

SUMMER 2022

THE DUBLINER

THE MAGAZINE OF DUBLIN SCHOOL



*The art of trailblazing and
courageous wayfinding*

THE DUBLINER

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Blazing, Building, and Using Trails Binds Us Together



A message from Head of School
Brad Bates P '17, '19

This winter after preparing a presentation celebrating the life of Dublin alumnus Dick Simmons our Associate Head of School for Advancement Erika Rogers asked me, “have you ever thought about how our little school has produced so many inspiring trailblazers like Dick?” Erika’s choice of the word trailblazer resonated with me and I loved how she connected it to Dublin School and our history, mission, and values. Dick spent his middle and early high school years at Dublin and went on to be a trailblazer at some of our country’s most influential companies like the Washington Post and Dun and Bradstreet. As a Dublin alumnus, he was not alone in blazing new trails after departing Dublin. This issue of *the Dubliner* is focused on trailblazing and the trailblazers who have worked to improve their communities through hard work, determination, innovative thinking, and courageous wayfinding.

Six years ago I decided to blaze a new trail for our Nordic Center. I had learned a thing or two about trail design from John Morton, one of the leading trail designers in the country, who helped design a majority of our literally world-class campus trails. While I am no John Morton I was determined to extend one of his trails as high on Beech Hill as I thought conceivably possible. Blazing a trail is a scary, exciting, and heady process—you are designing a path that, if planned and laid out well, others will follow and enjoy for hopefully generations to come.

A well-designed trail is often easy to follow, safe to use, provides access to distinctive aspects of the property, and is very fun to ski, hike, bike, and run on through the different seasons. Trails spark curiosity and build community. Dublin students and faculty spend days and hours on trails together starting with our all-school camping trips during orientation, continuing with our annual Mountain Day, and progressing through the year on bikes, skis, and foot. Dublin students have been cutting trails in Work Gang since 1935! Blazing, building, and using trails binds us together, connects us to nature, helps us build resilience, and improves our mental health.

I went out of my way to blaze the trail on Beech Hill in such a way that it went directly under a beautiful arch created from a leaning Birch Tree (this tree has since become the most photographed feature of our trail system). One cannot blaze a trail without a great deal of help. Andy Hungerford has been our Director of Buildings and Grounds for over thirty years and loves to help manage projects like this one. Our excavator operator, the late Bob Miles (father of Erika Rogers), turned a rough design into a beautifully sweeping, smooth, and elegant final product that is prepped for skiing every winter by our expert groomer Steve Sanders.

I am not a trailblazer in the figurative sense, but the experience of being a very small-scale literal trailblazer



Bill King '52, Buddy Bates '53, Brad, and son Calvin Bates '17 in 2009 blazing the Bates/King Trail down in the lower valley of campus.

has given me an incredible respect for our alumni who have blazed new life and career paths for others to follow. Our school started with our original trailblazers, Paul and Nancy Lehmann, who set out to design a school unlike any other, and in that process created a path that generations of students have followed in their personal journeys. The Lehmann's vision inspired Dick Simmons to build companies with a public purpose and give back to Dublin to help make our school more accessible for future generations of students. It provided a blueprint that helps Eliza Laughlin Murphy '01 build community at her coffee shop in Keene, NH. Siblings Pauline Shaffer '03 and Alex Shaffer '05 have channeled their love for endurance pursuits to remove obstacles for others who want to blaze their own trails through their work with the No Barriers organization. Our outstanding Science Department is inspiring future trailblazers as our students learn both the underlying fundamentals of science while also studying important topics like climate change, biochemistry, astrophysics, and marine ecology with sea urchins!

In this magazine you will also see the pathbreaking work our faculty and staff are doing to support the health and wellness

of our students. We are living in unprecedented times and the young people in our country are struggling as they feel the impact of COVID and weighty societal issues. We are designing a new Health and Wellness Center to support our expanded physical and mental services while also building a brand new wellness curriculum for our students. We are also working to build our endowment to help provide access to our community for current and future trailblazers from all backgrounds.

It is gratifying to see the larger Dublin School community working together to blaze new paths in their lives and communities. The paths that have been blazed and built take time to form and care and attention to maintain for future generations to be inspired by and to follow. We thank you for your support and engagement with our special school and we welcome your insights and ideas as we seek to forge new paths, build an endowment that provides greater access to a Dublin education, and attract and retain our talented faculty who help students build the necessary skills to seek their own life paths. And as you blaze or follow a path keep an eye out for the "birch arches" that make our journeys that much richer.



Notes about family history from the archives.

PAUL W. LEHMANN

Dublin's First Trailblazer

Paul William Lehmann was born in Boston in 1900 of German Lutheran parents. When he was five his father died, and his mother, a fine seamstress, supported him and his sister by sewing. When he was nine, his mother married her first husband's older brother. The family then moved to Worcester, Massachusetts. When Paul was sixteen, his stepfather died, and the support of the family was largely his responsibility.

During the previous years, he had done much to supplement the family income by a variety of occupations including selling papers, delivering groceries, picking fruit, peddling milk, snow shoveling, packing corsets, and various others. When he was seventeen, during the First World War, he took a job as night superintendent in a wire mill, at the same time continuing his high school education by day. Because of an accident in the mill and his responsibility in seeing that an injured man was properly attended to, he was late for school and was dismissed by the school principal one day before graduation. Therefore, he never received a high school diploma.

The war ended just before Paul was called up for the draft and he returned to Worcester to work in the office of the wire company. As a result of his experiences in the industry, he felt a college education would enhance his chances of progress. Therefore, every available cent was put aside for this purpose. He was able to manage two years at Clark University at Worcester, always working at the same time to support his mother and to keep the home together. At the end of two years, it became necessary for him to return to full-time work, this time largely hotel work.

One afternoon, unemployed, very discouraged, and dismayed at the thought of having to return home with empty hands, he sat down on one of the benches on Boston Common. A friend of his stopped by on his way to apply for a teaching position and Paul decided to join him. He was offered a position in the Junior School at Williston Academy. On the September evening when he arrived there, he knew he had 'come home' and teaching was to be his life's work.

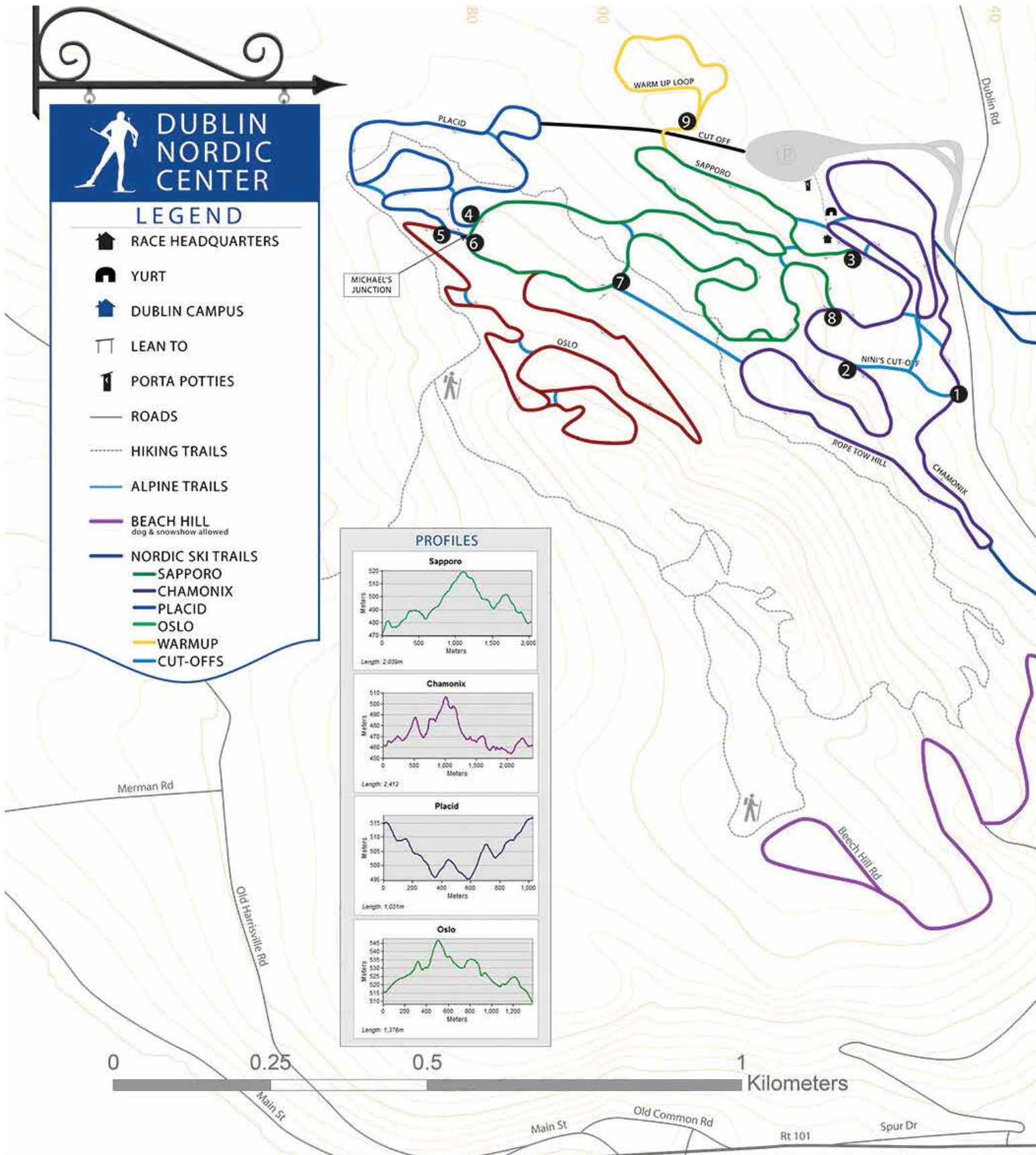
With the same energy, determination, and ambition with which he has always met a new situation, he threw himself into the world of teaching. His scanty education had left

many gaps in the field of English he was supposed to teach, and these were filled in by intensive study on his part and the development of ingenious methods of approaching learning.

In order to widen his teaching experience, Paul taught at other schools – Governor Dummer, Chicago Latin School and, finally, the Fessenden School. He was constantly seeking new methods and new approaches to teaching, taking night courses, and writing/publishing a Junior and Senior Precip Practice Pad.

