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[External E-Mail] The Hyde Weekly #9: Clearing the Decks

1 message

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To: jcollinson@hyde.edu

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The Hyde Weekly

This is an informal e-communication from the Hyde School campus, intended to share highlights, signs of growth, issues that are being addressed, and moments of joy. Its purpose is to bring the Hyde School parents and the larger community into the school culture.

Clearing the Decks as a School

Hyde has had an incredible fall term of hard work that saw academic and athletic achievement, a powerful Fall Family Weekend, and an amazing Leadership Day. After catching our breath as a community, we also came to grips with some shortcomings that needed to be addressed, including:

- dorm standards slipping once inspection is over.
- lack of honesty from a small percentage of the students who had ethics violations.
- more widespread “looking the other way” from the majority of the student body.
- rumors and disrespect towards some students who are honest.

Since the Hyde community is a family, it was clear that we needed to stop the regular routine and come together to air the challenges we were facing in the school and to build on the incredible strengths that exist within the students and the faculty. We spent most of the day clearing the air and listening to many students who found the courage to clear their consciences. Other students spoke passionately about the need to let go of rumors, social media, and disrespect. As one senior said, *"I had an issue with this person but instead of turning on him, I walked down to his room and we both talked."* Another senior challenged his peers to empathize more with those who are not in their friend groups. The meeting was difficult at times, yet it showed the potential of the students and the power of the Hyde character culture.

On Wednesday, the entire school—students and faculty—spent the morning cleaning the campus. In our wrap-up meeting before lunch, we reflected on the lessons learned and then gave each student and faculty member a comment about their strengths and challenges. Some of the statements expressed included:

Student to student - *"You are a role model to me with your personal standards of excellence, and I challenge you to bring that to the school more."*

Faculty to student - *"You can act like you do not care, but I have seen a spark lately and challenge you to continue that with more consistency."*

Student to faculty - *"What you say in practice is really right on, yet I challenge you to try a different tone of voice."*

Student to faculty - *"You have really helped me this year, and it has meant a lot to me."*

Student to student - *"While you are new, you have much to offer this school."*

Faculty to student - *"I see your toughness on the athletic field and want to see this in other areas of your life."*

Hyde is a family, and much like people in families, we must always be reaching for the stars while addressing the obstacles and issues which face us everyday. This week, we did that.

Onward,



Laura D. Gauld

Laura D. Gauld
President & Head of School



The girls varsity soccer team weeds and sweeps at the FRC during Wednesday morning's campus clean-up.

Fall Family Weekend Survey Closes Monday

If you attended Fall Family Weekend and have not yet taken a few minutes to take the short survey, please do!

Fall Family Weekend Survey

Hyde in China

By Biggest Job Family Education Director & Faculty Mary Moore



The parents, siblings and family of Nancy Zhou '19 meet with members of the Hyde team.

Over a decade ago, Hyde began to grow its international student population, the majority of whom come from China. Today, they represent just under 20 percent of our overall student population, which is roughly where we plan to be moving forward. We appreciate the perspective and culture these students bring to our community but we realized that to fully integrate these families into the Hyde culture—in addition to them coming to Hyde when possible—we need to bring the family program overseas.

In China, the Hyde Biggest Job Family Program hits the road, making the 17-hour journey to work with our current and alumni families. We visit several cities, which have included Beijing, Shanghai, Guangzhou, Hangzhou, Xi'an, Shenzhen, Xiamen, among others. We present one-day family workshops for Hyde students and parents in each area in addition to high level one-on-one meetings with families. We also offer a presentation informing parents about how the college process works at Hyde. Using translated video and handouts, we introduce them to people and resources on campus that can help their son or daughter.

As we do with our domestic families during our family workshops, we ask parents and students to reflect on several areas:

1. Truth in their family and family communication.
2. Each family member's character as related to the Hyde philosophy, concentrating on the five words: Courage, Integrity, Leadership, Curiosity and Concern.
3. Personal and family excellence and growth.

