Our Mission

At Dublin School, we strive to awaken a **curiosity** for knowledge and a passion for learning. We instill the values of discipline and meaningful work that are necessary for the good of self and community. We respect the individual learning style and unique potential each student brings to our School. With our guidance, Dublin students become men and women who seek truth and act with courage.
Michael Scully ’90 Designs the Team USA Bobsled

- New Nordic Center
- Real World Challenges
- FIRST Robotics Team
Technology
(from Greek τέχνη, techne, “art, skill, cunning of hand”; and -λογία, -logia)
is the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems, and methods of organization, in order to solve a problem or improve a pre-existing solution to a problem.

A Raspberry Pi is a credit-card sized computer with a USB, Audio/Video and LAN port that is currently used by students all over the world to learn programming. This year every member of the Dublin School Class of 2016 received a Raspberry Pi as a tool for learning how to code in Python. www.raspberrypi.org
10 Little Shop of Horrors
The comedy, horror, rock musical

14 Hitting Our Stride
New Dublin School Nordic Center

18 The Strength of the Idea
Michael Scully ’90 designs winning team bobsled

24 Education is About the Lived Experience
Real World Challenges
By Brad Hoffman

Departments
2 Message from the Head of School
4 Season Opener
6 Dublin Life
14 Feature Articles
26 Truth and Courage
30 Alumni News & Notes
44 Last Word

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In compiling this issue we have made every effort to ensure that it is accurate. Please send any comments, omissions, or corrections to Erika L. Rogers, Director of Development, Dublin School, P.O. Box 522, Dublin, NH 03444.

On the cover:
Aja Evans and Elana Meyers of the United States practice a bobsled run ahead of the Sochi 2014 Winter Olympics at the Sanki Sliding Center on February 5, 2014 in Sochi, Russia. (Photo by Al Bello/Getty Images) © BMW GROUP
As I write this introduction to The Dubliner, I am preparing to head out to Colorado and ski deep into the mountains where my cell phone will not work and I will not have access to modern 21st century technology. On the one hand I am looking forward to a clean break from instant communication and screen time; on the other hand, I am more excited than ever about technology, and more specifically, the role it is playing in the education of our students. 

In late winter I sat in a gym in Nashua, New Hampshire watching the Dublin School Robotics Team’s robot “1786” pick up a large beach ball, dodge three other robots, and launch a perfect shot—sending the ball through a high goal just big enough to accept the ball. Sitting in the stands with our team of students, parents and mentors, we jumped into the air with a collective scream. I had not jumped that high after a shot since my days of watching Larry Bird in the Boston Garden! It was thrilling. This team, competing in Dean Kamen’s FIRST Robotics Competition, had only received the instructions to the game they were playing seven weeks earlier, and here they were among an extremely competitive field with a fully-functioning robot that made it all the way to the finals. The team built the robot in our new Robotics Center, using a new milling machine, computer-aided design, three-dimensional printers and scanners, and plain old elbow grease. 

To inspire the team and the rest of the school earlier in the winter, we watched a documentary on Dublin alumnus Michael Scully ’90 who had designed a new bobsled for the United States Olympic Team. Scully’s work, which eventually helped contribute to unprecedented success for the bobsled team at the Sochi games, captured for me an essential aspect of 21st century learning—the intersection of design and engineering. Anyone who has read Walter Isaacson’s fascinating biography of Steve Jobs understands that much of Jobs’ success at Apple stemmed from his commitment to blending the design and engineering process in the development of Apple’s products. The world our graduates are entering is filled with exciting opportunities for designers who know how to build, for engineers who have a sense of style, and for individuals who have the ability to collaborate as part of a dynamic team. Scully developed a beautiful machine that satisfied the demands of the individual drivers, contained the multiple specifications outlined by the competition, and took advantage of the unique attributes of the venue. Watching his sled in action was once again, thrilling. Scully is one of many Dublin alumni, people like Molly Phillips Hungerford ’00 (pg. 26), who are using technology in productive and innovative ways. 

At Dublin we are obsessed with design. We have spent years building off of the vision of the Lehmann family to design a master plan for the campus to guide our work in building community, celebrating intellectualism, and pulling students and faculty into the woods to enjoy the beauty of the Monadnock region. We have worked with the best trail designer in the country and spent months designing trails that will entice,
challenge, and invigorate their users. We have designed and built tables for classrooms that meet the demands of our faculty who are constantly innovating to help their students learn. We are teaching students how to write code so they can design their own software and become more than passengers on a train of technology. We are using rapid prototyping with our multiple three-dimensional printers to help our students test and touch their computer-aided designs. We are developing a new freshmen science course that will be fully hands on and help our students learn how to observe, measure and even design the world around them. Our Board of Trustees is beginning to design a new center to bring together programming, robotics, innovation, science and math (PRISM) in a way that intentionally fosters learning and collaboration.

A major guiding principle of our school is balance. As we explore technology we are also designing ways for students to unplug, read a book, walk in the woods and engage face-to-face with their peers. We hope to teach our students that technology can be creative, practical and thrilling when used appropriately and intentionally, and when it is balanced with periods of reflection, exercise and socialization.

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**Head of School Wish List**

**Current Needs (✓=Wish Granted).................Cost**

- Large Format Photo Printer ........................................ $2,500
- Flooring for Dance Program ....................................... $3,000
- Equipment for Music Program ............................... $3,000
- Flatbed Trailer .......................................................... $3,500
- Basketball Training Shooter ..................................... $3,500
- AP Chemistry & Physics Equipment ....................... $5,000
- Life Science Laboratory Equipment .................... $5,000
- Library Lending Tablets (12) .............................. $5,000
- Robotics Machine Shop ........................................ $7,500
- Athletic Training Room Equipment .................. $10,000
- Weight Room/Fitness Equipment ......................... $10,000
- Chemistry Fume Hoods (2) ................................. $10,000
- Tree Chipper for Trails and Slopes ................ $14,000
- Endurance/Fitness Center Expansion ............ $25,000
- Multicultural Educational Training .................. $25,000
- Ski Trail Grooming Equipment ....................... $30,000
- Indoor Turf Surface ............................................. $30,000
- Athletic Field Enhancements ........................ $50,000
- Learning Skills Center ....................................... $50,000
- Wooden Gymnasium Floor ................................ $100,000
- International Travel Fund .................................. $100,000
- Library Renovation .............................................. $100,000
- New Hard Surfaced Tennis Courts ................. $150,000
- Teacher Excellence Fund ................................ $250,000
- Faculty Housing .................................................. $500,000
- PRISM (Programing/Robotics/Innovation/Science/Math) Building ....$750,000
- Dining Hall Expansion .................................. $1,500,000

_Smaller gifts to any of these needs are always appreciated. Naming opportunities begin at $50,000_
Season Opener

Winter/spring
Of Bow Ties and Robots

By Thaddeus Rogers

The event MC introduced the Dublin School team as ‘The Robotics Team’ and standing at attention straightened an imaginary bow tie at the collar of his bright red Hawaiian shirt. Behind the plexiglass safety shield the Dublin drive team straightened their very real bow ties and grinned wide happy grins. We were in the finals. Somehow, magically, against all our expectations we had built a robot that had survived and performed well enough to be invited to join a team of heavy hitters in the quarter-finals and had successfully worked with that team to reach the final round, where we lost. But that’s not the point of the FIRST Robotics Challenge.

The point of the FIRST (For Inspiration and Recognition of Science and Technology) Robotics Challenge (FRC) is to provide students with a fun entry into engineering, computer programming and problem solving. Six weeks prior to straightening our bow ties at the finals, we watched the season kickoff at Northeast University in Boston, MA. Co-founders, Dean Kamen and Dr. Woody Flowers presented this year’s challenge to all the assembled FRC teams via live web cast. Our challenge, along with 2,700 other teams across the country, was to build a robot that could pick up a 25” exercise or yoga ball and launch it through a target 8’ above the playing field. We would work in an alliance of three teams to pass the ball down the play field and score points. In order to encourage cooperation between teams, the game designers awarded extra points to teams and alliances that successfully passed the ball between robots.

We had six weeks from the launch event to the end of the build season, when we would have to seal our machine and certify that we had made no further changes prior to the competition. The ride home from Boston was a nonstop strategy session. Conceptual designs were discussed and thrown out in rapid succession. We had decided to make a machine that kicked the ball with a heavy foot and used a pickup mechanism somewhat akin to a front end loader. Our initial builds
were less than completely successful, but this is also the point of FIRST.

Engineering is a blend of art and science and both tend to be messy. Conversations in the "Bot Cave," a new machine shop and our second home in the lower level of Lehmann House, ranged from academic and philosophical to baroque explorations of all things Nerdish. How to calculate an effective torque curve or program a motor controller or whether or not Joss Whedon will ever be able to produce a sequel to the movie *Serenity*? The atmosphere was often a chaotic clamor of voice competing with machinery. The milling machine was in nearly constant motion and everyone had an opinion on some aspect of what was going on. Sometimes there were even questions. There was always learning.

After the team redesigned, rebuilt and retested everything, we had great successes with surprising results. The kicker worked with impressive energy, launching balls an easy 15' into the replica of the field target that we had built. The automated targeting system worked exceptionally well allowing the robot to hone in straight to the auto target—a piece of IR Reflective tape on a pole on the far side of the room. The robot was fast, powerful and accurate...we hoped.

Back to Game Day at Nashua High School... The atmosphere was sort of a geek carnival. Teams were wearing t-shirts in every primary color possible splashed with sponsors’ logos and team buttons. Occasionally someone in a mascot costume or just randomly dressed up would wander through the area known as the "pits" where each team set up shop for repairs. We didn’t have a mascot, exactly. But we had an improbable robot with a big boot. And we had Adam as our driver...who is fond of bow ties. As the first day progressed and we had successfully advanced round after round, the MC began to notice Adam’s bow tie and would give the drive team a bow tie straightening salute. So it was decided that for the second day of the event the whole drive team would wear bow ties and by the end of the second day, it was decided that the team uniform would be bow ties. Because...bow ties are cool.

A Symbiosis of Learning and Thinking Styles

“The FRC build season is how I wish all of my classes could be. It is the gold-standard for my personal pedagogy. The project is massively complex, but has a clear and understandable outcome demonstration in the form of real competition with peers. There is no instruction book, and the only limitations are safety regulations and the students’ imaginations. In order to be successful as we were this year, students pull from all areas of their academic knowledge, pool together their creativity and intuition, then solidify with rigorous theoretic and empirical testing, a design which can be manufactured. This process requires the input of many different kinds of students. It is the symbiosis of learning and thinking styles--big-picture, visual thinkers cross checking with fine-detail oriented minds, for example—that make the team successful. The students’ learning is manifest in the physical form of the robot and also in the students’ excitement and empowerment.”

— Founding Mentor, Jason Cox

Power to the Pupil

“The mentors know that FIRST Robotics at Dublin School is all about the students. Mentors advise; they do not direct; they try to stay hands off and step in only when it gets unsafe. That doesn’t mean that mentors don’t get well rewarded. It’s particularly gratifying to watch as student leaders and key players—typically FIRST veterans—emerge in the first week of the project to provide the “grand design” and begin to direct activity. And it is especially exciting to nudge new members to express their interests and let their strengths emerge, grow and coalesce into a working team. Dedication, diligence and team cooperation, though exactly what’s needed to design and build a robot of so many parts in such little time, also are essential skills they need for success throughout their lives.”

— Mentor Dr. Bill Kennedy
It’s almost noon and my stomach is growling. One glance at the dessert bar offerings and my day is made. Pop Tart day...one of my favorite desserts at my boarding school dining hall in the 1980s. If a tart, slice of cream pie, or pudding dolloped with Cool Whip wasn’t enough to satiate my sweet tooth, I knew I could go down to the smoke-filled snack bar/bookstore to buy something richer in sugary goodness.

Thinking back to how normal it was for my boarding school daily existence to be surrounded by refined sugar, fried foods, and a cigarette smoke-filled student center makes me cringe. Walking into the Lehmann Kitchen at noon now, some thirty years later, I am hard-pressed to find more than fresh cut fruit and plain yogurt for dessert. Bug juice fountains have been replaced with water, and multiple prepared salads complement the salad bar area, homemade soups and locally made bread.

This year Dublin School created a Food Committee comprised of eight students and four faculty members to lead the School in a number of nutritional initiatives. The group meets regularly to work with the kitchen and develop presentations to give to the community during Morning Meeting in an effort to expose the entire Dublin community to more mindful eating. “The changes in our food purchasing and preparation have been extensive this year,” explains Head Chef, Jay Whitaker. “We have cut out 80% of the white bread products we offer, purchase much of our produce locally, reduced the amount of fried foods by 75-80% and have even done away with traditional dessert at lunch. We serve more “Superfoods” such as quinoa, rappini, kale, collard greens, sweet potatoes, Greek yogurt, berries, and salmon. In addition, this winter, we have begun ‘Meatless Mondays’ to showcase more vegetarian options. We’ve come a long way over the past couple years and the transition has been smoother than expected.”

The new Dublin School health initiatives are evident not only in the Lehmann Kitchen, but in the school store and vending machines. In the Shiras School Store, store manager Carrie Glaude now stocks the shelves with healthier snack items such as trail mix, Cliff Bars®, organic peanut butter crackers, and fresh dried fruit. Even “candy” like peanut butter cups has gone organic.