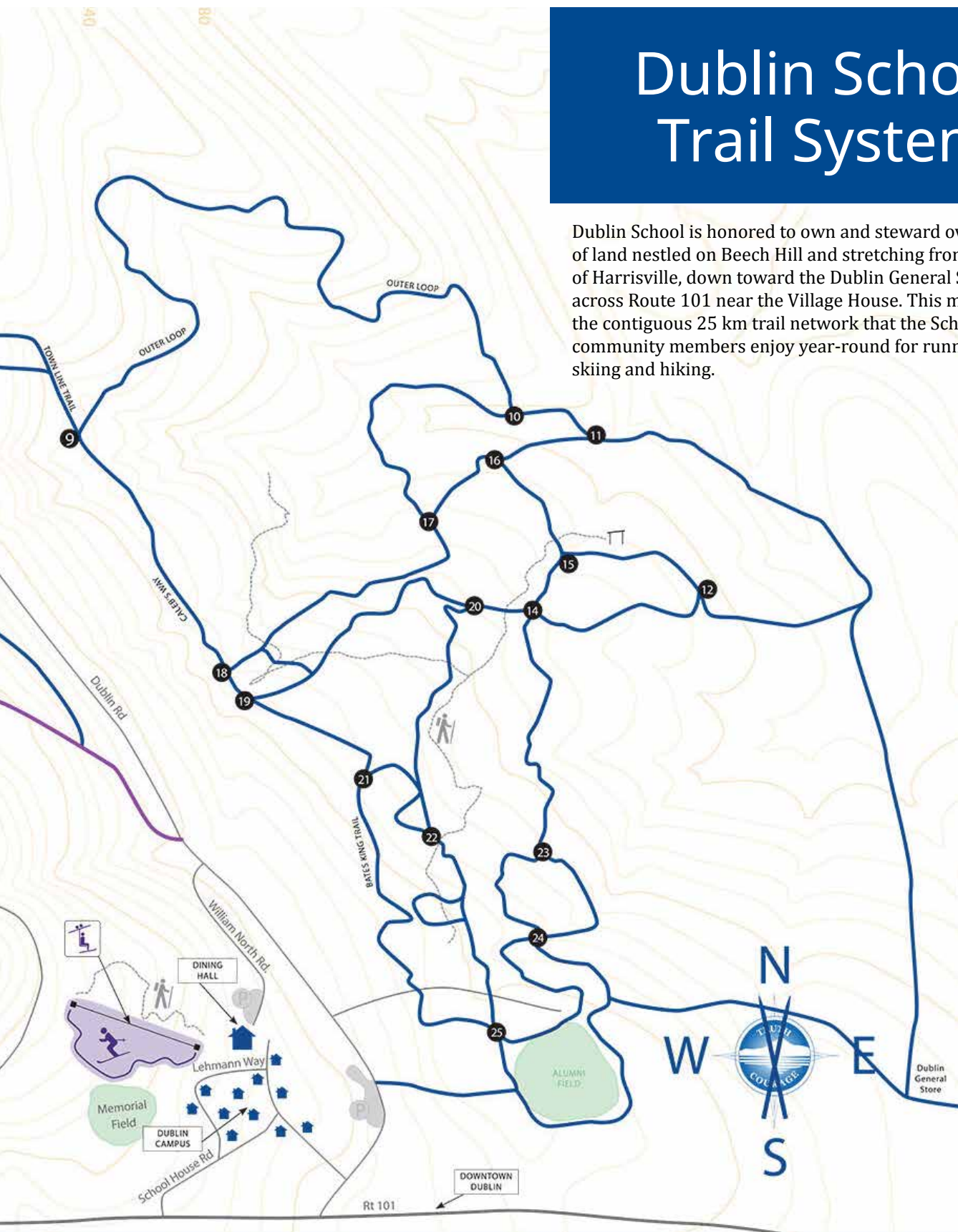
In 1933, due to the depression, the seven most recently hired teachers at Fessenden were dropped. Paul was one of them. He felt it was the ideal moment to improve his knowledge and teaching skills. Therefore, he cashed his life insurance policies, applied for a scholarship, and was admitted to the Harvard Graduate School of Education. There he spent two happy and most productive years, fulfilling amply the qualifications for a master's degree. Due to the fact, however, that Paul did not hold a bachelor's degree, the committee did not feel they could award him a master's degree. That he had earned it is indicated by the contents of a letter from P. J. Rulon of the Graduate School written in 1947 to the Commissioner of Education of the State of New Hampshire in reply to his inquiries: "May I remark about this transcript that Mr. Lehmann satisfied the requirements of all five of what we now call our basic courses, and in addition completed more study than we require for the Ed. M. degree. Were Mr. Lehmann to pursue a similar program today, he would receive the Ed. M. degree on less work than he did as a special student from 1933 to 1935."

Paul now felt that the moment had come to 'hang out his own shingle.' During the summer of 1934, he had tutored Sandy James, the son of Alexander James, the artist, the grandson of William James, the philosopher. Alexander James was interested in Paul's ambitions and urged him to open a school in Dublin, New Hampshire, even suggesting the ideal spot on a hillside, and house in which to start. In September 1934, Paul married Nancy, and after finishing his work at Harvard in February, they went to work on the practical aspects of opening the school. The Main House was rented, a brochure printed, and teachers hired. The school opened in the fall of 1935 with eight boarding students and four teachers.



Dublin School Trail System

Dublin School is honored to own and steward over 500 acres of land nestled on Beech Hill and stretching from the edge of Harrisville, down toward the Dublin General Store and across Route 101 near the Village House. This map illustrates the contiguous 25 km trail network that the School and area community members enjoy year-round for running, biking, skiing and hiking.



Map and more details regarding trail use can be found at <https://www.dublinschool.org/dublin-school-nordic-center>.



“Don't worry about the current endowment, I suspect you will, at least, smile broadly when a bequest from the Simmons estate makes its way to your inbox.”

Celebrating the Largest Gift in Dublin School History

By Erika Rogers P'21

Associate Head of School for Advancement

Dick Simmons '50 was a beloved alumnus and friend who passed away this past June at the age of 86 years young, after a full and inspiring life. Smiling broadly does not begin to describe the emotions Head of School Brad Bates felt, when four months later, he learned of the bequest Dick left to Dublin School.

On an otherwise quiet fall day in October, long-time member of the Advancement Office Donna Stone, called Brad and said, “Erika is crying. I think you need to get over here.” Not sure what to think, Brad ran to the Schoolhouse to find me on the phone with Dick’s daughter Robin who was calling to inform us the amount her father bequeathed to Dublin School. Brad could see that my tears were the happy kind, and when the phone call ended, I shared that Dick had left \$3.37 Million to Dublin School in his estate, the largest gift in the history of the School. That is when Brad started to tear up. “We knew that Dick planned to leave a gift to Dublin but we had no idea that it would be of a size that would be this transformative for future generations of students and faculty.” said Brad.

Dick Simmons enrolled in Dublin School in September of 1944, at the age of 9, just three months before his tenth birthday, and remains the youngest student to ever attend

Dublin School. (In the early days, Dublin School also awarded junior high diplomas.) Unable to pay for the tuition, Dick was awarded a scholarship by Paul and Nancy Lehmann, and the Lehmanns became like a second family to Dick. In PWL’s book about the Dublin School, Dick recalled living in the corner room on the second floor of the Main House with Mrs. Lehmann senior looking after him. “She mended my socks and, it seems, was always available as a mother or grandmother substitute.”

Dick attended Dublin for only three years (1944-47) before, with the encouragement of Paul Lehmann, he enrolled and graduated from Phillips Exeter Academy. Dick would often explain how the teachers at Dublin were committed to his success both at Dublin and beyond. He attributed much of his success at Exeter to the strong foundation he got at Dublin and how he learned to be independent and survive in an older person’s world, “I can’t visualize a better atmosphere for a young boy than Dublin.” One of Dick’s roommates, Charles Moizeau '50, also attended Exeter with Dublin’s help and shared that, “Dick and I shared several classes, and we were roommates in Sleepy Hollow for a few months. Together Dick and I had been instilled with Dublin’s magic. We surely didn’t know then what it was, but it kicked us on to our next parallel adventure.”

“Dublin was near and dear to Dad's heart. I grew up knowing that Dublin School not only challenged and inspired him but gave Dad the confidence to succeed as a young boy and beyond.”

*- Robin Simmons Turner,
Dick's daughter*

Dick's commitment and connection to Dublin School lasted till his final days. Our archive of correspondence between the Lehmann and Simmons families are deep and filled with mutual support and fondness. While raising his family and building a very successful career at Dun and Bradstreet and then at the Washington Post and the Herald Tribune, Dick kept a watchful eye on the progress of Dublin School.

“I remember being scared to death on the first few of my annual visits to Dick's home in the old town of Alexandria, Virginia. I remember thinking that this must be what it is like when entrepreneurs travel to Sand Hill Road in Silicon Valley seeking funding from venture capitalists. Our leadership team at Dublin always made sure I was armed with every piece of admissions, development, and financial information we had compiled so that I was ready for Dick's penetrating and thought-provoking questions. Later, once I realized this was a bit of a game for Dick, I started having fun with our dinners as well. It was a true partnership and I always got back on the plane feeling smarter and more motivated. I was getting an education and a boost from one of our country's greatest thought leaders of the twentieth century,” recalls Bates. Dick's bequest of \$3.37 million is a transformative gift for Dublin School. Although growing, Dublin School does not have significant financial resources and relies on tuition to run our programs and provide financial aid. Dick's bequest has been added to the School's endowment and will provide several scholarships each year for future students in perpetuity. “Dublin was near and dear to Dad's heart,” explains Dick's daughter Robin Simmons Turner. “I grew up knowing that Dublin School not only challenged and inspired him but gave Dad the confidence to succeed as a young boy and beyond. Dublin was his family. I am confident this gift will benefit kids, just like my dad, for years to come.”

In a letter to Robin thanking her and the Simmons family for this amazing gift, Brad wrote, “Your father told me that he felt indebted to the Lehmann family for allowing him to attend Dublin even when his family was struggling financially. Now he has paid it forward to support many future families in need. And, his gift is already inspiring other

donors who now see the momentum we have generated in our efforts to increase Dublin's endowment, and our gifts continue to increase. I know we will look back at the history of our School and see this gift as a turning point.”

