issue. If you are aware of an alumnus who has passed on, please contact [advancement@kentshill.org](mailto:advancement@kentshill.org)*

Nellie Cates Bilevich '38  
 Erle B. Renwick Jr. '38  
 William F. Brennan '42  
 Carol J. Brodie Auriema '44  
 Drusilla Monroe Calitri '44  
 Sylvia Dartnell Hadge '45  
 Marilyn R. Wilkinson '45  
 Charles R. Barr '46  
 Gerald W. French '47  
 Richard Hartman '47  
 Rosemary Fettinger Worth '48  
 Staunton E. Allen '49  
 Thomas E. Stenger '49  
 Robert D. Fisher Jr. '50  
 Harold A. Bean '54  
 Treva Larlee Sanders '54  
 James L. Cadarett '57  
 Judith H. Baller Fabian '57  
 Charles C. Francis '57  
 William M. Goodwill '57  
 Robert L. Bartholomew '58  
 Philip E. Cole '58  
 Joan Kiszonak '58  
 Virginia DiGregorio '59  
 Martha Peterson Gouin '59  
 Eugene Collett '60  
 Aaron A. Whitcomb '60  
 R. Niven Damon '62  
 Janet Pendleton Gilligan '62  
 Charles W. Parsons '63  
 Jon W. Holmes '64  
 Natalie Hill Dunlap '65  
 Edward J. Brewer '66  
 Steve R. Skaling '66  
 Philip K. Brown '67  
 Sherry Leach Kelly '67  
 Deborah L. Clark '69  
 Mark D. Sullivan '69  
 Andrew Burnett-Herkes '70  
 Dorothy J. Macomber '71  
 Catherine Collins '72  
 Jed C. Snyder '72  
 Edward J. McMorrow '73  
 Dean E. Barron '80  
 Brian H. Carroll '81  
 Onorato N. Brandi, Jr. '89  
 Christopher H. Ciampa '89  
 Michael Dowling '89  
 Dominic Ingram '89  
 Bernard A. Meader '89  
 Edward A. Hill '92  
 Ethan S. Barnes '09  
 Adeolu G. Odimayo '09  
 Alexander N. Parkes '11  
 Rowan Francis '16

# Reunions



## REUNION HIGHLIGHT

➤ **On Saturday morning Rich Clark '64 and John Tyler '72 are staging an antique and classic vehicles display. Please drive your favorite ride and participate. All vehicles built prior to year 2000 are welcome.**



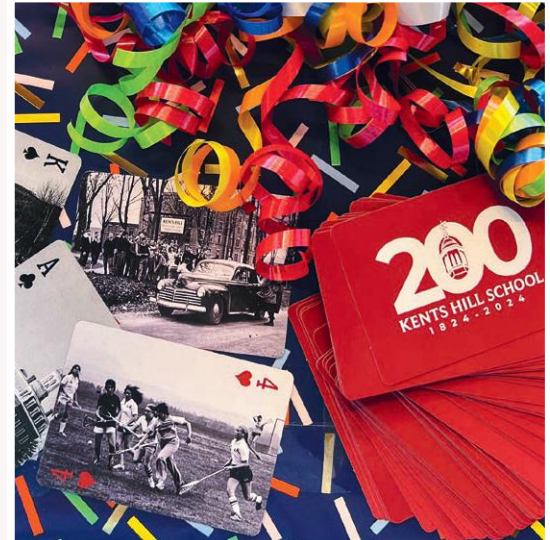
## Save the Date

**June 7-9**  
**Reunion Weekend**

**MILESTONES:**  
CLASS OF '54-'69 (55TH-70TH REUNIONS)  
CLASS OF '74 (50TH REUNION)  
CLASS OF '99 (25TH REUNION)  
CLASS OF '14 (10TH REUNION)  
CLASS OF '19 (5TH REUNION)

## The Kents Hill Fund

Transformative, life-changing work has been happening on The Hill since 1824. If you or someone you love had such an experience, please make a gift in support of Kents Hill School to make a difference for the students of today and tomorrow.



**The Kents Hill Fund supports the school's top priorities by helping us to:**

- Award financial aid to more than 60% of our students and families;
- Deliver engaging academic programs, as well as support through the Learning Center;
- Offer a diverse spectrum of experiences in the arts; and
- Challenge students in teamwork through a broad range of competitive athletic teams.

**Donate now at**  
**[kentshill.org/give](https://kentshill.org/give)**

## Setting the Tone

**B**earce Hall is home to a favorite tradition: the ringing of the bell to celebrate an achievement. The bell typically sounds across campus at least once a week, says Teacher Pete Hodgkin, who lives across the way, marking everything from an athletic win or successful performance to a new baby or the start of the graduation ceremony. Although its first notes have been lost to history, the ritual may have started with Rist Bonnefond, Kents Hill School's 17th Head of School. "He was a deep thinker and got us all thinking about who we are as a community," says Hodgkin. "Ringing the bell as a celebratory community, that would be a Rist gesture—he always set that tone."