Over the next thirty years, adolescents are sure to continue their late-night cravings for Ramen Noodles and take-out Chinese Food, and at Dublin there will always be bus trips to Kimball’s Farm for ice cream! The Food Committee aims to raise awareness not label foods as good or bad. We are providing the community with nutritionally rich options during the day in order to support students in creating life-long healthy eating habits.
Finding the Human within the Humanities

By Nicole Sintetos

I was watching a man fight through a heart attack in Waterville, Maine’s spartan emergency room when I first realized I wanted to teach in the humanities. To this day, I can still remember him vividly: he was wearing a Patriots jacket, was about five foot eight, and couldn’t have been a day over fifty-five. His wife sat in the corner, nervously kneading her dark brown purse, and would glance up at me anxiously as I took his vital signs. Everything was going to plan until the nurse I was shadowing instructed me to set him up to an electro-cardiograph machine and “make him comfortable.” While the first task could be completed with robotic efficiency, the latter seemed nearly impossible. How can one find comfort in such a situation?

As I began to ask the couple about their children, the man visibly relaxed. The conversation quickly veered to a dramatic retelling of a fishing trip he took with his oldest son on Moosehead Lake. He began laughing through the tears and even pulled out a family photo from his wife’s wallet. The story had centered us all; in a mere five minutes, we had established a mutual empathy for one another.

That night, in the comfort of my freshman dorm, I made two major conclusions: 1) Night shift ER nurses are tougher than nails and 2) I had, for far too long, dramatically underestimated the power of a simple story.

Although my professional development soon gravitated away from medicine and toward the humanities, no event has influenced my educational philosophy more than that single night shift in Maine. True, doctors can dissect and diagnose; they can fix our biology as much as one can reinforce the infrastructure of a preexisting building, but, what can cultivate hope and fix broken bonds more than that of a single story, well told?

As a teacher, I care about the well-being of my students just as a doctor cares about the health of his or her patient. The words which surround us every day are just as volatile- and as medicinal- as any virus or antibiotic. A high school student quickly learns how fickle these words are in the murky social waters of adolescence, but when do they learn that these same words can be manipulated, controlled, if not harnessed, to make their world better?

I teach in the humanities because I believe in language and literature’s singular ability to cultivate the all too often overlooked qualities central to what it means to be human: empathy and curiosity. These stories, be they a simple fishing tale on Moosehead Lake, or a tome like War and Peace, allow us to build the bridge from the individual to the community, from the student to the cohesive class.

If medicine is the cure for the body, then these words must be the cure for the soul.

A special thanks to Ms. Sintetos’ English 9 students for helping her edit her article.

Nicole Sintetos, B.A. Colby College with double major in American Studies and Science Technology and Society.
“Little Shop of Horrors,” the comedy, horror, rock musical, was the winter’s theater production, directed by Jenny Foreman, with musical direction by Mario Flores. This popular show was composed by Alan Menken and writer Howard Ashman and opened in 1982 off Broadway at the Orpheum Theater, where it won several awards including the New York Drama Critics Award and the Drama Desk Awards. Over 30 students and faculty were involved in this “rocking and rolling” show which satirizes science fiction, “B” movies, musical comedy itself, and even the Faust legend.

We were once again able to showcase our versatile theater in the Fountain Arts Building, stripping the stage of most of the curtains, building platforms for the band to be onstage with the performers, and constructing a multifaceted rotating platform to serve as three settings in one and home to four iterations of a giant man-eating plant! The variety and complexity of the scenic elements provided an incredible underpinning for the creative work of all the young actors involved and both lighting and backstage responsibilities were orchestrated fully by students.
I am not sure I am able to adequately express my full enthusiasm and the appreciation for the opportunity to lead this celebration today. It’s been a goal of mine since I moved into this position as athletic director to install on this great space a playing surface representative of the successful programs at Dublin. For 15 years the Whitney Gymnasium has served as a central hub for Dublin athletics. Thanks to the vision of Mr. Whitney, Mr. Von Mertens and so many others, this building has provided Dublin students the opportunity to develop and mature into young adults through a positive experience in sports.

On February 1, 2014, Athletic Director Brooks Johnson led a packed Whitney Gymnasium in acknowledging the 64 individuals, families and institutions who made an important investment in the future of Dublin School basketball. Thanks to their gifts, Dublin School was able to purchase and install a new wooden gymnasium floor, a floor designed to meet the demands of a strong and successful basketball program. On this new floor, this season both the boys’ and girls’ basketball teams had indeed strong, successful seasons.

For the third straight year, the Boys’ Varsity Basketball team earned the #1 seed for the River Valley Athletic League (RVAL) play-offs and this year went on to win the overall RVAL Championship. The varsity team’s 20-game season runs from early December through the end of February. Because Dublin is not as big as some of the other programs that participate in the competitive Lakes Region League, our schedule consists of a mix of varsity and junior varsity opponents across both leagues.

The Dublin Girls’ Basketball team also plays across both the RVAL and Lakes Region teams and proudly accepted the second place trophy in the RVAL league this year. This came after some hard-fought games against Stoneleigh-Burnham School (Greenfield, MA) and Eagle Hill School (Hardwick, MA). In addition, the Sportsmanship Award is given to one team in each sport, each season to recognize the team that exhibited the highest levels of character. It was especially outstanding for the girls to earn both 2nd place and the Sportsmanship Award this year!

At the conclusion of the ceremony, team captains came to the podium to join Brooks Johnson in sharing their thanks and together they expressed to the crowd that, “Our thanks today are not nearly enough, but we hope that our gratitude and the joy earned by all Dublin athletes that compete and play here in the years to come, will provide high dividends for the investment in this beautiful new floor.”

A video of the dedication can be viewed at https://vimeo.com/88306755

A Floor Worthy of Our Dublin Athletes: highly competitive and built of strong character.

Whitney Gymnasium Floor Dedication February 1, 2014
A Distinguished Lineage of Dance

Before there were musical comedies enlivened by exuberant dancing numbers, before a Dublin "Nutcracker" toured the Monadnock Region and packed SRO audiences in the old AB, and even before there was a Mayfair with choreographed chaos, there were five female Dublin students and two dance teachers.

It was the year 1971, when experienced English ace, Bonnie Allen Riley and young librarian, Wendy Dwyer, both joined the School, bringing with them their dance talent and training. Bonnie had studied modern dance under Isadora Duncan's sister, Elizabeth, in Salzburg, and Wendy was a student of classical Russian Ballet. Soon, these ladies could not help themselves; they had to dance! First Bonnie, and then Wendy, took pity on those five young women huddled on the top floor of Lehmann, marooned in an all-male world of skiers and soccer cleats, and "Dance at Dublin" had begun. Between them, they gave us almost 30 years of dance classes and performances.

In the late 1990’s, the toe shoes were passed to Kristen Leach, who leapt right onto the stage with dance numbers for “West Side Story” and “Pippin,” pioneered dance into the sports time slot, and launched our first “Nutcracker.” Several years later, Erika Rogers took the reigns and partnered with Jan Haman in creating masterpiece all-school Mayfair productions including: “Duppets,” “Caliente!” “Clown Story,” “Streetlights,” “Out of Africa,” “Let It Be!” and “Circles.” Perhaps, dear alums, you were a part of one or more of these . . .

Today, Dublin’s Contemporary Dance Program is led by professional dancer and faculty member, Jenny Foreman. Jenny’s performance career has included being a principal dancer for Buglisi/Foreman Dance, performing with the Martha Graham Dance Company, touring the US with the Graham Ensemble, and creating dance educational and performance collaborations as co-founder of On Common Ground with her husband Donlin Foreman. Prior to coming to Dublin, Jenny served on the faculty at Barnard College and the Martha Graham School from 1999-2010, and as guest faculty at SUNY Purchase, The Ailey School, the Usdan Center for Creative and Performing Arts and the Neighborhood Playhouse.

“Dance is, first and foremost, an expressive art form,” explains Jenny, “mastery of the craft of dancing is achieved through deeply physical work. Dancers will engage in the joy of this work and develop an awareness of how to use movement as a means of communication.” It is through this combination of rigor and creativity that Jenny is creating an outstanding dance program that is centered in classical, modern, and ballet techniques with exposure to other popular styles and cross-training techniques, including hip hop, jazz, tap, and social and world dance forms. Students are also exposed to dance through academic offerings and independent studies.

In addition to Dance being offered in the Fall Trimester as an athletics option, students wanting further instruction can join the Dublin Dance Ensemble. Dancers in the Ensemble have specially scheduled evening and weekend classes, guest master classes and rehearsals that run throughout the academic year. The Ensemble performs several times during the year, participates in special trips to pre-professional dance studios in Boston and New York City, and attends performances by premier dance companies. Plans are also in the works for the Ensemble to attend the National High School Dance Festival, giving students the opportunity to participate in workshops, juried performances and scholarship auditions. We are excited to see how this troupe will continue to grow and carry on the great dance lineage of Dublin School.
“It’s the Geometry of the Thing that Makes it Work”

By Jan Haman

“A single conversation across a table with a wise person is worth a month’s study of books.”

—Chinese Proverb

Some alumni will fondly, or not so fondly, remember sitting, learning, perhaps whispering to a friend, in those little, old, “all-in-one” chair/desks, with the carved round armrests on which quizzes and notes were written. Surfaces often primitively engraved with the initials of Dublin students who passed this way before, their Dublin presence preserved in the aged patina of the School House classrooms.

Well, over the years, those antiques were replaced with newer, more modern prototypes, and for some time now a number of our classrooms have been refurbished with large, oval, wooden tables called Harkness Tables, around which students and teacher sit, discussing, debating, and sharing ideas. The table is at the heart of the Harkness Method, named for oil magnate and philanthropist, Edward Harkness, who in 1930, made a substantial gift to Phillips Exeter Academy to establish the method. Its goal was to provide a unique learning environment for small classes of 12 to 15 students who can collaborate on ideas and hone good reasoning skills. The Harkness Method encourages teachers to primarily guide discourse, only interacting occasionally, and discourages straight lecturing.

Dublin School adopted the concept of the method several years ago, with beautiful tables constructed by former teacher, and present trustee Carl Von Mertens, and has used it successfully in Humanities and some science and math classes. When it came time to furnish Gillespie Hall, Carl built several more. However, Head of School Brad Bates had another idea. That was how to design some free-standing, smaller tables that could then easily be moved and transformed into the Harkness type. Quickly, he and Carl came up with a solution. Enter the Von Mertens Table: six trapezoid units, each with two parallel sides and two non-parallel sides, which when connected by two rectangular tables, can be linked like pieces of a jigsaw puzzle into a large, oval Harkness Table. “It’s the geometry of the thing that makes it work,” says Carl. Standing alone, the eight tables offer more flexibility for small group projects, test-taking, and individual tutoring. When slid into the Harkness configuration, they facilitate group discussions and learning. Each is constructed of white oak or bleached maple on steel bases made by Carl’s son and artist, Todd Von Mertens. “They are fairly inexpensive, rugged, and most of all, utilitarian,” says Carl.

When asked how he came to think about the idea of flexible, free-standing tables that could be used in such a compatible way, Brad Bates said, “I knew I could rely on that Dublin entrepreneurial spirit to come up with a solution.” And it did.
"I was pleased to find out that Dublin hosted the NE Prep School Nordic Championship. Just great! It reminded me of attending Dublin in the 50’s. It was quite a ski school. Everyone skied. We skied with long skis, bear claw bindings and long-thongs. Yes, there were broken legs, but it was a rite of passage. Everyone had 3 or 4 pair of skis—XC, downhill, slalom, and jumpers."

- Malcolm Kelso ’61
In February Dublin School hosted the New England Prep School Nordic Skiing Championships at its brand new Nordic Center on Beech Hill. The event, a huge success on all accounts, represented the culmination of a great team effort to bring the highest quality skiing experience to Dublin School.

Michael Lehmann and Nancy Lehmann Haynes, children of the school’s founders Paul and Nancy Lehmann, donated their land, and Mr. Lehmann donated resources to support the design and construction of the trails. He encouraged the School to build the very highest quality trails possible. But ski trails are different from roads in that they are not meant to get people from point to point as efficiently as possible. They are designed to create an enjoyable experience, one that keeps you wondering what is around the next corner, one that develops the variety of skiing techniques in young skiers that are necessary for competing at the highest levels, and one that helps foster relationships and build community through shared adventure. This is exactly the philosophy behind leading trail designer John Morton of Morton Trails.

In the spring of 2012, Morton and Head of School Brad Bates set about walking the land on Beech Hill above Dublin Road. They determined that the land, which at one point was used for alpine skiing at the school, would provide the high elevation (topping out at 1800 feet above sea level), natural beauty and terrain features to make a perfect training and racing course.
“I have been involved with Nordic skiing for my whole life. I have been involved in organizing and running numerous Nordic events. I also coached and officiated at many international events, including a number of World Cups, World Championships and Olympic Winter Games. These events put me in a position to say with a great deal of confidence, that you and your team did a fantastic job! The new Dublin School Nordic Center is very impressive. The quality of the course is compatible with courses found at locations that appear on the names of Dublin Nordic Center trails: Oslo, Lake Placid, and Sapporo. These trails are built with the clear goal of letting the strongest athlete win!”