I have a copy of the picture below of Dick by my desk in the Schoolhouse. I keep it to remind me of the many lives Dublin School influences in big and small ways and the unending gratitude we have for people like Dick who agree to share in the responsibility for Dublin's future. Dick cared deeply about our School. He held those of us working here to a high standard and believed that Dublin School was an excellent educational institution. Dublin School has never been more capable of fulfilling its mission than today, thanks to Dick. Now is the time to strengthen the School's financial resilience, and we hope Dick's legacy will inspire others to give generously to Dublin School. 🌱



Dick giving Brad a mischievous look during one of our annual dinners near his home in Alexandria, VA. We miss you Dick.

The Dublin School Endowment



An important path towards financial sustainability



“The Trustees of endowed institutions are the guardians of the future against the claims of the present. Their task is to preserve equity among generations.”

This quote by James Tobin, a Nobel Prize-winning economist, and a pioneer in the concept of Intergenerational Equity, captures the exciting and challenging crossroads that Dublin School is approaching thanks to the generosity of the Dublin community.

Dublin School has historically sustained itself primarily through tuition dollars, summer program revenue, and cash donations. Having started as a privately-owned organization and beginning its existence as a non-profit organization in debt, annual support from the earnings of long-term assets has played only a small role in the overall finances of the School.

Increasing Dublin’s endowment has been a priority of Head of School, Brad Bates for many years. Now, thanks to generous bequests from our Lehmann Legacy Circle members and the increasing number of gifts of cash and appreciated securities from our alumni and families, Dublin School’s long-term assets total over eleven million dollars.

The 14-year Journey timeline illustrates the School’s growth over the last 14 years. Thanks to your generosity, the Dublin School trustees and administrative staff are now able to strategically use sustainable investment earnings (approximately 4%) to support student financial aid, faculty salaries and benefits, and our incredibly beautiful campus. And this is only the beginning.



Smart stewardship and careful spending are critical for achieving intergenerational equity but so are gifts! Often overlooked as a factor of growth for endowments, fundraising and consistency of annual support can significantly increase the probability of success of maintaining a consistent cash flow both in the present and future.

When you make a gift to one of our endowment funds, your gift will support both the students of today and the generations of tomorrow. We do not believe a school’s endowment should penalize the students of today for a richer future, or rob future students by spending too much today. It is a delicate balance like every endeavor committed to creating equity for current and future generations.

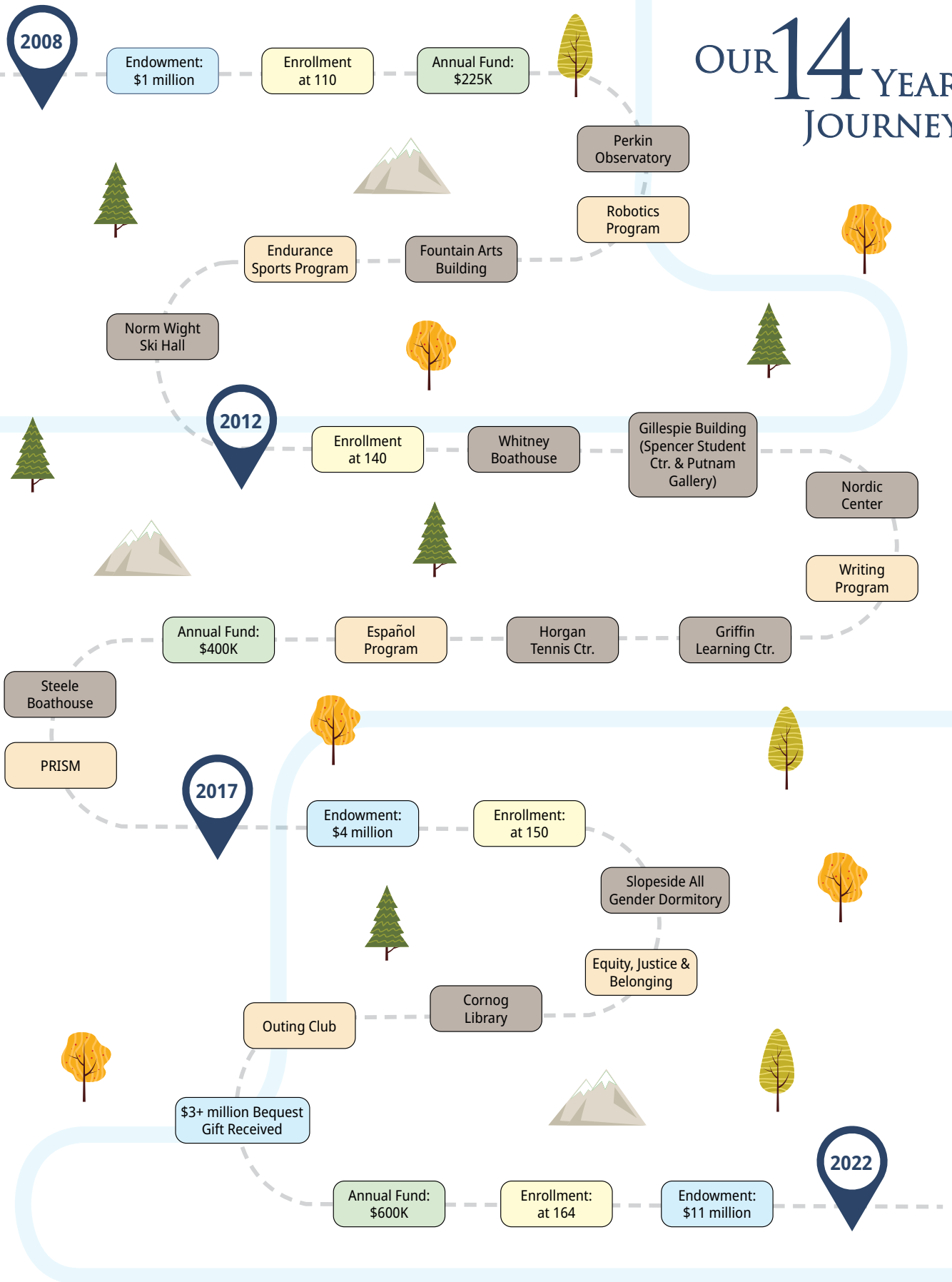
If you are interested in learning more about any of Dublin School’s endowment funds or investment policies, we encourage you to contact Associate Head of School for Advancement, Erika Rogers.



“I love giving to the Annual Fund and watching my money go to work on campus. It is even more satisfying to make a gift to Dublin’s Endowment, knowing that it will benefit Dublin students and staff every year, forever.”

- Jeff Miller P '21 Trustee

OUR 14 YEAR JOURNEY



Embracing the Unknown

Building a Grassroots Community in Keene, New Hampshire



Eliza Laughlin Murphy has been a trailblazer all her life. After attending Dublin as a day student and graduating in 2001, she went off to college, took a gap year, did some traveling, and ultimately found her way back to the Monadnock region, specifically Nelson, NH. It was there that she met her husband and they settled down and had twin boys. While she thought her adventuring days were behind her, becoming a parent and starting and navigating a business through a pandemic proved to be the greatest adventure yet! The Dubliner sat down with Eliza at Brewbakery Cafe and Terra Nova Coffee, more than a coffee shop, she owns and runs with her husband, to catch up.

DS: This issue of the Dubliner is celebrating trailblazers. How have you been a trailblazer, struck out on your own, and gone off the beaten path?

Eliza: A long time ago I took a gap year and traveled and that was so impactful to step off the path of college and career. Exploring, taking a risk, and having experiences that were outside of the expected norm were always important to me. That year abroad was amazing and there were so many moments during that travel that my eyes were opened and my sense of what human communities could look like was expanded.

DS: What was the adjustment like after your gap year and that travel?

Eliza: Coming back and starting a family early in my life caused me to dig my heels in and say, "Okay, this sort of unexpected scenario is going to be positive" and of course, it was positive to have a family. I had had some good adventures out in the world, did some college, but my husband and I decided to raise our family here. We have our family in the area to support us and it just made a lot of sense. So we looked around at our community and considered how we could get involved and that was what led us to now and sitting here in this shop.

As we looked at the situation we were in, we then had to try and imagine what success could look like. We had a vision of a positive pathway forward, but it felt like we had to take the cards we were

dealt and rearrange them and sometimes invent the elements that don't already exist but will get us to where we want.





Embracing the Unknown

DS: Wow, that's amazing. Can you tell us more about Brewbakers and the ups and downs of this adventure?

Eliza: One of the big things relevant to this place is that we lost our lease at the Colonial, so that's why we're in the location. After 25 years or so on Main Street in Keene, Brewbakers didn't have a home! So we thought that was the end of this story. We came really close to the end, but that wasn't the choice we were ready to make. Instead, we decided to begin renovations. We had to close but we were able to do renovations. It was hard to imagine opening both a restaurant and a music venue as everything was shutting down and collapsing - it was a really big risk in a lot of ways.

DS: What has the Keene community meant to you?

Eliza: I can't even tell you how much we appreciate the reception that we got from the community. It was really interesting in the midst of COVID to see a new business starting and to create it thoughtfully so folks felt safe to be here during that time. Starting this business was a risk that we took in a pretty big way as we were totally not sure this could work right now. For us, it was really helpful to have a community like this behind us. We've put that appreciation into the way we train our staff and how we ask them to show up as a way to show gratitude to this community every day.

DS: What is an example where you've had to overcome a challenge in your life?

Eliza: One of the reasons that I stayed in town after my gap year was because I lost my best friend who died very suddenly when we were just 18. When you're young you expect a certain life out in the world - maybe college, living abroad - you have big dreams when you're young. Then losing my best friend really changed my orientation and it was a lot to process. It was through that process that I came to peace with the fact that I was going to stay here, in the area where I grew up. That was a big loss and a big challenge that I worked through and turned into a lesson in building a life that made sense for my reality.



DS: How about a challenging time in your career or with your business?

Eliza: I am also a teacher and had a career in teaching before we opened the shop. As my husband and I were starting out with building the shop, I was also teaching. In the middle of this the pandemic started and we quickly realized how big this project was and that I had to leave teaching. So suddenly instead of teaching, I'm now the student, and learning how to create a real digital platform amidst COVID, build applications and websites and try to run a successful business while our world was shut down was a really interesting challenge to overcome. Those weren't skills that I necessarily believed that I had, but sometimes you just have to figure it out.