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Inktober Update

By Emile Button '19

October has ended and so has Inktober. Sadly, I wasn't able to finish the month due to being a senior and college work. Here are the pieces I was able to finish:



However there are many other artist challenges that you or I can participate in. There's the Color Palette Challenge that is one of the most famous. The palette challenge looks like this:



The main way to do it is your followers on social media request something to draw and choose one of the palettes. The challenge is you can ONLY use those colors.

For example, here's one that I did of my OC (Original Character), Lily Hopson: It's challenging because most outline is black, but with the challenge you have to draw with what you have.



Surprisingly, I actually like how she came out!

Challenges are very helpful for artists to have some fun and try something new, but are also helpful to aspiring artists to help develop a sense of creativity, color choice, and more. The art community is forever growing and never be afraid to challenge yourself and your style.

Faculty Feature: Alexandra Wollins



Denver, CO native Alexandra Wollins is in her second year at Hyde. She teaches observing, analyzing, and understanding the world around you (art). She has her BA in Fine Arts/ Human Factors Engineering from Tufts University's The School of the Museum of Fine Arts. She also has her Master of Arts Teaching from Tufts. We asked her about her experience teaching art at Hyde.

What made you want to be an art teacher?

In some way or form, I've always been as much a teacher as a student. I love the process of learning and believe all knowledge should be shared. Art just happens to be the subject I chose to teach.

What is most rewarding about teaching high school students?

So much of our modern educational system is based around standards, tests, etc. To be able to cultivate creativity is unbelievably rewarding. More often than not, this is the age where the biggest jumps in artistic ability happen.

Have you taught at other schools?

I've taught at elementary and middle schools, coached sailing for a number of years, and worked in the educational department at a few museums in Boston.

What makes teaching at Hyde unique?

I'm still getting used to how tight-knit this community strives to be - all meals together, dedicated weekly time for intra and interpersonal conversations. Being at Hyde really is an all-encompassing experience - its unlike anything else.

What are your favorite things about art to teach?

I'm a nerd for processes. This is why I gravitated toward two process-heavy subjects; art and engineering. Ultimately, when I decided to pursue and teach art, I was deciding to dedicate myself to the process of self and societal discovery. Art is truly a lens through which I see the world. It never ceases to excite me when I encounter a student who wants to explore and see the world that way.

What do you think Hyde offers kids who are considering a career in the arts?

Having art class 4-5 days a week is amazing. This alone is amazing for development at a young age. Beyond that, THERE'S A WHOLE ART BARN!!! What!?! An entire (large) space solely for art making: painting, print making, drawing, sculpture, ceramics, woodworking, textiles, weaving, the list goes on and on! I'm hoping to add welding, jewelry making and glass fusing into the curriculum.



Life Drawn in Time, by Alexandra Wollins

Alumni Development Update



Each year the Annual Fund provides approximately **8%** of the operating budget. The Annual Fund supports all of our programs and operating expenses at Hyde including our **Faculty and Staff**.

[Watch the Video](#)



Did a Hyde Faculty or Staff member make an impact on your future? Make a gift in their honor!

Give Today

Please, join fellow Hyde community members in making Hyde Stronger!

If you have already given to the Hyde Strong Annual Fund this year we are extremely appreciative of your support!

Thank you!

Not to Miss

- Photo: [Rainbow over campus](#)
- Gallery: [2018 Fall Family Weekend](#)
- Gallery: [Campus Candid](#)s
- Gallery: [Girls Varsity Soccer](#)
- Gallery: [JV Boys Soccer](#)
- Gallery: [Markings Gallery Student Art Exhibit](#)
- [InstaHyde](#)
- [Parenting Center on hyde.edu](#)
- [Joey G's Character Education Blog: How Happy Are You?](#)
- [Malcolm's Blog: Always a Class Act](#)
- [Parenting: The Biggest Job: Amy Lang: Gender, Sexual Attraction, and your Teen](#)
- [Hyde School Blog: Hyde in China](#)
- [Lennox Lodge Facebook Page](#)

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