-Visiting NEPSAC Nordic Coach

Under the supervision of Building and Grounds Director Andy Hungerford, construction on the trails began in the summer and fall of 2012 and was completed in the fall of 2013. Board member George Foote donated use of his excavator to help reduce the cost of the project and Board member Carl Von Mertens volunteered to build a timing booth/warming hut as well as an additional storage building at the Center. Bob Miles, father of Director of Development Erika Rogers, operated the excavator with a level of expertise that was invaluable in carrying out Morton’s vision for the trail.

Bates and Lehmann, along with Board of Trustees President Peter Imhoff, felt strongly that the trail system should be free and open to the public. Local high schools use the trails for training, and the venue hosted a NH Championship Nordic race and a middle school invitational during the winter. On any given weekend this winter, the Nordic Center’s parking lot has been filled with cars as skiers of all ages and abilities enjoyed the trails. According to Bates, “We can now say with some confidence that we have the finest trails of any school in the country thanks to the Lehmann family. It has been exciting to see our coaches, Michael and Nina Silitch, build on the tradition of past Dublin coaches and inspire the next generation of cross country skiers, teaching them the joy of a sport that has been so meaningful for so many Dublin alumni, including my own father.” Dublin School is applying to the International Ski Federation (FIS) to have the Dublin Nordic trail system homologated so that it can host major events. The School hopes to see many skiing, running and mountain biking events at the venue in the future, and we invite our alumni back to experience the trails for themselves. ■
Nordic Ski Team Philosophy

The Dublin School Ski Team is modeled on the Dartmouth Ski Team approach to skiing. There is a development team for students just learning the sport or for students who have experience with skiing and want to develop their technique and fitness. These skiers are encouraged to ski in at least two or three Lakes Region races a year. They also travel to races like the Stowe Derby in Vermont and the 2-day, 100-mile Canadian Ski Marathon in Quebec.

There is a competition team for skiers with more experience or who want to race against the very best competition in New England and even the country. Starting in the 2013-14 season these athletes will travel to Eastern Cup races, NH Coaches Series races, the J2 Championships, and the New England Prep School Association Championships. This team is designed for the student who is interested in the possibility of racing in college and beyond.

For all of our coaches the goal remains to introduce our students to the joy of skiing and ski racing. We believe it is a lifelong sport and one that should be shared with friends and family. We believe that high school students should be well rounded and will benefit from playing multiple sports during their teen years. We believe that the discipline that comes from learning how to ski fast makes young people better and more focused as students. Finally, we believe that kids enjoy being a part of a dedicated team and love the opportunity to be a part of an intense experience.
strength the
The Winter Olympics

are always exciting to watch, but this year the Dublin School community was cheering extra loud when on February 17, 2014, Team USA won a bronze medal in the two-man bobsled competition, the first medal for the United States in this event since 1952, in a sled designed by Dublin School alumnus, Michael Scully ’90.

Two years ago, Team USA approached BMW North America to design a new bobsled and Michael Scully’90 was immediately chosen as lead designer. Michael had begun working at BMW’s DesignworksUSA in Los Angeles, CA in 1996 as a designer, and is now a Creative Director in their Global Design division. Having trained at Carnegie Mellon in industrial design and been part of the team that built the BMW H2R, the hydrogen powered vehicle that broke nine world speed records in 2004, Michael had the skills and experience needed to design the technologically advanced bobsled Team USA wanted.

Below is the transcript of a phone interview between Head of School Brad Bates and alumnus Michael Scully ’90.

BATES: It was pretty exciting for the whole Dublin community to see how you guys did over there. Did you get to go over to Sochi, Russia for the whole time?

SCULLY: Yes, it was pretty surreal to see everything come to fruition, and it was very special to be a part of this for 10 days in Sochi. I was able to be there for the majority of the practice runs and all of the race runs for both men’s and women’s teams. I was also part of the crash repair efforts on Elana Meyers’ sled during some of the more hectic late night moments trying to get her a race-worthy craft. That was exciting, but it all worked out: it was super cool. It was my first Olympics, although I don’t know if I can really say if I know what Russia was like: it was very much an Olympic experience, insulated, but it was really, really amazing.

BATES: I thought we would start out actually not talking about the sled. You have been doing a lot of different things and I would guess that you do not want to be known only as the guy who designed the bobsled. What are some of the other things

Michael Scully ’90
designs winning
Team USA bobsled

An interview with
Brad Bates

Michael Scully, BMW designer of the two-man bobsled, inspects the first prototype sled at the Utah Olympic Park in Park City, UT on March 15, 2012
you are most proud of in your career, whether at BMW or elsewhere?

SCULLY: It is true that the bobsled is a serious point of pride and I would not want to downplay that. It combined a lot of my personal interests as well as my professional ones, and the meaningfulness you get by working with the athletes and contributing to a national achievement is something I’m really proud to be a part of. But the BMW H2R, the hydrogen powered world speed record car, was something that again was for me a great project that combined a personal interest in racing with car design. The design and development process of the H2R was similar in a way to the bobsled because it was very much an iterative project working in the wind tunnels over in Europe. It is rare to follow a project that long and be able to make every change in the wind tunnel, and then make another change and sneak up on the eventual solution. That is how the two projects are fairly similar. Obviously they are intended for very different uses. The bobsled track is incredibly varied and the positions the sled goes through are just countless. With the H2R it was about straight line efficiency and trying to maximize the shape for that type of performance.

BATES: One thing we are talking about a lot as we do a curriculum review at School, is ways we can prepare our kids for the world they are entering which is a lot different than the one you and I entered in the 1990’s. And one thing I find really interesting is the intersection between design and engineering and what really struck us, when we watched the documentary on you, was that you are really at that line. I wonder if you have any thoughts on what we should know about that intersection and how important is it?

SCULLY: I think that intersection is fascinating, and that’s the place where I strive to reside as a designer. There’s a level of significance in both the functional and emotional attributes of a shape, and on projects like the bobsled, the function is obviously the critical criteria. If you have a strong idea or conceptual design theme in the beginning, the robustness of that idea is inevitably fortified by improving the function of the shape. So as the bobsled morphed into its final configuration after countless models, simulations, and track tests, it was gaining both performance and meaning at every iteration. It is an interesting time when the kind of natural expression of the shape starts to come into play as well, and if that expression is something that is really in line with the function of it, that is the moment when

“I have to say coming back now, and seeing all the people who watched the games and saw all the coverage, I can see it carries a level of importance for people that I don’t know if I fully anticipated.”
things really start to harmonize. As a designer, that’s an exciting time but is also a fairly elusive one; something you really have to endeavor for. Sometimes there is a little personal pain to get there, but that is really what it is all about, because to get there, that kind of function is really what expresses the purpose.

The purpose for me is really what I get excited about; when there is a dedicated function. I think that is why I love objects that are intended for competition so much because they have a very specific purpose. That kind of expression of intent, as shapes go, is distinctive but also telling of what it is meant to do. So that intersection for me is important, and I think it’s also something that fully depends on having an incredibly strong idea at the beginning of the project. You have to obviously be flexible and be open to any kind of feedback or input you get from the testing or evaluation of the shape, but that idea has to be strong enough to weather that entire development process. So as far as students go, the thing I would want to make clear is that it really is the strength of the idea.

Typically when we look at successful designs over time, they are usually the simplest, and the simplest things are often the hardest to arrive at. Those are the objects which are typically the most iconic and most recognizable: they send a very clear message. As designers go, you can get training in drawing, you can get training in software use and different programs, but being able to have an idea, a true idea, a meaningful idea, that responds to a user requirement or the context in which the object is going to be used, that is really when you are doing your job as a designer. Your due diligence is to respond to the environment and create something that hopefully makes it better. That strength of idea is really the critical element that is probably the hardest to come to. I don’t know if that is trainable, per se, but students should know that it is important to not only focus on the more tangible skills like craftsmanship, drawing or software capabilities. Those technical skills are critical and you do need to be able to articulate with absolute precision and effectiveness, but focusing on the thinking behind the subject, the reason why something is the way it is, and the contextual requirements it’s addressing, is where the real content is.

BATES: That was a rich quote and response. Another question I have is do you have influences in your life; I know you are the son of a great architect, but are there schools of thought or artists or thinkers that have inspired you? That you look to for inspiration and ideas?

SCULLY: There have certainly been influential people in my life over the years and formative references I have had. I know in college I was completely enthralled by the Futurists, which was an Italian art movement back in early 20th century that was really about a group of artists responding to what they felt was an almost overwhelming presence of tradition. I didn’t really fully understand it until I went to Italy and got immersed in the level of richness there in architecture, sculpture and painting. I was surrounded at every front by incredibly present, historically significant and celebrated pieces of art that while beautiful, seemed somehow staid and even common. So I could start to understand why the Futurists would want to rebel against that; because I think it was almost stifling for them. The Futurist Manifesto that they developed really had to do with the dynamics of an object that could actually be seen as something that was more beautiful than a traditional object of art. For me that was very influential as a reference, and there were some truly incredible sculptures that were done by Umberto Boccioni. One was called the *Unique Forms of Continuity in Space*, which was a striding figure with these sorts of flames, perhaps muscles, coming off of him, but it also shows a very determined, almost forceful sense of movement. I responded to that because it captured an expressive dynamic in a shape.

That was more on the artistic side, the emotional side. But I also had very formative experiences when I worked for a small race car designer/manufacturer in Providence, RI. When I was about half-way through Carnegie Mellon, I started to look around for internships and I’ll also confess I was personally interested in building a race car. I knew that Steven Johnson was something special as a race car engineer: an almost one-man band, and he was absolutely 180-degrees from the Futurists in terms of artistic emphasis. It was not about the emotion of the shape but purely about the function of these cars, the way that they were built, and the way that they were...
driven. The results of his work were these absolutely fantastic race cars that were incredibly successful. So for me to be exposed to that at an early age, and see the way he would approach a problem, which was absolutely 100% driven by the function and manufacturability of it, was very formative. He was not an artist in any way; he was purely a engineer and he would not pretend to be anything else. But at the root of it he was a competitor. I was impressionable to those priorities and his vociferousness, and also looked to combine the other influences I had with the Futurists into something I found meaningful: the combination of those two worlds.

BATES: It seems like you have an interest, I won’t say obsession, with speed - the athleticism of your cars, your snowboarding, bobsledding... Fortunately, it seems with these kinds of objects, the need for aerodynamics and function lends itself to a kind of beauty and curvature. Is it fair to say that speed is something that captivates your imagination?

SCULLY: I think the more poignant word for me is dynamism. Dynamism fascinates me. How things move and how they communicate that movement is fantastic. When there is an innate connection between the aerodynamic performance of a shape and the consequential way that it looks, you get something that is incredibly effective on a functional level and almost visceral on an emotional level. That is when I find it really exciting and those are moments that you always strive for. But they are very hard to come by.

SCULLY: I think about my time at Dublin in an extremely positive light. The first word that comes to mind is transformational. I feel like at Dublin I was exposed to a world view, which is strange to say when you are talking about a small town in New Hampshire. But the fact that it’s a boarding school and people came from all over the world, the level of diversity there informs you at a young age that there are people from other places in the world, the country, and there are other things going on. In that sense, I think this view is extremely valuable as a designer. You need to have that consciousness to design things for people: you always need to be conscious that contexts other than your own exist. In that sense, Dublin was new to me. Although I was fortunate to have a family that was engaged in those things and had grown up for some time overseas, for me with my own personality starting to emerge, that was important. I also never had an incredibly strong affinity for athletics before going to Dublin. I was really into skateboarding but I wasn’t competitive with it. By requirement, I got roped into doing competitive sports and I credit that with a significant progression on a personal level. I feel it added a level of structure but also that whole element of competition. Competition helps you understand that if you make an investment to get better at something, there can be a recognizable result and that is meaningful. It was also my first experience with any type of leadership. Being a team captain, which I eventually got to that point my junior and senior years, and that progression from really not having any exposure to structured sports to really loving them, was something that was new, and I associate that with Dublin.
The other word that comes to mind when I think about my time at Dublin is confidence. Confidence came partly from athletics, but also being part of a small, intimate, supportive community. As an only child, I always felt fully supported in every way, but to understand it on a small community level was new to me. That internal confidence enabled a bit of a pioneering spirit to develop for me during my time at Dublin. For example, as the first member of the Dublin snowboarding team in the late 1980’s, regularly training gates along with the ski team is what facilitated me to compete as a sponsored rider for factory teams. I was able to find my way into the competitive fabric of what was by then an already burgeoning sport. So in learning that new things/non-traditional constructs could be created (in this case, simply a barely formalized snowboard team), the precedent was set for me that currently unconventional solutions could have merit and in fact exist and prosper - valuable pillars! Of course I also remember Work Gang, and how that established a concept of citizenship. Those were new notions to me and were quite formative: it was really a fantastic experience.

If I have a regret looking back, it’s that I really only fully applied myself academically later in my education. For me, finding that stride really required discovering what I wanted to do first: a purpose. As a teenager I wasn’t yet totally set on a career direction, but that period of mild listlessness did have a direct implication on how hard I would later apply myself. When I realized I wanted to be an industrial designer, all the switches were flipped. To this day, I don’t think I have ever worked quite as enthusiastically as I did at Carnegie Mellon because I knew that was my one chance. I recognized that any significant progress academically, and also technically as a designer, was going to happen there. If I look back, I can see how incredibly fortuitous I was to have the realization, and also lucky that I was able to get into such a good university that helped move me forward.