DS: And how was that learning process?

Eliza: I use the internet - you can Google or YouTube anything and it's helpful for a lot of the kind of business fundamental spaces that exist on the internet. So much has been changing in that way over the last few years and it's becoming easier, and there's a whole bunch of skill sets available to me to learn that I didn't have before. So my role right now is that I'm sort of creative oversight and marketing and digital spaces manager - I wear many hats!

DS: You mentioned that there was a time when you were fighting to take yourself more seriously in the position that you were in. How did you develop that self-belief and confidence in yourself?

Eliza: I am an educator and I believe in the power of education. I believe in what the foundations of education give you later in your life. Thanks to the education that I had at Dublin and elsewhere, I always knew that I was capable of anything. Since that root was always there, that made all the difference when I stepped into challenging new roles as a business owner. I'm grateful for the way that I was nurtured as I was growing up.

I'm also so grateful to live in a time where women's voices are strong and out front and where we celebrate the contributions of women in business and in all sectors of our society. I look to those stories for inspiration.

Being a mother contributed to my confidence. That experience had value in the skills attached to it along with what I brought to the table from taking a non-traditional path academically and professionally. I rewrote the story for myself and there's power in that actually as I was able to gather real-world information, resources, and ingenuity along the way. This experience has been a way for me to reframe any sort of doubts I had about my worthiness or capacity to be successful in business because I actually had a lot of life experience that has contributed to that. 🌱

Please visit Brewbakers Cafe on 48 Emerald Street in Keene, NH or visit their website at www.brewbakerskeene.com

"What's Your Everest", 2019, Summit of Arapahoe Basin. Pauline with a friend and No Barriers ambassador, Melissa Simpson, and her Rope Team.



BLAZING TRAILS SO **ALL** CAN FOLLOW



Dublin siblings **Pauline Shaffer '03** and **Alex Shaffer '05** have been part of some inspiring trail-blazing communities since graduating from Dublin School.

Pauline was the Director of Operations and Marketing at Touch the Top, Inc. & Senior Producer of the No Barriers Podcast for five years. When Pauline moved to Denver in 2014 she was looking for a more inspiring career than her current project manager role at an environmental consulting

company. She stumbled on a job opening to work with Erik Weihenmayer – “the first blind person to climb Mount Everest” — and was thrilled when she was hired.

Her work with Erik consisted of creating and producing his keynote presentations around the country and marketing and promoting his books and films. But the best part of her job was her work with the nonprofit Erik co-founded, **No Barriers**.



**WHAT'S WITHIN YOU
IS STRONGER THAN
WHAT'S IN YOUR WAY**

"What's Your Everest", 2019, Arapahoe Basin - Alex and his fiancée, Erin, assisting Veteran, Charlie, up the rocky trail.

“Working with Erik Weihenmayer, No Barriers, and so many incredible trailblazers has given me unique insight into the power of the human spirit. There is nothing we as humans can't work through, no matter how difficult. But we can't do any of it alone - we need our community, our “Rope Team” if you will. Dublin was the first time in my life that I felt a sense of belonging and I am forever grateful for my time there, the challenges I faced, and all the lifelong friends I made.”

- Pauline

Pauline and Erik with para climbing legend, Koichiro Kobayashi (“Koba,”) after recording an interview at LaunchPad Studios.



No Barriers is an organization dedicated to helping folks of all abilities who are struggling to confront the obstacles in their way and live a life of purpose and meaning. Their motto: What's Within You is Stronger Than What's In Your Way. No Barriers has created programming and experiences for Youth, Adults, and Veterans living with seen and unseen challenges, as well as Caregivers, Educators, and Business Leaders – but their message is for anyone and everyone. Yearly, Pauline helped organize and run “What's Your Everest,” a No Barriers' adaptive mountain climb and fundraiser for people from all walks of life as well as their annual No Barriers Summit, a 3-day celebration of what's possible – featuring a diverse line-up of renowned speakers, performers, athletes, innovators, films, and interactive sessions all coming together to celebrate the “No Barriers Life.” Pauline established a scholarship program through Erik's Reach Foundation to ensure deserving individuals from around the globe were given an opportunity to attend. From NYC to the mountain towns of Park City, Tahoe, and Telluride (just to name a few) these annual retreats gave hope and community to individuals and families who needed it the most.

In 2018, Pauline helped No Barriers reach tens of thousands more people when she created the **No Barriers Podcast** with Erik, No Barriers Executive Director Dave Shurna, and mountain adventurer and medic, Jeff Evans, as hosts. As Senior Producer, Pauline recruited folks who exemplified the mindset of No Barriers. This included award-winning journalist, Ann Curry, MIT professor and leader in bionic limb engineering, Hugh Herr, Paralympic cyclist Billy Lister, world champion runner, Joseph Gray, record-setting climber and accessibility advocate, Quinn Brett, celebrity chef, Christina Ha, who happens to be blind, award-winning singer/songwriter, Mandy Harvey, who happens to be deaf, former Command Sergeant Major and U.S. Veteran Hall of Fame inductee, Gretchen Evans, and over 150 other inspiring entrepreneurs, athletes, artists, and public servants – all with the same underlying message: despite the adversity they had encountered, they were able to find strength and purpose to elevate the world around them. The weekly episodes highlighted their stories and provided a roadmap for others experiencing difficult times.

Alex is a self-made ultrarunner, endurance athlete, and entrepreneur who has managed to weave passion and purpose in his personal and professional life.

As an athlete, Alex has completed sanctioned events ranging from half and full road and mountain marathons up to multiple solo 100-mile foot races and 240-mile team relays. He has also hiked all 48 four-thousand-foot peaks in NH and he has enjoyed countless other self-supported outdoor pursuits that push his limits, like cycling Vermont's 130-mile six gap ride in a single day and biking 110 miles through the White Mountain National Forest ahead of climbing Mount Washington on foot in the same push. Along with his fiancée Erin, he has run the Presidential Traverse, twice fast-packed the 32-mile Pemigewasset Loop, and even rock-climbed the second Flatiron in Colorado (the scariest thing he says he's done).

Through experiences like these, Alex has explored his bounds and at the same time, connected with a host of incredible organizations and found impactful ways to use his marketing expertise to contribute to their missions.

Notably, Alex is a five-time participant of the Vermont 100 Mile Endurance Race, one of America's oldest 100 milers, and for the last six years, he has handled the event's web design and development, apparel design, and social media marketing campaigns. Alex's job is to help the VT100 craft and disseminate messaging that supports the race's fundraising goals for Vermont Adaptive Ski & Sports, as well as supports initiatives and conversations about how to better manage accessibility, inclusion, and gender equality in the racing industry. Alex has personally fundraised over \$7,800 for Vermont Adaptive, and the event itself has raised well over \$1M. In 2017, the Vermont 100 became the world's first trail and ultra race to recognize athletes with disabilities in their own division, and since then its race director has also pushed to create a non-binary division for runners to register under. The Vermont 100 is more than a race, it is an event that continually seeks to make everyone feel welcomed and comfortable – and Alex says he is simply proud to be a small part of this big picture.

In the fall of 2019, Alex also started working with Pauline for Erik and No Barriers. Pauline had always felt Alex's heart and athletic background were a match made in heaven for the job. In fact, when she told him she took a position with the first blind person to climb Everest, he lit up – Erik's best-selling book, *Touch the Top of the World*, was already a longtime favorite of his. So when a remote opening finally appeared for a new social media manager, Alex leapt at the opportunity and has been a natural fit. He joined Erik's small team and immediately his passion for the work shone through. He has a knack for advancing the work Erik and No Barriers are doing. He helps write about and promote Erik's adventures, presentations, books, and movies, as well as the No Barriers Podcast, the No Barriers Summit and "What's Your Everest", in addition to many more campaigns dedicated to fundraising, community awareness, and living a full life. Alex also visits Colorado to attend No Barriers climbs – where he and Pauline actively help push and pull folks in wheelchairs up mountains, guide blind and visually impaired people with tethers and jingling bear bells, and keep participants from all walks of life motivated and engaged for the entirety of the strenuous day out.

In addition to the Vermont 100, Erik, and No Barriers, Alex also helped brand Move Free, an athletic apparel company that celebrates inclusion and gives a majority of its profits



back to conservation projects throughout New England; and he is a nine-year member of SIX03 Endurance, a NH-based running club and event organizer, where he has volunteered numerous times to help mark courses ahead of races, check runners in on race day, and manage aid stations. 🏔️

"The most rewarding part about the work I do is that all of it revolves around empowering people no matter their abilities, beliefs, or backgrounds. It's just about building support systems and seeing how far we can help each other go – outdoors and in our own lives. Not to mention I've had the great privilege to work alongside my big sister for so much of the fun! I think being a student at Dublin set me up to seek out this type of life. Dublin showed me diversity, made me feel safe, taught me to work hard, and encouraged me to harness the help of peers and teachers when I was struggling. I learned to push myself and lift others up at the same time, and I have found immense joy in both. Dublin is a special community and I'm so glad I've been able to feel a similar sense of love and purpose outside its walls and well into adulthood."

- Alex



The Beech Hill Hiking Trails are located on a 62.7-acre property protected by a conservation easement through the Monadnock Conservancy. The property is the former site of a substance abuse and treatment center (known as Beech Hill) that closed in 2001. In 2007, the Beech Hill-Dublin Lake Watershed Association acquired the property and began restoring the site, removing all but one of the buildings and eventually creating a network of trails that provide views of both Mount Monadnock and parts of the Wapack Range.



Discovering a Passion for Science

By Sarah Doenmez, P '05, '07, '10

Associate Head of School for Academics

In recent years, enrollment in Science courses at Dublin has taken off: every course we offer fills up fast. Students discover a passion for science at Dublin and many take multiple science courses simultaneously in their upper years. The number of female-identifying students enrolled in advanced sciences classes is more than 50% and many of those pursue science degrees in higher education, a point of pride: there is no gender gap in Sciences at Dublin School. Students learn skills and do real science in their curriculum, with opportunities to contribute to research outside of Dublin School as they advance through our curriculum. Dublin hooks many students into the pursuit of science. Ms. Jackson explains how they do it: "The best compliment I can receive as a teacher is when a student tells me that they didn't think they would be interested in the class, but

it turns out it can be interesting. . . When I think of some of the students who have pursued science after Dublin, they would have said their interests lay outside of science when they arrived at Dublin, and in some cases even fought against liking science, but when they were let in on science as a way to understand and make sense of the world around them, they found that the puzzle of using math to solve complex problems was really satisfying and then went out of their way to take as many classes as they could here at Dublin and beyond, even earning advanced degrees."

Discovery

January 24, 2022: It's the first week of the second semester in Chemistry. Students will review stoichiometry and launch into a unit on Gas Laws. They do some systematic

review by working on worksheets in pairs while the teacher circulates to help or challenge. In their next class, they do a performance task from the Chief Extraterrestrial Office at NASA to help figure out the molecular structure of compounds found on Mars by the Rover. The following week, students complete a simulation in which they make predictions about how molecules will move in certain conditions and discover whether their predictions are correct or not as they follow steps to analyze their molecules. Instructions tell them to play around with variables of temperature, and describe and analyze what happens. Each step asks students why certain things happened. After a class processes the results from different pairs, students have a lab day with stations to experience different aspects of the gas laws. They write a lab report for homework and take a quiz after some review to consolidate their learning.

Studying science at Dublin School is exciting! Classes are centered around a commitment to student discovery and involve many hands-on activities so students try out different approaches, build the meaning behind the concepts, and develop scientific skills. Teachers lead with real-world problems or applications of the material; students discuss connections they see to new material. Students collaborate with partners, perform labs every week, check-in with their teacher, write out problems on the board, taking responsibility for their work and learning. Student discovery is carefully balanced with practice, review, and feedback so that students solve problems with accuracy, using scientific techniques and logic, as they consolidate new knowledge. In Ms. Jackson's words, "My personal goal has always been to approach teaching science in a way that makes it both fun and challenging- so that students are curious and concepts feel accessible, but that they are also challenged to do complicated analysis and produce big projects so they can look back and feel proud of their work. I think the emphasis on fun and hands-on experiences in the classroom helps to engage the students as they walk in the door- they know that in science class they will be doing something active- manipulating something, measuring something, and always interacting with their peers." This was also the approach taken in developing a seminar for our recent J-Term: Echinodermata studied sea urchins in-depth for two weeks. The seminar started with students determining the gender of the sea urchins and inseminating the females; they tracked the development of embryos throughout the seminar.

Get Outside!

The science department works hard to get kids outside to see the world that their curriculum is describing, to grow connections to the natural world on Dublin's campus, and to form questions to link to their studies. To get their hands on and into the earth, the trees, the wetlands, to notice the mountain as they climb it, to pay attention to the forests





and fields: this is a major objective of Dublin's science department, for it is the source of scholarship. Seeing connections to science in other areas of their lives and becoming more observant of the natural world and curious for further knowledge are two of the department's key objectives. Jesse Jackson takes 9th grade Biology students out to identify trees and bark every fall. The outcome of learning to identify trees is that they measure all of the trees- measure ground and canopy cover and they use the information to determine how old the forest is and what changes might happen in the future. They do a wetland lab in the spring, testing water quality with chemical tests and comparing those to a biotic index of the invertebrates in the water to determine the health of the wetland.

At the opposite end of the curriculum, Ms. Jackson takes AP students to the wastewater treatment plant in Keene, and up the mountain to participate in a study by Antioch New England Graduate School on the impacts on climate change on Monadnock. At the Putnam Observatory, Erik Schmitt teaches students to observe the stars, galaxies and Messier objects in the universe. He is training students to do original research. Students can learn to take photographs of galaxies, and manipulate the images to highlight special characteristics of what is happening. Chris Young teaches students about their own muscles and anatomical systems in his electives, and how to treat basic injuries. No student can doubt the relevance or meaning of their science studies at Dublin School.

Representation Matters

Another emphasis of the science department is to ensure that students of all identities and backgrounds see themselves in the discipline, recognize that they are included, and internalize models to anchor the idea that pathways for further study and work in science are open to them. Many schools have worked hard to support students who identify as female in the STEM fields; Dublin's strong and dynamic female faculty have modeled this, and the power of those models has been so palpable that the science department knew they had to ensure that students of other identities and backgrounds could see themselves in the field too. Using a variety of materials, students learn from experts of different racial and ethnic heritages and different identities. Last summer Kaitlin Grant completed a four-week course at Boston University on equitable pedagogy in STEM education, and shared her learning with the department. This has led to greater emphasis on discussions in class where the students can share their experiences, and projects that bring in their own communal and familial experiences. This serves to underscore that scientific reasoning is part of all cultures.

As Ms. Grant says, "One thing I now do is leave more space for discussion of students' personal experiences (communal, familial, cultural) with content in class. This helps students to see not only that science exists in their lives, but also that they have experience already with experiments and data analysis, and this can help them see themselves as scientists in what can be challenging courses. This also relates to offering more choices in assessments, . . . to really increase students' engagement with content that applies directly to their lived experiences. I have more discussions about whose voices are centered and repeated in the scientific community (and why), and how this shapes the field of science. We also discuss how the field might change if more diversity were present in those conducting and sharing scientific research. I use current scientific discoveries, as well as historical discoveries, as opportunities to discuss this, and particularly in Biochemistry, where students are doing research themselves, these conversations help them to see their potential in shaping the field of science." Supporting all students in developing a vision of themselves as scientists is a core goal of the Equity, Justice and Belonging work in the science department.

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New Developments: Advanced Seminars

Since many students at Dublin seek to take more than one science course in their upper years at Dublin School, and since there are limitations to the types of work that can be undertaken in AP Science courses, Ms. Jackson and Ms. Grant have created Advanced Seminars as the highest level science courses Dublin offers. In these courses, students become scientists in their own right, conducting experiments and fieldwork sharing data with professionals, presenting their findings, and contributing to larger studies at universities. Ms. Jackson's Advanced Seminar in Climate Change explores the impact of climate change on our campus and in Southwestern New Hampshire. Students have ongoing projects photographing and mapping wildlife on campus, studying lichens on trees, water flow in the Contoocook River, and erosion on Mt. Monadnock. They have collaborated with Antioch New England, the Harris Center for Conservation Education, where Ms. Jackson serves on the Board of Trustees, the UNH Cooperative Extension and the Forest Society. In Ms. Grant's Advanced Seminar in Biochemistry, students develop lab skills, doing gel electrophoresis labs and extracting DNA, for example, while discussing topics like the bioethics of recombinant DNA technologies and gene editing. Students conduct research, hold debates, write a literature review, producing college-level work. This spring both Advanced Seminars in Climate Change and in Biochemistry will be doing scientific poster presentations for the community. These courses provide a forum in which students achieve the highest objectives of the department in promoting scientific literacy, allowing students to practice objective, concise technical writing, to independently design, conduct and analyze experiments to contribute to scientific knowledge.

Teachers

Our science curriculum is brought to life by the enthusiasm of our faculty and their passion for teaching. They all developed their own love of science by spending childhood hours outside and immersed in projects, whether taking apart and re-making electronics or exploring rivers and mountains. Katri Jackson shares her delight in nature and science, and models hard work, conscientiousness, and commitment. As our main teacher of advanced science courses, she has inspired and trained so many Dublin scientists-to-be. As head of the department, Ms. Jackson continually seeks for more thorough and meaningful ways to educate Dublin students, support the department, and advance scientific literacy in the community. Jesse Jackson teaches Biology, introducing 9th graders to Dublin's natural environment, hands-on explorations, labs and lab reports, and scientific thinking. Kaitlin Grant, a Chemistry teacher, brings the field to life with creativity and supports the engagement of her students with kindness and attention. Erik Schmitt's passion for Physics and Astronomy leads

to engaging demonstrations and activities in which students build their own learning. He spends countless hours supporting students and sharing his enthusiasm for his fields. Jonathan Weis teaches AP Physics, a natural extension of his love of logical reasoning and math. The class is built around lots of labs; he was really excited to teach about friction with the new air tracks that we got this year. Chris Young builds directly from his work as a trainer and incorporates exercises and kinesthetic evaluations as students demonstrate an understanding of different muscles and their functions. From teaching students to tape joints and diagnose injuries to getting students certified in First Aid, students develop hands-on skills, and they do research, read peer-reviewed articles and writing papers. Beyond their curricula and methods, it is these teachers making connections with students, firing their imaginations, working with them each day, who form the strength of Dublin School's science education and make trailblazers of our students.

Ms. Jackson shared her aspirations and goals in this statement. "The thing I am most proud of is the Dublin science classroom being a place that has not only been successful at inspiring lifelong study in science, but also making science something that is accessible to everyone, that students who don't consider themselves to be scientifically minded can get through difficult classes and often try and take all of the science classes that we offer- and I think that the success and popularity of Advanced Seminars in Biochemistry and now Climate Change, are showing that these course selections are not motivated by a boost to the transcript (as with APs) but because of a genuine interest- that has been really exciting. My ultimate goal is not necessarily to make this a place that produces lots of science majors (though that would be great) but to graduate students who are scientifically literate- they can engage in intelligent discourse about scientific topics because they understand the methodology. And I would love for Dublin graduates to say to their own children one day when that child signs up for a difficult science class, 'I took that and I loved it- I think you'll love it too.'" 🌱



A NEW PEDAGOGICAL TRAIL FOR DUBLIN SCHOOL



J-TERM

When Dublin School switched from trimester to semesters last year to accommodate COVID safety precautions, the switch was first considered a loss but quickly turned into a win. Students and faculty were unanimous in affirming that semesters provided a better educational experience than trimesters. Still, from the students' point of view, the biggest disadvantage was losing the opportunity for more electives, which have always been designed to share faculty passions or in response to student curiosity and input. In addition, January can be a difficult month in boarding schools in the depths of winter. So the Academic Committee brainstormed and came up with the idea of J-Term, or January Term, as a way to incite curiosity by providing students with choices of intensive and meaningful electives taught in creative and experiential ways.

This year's J-Term was a two-week period in January when students were able to choose one of 16 different original courses based on student and faculty interests. This year's topics ranged from Aeronautical Engineering to Songwriting and Recording to Quilting. By the end of the two weeks, a running list of future J-Term courses was already underway!