**BATES:** Finally, although I don’t really have the best question to ask you, could you talk about what was the most significant thing you took away from your Team USA bobsled experience?

**SCULLY:** Sure, technically this was a very challenging project because the level of fidelity to the solution has to be incredibly high because you are not dealing with a huge amount of parts. It means that the parts you do have must be truly perfect. Dealing with that level of precision and nuance was very challenging, and I think the most telling example of that was the steering system. Working with Steven Holcomb who had a degenerative eye disease for many of his racing years, and because of that developed a kind of sixth sense of driving for much of his career, somewhat blind. Now he can see perfectly well due to surgery, but he still has that nuance of feel. He was really driving entirely by feel prior to surgery, so his criteria for how a steering system feels, what level of feedback he gets from it, and what kind of input he is able to exert, are very precise. He is able to sense the smallest changes you could never possibly imagine would actually make a difference; he can sense them. As a designer or engineer, that kind of feedback is how you think forward. You have someone who can articulate exactly what he is sensing and then you can implement a change that you hope will improve it. It was really very special to have that kind of relationship with an Olympic class athlete: one who was able to articulate that level of sensory input and feedback. So the steering system was always a focus for us. When we got that right it was very satisfying, as well as seeing him happy with how the sled behaved and what he was able to make it do. That was very cool.

Working with the athletes in general was also very special. They really are trying to achieve what they have defined as a serious life goal and that is fantastic to be a part of. I have to say coming back now, and seeing all the people who watched the games and saw all the coverage, I can see it carries a level of importance for people that I don’t know if I fully anticipated. It really affects a lot of folks in a positive sense, and the level of altruistic national pride that comes along with an Olympic success is powerful. It was very cool to see how people really did value the project and our contribution to it. I loved it.
History Trimester Elective
Jan Haman has been using Real World Challenges in her classes at Dublin for over 38 years. In her course, “In the Shadow of Wounded Knee,” students examined the history and literature surrounding the Oglala Sioux tribe, from the 1890 massacre on the Lakota Pine Ridge Indian Reservation to today.

The class challenge centered on the two notorious trials, each with close ties to the massacre at Wounded Knee, the first being the trial of Plenty Horses in 1891. Plenty Horses was a young Lakota warrior who, just eight days after the December 29 massacre, shot and killed Army Lt. Edward Casey, and freely admitted it. “My students were amazed to learn that this case in which Plenty Horses was found not guilty, changed the course of war-crimes judicial history,” said Jan.

The other was the now famous trial of AIM activist, Leonard Peltier, who was convicted of killing two FBI agents on the Pine Ridge Reservation in 1975. Both trials have been internationally recognized as unjust, the latter documented in the film “Incident at Ogala.”

After studying these trials, students were given the challenge to research and create a new trial for each case. Some students were divided into teams for the prosecution and defense, while others took on the roles of witnesses. The challenge was to help the students understand the complexities of these historical events, and their persecutory nature towards Native Americans.

“In both cases,” said Jan, “my students became invested, empathetic and outspoken on the suffering of the Lakota-Sioux people. The Lakota plight became their own, and when our class time ran out on the Peltier case, they started a letter-writing project that demanded the exoneration of Leonard Peltier by President Obama. It was then that I knew that this challenge had worked.”

English 9
“My elaborate scheme had worked. Four students, shovels in hand, were sprinting for lower field to dig up the last flag. They would win the game, yet they had not solved the greatest mystery of all, that I was Iago!”

This is how Nicole Sintetos, an English teacher at Dublin, describes how she felt when her sophomore class ended the Othello challenge. Her game was to make her students work collaboratively and develop a higher order of thinking in their understanding of the themes and actions of Shakespeare’s dark tale. The fragility of identity is a well-known interest of Shakespeare, but this exercise forces students to examine the questions of friendship and misplaced trust.

“This is a human mole game,” explains Ms. Sintetos, “each class duelled the other through a series of riddles leading to flags. The tasks ranged from performing tasks connected to the play to solving LSAT questions, which could lead to a phone number of a ‘stranger in Maine’ (a.k.a. her father) or to a place or book on campus. Once solved, these clues would reveal the location of another clue or the winning flag.”
Before they began their quest, students were warned that a mole, their Iago, was hiding amongst them, spying on their every move, jeopardizing their chances of winning. Obsessed with finding clues within the play, deciphering strange codes and maps, her students kept looking over their shoulders for Iago. They even began acting differently towards one another, believing that at any moment they, too, could be betrayed. The great irony of it all was that there wasn’t a spy. Like the character of Iago in Othello, Ms. Sintetos was the one manipulating the teams to distrust their peers. Her goal: to make the themes of trust, collusion, and envy come alive. She wanted them to feel the play, to understand how each scene could be played, and why each line carried such weight.

Spanish IV

Ms. Bride’s Spanish IV class investigated the history of immigration in the US, with special attention paid to the current state of farm worker immigration in New England. Starting with the documentary film, “Under the Cloak of Darkness,” a film about the lives of Mexican dairy farmers in Vermont, students began to develop their study of how and why these men and women came to America.

Like many communities in the US, the Vermont dairy industry depends heavily upon a dedicated and dependable immigrant work force. To help them understand the workers’ struggles first hand, Ms. Bride took her class to a farm near Hanover, NH, that employs several immigrant farm workers. Students also spent time interviewing people at Migrant Justice, a Vermont-based organization that advocates for farm worker rights. These migrant workers tell their stories of living as undocumented immigrants, their struggles and joys, and their hopes for a better future. Over the course of the challenge, the focus of the class went from simply learning Spanish to understanding that language is a living thing, and perhaps the ability to communicate across cultures is the only way to truly understand the world around us.

The goal of Real World Challenges is to understand that education is about the lived experience, about the student as the learner and the author of his/her own education. “It seems to me,” says Ms. Doenmez, “there are a couple of elements that are important. One is real work. We have little time with our students. What we ask them to engage in must really matter and we must convey its importance. Academics must be real work. As teachers we are the students’ guides, their support, their travel agents, so to speak, but the journey is theirs. When we teach in this way, we put each student at the center of education, and that is what makes school most vital.”
I don’t know many engineers. Or at least I didn’t before becoming alumni director. The few I did know, resembled the typical stereotype of a successful engineer – an incredibly smart, older man, more the “indoors type” with a calculator in his pocket, and who seems to understand math and physics at a level most of us could never achieve. Molly Phillips-Hungerford ’00, leading research and design engineer for Boston Scientific, defies this stereotype . . . except for being incredibly smart. Molly is 31, a snowboarder, and wields an iPhone instead of a calculator. She can hold her own in a pond hockey game and although very smart, makes math and science seem like a game everyone can enjoy.

On November 13, 2013 I visited Molly where she works at the Boston Scientific laboratories in Marlborough, Massachusetts. Boston Scientific is a leading innovator of medical solutions, dedicated to improving the health of patients around the world. They invest over $886 million in research and development and have twelve manufacturing facilities worldwide.

After getting my visitor’s badge and being led through a maze of corridors, Molly led me to her “huddle room” where she and her team of seven, made up of engineers, mathematicians and biomedical engineers, gather to design, model and debate the next project. The table is covered with sections of tubing, plastic and metallic bits, snacks and spreadsheets. The whiteboards are filled with math that has more letters than numbers and I am handed a waiver I must sign, agreeing to not share anything that I will see today on my tour. I signed it. (So you can deduce that this is going to be a short article!) What I can tell you is that Molly, her team and everyone I met changed my perception of what a career in engineering is all about.

“I don’t do calculus all day.” Molly explains, when I ask her what a typical day is like. She goes on to explain that the real skills necessary are, “the ability to think logically, be organized, think through a problem before acting and have a deep understanding of the basic laws of physics and mechanics, and maybe a little material science doesn’t hurt.” The logical thinking and understanding of physics I could have guessed, but why the emphasis on organization and preplanning? As I watch Molly’s team test and retest a new design over a 100 times trying to detect the slightest variation in performance, and hear a supervisor tell her he needs to meet with her
On December 19, 2009, Jed McGiffin ’95 was struck and catastrophically injured by a sanitation truck on his walk home from work. Due to the life-threatening nature of Jed’s injuries, doctors amputated his left leg. His ability to pull through despite the extreme severity of his injuries is a testament to his strength and resilience and models in every way what it means to live with Truth and Courage. Currently, Jed is attending Teacher’s College at Columbia University in a clinical psychology doctoral program. In addition to being trained as a clinical psychologist and therapist, he is working closely with Dr. George Bonanno who is a leader in the field of trauma and resilience. Jed and his wife Megan are living in New York and are excited to announce the birth of their first child, Sylvie Pearl; she was born on February 26, 2014.

Learn more about Jed’s journey at http://q.equinox.com/articles/2014/02/jed-mcgiffin-member-video (The Human Condition - Bodies are different, but people really aren’t.)
Quick, name five movies with a depressing office birthday party. How about a movie with Kung Fu fighting and cool leather jackets... besides The Matrix? I also need one with a couple running through an alley at night, lit from the rear by moonlight. Oh, and the lady has to have red hair.

That’s the kind of thing I heard all day at my first gig in LA, pulling references at a commercial production company. You see, when directors want to make a commercial, they have to bid for the job. They have to win over the ad agency by showing them how funny, relatable or visually striking they can make a spot about Clorox bleach or macaroni and cheese. To do that, they need references, pictures that communicate their vision.

That’s where I came in. Frankly, a monkey, or in this case an intern, can go through a movie on fast forward, spamming command shift 3 to take screenshots. It takes someone with an obsessive mind for movies, and some well-honed IMDB skills, to find the sorts of hyper-specific references directors request. That’s where I found my chance to shine.

When you want to work in entertainment or technology, finding a job is tough, so making one is easier. You make a job for yourself by identifying your skills, your passions and your strengths, then making them indispensable to the place you want to work. That’s how you go from intern to full-time employee.

I didn’t become a one-man film database overnight. I did it over many nights, long winter nights at Dublin School, huddled with friends around a laptop, watching some obscure movie I’d dug up on Netflix. And yes, also from actual classes.

Though Dublin had no formal film program when I attended from 2001 to 2005, I still stuffed my skull with movies as early as freshman year. It kicked off with a screening of The Matrix in Mr. Hoffman’s class. He wasn’t just trying to catch us off guard with an R-rated action movie in history class, he was literalizing Plato’s "Allegory of the Cave." I learned that movies, even ones with machine guns, lasers and roundhouse kicks to the face, can have subtext, and a place in the canon of the artistic world. To quote Keanu, “Whoa.”

Fast forward to junior year English, where my fellow students were all dreading Ms. Crupi’s final English assignment: a fifteen-page paper plus presentation on the life and career of an artist. Typical choices were Picasso, Whitman, O’Keeffe, etc. I gambled and asked for Tim Burton. Ms. Crupi agreed and the rest of the class groaned, they didn’t know haggling with the teacher was an option. Maybe it was my self-advocacy, maybe it was because Ms. Crupi had just lent me a wicked little movie called Heavenly Creatures, by the then obscure director Peter Jackson. She was aware of my passion and happy to encourage it.

That’s the beautiful thing about Dublin, the way it adapted to fit me, and so many other students, like classmate Daniel St. George ’05, who followed his passion all the way to Hollywood. Inspired by his independent film career at Dublin, Daniel’s experiences confirmed his career choice. He is currently working in Los Angeles as a producer for the documentarian, Mimi Riley, honing his skills and looking forward to directing his own films one day.

“One of the most important parts of breaking into the entertainment industry is making the right connections,” explains Daniel. “Getting your foot in the door is key and internships are a great way to do
that. I would recommend finding schools that offer programs where you are able to get internship experience, as it may prove to be a useful connection down the road.”

Dublin has also inspired many people to pursue computer science. Not many people may realize that the school’s Computer Programming courses started with a single student. While most of us were just dipping our toes in technology, learning Flash and Dreamweaver, opening our first G-mail accounts and joining Facebook, Michael Gorman ’06 had IT Director Jeff Harrison teaching him to write code.

Michael saw computer science in his future and wanted a head start. He’s now the Senior Web Developer at Illinois Wesleyan University, his alma mater. When I talked to him about the program, he told me he was jealous of the Dublin students he saw last year at reunion, who are learning about robotics, artificial intelligence, and 3-D printing.

“The best advice I can give to students wanting to work in the computer industry is to start taking programming classes as early as possible,” says Michael. “I had a huge leg up for the first few semesters of college because many of my classmates had never done programming before.”

For many of us, Dublin is a school that rises to meet its students. It knows that no two kids are alike, and even when you have less than two hundred of them, you’re bound to find incredible variety. I’m lucky to have had the same sort of variety in my career, first working in television and film in Los Angeles, then moving to San Francisco to review video games for GamesRadar and now writing about computers, phones and entertainment gadgetry for TechRadar. Maybe I could have gotten where I am today without a school like Dublin, but I have no idea how I would have done it. If you want to start down the path of a career you love, you need to spend the time to find out who you are, what you love and learn to take incredible pride in what you do. “You are what you love, not what loves you.” If you know what movie that’s from, we should talk. If not, get watching.