Students reported that they enjoyed learning about something they were interested in without the stress of grades (J-Term was pass/fail). They also liked focusing intensely on one topic and studying with a new group of classmates. Teachers loved collaborating with different colleagues, and everyone developed deeper cross disciplinary understandings that carried into the spring term. The inaugural year of J-Term was an unequivocal success!

J-Term is learning for the joy of learning.

– Katie Strauss '22, Member of Academic Committee



L to R: Winter Wilderness Survival, Body Image–Gender and Media, Nature and Film, Quilting, Songwriting and Recording

An Interview with Jenny Foreman about this year's production of *Amélie*

By Hunter Bachman '16

What production are you doing and what made you choose that one in particular?

We are doing the musical *Amélie*, which is based off of a very popular French art-film in the early 2000's of the same name. It's about this quirky girl (*Amélie*) who grows up kind of isolated with no connections and comes into living in Paris. She works in a café where she becomes fascinated with trying to secretly help people out to make their lives better. She moves from being totally isolated to making connections with people and I thought that thematically that was a good thing due to parallels with the circumstances related to COVID-19. I always look to change up genres from previous years that that group of students has worked in. It's pretty contemporary, the music is really beautiful and fun. I think there are enough ensemble [elements also], we have to create the streets of Paris, and a café, and there's a lot of little quirky characters... It's kind of centered around a main character but there are a lot of other big parts and that's another thing I always look for: something that creates more of an ensemble feeling rather than just being a vehicle for only a few lead parts, so everyone can get involved and be featured.

How many cast members are there?

I believe we have 21 cast members, which is great, and then we have a tech crew of students who will work on the design, costumes, set, and lighting. We're going to do some projections to help create the atmosphere of the different elements of the movie. *Amélie* has a very vivid imagination, so it moves from reality into fantasy in a few scenes, so we have to try to recreate a bit of that as we move into her exaggerated thoughts and imagination, which is a little harder to do on stage. We're also going to use the movie as a reference for the color themes as well as the costumes and set.

What are some ways that you teach students to be more skilled actors?

An example is an acting technique that I've been incorporating into my classes called Viewpoints. It's kind of a physical way of thinking about acting, thinking about your relationship with time, space, architecture... It's a whole ensemble-building technique. A lot of the initial exercises are like running in a circle and trying to develop a group

sense so that if one person in the circle stops, the whole circle will stop together. The goal is to have everyone feel like they're in the same world and feel that they're sensitive to one another. There are other exercises where you walk in right angles called 'Walking on a Grid' where you intersect with one another and it helps to create this idea of the busy streets of a city or something, and then you can play with the speed people go, for instance, you'd instruct them to walk at a 1 vs. a 3 vs. a 10, how does it change when you go faster? How does it change when you all have to be at a very low level? We'll be doing a workshop with a guest instructor as well, going into what it takes to create the pace and rhythm of the streets of Paris vs. what it's like inside a cafe.

It's amazing how much knowledge and expertise it takes to put forth a believable performance as someone other than yourself!

Right! So, this acting technique asks you to pay attention to different specific things as exercises and then you start to form what I sometimes call scripts, or physical compositions, which are repeatable. It creates almost a rhythmic energy as well as visual. There is a character who is supposed to have a limp, there's a character that's supposed to be blind, there are characters that are more outgoing, and some that are more shy. It's a question of how you deal with the energy of that environment.

In retrospect, what were some of the biggest challenges that your cast and crew faced in this year's production?

We had some alterations to the schedule, with snowstorms and COVID cases and lots of other factors that made our lead-up process pretty choppy. Groups of people were always missing from rehearsal. At times I would have to jump up on stage with a script and read through multiple parts to fill in. Our first performance was the first time we ran through the whole thing with the whole cast. The only time that we had everyone there for a full run through was the first time we had an audience. In a way everything came together perfectly timing-wise but at the same time it was very anxiety provoking.

There was something about it that really bonded us through that experience. Everyone was hyper focused, and there was a great energy amongst the whole cast, crew, and student musicians working backstage. We all felt attuned to one another and to what was going on and were taking high quality notes.



What impact did this production have on your student cast and crew?

I saw a lot of pridefulness, a feeling of real accomplishment that is so authentically theirs. While performing, they are in a place where adults aren't directly guiding them, they are doing it on their own. There is something that changes, that shifts their ownership of the whole thing and it is a really visible change, in their confidence and their body language. It's such an imaginative kind of experience, and I often like to remind myself that it is a very aptly named activity: a Play. It is an experience that allows people to open up in ways that they wouldn't necessarily get to in any other context. I also felt that students gained a genuine understanding of everything it takes for all the different elements of a production to come together. Once you've been part of a show such as the one we put on, you see things differently, appreciating the process and hard work that went into achieving that result.



Health & Wellness

Feeling a sense of safety and belonging, participating in meaningful work/ activities, and spending time in nature are fundamental for overall health and wellness. These are everyday activities at Dublin School, but they are sometimes not enough. Maintaining good health and personal wellness has already been a challenging part of the adolescents for some of our students and families. Our goal is to provide the services and programs that support students who might be struggling and help all our students build lifelong resilience for dealing with the stress and impacts of our increasingly complex world.

Our Dublin School students' physical and emotional health and wellness are our top priority. From a stomach ache in the middle of the night to a sports injury on the field to anxiety and depression, we want our people, programs, and facilities to be

able to handle it all. Following the recommendations of a recent student/ faculty Health and Wellness Task Force, we are developing a comprehensive residential life plan that we believe will dramatically improve the wellness of our community. The COVID-19 pandemic and its inevitable social/ emotional consequences make this work more important than ever.

"In my thirty years working in high schools, I have seen an alarming increase in students struggling with mental health, particularly anxiety and depression. Students around the world are dealing with a great deal: pandemic, social media, climate change, political turmoil and division on top of the regular stresses of the teenage years." says Brad Bates, Head of School.

Even before the pandemic, the increased need for health and wellness services for our 164 students has challenged our current health

services staff. Our goal is to increase Dublin's nursing staff and adolescent counseling team to six, including 24-hr nursing coverage. We also want to provide more professional development for faculty and staff around anxiety, depression, eating disorders, substance abuse, and ongoing wellness programming for all students as part of our DubWell program. Health Services are now a significant component of every school's annual budget, but with your help, we can minimize these rising costs of tuition. Raising funds for these services will be incorporated into our Annual Fund and endowment fundraising for the next three years.



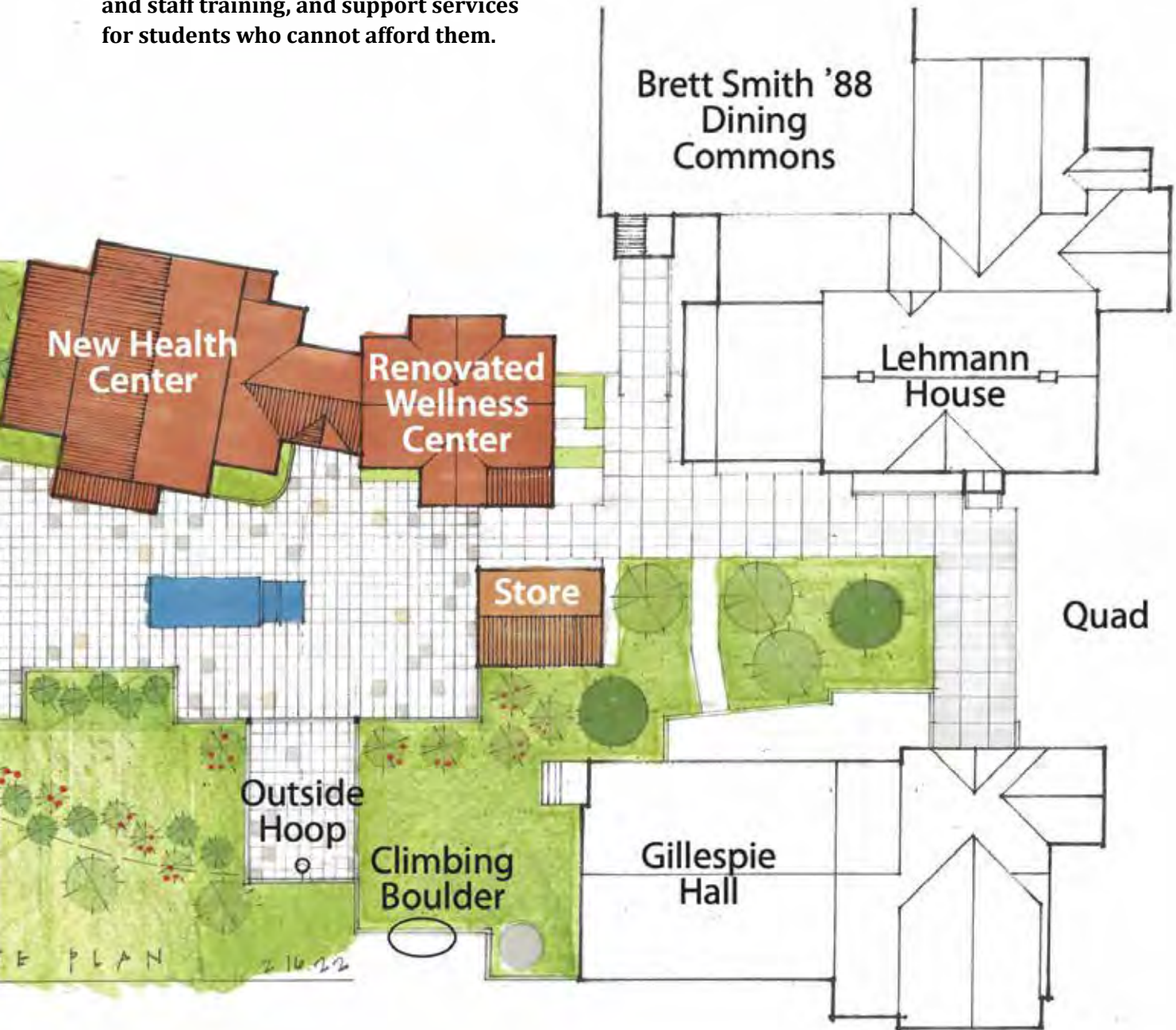
L to R: Trustee Bill Barker, B&G Director Andy Hungerford and architect/wife, Susan Phillips Hungerford P '00, '05, '07, Brad Bates and Trustee George Foote reviewing blueprints at weekly Building Committee Meeting.





Therefore, we are asking for your financial help in supporting the following priorities:

1. Constructing a new Health and Wellness Center.
2. Increasing operating support for wellness and resilience programming.
3. Endowment support for adolescent counseling, 24-hr. nursing staff, faculty and staff training, and support services for students who cannot afford them.



Health & Wellness

New Health and Wellness Center

The new Health and Wellness Center will consist of a newly constructed 3,600 square foot building connected to a complete renovation of our existing health center. Construction will be done in two phases to allow for the least amount of disruption to our health services, and together the new center will include three faculty apartments with room for a fourth. We plan to start construction on the new facility (Phase 1) as soon as the funding is in hand. Phase 2 will move the nursing services into the new building while we renovate the existing building, creating a new wellness center for adolescent counseling and mental health programming. As illustrated, both facilities expand the number of treatment spaces and the variety of spaces to simultaneously accommodate private treatment, ill students, daily counseling,

telehealth services, wellness meetings, and medication disbursement, all with improved privacy and a welcoming atmosphere. Finally, both buildings will be surrounded by an expanded green space with outdoor wellness activities such as basketball, climbing boulder, and sitting areas.

If you would like to learn more about the new Health and Wellness Center or consider supporting this critical moment for our school, please contact Associate Head of School for Advancement, Erika Rogers, at erogers@dublinschool.org or (603) 563-1230.



L to R: Dublin School Nurse, Nicole Maxcy and Director of Health Services, Margaree Jordan '95.

Views to East



Rebecca Beauzay - Supporting our mental wellness for over twenty years.

Rebecca Beauzay has been Dublin's adolescent counselor since 2001. Going above and beyond for our community on a daily basis, she has cared for our students with a level of professionalism, commitment, and compassion that is impossible to describe. With grace and respect, Ms. Beauzay listens to students, works with families and faculty members, and pulls in outside professionals when needed to build a circle of support that is personalized for each student.

In celebration of Ms. Beauzay's outstanding service, we invite you to make a gift in her honor towards our new Wellness Center and accompanying counseling services. We will be sure to recognize the life-long impact she has had on so many lives when the new center opens.



"It has been a privilege to work at Dublin School these past 21 years. The opportunity to support students and their families, as well as my colleagues, has been a rewarding and humbling experience. Dublin's focus on all aspects of wellness in addition to mental health is inspiring and I believe the new wellness center will help differentiate Dublin School in the years ahead."

- Rebecca Beauzay, Adolescent Counselor





Wellness Tip of the Week - Shinrin-Yoku

Shinrin-yoku is a practice developed in Japan in the 1980s that can be loosely translated as “tree-bathing.” Practitioners believe that walking and spending time in the woods can lower anxiety, blood pressure, depression, and anger while increasing happiness and well-being. To embrace shinrin-yoku, people are encouraged to walk without phones or headphones, wander without a clear goal, pause and listen to the trees and wildlife, and if you go with a friend make sure to leave time for silence.

A wooden swing built for two hangs in the sunken garden next to the Schoolhouse. It has been entertaining students, faculty children and alumni for many years. A granite bench in memory of former faculty member Terry Dwyer, faces the opposite side. The weathered wood of this swing is no doubt infused with both laughter and tears and encourages us all to slow down and enjoy being together.



The Swing



The Pull-up Bars

Located between the Perkin Observatory and the Norm Wight Ski Slope, these two differently-sized pull-up bars are a great place to bring your friends, short and tall, to get a workout outside. With amazing views in almost any direction, you'll be sure to forget all about your sore muscles and joints as you use this unique outdoor fitness installment.



The Sunspot

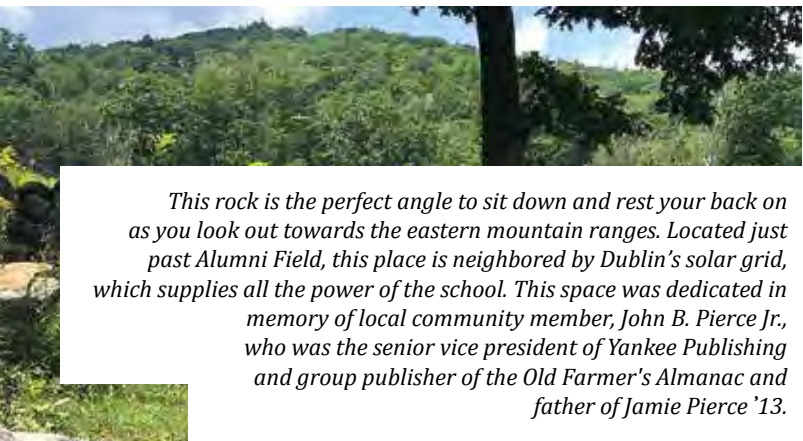
Secret Campus Spots

Perched in the woods near the top of the Norm Wight Ski Area, the Writer's Cabin is a place of solitude for those deep in thought, or perfect for a small English class. Complete with its own wood stove, solar panel, running water, and even a piano, this cozy cabin was proudly built in-house and remains an amazing addition to our campus.

The Writer's Cabin



This rock is the perfect angle to sit down and rest your back on as you look out towards the eastern mountain ranges. Located just past Alumni Field, this place is neighbored by Dublin's solar grid, which supplies all the power of the school. This space was dedicated in memory of local community member, John B. Pierce Jr., who was the senior vice president of Yankee Publishing and group publisher of the Old Farmer's Almanac and father of Jamie Pierce '13.



This Stone Gargoyle seems to move from place to place on its own, ending up in different familiar spaces where students like to sit and relax outside. According to former faculty member Jan Haman, it was given to the School by Dr. George Steward who found it in London during WWII having survived a bombing near Parliament. Nobody knows exactly how Dr. Steward came by it, but its presence seems to bring luck and comfort as it keeps guard over campus.



The Gargoyle

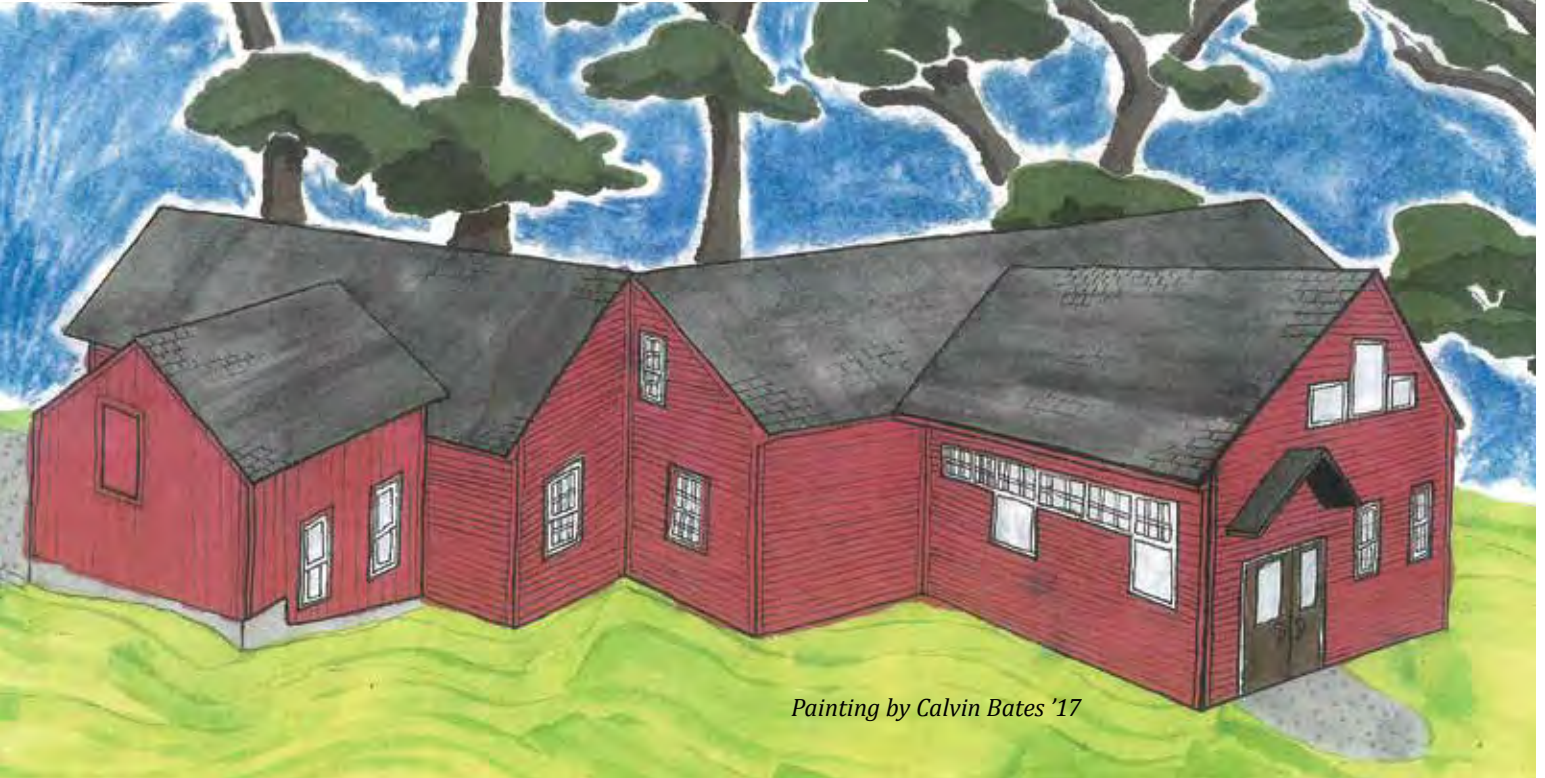
Future Expansion of Von Merten's Woodshop



"It is so important to make something. Using your hands to make something has a lot of value to it. But it is not the end product that matters most, but doing something with your hands, is part of the learning process."

*- Trustee and former faculty member
Carl Von Merten GP '20, '25*

Future Expansion of Von Merten's Woodshop



Painting by Calvin Bates '17

30' X 30' expansion

A Joyful Place

Woodworking has become one of the most important and popular courses at Dublin School, with approximately 80 students participating each year. For safety and to give the program the space it deserves, we want to add a 30' x 30' extension to the current woodshop. Over the last two years, Dylan Pierpont and his students have built a tiny house and warming hut for our Nordic trails, so the plan is to have the students build much of the addition themselves. Fundraising is currently underway for this signature program, and your participation would be deeply appreciated.