Alex Roth, class of 2005, is originally from Geneva, Illinois. He now lives in the Mission District of San Francisco and serves as the U.S. Reviews Editor for TechRadar.com
Can you come to Dublin?
Thank you for asking ... I’ll be there.

That is the best answer to the question when you receive an invitation from Dublin School. Of course, you have three options. Decline and not go, accept and then not go, or accept and enjoy. When Dublin asks you to visit, it is an opportunity to rekindle that special relationship you had with the school when you were a student, staff or faculty member. There are lots of events to choose from, so pick an event that speaks to you: attend a game, see the play, visit the Putnam Gallery, play in the alumni lacrosse game, come to Mayfair, and of course attend Alumni/Reunion Weekend. Take your pick, say “Yes” and enjoy seeing our School alive and well.

Cliff Pafford ’75
1940’s

Carlos Bosch Sr. ’46 and Dick Clancy ’46 enjoyed a Dublin reunion in Bermuda this fall, reminiscing about their time at Dublin and admiring the current success the School is enjoying today. Carlos also visited with Brad Bates when he was in Bermuda for an admission fair this fall. Carlos conveyed to Brad his hopes that Dublin School should focus on three issues: technology, language diversity, and health. He stressed the need for students to learn the latest innovations in technology, and to be fluent in several languages in order to compete in the ever-changing global economy.

Ben Blanchard ’47 reports, “As you may be aware, I was a student at Dublin School on two different occasions; 1940-1943 (6-8 grades) and 1945-1947 (11-12 grades) After graduating from Dublin, I attended the University of Maine (Civil Engineering degree); then, several years in the Air Force (B-47 Squadron); followed by 17 years working in industry (Boeing in Seattle, Sanders Associates in Nashua, NH, and General Dynamics in Rochester, NY); 27 years at Virginia Tech in Blacksburg (1970 -1997 as Assistant Dean of Engineering and Chairman of a Systems Engineering Graduate Program); and retired and living at the Colonnades Retirement Community in Charlottesville, VA for the past several years. Family-wise, we have three children (two daughters and a son) and seven grandchildren (ages 23 to 13).

1950’s

In February, Charles Moizeau ’50 celebrated his 80th birthday with his family in Phoenix, AZ. He reports, “We had a wonderful reunion with 80+ degree daytime temperatures but returned home to New Jersey on Valentine’s Day and tackled 18” (modest by DS standards) of accumulated snow, slush and ice with snow blower, shovels and brooms.” He’s planning for the next 20 years to be as much of an adventure as the four preceding 20-year periods.

Pete Schenck ’50 visited campus this fall, from Santa Barbara, CA, with his wife Lynda and daughter Jackie to show Jackie the parts of the school which still exist from the late 1940’s. Pete and Lynda are starting to prepare for a 7-week trip to Europe this summer. They will be attending the 70th anniversary celebrations of D-Day in June, visiting various places in Switzerland and Italy, and then traveling to the southern part of France to attend a wedding.

1960’s

Downhill ski jumper, Nick Fairall, from Andover, NH, participated in the Sochi Winter Olympics. He began jumping at the age of six under legendary coach and Dublin School graduate Tim Norris ’62. Tim was first exposed to competitive skiing at Dublin School in the early 1960’s with Buddy Bates ’53 as his coach. Tim established the Andover Outing Club over thirty years ago so that local kids could learn Nordic Skiing and Jumping. Over the years, his efforts have created one of the most successful programs in New Hampshire.

Alumni Director Erika Rogers and alumnus Bill Bucknall ’69 enjoyed lunch together in Tucson, AZ where Bill is a carpenter/builder and currently renovating a house he will move into next year. Bill has a background in environmental science and education and is a natural outdoorsman. He is very committed to living healthy through exercise and organic eating and is a leader in his local church.
1970’s

Cathy Solomon Barrow ’74 has written a cookbook entitled, Mrs. Wheelbarrow’s Practical Pantry: Recipes and Techniques for Year-Round Preserving (W.W. Norton). The book is scheduled to be published late in 2014. Early reviews have been outstanding, including Amanda Hesser, former NYT food editor who writes, “Mrs. Wheelbarrow is a household expert who’s about to become a household name.” Congratulations, Cathy, a well-deserved honor, hard work pays off.

On January 18th, Cliff Pafford ’75, roommate Jose Resto ’79 and alumni Rama Jaima ’02, joined Jenny Foreman, Erika Rogers and six current students who traveled to NYC for dance workshops and to attend a great performance by the Parson’s Dance Company. Cliff wrote, “I have been fortunate to attend a couple of different music and dance events over the last year with different groups of students. Dublin still has an amazing set of faculty, staff, and students still creating the memories, experiences and educational opportunities we were blessed to receive in the ’70s. The magic is still happening.”

Coley Langshaw ’76 wrote in January, “So I am sure you know, my Dad passed away 2 years ago, but our visit to Dublin was one of the best, last events in his life, and I will be forever grateful. I have just published a book about that visit called Red Keds and Gray Flannels. It is being published through Amazon.com, and soon on Kindle and available in paperback. I periodically check the school website and it brings back fond memories each time.”

Chip Anderson ’76 is the author of Wasted Evangelism: Social Action and the Church’s Task of Evangelism. Chip says, “I am consulting, grant writing, and training for programs offering pathways to employment for low-income and at-risk populations. My book was released in early October. I hope to be speaking on this subject in the future; in fact, I am scheduled to present at the National Association of Student Affairs Professionals, the student life staff from black colleges and universities. I will be doing a session on Social Action as Spiritual Development: Engaging Issues of Justice.”

Brooks Robinson ’77 wrote to Jan, “You must be going for the Dublin longevity record . . . Hard to believe it’s been 37 years since the class of ’77 graduated. You’re the remaining tie at Dublin to our era . . . proof that loving what you do can lead to a long and productive life! I’ve kept in touch with a few of the old gang over the years – David Bliss ’77, Jon Seamans ’77, Jay Snyder ’76, Sherry Ober ’77, Chris Pacitti ’76, Sarah Hall ’77 and a few others. Sadly, a few are no longer with us. I have a lot of great memories from the Corner House and Dublin – I especially remember the dedication of the teachers and staff – always patient and respectful to everyone. Qualities I try to emulate with my kids. One incident I still regret is the time I used your new stage curtains as drop cloths while painting some set pieces for “Guys and Dolls.” After, I realized that I didn’t even apologize. Anyways, I do apologize – twice – once for doing such a stupid thing and another for not even apologizing to you back then.”

Photographer James Porto ’78 was highlighted by the website Workbook, “5 Things You Don’t Know About James Porto.” Workbook describes itself as “dedicated to providing the creative community with premium sourcebooks and a website with comprehensive features and resources for finding top talent and services.” To read the complete article, go to: www.workbook.com

Daniel Hale ’79 writes, “Dublin has grown so much, it’s great! Life is good here. I live in Eliot, ME (10 minutes from Portsmouth, NH) with my wife, Carolyn, and two boys, Austin (9) and Drew (17). Austin is a freshman at Hofstra University and Drew is attending Berwick Academy. Drew plays hockey and lacrosse and Austin has my creative side and wants to study film and advertising. My wife works at Wentworth Douglas Hospital in HR and I have been running my own Real Estate Appraisal business now for 20 years.”

Singing some of his original songs about love, birds, history and hippopotamus alum Oen Kennedy (aka Nat Dane ’79) entertained the school at a Humanities presentation on March 29th. He is a talented singer, songwriter, music producer and teacher, with a rich, melodic voice. He has produced five original albums, and received several awards, and appears regularly at Café Passim in Cambridge, MA. One of the evening’s highlights was Oen’s rendition of his song “Freedom” based on an anecdote from the historian Howard Zinn’s book, “The People’s History of the United States.”
David Adams ’80 and Dudley Ottley’82 enjoyed a great day catching up on Dublin and skiing in Vail, CO.

Jim Porto ’78, Jan Haman, Erika Rogers attended the opening night of Michael’s work at the Danziger Gallery.

For the last 15 years Michael Light ’81 has been flying his own small aircraft primarily over the American West photographing how both man and nature make their mark on the landscape. To date Michael has completed 18 separate Western pictorial projects – each of which comprises an oversize-handmade artist’s book as well as more traditional prints. The Danziger Gallery in New York was pleased to showcase Michael’s work from October 30 to December 21. A survey of his aerial photographs from 2000 to present was on display.

Greetings from John Hickok ’82 and family!

Joe Craugh ’83 attended Reunion 2013 this past fall. He said, “I’m amazed at how the School has grown, yet so much was familiar. It was great to be back up to NH again.”

Josh Nims ’84 is currently working in Africa for the Department of State and the Department of Defense as a counter-terrorism adviser. He writes, “I also train African soldiers for peacekeeping missions in war-torn countries. I absolutely love my work. Africa rocks! When I’m not working I hang-out with the locals; learning about their cultures, their languages, their countries. I also travel into the bush whenever I can. In 2008 I met my wife on one of my missions. She is from Burundi and is a Tutsi princess. Although the monarchy does not officially exist anymore, the aristocracy continues. Liliane lives in the US now, and I go on missions from there. The missions normally last from 1-3 months, with a return that can last 3 months or more. I think four major airlines from the US, Europe, and Africa have had to create a special account for all the flight miles I accrue! We live about an hour from Albuquerque, New Mexico; not very far from my younger brother, Seth, who lives in Vail, CO.”

“Becoming Santa,” the documentary written by and starring Jack Sanderson ’84 was the number one rated show on Hulu in December. You can stream it on Netflix and it is also available on Amazon and iTunes. Congratulations, Jack!

William “Brad” Smedley ’84 reports, “I am still working for MSA Group Insurance (aka NGM Insurance) here in Keene, NH. My wife and I have recently downsized our home into a local condo. I must say my ‘work gang’ duties around a condo are greatly reduced! Therefore, Mission Accomplished! My children have almost completely left the house. My youngest,
our daughter Beth, is a junior at UNH. She is a neuroscience major with a dual minor in Spanish and justice studies. My son graduated from the US Air Force Academy in May 2013, now is a commissioned 2nd Lt. and is pursuing his interest working in the intelligence field. He cannot divulge much of his work, but I must say, I’m confident that he is keeping Americans safe! I continue my passion in long-distance running and I can be found regularly running on the local roads and trails. My other interest is coaching Keene High School lacrosse and playing in a summer men’s league. I hope to be able to play in the upcoming Mike Walter Memorial game. I think of Dublin regularly and enjoy keeping in touch with my classmates through Facebook. All the best to the Class of ’84.”

Ben Tripp ’84 has published “Rise Again: Below Zero,” his second novel of a two-part apocalyptic zombie series for Gallery Books, an imprint at Simon Schuster Publishing. Gallery Books has also secured rights to his first foray into the vampire genre. Ben has always been an artist and designer (some of his theater work while here at school was amazing!), and has worked with major entertainment companies and motion picture studios for more than two decades. Ben writes novels full time, and lives in Los Angeles with his wife, Academy Award winning writer/producer Corinne Manninan.

Rob English ’86 pictured above with his mother, Penny, writes, “Al Kim (A.K.) ’86, his lovely wife Ricki and kids and I have all continued a three-year tradition of getting together in August for a long weekend in NH. We have dedicated our weekends to local adventures, The MacDowell Colony Medal Day in Peterborough, NH, a visit to Dublin School, and elaborate home-cooked dinners. This year we were present for award-winning composer and lyricist Stephen Sondheim when he received the 54th Edward MacDowell Medal! I keep in touch with Spencer Norcross ’86 and Shawn Sidebottom ’86 and both are doing wonderfully! Spencer continues to coach and play lacrosse. Both he and Shawn spearhead and organize The Mike Walter Memorial Alumni Lacrosse Game which will be held this May 17, 2014 at Dublin School. I had the chance to be back on Dublin’s campus all throughout last summer and early fall, while I was working from NH, and I can’t say enough about how beautiful our campus looks. The newest facilities that have been built are all first class and fit into our campus grounds wonderfully. I hope classmates can make it back next September for Alumni Weekend to catch up and see all of the positive enhancements to Dublin.”

It also turns into a minor “food fest” with Ricki and I planning and cooking dinners. Grilled duck breasts, steak, and local produce! Morning time favorite: Belgian Waffles and specialty bacon. We’re still planning this year’s menu although the idea of Ricki’s Jambalaya has come up as a possibility . . . looking forward to this year!”

Rob Sylvain ’86 has been “thinking of the good old days recently.” He is the chanter (lead vocalist) with at least two bands, Boreal Tordu and Sylvain’s Arcadian Aces, both of the Arcadian genre, music descended from the first Maine settlers, or Arcadians, in 1604. Their music is best described as “Bourbon-flavored Cajun.” Rob and his band may be performing at Dublin School as part of our 2014-2015 Humanities Series.

AK Kim ’86 writes, “The annual vacation/tradition has been a great experience and opportunity to just catch up with Rob English ’86 and his mother Penny. We also turned it into a “local adventure” often visiting other sites such as The Currier Museum in Manchester, NH as well as looking for L.C. Perry’s work (some of which hangs in the library in Hancock as well as The Currier.)
Zander Sprague ’87 is Boston 617 Strong, he says “Through a contact my sister has at Adidas, I was granted a non-qualified bib to run the 2014 Boston Marathon. This is truly a Holy Grail moment for my endurance running career so far. The training has been going well and I am so excited and honored to run in this year’s Boston Marathon. I am running in honor of all Sibling Survivors. On another note, I also started pursuing my Masters in counseling last September. I am really putting those study skills I learned at Dublin to do good work. I love what I am studying and how it is advancing my mission to help those who have lost a brother or sister.”

Brad Yoder ’89 stays connected to many late 80’s Dublin alums via Facebook. He says, “I imagine that Dublin alums are heavily concentrated in the eastern US and I know some are in California. It would be my pleasure to host a Denver alumni social if we can gather names of Dublin alums in Colorado.”

Amy Andrus ’89 stays in touch with class of ’90 guys but not as much with the class of ’89. I is definitely thinking about the reunion in the fall!

1990’s

Creativity. Collaboration. Community. This coming July, Maya Stein ’90 and Amy Tingle will be cycling more than 1,000 miles, towing two typewriters behind them and stopping along the way to write poems for the people they meet. In addition, they will be partnering with Little Free Library to visit some of the organization’s existing network free book exchanges, as well as helping to build new libraries. The tour, known as the Tandem Two Poetry Tour, is scheduled for July 1 to August 1, 2014 and will cover four states – Colorado, Nebraska, Iowa and Wisconsin.

“We couldn’t be happier,” says John Dirrenberger ’92, “introducing Abilyn Jo Dirrenberger, our daughter who was born on February 11, 2014 at 35 weeks weighing 5lbs and 11 ounces. Both momma and daughter are doing great.”

David MacAllen ’94, writes to us from Webster, NH. He says, “I still have very fond memories of Dublin and made some lifelong friends (they know who they are!) I do not get back there often enough, even living only an hour away on a snowy day. After leaving high school I travelled to Australia and New Zealand for 3 months. Following that I went to Maine for boat building school. I found my way to New England College to study Graphic Design and Photography. I have 2 children: Morgan, who is a freshman in high school and Trace who is 4 years old. I am an active member of my community and also sit on the Planning Board in Webster. I joined the Fraternity of Freemasonry, belong to Harris Lodge #91 in Warner and am the Junior Deacon of the Lodge. We do a lot of community service and even have a scholarship we award every year to a local student headed off to college. I love being a Mason and enjoy all that we do. So my question to you all is, who out there amongst Dublin Alumni, Faculty and Staff (present and past) are Masons, Rainbow Girls or Eastern Stars? I would really love to connect with you and hear your story. For those of you who do not know, or are interested in what Freemasonry is, please feel free to ask. I look forward to hearing from you all soon. Email me with any questions or comments and I will get right back to you.”

davemacinnh@gmail.com

Kevin Stephens ’94 writes, “My wife Connie and I are still living in San Mateo (just south of San Francisco). We love it here. We may not have a lot of water here in California, but we’re a stone’s throw from Napa and Sonoma..."
so we still have plenty of wine. *Blink*, my company, is also doing well. The company is now 7 people, and after being available on iOS for about 6 months, we just recently launched on Android. We were recently featured in Forbes and a number of technology publications like TechCrunch.”

Jessica Nemore Tolk ’94, is looking forward to attending her 20th reunion this fall. Currently living in Weston, CT with husband Josh and her daughters, Jordan and Taylor, she just hit her half-way point of her 10th year as a high school math teacher in Norwalk, CT. Her dream is to open a restaurant in the very near future. She keeps in contact with Susan Saling ’93, Rachel Israel Rosenfeld ’94, Tracey Madigan ’94, Ed Stillman ’94 and Jason Morin ’93.

Jan Haman received a note back from Lara Gleason ’96. She is doing great. Had a baby boy in July; his name is Myles. She is currently working at the Fay School and loving it. She says her experience at Dublin launched her into the field of education, and “can only hope that I will positively impact as many students as Jan has.” She is in her third year at Fay.

Congratulations to Joy Hopkins ’96 and Julio Hoentsch on the birth of their son. On November 4, 2013 Mr. Donovan Galindo Hoentsch was born 8.5 weeks early and after 5.5 weeks in NICU, he finally was able to go home, just in time for Christmas.

Christopher Laughlin ’97 has been appointed the Humanitarian Advocacy Support Coordinator for Oxfam, Australia. His priority countries are Indonesia and Sri Lanka.

Sam Miller ’97 and Jennifer Klein were married August 17, 2013 in Egg Harbor, Wisconsin. Sam and Jenny met in 2002 after being introduced by Chris Laughlin ’97, who had known Jennifer at Hamilton College. Chris was Sam’s 1st Groomsman, reading during their ceremony, “The Art of Marriage.” Sam is a graphic designer at SessionM, a mobile app company in Boston while Jenny is an Autism instructor in Massachusetts schools. They reside in Natick, MA.

Meghan Foucher ’99 writes, “My big news is that I married Justin Cotter on July 27th of last year. We got married in the presence of close friends and family in a beautiful garden wedding. And of course, Jennifer Chislett (Bartlett) ’99 was there by my side as my maid of honor.”

On Martin Luther King Day, alum Josh Pertnoy ’99 and some employees of Shapiro/Pertnoy volunteered their time and talent to renovate parts of the home of an elderly cancer patient while she was in the hospital undergoing surgery in the Miami area. On this 5th Annual Shapiro/Pertnoy Day of Service, honoring the memory and work of Martin Luther King, they were building wheelchair ramps, refurbishing several rooms, a small fish pond, and various landscape enhancements. Josh says it’s a “fine way to give back each year.”

Bakari Gaynor ’99 writes, “I live in El Paso, TX, currently married and with my lovely wife Ceaira and three beautiful children whose names are Destiny, Dakarai, and Asante. I have been in the military for the last 6 years as a Signal Systems Specialist and love the job that I do!”

Waise Azimi ’00 has been chosen to direct a documentary about Wedpro, a non-profit collective in the Philippines that works in the area of human rights by defending the rights of women, children, youth and their communities through gender responsive development programs. He says his film will “exhibit the important social relief work Wedpro is doing with communities around Tacloban affected by super storm Yolanda.” He has been a cinematographer working in the Philippines for some time now.

Amir Jaima ’00 has successfully defended his thesis, earning a Doctorate of Philosophy from Stony Brook University in New York.
Kareem James ’00 wrote to Jan recently that he is back in New York, working in fashion, “which has its ups and downs.” He mentioned that he and a few Dubliners got together for a weekend of fun awhile ago, and expressed his fondness for Dublin, and hopes to get back to school, possibly this coming Mayfair.

Morgan Mann ’00 was among the group that rang the opening bell at the NASDAQ MarketSite in New York’s Time Square on Tuesday, December 17, 2013. Representing W Hotels, Morgan (pictured on right in the black and white shirt) and fellow bell ringers were part of a celebration of the partnership arranged between Starwood Preferred Guest and Caesars Entertainment Total Rewards Associates from Starwood’s W Hotels as well as Caesars Entertainment’s Bally’s Las Vegas Jubilee.

Donnie McCafferty ’00 was here earlier this fall and visited with Holly Macy. Donnie is the General Manager of the Ouzo Bay Restaurant in Baltimore. Donnie highly recommends its Greek cuisine. www.ouzobay.com

Chiman Song ’00, and Yoon Seo married on March 9th in Seoul Korea. Chiman and his bride will reside in Korea, and he is currently working at VIVE International which trades agricultural products and electric components. Congratulations, Chiman & Yoon!

Shatema Reedy ’02 got engaged to Richard Jenkins on February 22, 2014; a wedding date has been set for May 23, 2015.

Tobias Duncker toured campus with Erika Rogers this past November. Tobias was a one-year exchange student from Germany and is now an ophthalmologist post doc conducting research at Columbia University.

Lars Matson ’03 is currently living in Southern California and working in the aerospace industry (UAV) for General Atomics. “It’s been a long time and I’ll have to stop by the school sometime and say Hi. I usually make it back to Dublin once a year.”

Matthew Real ’03 writes, “Every year since I graduated I have gotten a lovely hand-written birthday card from Dublin, and I reflect on what a wonderful experience I had in those years. I am very grateful to have had the opportunity to be part of such a special community. My wife, Jackie, and I moved to Portland, ME. We are both pursuing an MBA from Bentley University in Waltham, MA and have one year to go.”

Congratulations, Evie & Erica! Evie Redmond ’03 and Erica Dixon were married on November 5 in Washington, DC, where they will be residing. The couple honeymooned in Iceland. In Photo: Will Redmond ’08, Laura Redmond, Michael Redmond, Evie and Erica.

Congratulations to Yuko Kimura ’04 and Kyle Forte on their new baby boy, Cole Sora Forte! Cole was born on October 29, 2013 at 8 lbs and 20 inches. The Dublin Community wishes you the very best in your new journey as parents.
Scott McCarty ’04 is currently living in Vermont and having built a career in health care reform, just started working for the State of Vermont as a Strategic Consultant. In September, he visited campus to discuss a career in politics to Mr. Johnson’s government classes.

The Doenmez Family, Sarah, Suleyman, Zak ’10, Baran ’07 and Caroline ’05 on a Christmas vacation in Turks and Caicos.

Scott Olsen ’07 has been sailing with the Piscataqua Sailing Association and competing in weekly races with Tom King of Greenland, NH on his boat (Valkyrie). They received first place in their racing class (cruising class over 30’). Congratulations, Scott and Tom!

Baran Doenmez ’07 is currently living in Portsmouth, NH and coaching youth soccer. He loves living on the seacoast and is excited about starting a new chapter in his life, “whatever that may bring.”

Congratulations, Meredith! Lillian (Lily) Saige was born on December 29, 2013, weighing in at 6 pounds, 8 ounces and 19 inches long to Meredith Abigale Park ’06 and Justin Quin. Congratulations and wishing you all the best.

PUSH, is a weekly webcomic created by Craig Ledoux ’06 and Chris Antzoulis. It blends elements of poetry, fiction, and art. Each post is generally a collaboration between a writer and an artist. If you’d like your work to be considered, you can reach Craig or Chris at pushwebcomic@gmail.com.

“Having come up through Northwaters (the coed program) as a participant, to becoming a leader for both Northwaters and Langskib, has been a very privileged experience. I have not only had the privilege to participate in the magic of Northwaters, but also to experience and become part of what is the Langskib brotherhood. One of the greatest benefits to being a teacher is that it allows me to still find some time to grab my paddle and head north for a little bit each summer to be part of some real magic.”

– Sam Peyton Levine ’05 (Sam is a trip leader at Northwaters Langskib Wilderness Program in Ontario, Canada)

Dan Shaw ’07 and his bride Caitlin were married in 2012, and are now living in Westminster, Massachusetts. Dan is an Associate Financial Analyst at C & S Wholesale Grocers.

Having graduated from Loyola Chicago this summer, Brittany White ’07 recently visited campus before heading off to California to pursue graduate work. A talented singer, Brittany is still singing, recording and writing music in a variety of genres, and enjoyed reconnecting with her old music coach Eric Nemitz and dance teacher Erika Rogers.
Lisa Cho ’09 reports, “I’m still living in Manhattan since I have finished my study at Parsons as a Communication Design major. I interned at Milk Studio for a year as a graphic / online editorial designer for Milk Made. I also contributed to many fashion shows which Milk Studio hosted (Made Fashion Week). Currently, I’m working at Parda/Miu Miu Corporate, New York City. I’m planning to move back to Korea in May in order to start my new career at an advertising company in Korea.”

Natalie Hoffman ’09 will be graduating in May. Recently she wrote, ‘I have been working on my 'senior collection’ basically the equivalent of a senior thesis the entire year. I have conceptualized, developed and am now constructing a portfolio consisting of 8 final products, 4 pairs of shoes and 4 handbags. I will be done with it by May 18th, but anyone can view my other work on my online portfolio at https://www.behance.net/nataliemeris. I am heading out to Los Angeles in March to connect with a few companies for an accessory design related position.”

This past December Kari Olsen ’08, Emily Merrifield ’08 and Trish Hurley ’08 reunited in Boston – a mini Dublin School Reunion.

BLAIR-MICHAEL JONES ’09, brother of MYLES ’12 and TYLER ’14, and a recent graduate of Southern Virginia University, is currently serving as a missionary of the Church of Jesus Christ of Latter-day Saints in Brazil. You can email him at Blair-Michael.jones@myldsmail.net. Blair will be on this mission for two years.

Emily Kaplan ’09, took a break from the College of the Atlantic last year, to travel and volunteer. She says, “I lived in Nepal for the winter. I got an EMT certification (which specialized in wilderness medicine). In May I moved to Brooklyn where I am currently living. I work as a medical assistant (short term) for a group of doctors that do house calls for home bound patients. I love it! I hope to transfer to Hunter College and pursue a career in global health. I am loving the city but miss New Hampshire!”

Tom McGuire ’09 reports, “After graduating with a bachelor’s degree in psychology, I spent two months working as a handyman and getting my affairs in order. I then moved down to Beverly, MA, where a really great corporation agreed to pay me in exchange for my help in selling their services. Sales have been an unexpected application of some of the skills and knowledge I picked up at Dublin School and at UNH. It’s challenging, rewarding, and giving me the chance to explore my next opportunity. I’ve fallen in love, first with MOOC’s (Massive Open Online Courses) and then subsequently with marketing,
finance and sound engineering. Although my next step is not quite clear to me, I’m studying for the GRE’s and researching MBA programs. Thanks to Dublin, I’m still running, playing music, and trying to take a day off to hike a mountain.”

Jeff Randall ’09 says, “Since I graduated from Dublin School, I have been working various jobs and trying to graduate from college. I am currently attending Gateway Community College in New Haven, CT, where I have been living for the past 2 years. I hope to achieve a degree in the field of Computer Systems, and find a career in the same field.”

On January 18, 2014 Marco Ruiz ’09 and Sarah Grunder exchanged their wedding vows in Miami, Florida. Several members of the Class of 2009 were present for the ceremony. Marco and Sarah will make their home in London, England.

Janice Sharpe ’09 reports, “After 5 years of college, and transferring to a college in Boston, I will be graduating in May with a double major in Social Work and Juvenile Justice. As for next, I am applying to be a probation/parole officer in Boston. I’m really hoping that works out. Shortly after graduation I am going on a mother-daughter trip to Paris.

As for grad school, my plan is to take some time off and get comfortable in the professional field, and then I will go back for a Masters in social work and Criminal Justice.”

2010

An update from Chris Riley ’10, “As the class of 2010’s senior year comes to an end, I find myself looking back at the last 4 years since Dublin. So much has happened and so much will continue to happen. I am currently working to finish my special education degree as well as working towards my M.Ed. in Educational Technology. Jordan McCutcheon ’10 is completing his degree in Environmental Science here at Goucher. Nora Morgan ’11, the year below us, is here at Goucher working towards her degree in Sociology and will be taking over as the Photography Editor for Goucher’s student newspaper, The Quindecim. Allen Ford ’10, another senior this year, is finishing his Sociology degree. On a bit of a welcome home note, Dean Kang ’10 is now done with his military service in Korea and will be coming back to Baltimore to finish his degree at Johns Hopkins in Cognitive Science.

Michelle Thirkield ’11 is currently a junior at Lynchburg College, she will be studying abroad in Galway, Ireland this upcoming fall semester! She is pursuing a degree in Psychology and is interning at a psychiatric treatment center for youth children. She says, “It’s an awesome and eventful experience to say the least!”

In the fall 2013, Ryan Limero ’10 was named the Elmira College Athlete of the Week for his Empire 8 Men’s Soccer Offensive Player of the Week for his tenacity on the men’s soccer team. Ryan is an education major with a concentration in Sociology and Anthropology. He is also a Trustee scholar.

2011

From New York City, Eddie O’Donnell ’11 reports, “Acting has been going really well. I am glad to say that I have done a bunch of short films and I am also auditioning for a ton of different people, shows and commercials. I auditioned for a Wendy’s spot recently and got called back but they went with someone else. I still remain in contact with many Dubliners, this past October I met up with Ian Probst ’09 and Joe Celia ’08.” Eddie is currently at NYU and will be graduating in 2015.

Yuri Tsuchida ’11, writes, “I hope everything is going well for my teachers, friends and Dublin School. After graduating from Dublin I went back to my home country, Japan. I participated in camps organized by various different groups, YMCA, as a camp leader in summer and winter. I used to hate nature, now I enjoy nature, because my experiences at Dublin changed me. To be honest, I had never thought I would volunteer as a camp leader. Even more surprisingly, now I enjoy walking barefoot in the grass (I used to think it was disgusting). As a student from Tokyo, concrete jungle, this means a lot. I came back to the United States again in August, now I am a junior in college and political science major. I am also interested in gender studies and currently studying abroad in Georgetown University in DC. I reunited with Zhen “Sunny” Zeng, class of 2010, in New York last year. We of course talked about Dublin! In DC, twice a week, I visited an elementary school in the area with a high poverty rate and volunteered as a tutor. I make my own lesson plans to develop the reading skills of my tutee.”
Paige Brnger ’12, reports back on the Class of 2012. “The graduating class of 2012 and the journey they have all created for themselves has always impressed me. Our class is full of explorers and innovators, people willing to take risks and stand out in the crowd. I was able to talk to a few members of this extraordinary group of individuals about their current college careers and I am excited to report on how well they are succeeding.

Myles Jones ’12 is currently studying Accounting at the University of Redlands in California, where he is a member of the Kappa Sigma Sigma fraternity and still practicing photography. He recently was accepted into a study abroad program for next fall, where he will be traveling through fifteen countries in Europe for four months.

Min Young Jeong ’12 is a double major in Physics, and Chemical and Biomolecular Engineering, with a program called VIPER, which focuses on research in energy at the University of Pennsylvania. As always Min Young has been staying busy by being an active member of different clubs on his campus, Amnesty International, PennDure (a drumming club) and AIChE (chemical engineering club)! Luckily he had a relaxing spring break in the Bahamas.

Doug Gibson ’12 is also following his passion for science by majoring in Chemistry at Ohio Wesleyan University. He has also been selected for a summer internship, called SSRP at OWU where students stay on campus over the summer and do research in organic chemistry. As for me, I am currently studying History as a freshman at Wheaton College, after taking a gap year to work and volunteer in my community. I am looking forward to participating in a month-long program teaching English in a small village in Tanzania this summer. I am happy to report members of the Class of 2012 are exploring their passions, making a difference in their community and staying strong to the values Dublin taught them, truth and courage.”

Tom Fertsch ’13 opened for Grammy-nominated songwriter and guitarist, Maxwell Hughes, formerly of the Lumineers, January 22, in San Diego at Lestat’s Coffeehouse. Good for you, Tom!

Tyson Laa-Deng ’13 is attending Soka University of America in Southern California. He says, “It is basically Dublin in California. The community is loving and welcoming and in no time you get to know everyone. I’m currently in my second semester at Soka. My first semester went just fine. I took five classes and played on the soccer team; it was a smooth semester academically but not sports-wise. This semester I’m taking four classes, mostly requirements, and running track for the first time ever. Track has taken over my life this semester. All I do is practice, practice, practice. I only run the 100m and the 200m. I had my first 200m race on February 22nd and I got a time of 23.7s; I expected it to be better than that. However, I will definitely be setting PRs (Personal Records) at every meet this season. My hopes of making it to nationals are high but I don’t think I’m ready yet. I keep in touch with many of my classmates from Dublin. I’ve seen some of them over Christmas break and will be seeing some of them over the summer. Soka wasn’t my first choice, but making the most out of wherever you go is what helps you succeed in life and that is what I’m currently doing!”

From Lizzy Takyi ’13, “I’m doing well here at Bowdoin. I’ve learned a lot about myself and about college life from first semester of college. I’m doing what I do best. I joined a few clubs that I’m actually involved in. I’m even applying to become a tour guide next year. I am planning on coming to graduation, until then I cannot wait to see everyone!”
Scenes from Reunion Weekend 2013
Save the Date!
Reunion Weekend
September 26-28, 2014

If your graduation year ends in a 4 or 9, it’s time for you to start planning for your Reunion. We are designing a weekend for you and your class to meet, greet and catch up on Dublin stories, old and new.

If you would like to be involved in the planning of your Reunion, or have questions about the weekend, contact the Alumni Office at (603)563-1285(alumni@dublinschool.org) or your class representative. We look forward to seeing you!

Class of 1954
60th Reunion
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Class of 1959
55th Reunion
John Swenson ’59
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Class of 1964
50th Reunion
Dublin School
Alumni Office

Class of 1969
45th Reunion
Dublin School
Alumni Office

Class of 1974
40th Reunion
Holly Jose ’74
264 Knickerbocker Road
Boothbay, ME 04537-4132

Class of 1979
35th Reunion
Joseph Anderson ’79
PO Box 181
Harrisville, NH 03450-0181

Class of 1984
30th Reunion
John Logan ’84
30 Constitution Drive
Southborough, MA 01772-4018

Class of 1989
25th Reunion
Hadley P. Sullivan ’89
118 Old Pine Road
Narragansett, MA 02882-2425
Email: hadley871@gmail.com

Arthur Wayne ’89
100 United Nations Plaza, Apt 4C
New York, NY 10017

Class of 1994
20th Reunion
Jesse Demers ’94
91 Puritan Drive
Westbrooke, ME 04092

Class of 1999
15th Reunion
Jennifer Chislett ’99
379 Center Road
Bradford, NH 03221
Email: jrchislett@gmail.com

Class of 2004
10th Reunion
Amy Proulx ’04
1020 N Quincy Street, Apt. 311
Arlington, VA 22201
Email: amyproulx@gmail.com

Elizabeth Bower ’04
261 East 71st Street, Apt 2F
New York, NY 10021
Email: econleybower169@gmail.com

Class of 2009
5th Reunion
Ashlee Virtue
Phone: (646) 422-9506
Email: ashleevirtue91@gmail.com

Thomas McGuire ’09
339 Nutting Hill Road
Mason, NH 03048
Email: wasabi412@gmail.com

Former Faculty

Annelies Cook, sister of former faculty member, Marlijne Cook competed in the Women’s Biathlon in Sochi. Annelies has been a member of the U.S. biathlon team since 2009 and was in her third season on the World Cup circuit when she made the Olympic team this year.

In February, Scott Gardner, formerly of the Development Office and Business Office, recreated his Dublin role as the Grinch in “Seussical, the Musical” in the Keene Elks Club production. Scott has been performing with many theater companies since leaving Dublin. Last year Scott was nominated for Best Actor for his performance in “Santaland Diaries,” his one-man Actors Circle show.

Former Science teacher Scott Holland wrote, “I ran into Dublin deplaning from UA Express in Manchester on March 13 on my way home from China. I noticed a young lady in “Dublin” sweat pants and asked if she attended Dublin. Very nice person, although we didn’t chat; just mentioned that I had taught there, and asked her to say “Hi” to Jan Haman for me.

Deb McWethy, former Alumni Director, her grandson, Jupiter, intently reading the last issue of The Dubliner. He loved it!
Endowment gifts, bequests, and other planned gifts have the same power to provide direct support to Dublin’s students and faculty members as Annual Fund gifts and Capital gifts do, but Endowment gifts do so year after year.

Endowment gifts are sometimes thought of as static. A new gift is added to a pile of money that is either so enormous your gift does not seem to matter, or is put into a “rainy day fund” only used in bad times. The Dublin School endowment is currently $3M, certainly not enormous, and it does act as the School’s nest egg, but it is also an active partner in improving the quality of our School. Each of our endowment funds supports a specific area of need and in many cases creates opportunities for our students and teachers that would never have been possible without this support. For example, over the past year, our endowment funds have allowed the following:

• **The Glenn Fund** provided ongoing and unrestricted support for the operations of Dublin School helping underwrite annual faculty/staff wage increases.

• **The Edward John Noble Scholarship Fund** provided Financial Aid for students with demonstrated need who reside in New York.

• **The Lehmann Fund** provided support for several faculty housing renovation projects on campus.

• **The John and Sarah Steffian Faculty Development Fund** provided support to 8 faculty members to pursue personal/professional interests over the summer.

• **The Whitney Gymnasium Fund** assisted in the expansion of the new endurance/fitness center on the bottom floor of the Whitney Gymnasium.

• **Norm “Pro” Wight Endowment Fund** helped purchase skis for students who wanted to try downhill and Nordic skiing but did not have skis of their own.

• **The Angel Fund** allowed two students to participate in a School trip to Asia this March.

Gifts to the endowment can be of any size. New named funds can be created with a gift of $50,000. Many gifts to the endowment are made through bequests or other planned giving vehicles. For example, former teacher Charles Latham showed his dedication to Dublin School by setting up a Charitable Remainder Fund with the New Hampshire Charitable Foundation. His gift provided supplemental income to him during his lifetime and, since his death in 2010, has been providing an annual gift to our Lehmann Endowment Fund.

Everyone who has made specific provisions for Dublin School in their Will is a member of the Lehmann Legacy Circle. Your Will is a unique opportunity to honor the people and organizations important in your life, and these very special gifts have helped Dublin School thrive for over 75 years. If you have already made a provision in your Will, please let us know so that we can honor you as a member of our Lehmann Legacy Circle. A gift of any size qualifies you for membership. It is not necessary that you give us a copy of your Will or even tell us what your specific plans are. Your good word is all we need.

To learn more about making an endowment gift, creating a Charitable Remainder Fund or putting Dublin School in your Will, please contact:

**Erika Rogers, Director of Development**

(603) 563-1230

erogers@dublinschool.org
25 Years of Academic Excellence

Her classes are rigorous. Her final exams are legendary. Her passion for teaching is unquestionable. And, for Academic Dean Sarah Doenmez, her tenure at Dublin School has surpassed a quarter of a century. Congratulations, Mrs. Doenmez, and thank you for helping Dublin School students over the past 25 years to explore ideas, develop questions and get excited about issues in the world around us.

Wheatfield with Crows —After Vincent Van Gogh

By Mary L. Brown ’75

He lays my bones on canvas, plays the angles. The long ones he strokes into stalks of wheat, ribs into ruts and hillocks.

He ticks the short into storm.

I ride the rust of the road, glim the green as it plows through.

My pale eyes mismatch in the sky.

Then the crows tip in: the troubles of heaven on the wing.

They do not consider the scare in me—carved into cobalt, lucid in gold. A man could die happily here.

First published in Ekphrasis

“This poem began as a challenge to imagine myself inside Van Gogh’s painting. I have always been drawn to the texture of Van Gogh’s work and wanted, somehow, to get inside his brushstrokes. While the poem started with the ‘I’ it led me inevitably to the paintings Van Gogh created before he committed suicide.”

– Mary L. Brown ’75

Winterfest Celebrates 30 Years

Dubliners took advantage of this year’s plenty of snow and cold and made the 30th Annual Winterfest one of the best. Thank you Dublin School Parents’ Association for organizing this favorite Dublin tradition for 30 years.
Hard to Say Goodbye

Word has reached us that William Mayhew Bartlett ’48 died peacefully in his sleep on May 1, 2013 at the age of 83. After Dublin, Bill served in the US Navy during the Korean War, before going on to study at the University of Bridgeport and graduating with an accounting degree in 1957. He moved to the Washington, DC area in the late 1950s to work for JW Marriott, where he met Mary Ellen Barton, whom he married in 1961 (she predeceased Bill in 1998). In the mid-1960s he began a long career as an executive with the National Association of Life Underwriters. He was active in the Jaycees, the Masons, and St. Alban’s Episcopal Church.

We were deeply saddened to hear that Alfred B. Connable ’48, died on December 7, 2013, at the age of 82, at his home. Al was a loyal, engaged, and wonderfully witty alumnus who had just been awarded the Rick Harding ’66 Outstanding Class Agent Award. Al is survived by his wife Roma and his son Benjamin, his daughter-in-law Rebecca Morrissey, and two grandsons, Aram and Charlie. His son Joel died in 2012.

While at Dublin, Al was president of the senior class, co-editor with Donald Kennedy ’48 of the literary magazine, The Scavenger, and the yearbook. He was also chairman of the glee and drama clubs. According to Al, he was a “fair” skier, “unlike my kid brother, John, who was a terrific skier and athlete (who died at 39 years).” Al was on Dublin’s baseball team. In 2009 he wrote about his baseball experience: “When I think back on my baseball career at Dublin, I think of striking out on curve balls, but Pro Wight put me on the Varsity and let me get a piece of it, grounding out to the Vermont Academy ace. I was just O.K. at soccer but again Pro put me on the varsity and we relied on our Latin American teammates to slaughter the Vermont Academy ace. I was just O.K. at soccer but again Pro put me on the varsity and we relied on our Latin American teammates to slaughter Deerfield Academy in a game that would long be remembered as the battle between fancy uniforms and tattered work clothes. Oh, the look on those smug Deerfield faces when they saw what was happening!”

After Dublin, Al attended the University of Michigan; as an undergrad at Michigan he won two Hopwood fiction awards and a national news prize for his coverage of the Morey-Pell murder trial in The Michigan Daily, of which he became the City Editor, and the United Press, for which he was the Ann Arbor correspondent. After graduation he worked for the Associated Press in Rome, then was drafted for the Korean War. His last assignment for the AP was covering the Venice Film Festival.

While in the Army he wrote a training film, “Behind Enemy Lines,” and a play, “The Silver Eagle,” which he sent off to Yale. After the Army, Al attended Yale Drama School for three years, earning a masters degree, on the GI Bill and MCA fellowship. Most of his career was spent writing speeches for aspiring presidential candidates like Eugene McCarthy, Walter Mondale, Robert Kennedy, Andrew Cuomo, Robert Wagner and other politicians. He spent 23 years at Columbia University writing speeches for President Michael Sovern and three other presidents. He wrote several books, including Tigers of Tammany, a history of the New York Democratic Party (Holt) and, among others, Twelve Trains to Babylon (Little Brown), a spy novel.

Dublin alums may remember Al from his wonderful column “A View from ‘48” that ran for a year in our 2012-13 e-Dubliner. Each week, Al would masterfully weave together stories from Dublin School in the 1940’s with the Dublin School of today and world historical and social events that connect the two. Below is an excerpt from Al’s last article that shares how deep Al’s connection was with our School, a school he was very proud to share with all of you.

“Dublin was with me when I married Roma in a garden in spring – and when my parents were divorced. It was with me when our first son was born – and when our little daughter died; when our second son was born – and when my kid brother died; when my first book succeeded – and when my first novel failed – when it rebounded to success in England – and when the movie fell through; when I wrote speeches for people I admired – and people not quite so admirable. In all these life situations, and sometimes very consciously, Dublin was with me. So, my friends, you really don’t have to go off searching too far for your identity. Whether you know it or not, you are and will always be a Dubliner.”

A memorial service was held on Sunday, April 6, at Reconstructionist Synagogue of the North Shore in Manhasset, NY.

Christopher Simmons of Alexandria, Virginia and Martha’s Vineyard died on October 3, 2013. He is survived by his wife, Laura McIntosh Simmons and their children Tucker and Charlotte, all of Alexandria, his father Donald Kennedy ’48 of the literary world, and his sister Marianne Richardson when he was 4 years old; his family relocated from Minnesota to New England later that year. Jason came to Dublin in the fall of 1988 and according to his classmates was a loved and respected member of the School community. He was a quiet leader of his class, in the dorm, on the playing fields and in the classroom. Many friends have expressed their regards for his affable good-nature and kind generosity when interacting with his peers. According to Carl Von Mertens, Athletic Director at the time,
In November we learned that Wuwei “Lucy” Wang ’15 passed away in Lanzhou, China, on November 6, after battling a rare form of leukemia. Lucy arrived at School in the fall of 2012 and quickly became part of the Dublin community before leaving in March 2013. Head of School, Brad Bates, told a gathering of students and faculty that, “It was our hope that Lucy would be able to return to finish her sophomore year, and so we have been saving her seat in the Shonk Recital Hall in anticipation of her return.” Her seat has remained empty this year.

Lucy was a beautiful, smart, funny and courageous young woman who, in her Dublin admissions application, described herself as an “outgoing, optimistic, bookworm,” who especially enjoyed reading a biography of Helen Keller. While at Dublin, she liked to try new experiences such as hockey, tennis, and work gang. She joined the dance and basketball teams. As for the latter, her coaches related that when she first started on the team, she couldn’t reach the basket, but her team rallied around her and halfway through the season she was shooting baskets.

At a December music recital, Lucy showed additional talent by playing the zither beautifully in traditional dress. At the student/faculty gathering to remember her, we watched a video of that outstanding performance!

“My Friend, Wuwei, I think that one of the best things to be found in a good friendship is the strong connection formed between two people. For me, Wuwei (or Lucy, as she was known to me) was the person at Dublin School with whom I formed that connection.

Suffice it to say that because we were both intensely shy and reserved, our connection wasn’t instantaneous. However, because we were seat mates at morning meeting, it was inevitable that we would eventually begin to speak to each other. Our conversations brought the sort of bond that resulted in our friendship. This bond was further strengthened with Sophomore Bonding Day and basketball. However, it was her stay at my house over Thanksgiving break that brought us so very close.

During her Thanksgiving stay we learned many things about each other: Lucy was terrified of dogs—I love them; Lucy loved spicy food—me, not so much; Lucy was willing to try new foods, and ate them (even if she didn’t particularly like them)—unlike me. On the other hand, we both truly enjoyed a little shopping spree my Mom took us on to various shops in Peterborough, and we both loved interesting things such as antique ivory buttons we bought on that shopping trip. Finally, even though our dogs scared her, it was Lucy who stepped up and argued strenuously with a Policeman who was responding to a neighbor’s complaint about our barking dogs—I loved her passion that day.

Through our friendship, I learned many surprising and important things about Lucy, as well as myself; Lucy showed me that with a smile, a positive attitude, and dedication, anything can be accomplished. In this way, we both grew together through the toughest of basketball games, the harshest of English assignments, and hardest of all, simply surviving being a sophomore at Dublin School. As a result of my friendship with Lucy, I now have the strength to keep on going without her. Thank you Lucy, we’ll hold your seat next to me open for you.”

–Hannah Whitesel ’15

A good friend of the School, Robert C. McQuillen passed away in the company of friends and accompanied by the music he loved on the afternoon of February 4 at the Catholic Medical Center in Manchester, NH. Bob, he wouldn’t answer to Robert or Mr. McQuillen, was a local legend and nationally known musician and composer known to most of us as “Mr. Mac” or just “Mac.” His composing career began after the untimely death of Dublin School junior Scott C. O’Neil ’73 in the form of a reel that just “came to him.” He went on to compose over 1500 tunes, mostly named for people that came into his life in one way or another. Bob also served as a mentor to Sarah Bauhan ’77 early on in her performing and composing career.

Bob was a giver, he had the uncanny knack of recognizing need and remedying the situation. He gave freely of his time, money, musical instruments, stories and jokes but mostly of his heart. He was difficult to thank, he seemed to dislike being singled out for praise or recognition. When Erika Rogers invited him to lunch at school to thank him for the establishment of the Scott C. O’Neil ’73 Award, which Dublin School confers upon the student who most fully embodies the Dublin School spirit each year, he detoured through the kitchen on his way out to thank each and every member of the kitchen staff for the delicious lunch.

“My favorite memories of Mac are when he was invited to join the Chieftains on stage at Symphony Hall in Boston and when he was honored at the Summer Lyceum in Peterborough in 2012. Both times he was nearly speechless. His contributions to traditional culture brought him a National Heritage Fellowship in 2002 from the National Endowment for the Arts. The organization’s online tribute noted that he “once described making music as ‘like being paid to eat ice cream.’”

Mac modeled Truth and Courage with a good mix of justice, fair play, and no tolerance for BS, valuable lessons for living a respectable and responsible life. I’m still trying to find a way to thank him, but I’ve got a pretty good idea of what that might be. For those of you on Facebook, a visit to the ‘Remembering Mac’ page will easily occupy you for a few hours!”

–Larry Ames
Assistant Building and Grounds Director and a member of the Monadnock Folklore Society

Peter Hewitt, formerly of Dublin, a retired banker with the heart of a jazz musician, and a beloved member of every community he joined, died in Peterborough on February 15, 2014. He was a beloved husband, father and grandfather and a supporter of Dublin School.
On the Horizon

The Dublin School Board of Trustees is beginning to design a new center in the Evans Library building, bringing together programming, robotics, innovation, science and math (PRISM) in a way that intentionally fosters learning and collaboration. Once completed, the school library will be relocated to a completely renovated space in the administration building where the science laboratories are currently located, creating a more modern, technology-friendly school library.
Thank you for your support of the Annual Fund this year.

Your gift is what provides the necessary dollars to support our students and teachers as they work to develop the unique potential inside each student and ensure that each graduate will thrive at the college or university of their choice. The success of our graduates is the ultimate proof that with your help, a Dublin education can make all the difference.

2014 College Acceptance List:

Alfred University, NY
American University, DC
University of Arizona
Barnard College, NY
Becker College Nursing, MA
Bennington College, VT
Boston Architectural College, MA
Boston College, MA
Boston University, MA
Brandeis University, MA
UC Berkeley-WL
UC Santa Barbara (3)
UC Santa Cruz, CA
California College of the Arts
Case Western Reserve, OH-WL
Cazenovia College, NY
Centre College, KY
Champlain College, VT
Chapman University, CA
Clark University, MA (6)
Clarkson University, NY
Curry College, MA
Dalhousie University, Toronto
Dean College, MA
Drexel University, PA
Elmira College Nursing, NY
Elon University, NC-WL
Emmanuel College, MA (2)
Emory University, GA
Endicott College, MA
Florida Inst. of Technology
Fordham University, NY (5)
Franklin & Marshall College, PA
Gemology Institute of America, London
George Washington U, DC (2)
Goucher College, MD (2)
Grinnell College, IA-WL
Hobart College, NY
University of Illinois, Chicago
Iona College, NY
Ithaca College, NY (2)
Keene State College, NH (2)
Kettering University, MI
Lasell College, MA
Lesley University, MA
Lewis & Clark College, OR (2)
Lynn University, FL (3)
Marist College, NY
UMass Amherst
Mass College of Pharmacy
McDaniel College, MD
Merrimack College, MA
U of Miami, FL
Michigan State University
Mt. Holyoke College, MA
Muhlenberg College, PA
New England College, NH
U of New Hampshire
U of New Haven, CT
New York University (3)
Nichols College, MA (2)
Northeastern U, MA (2)
Northwestern U, IL
Occidental College, CA (2)
Ohio University
OTIS College of Art & D, CA
Parsons College of Art & D, NY
Plymouth State University
Pomona College
University of Puget Sound, WA
Rensselaer Polytech Inst, NY
Roanoke College, VA (2)
Rhodes College, TN
Rochester Institute of Technology, NY
Rollins College, FL
U of San Diego, CA
U of San Francisco, CA
School of the Art Institute of Chicago, IL
Simmons College, MA
Smith College MA-WL
Southern NH University
St. Lawrence U, NY-WL
St. Olaf College, MN
Suffolk University, MA
SUNY Brockport, NY
Syracuse U, NY
U of Tampa, FL
Temple University, PA
Trinity College, CT (3)
Union College, NY
Ursinus College, PA (2)
University of Vermont
Washington College, MD
Washington & Jefferson College, PA
Wentworth Institute of Technology, MA
Wesleyan University, CT (3)
West Virginia University
Wheaton College, MA (4)
Wheelock College, MA
College of Wooster
Worcester Polytech Inst, MA-WL

(WL=wait list)