"Kids live in such a virtual world today, and they have so much anxiety about the world. To be able to come into the Carl Von Merten's Woodshop to use their hands and create something unique is very special. When you enter the woodshop, you will see happy kids feeling peace and purpose. Those are the kind of concrete experiences students need to balance the virtual parts of their world." says Brad Bates. 🌱



DAILY MOMENTS / '21-'22



L to R: Dorm Olympics • Seniors Ringing Mt. Day Bell with Mr. Bates
 Dublin Dancers • Trustee Phil Runyon helping in Schoolhouse
 Fencing on Memorial Field • 2021 Mountain Day
 Annual Camping Trip • Senior Presentation at Morning Meeting
 Advisee Lunch with Ms. Doenmez • Studying on the Quad
 Celebration of Light • Senior Project GoKart
 Building in the Makerspace • October Plunge in Dublin Lake
 Popsicle Bridge Challenge





MOMENTS IN ATHLETICS—

CELEBRATING OUR CHAMPIONS

Dublin School Wins Three NEPSAC Championships This Winter.

Dublin School takes great pride in the performance and competitiveness of its athletic programs. All of its coaches and student-athletes work diligently to fulfill both team and personal goals in pursuit of excellence through sport. This winter, the Dublin School Girls' Basketball Team, and Boys' and Girls' Alpine Ski Teams ALL won New England Preparatory School Athletic Council (NEPSAC) Championship titles!



Champ Girls Basketball-The Girls' Basketball team won their first New England Preparatory School Athletic Council (NEPSAC) Class D tournament after defeating Hyde School of Bath, Maine. In addition to winning NEPSAC, the Girls' team won the River Valley Athletic League (RVAL) and Southeastern New England Independent Schools Athletic Association (SENE) tournaments.

Coach Girls BB Kelley- Head Basketball Coach Mike Kelley Wins NEPSAC Class D Coach of the Year, Fantauzzi sisters, Mia '22 and Erika '23, share All-NEPSAC Honors. Congratulations to Mia Fantauzzi '22 who hit 10 (3pt shots) in this quarterfinal game to bring her Dublin career point total to 1000! Mia will be playing Basketball for Suffolk University next year.



Boys Cross Country



Champ Boys Cross Country-
Dublin Boys XC Team Finishes
First at the Division 4 NEPSAC
Championship.



Girls Basketball



Boys Soccer



Champ Boys Soccer-Boys Soccer wins RVAL Championship



Champ Boys Nordic Ski- Boys Nordic Ski Team Lakes Region Champions

Boys Nordic Ski



MOMENTS IN ATHLETICS— CELEBRATING OUR CHAMPIONS

Champs Alpine—The Boys' and Girls' Alpine Ski teams won the NEPSAC Class C Tournament. This was the first time both teams won in the same year! Each team title included first-placed finishes for individual skiers including Jesse Choate '22, who won the individual in Giant Slalom and Alejandro Arze '23 who won Slalom. Campbell Meyer '24 for women's Slalom and Ava Rondeau '24 for Giant Slalom. "Our top skiers are among the best in the region but it was because of the whole team's effort that Dublin won the NEPSAC championship," explains Alpine Director, Sandy Eneguess.

Boys and Girls Alpine Ski



Girls Alpine Ski



Photo by Hyatt Choate, P '22

MOMENTS IN ATHLETICS



Ultimate Frisbee



Sailing



Crew



Boys Basketball



Boys Lacrosse



Mountain Biking



Girls Nordic Ski



Girls Cross Country



Boys Cross Country

Dublin athletes participate in a different sport each season, and many engage in sports they had never tried until enrolling at Dublin. The Dublin School Athletics Department aims to provide appropriate opportunities for our student-athletes to expand their comfort zones, gain physical fitness and self-awareness, build self-confidence through suitable goal setting, and gain positive experiences through sport and team atmosphere. This is all accomplished through a focus on proper training, technique, and performance in competition with a strong belief that winning is a positive side effect!

MOMENTS IN ATHLETICS

Girls Soccer



Girls Soccer

Coach Bates, Coach Little with Girls' Soccer Team won the 2022 RVAL Championship.



Snowboarding

Annual Tradition

Reach the Beach-A yearly tradition where students and faculty participate in a 200+ mile relay race from Bretton Woods to Hampton Beach, NH.



Alumni News & Notes

Blazing Trails to College and Beyond

From the SATs, to applications and teacher recommendations, to college years and securing their first job or next degree, Dublin's teachers, College and Alumni Offices want to help our students and graduates on whatever path they choose to take after graduation.



College Counselor Holly Macy P '20, '22, visiting **Kyle Mincey '19**, **Zay Clerveau '21** and **Morta Jankauskaite '21** at University of Richmond in Richmond VA.



Alumni Director Erika Rogers P '21 visiting **Jessica Besca '20** and **Isabelle Chritton '20** at Kenyon College in Gambier OH.



Alumni Associate Chris Speers visiting **Nora Rogers '21** at Ringling College of Art and Design in Sarasota FL.

"I left my beloved home in Rhode Island to attend a Masters program at Syracuse University in upstate NY, which has allowed me to reclaim my love for the never-ending winter I once experienced at Dublin, says **Katherine Dudley '10**. I am currently on track to receive a Masters in Library and Information Science with an advanced certificate of focus in Data Science in May, 2023. At Syracuse I also work as a Teaching Assistant, teaching undergraduates Python programming, as well as working in the Preservation Department of the university library. This summer I will be working as a Research Librarian for the Federal Reserve in Washington, DC.

Alumni News & Notes



I am thankful that my love for library science, which started as an independent study at Dublin with the librarian, Mr. Kerman, has now manifested into me entering my dream career." - **Paige Brnger '12**



"Teaching in Hawaii during a pandemic has been challenging and rewarding. In February, I chaperoned a service project to Waimea Falls where there is a botanical garden that needed some attention. Before we started, our guide for the day educated our group of student volunteers on how this area was sacred to the Hawaiian Ali'i (Royalty) and how this area on Oahu strengthened their advisor powers. Before getting to work, we are turned to the valley to "announce" ourselves via Oli. An Oli takes the form of a Hawaiian chant that is specific to you and your family. Like introducing yourself when meeting someone new, a sign of respect. Once we announced ourselves via Oli we were permitted to enter the gardens. It reminded me of work gang all over again. Pulling out weeds, hacking away at overgrowth, was the perfect way to get out of the classroom and into the community." - **Jillian Steele '13**



"From escaping the war in Sudan and living as a de facto refugee in Cairo, Egypt, to attending a private high school (Dublin School) in New Hampshire and graduating from an American university (Soka University of America), to physically holding Pixar Animation Studios' 2018 Best Animated Feature Academy Award. I am extremely excited to add and announce that I graduated with a Master of Science in I.T. from Southern New Hampshire University and have accepted a full-time position with one of the best e-commerce companies in the world, PayPal, as an InfoSec Engineer!" - **Tyson Laa-Deng '13**



I recently finished my MS in Development Studies from the London School of Economics, completing my final dissertation on the impact of women's entrepreneurship on economic empowerment during the COVID-19 crisis. I am happy to share that I've started a new position as Communication Manager at WILD Network (Women Innovators & Leaders Network) hosting the Women in Global Development Leadership Forum in Washington, District of Columbia." - **Kate Fulshaw '16**



We had a great time at our Boston and New York City Alumni Networking events! Our alumni are building some impressive careers, and we want to do everything we can to support their success. These were joint events with 5 other NH prep schools, including Holderness and Proctor, and we were proud that Dublin represented in numbers similar to schools twice our size! We hope that we can continue to build our regional alumni networks. Where should we gather next?



Ava Mackay-Smith '16 has committed to matriculate into Duke's University Program in Genetics and Genomics (UPGG), and has won the James B. Duke Fellowship (a Duke-specific fellowship) as well as the National Science Foundation's Graduate Research Fellowship (NSF GRFP), which is a federal fellowship of some acclaim.

We cut the ribbon on the newest building on campus on September 25, 2021, funded largely by a generous gift from alumnus Brett Smith, Class of 1988. In addition to Brett and his family, over 50 alumni, parents, faculty, and friends made gifts towards the new facility, and together we raised the \$2,155,462 needed for the project. The Brett Smith Dining Commons is a testament to the strength of the Dublin community. We are so thankful to everyone who helped make this dream a reality.

Dublin College Student Athletes



Lilly Bates '19, and Quinn Wilson '20 - Nordic Skiing @ Williams College



Bette Imhoff '18 - Lacrosse @ Oberlin College



Leana Dickens '20 and Matt Coleman '20 - Cross-Country @ St. Lawrence University



Stella Davis '18 - Basketball @ William Smith College

College Club Athletes

Alex Antonellis '20 - Rowing @ UMass Boston

Reed Brencher '20 - Alpine and Sailing @ University of Vermont

Oliver Tullio '20 - Nordic Skiing @ Carleton College

Colin Brown '21 - Ultimate Frisbee @ Carleton College

Mya Kerwin '20 - Alpine Skiing @ University of Vermont



Mia Fantauzzi '22 - Basketball @ Suffolk University
Salah Maalim '22 - Basketball @ Brandeis University
Clint Macy '22 - Nordic Skiing Colby College
Freeman Johnson '22 - Lacrosse @ St. Joseph's of CT

We are sure there are many more...Please email college counselor Holly Macy hmacy@dublinschool.org to update our records. Go Wildcats!



Aggie Macy '20 - Nordic Skiing @ Bowdoin College

It's good to be traveling again!



Catching up over dinner in Cincinnati with **Bill Taylor '62** and his wife.



Rick O'Connor '67 cheering on the Dublin Sailing team at an away race at Brewster Academy near his home in Wolfeboro, NH.



Chris Riley '10 (from Maryland) & **Eddie O'Donnell '11** (from New York) enjoying some time together in the city.



Visiting with alumni in Florida - **Buddy Bates '53**, **Ron Pertnoy '72** and son **Josh Pertnoy '99**, **Chauncey Johnstone '60** and **David Thorne '61**, and **Judy Hoyt Goddard '11**.



Phil Golinsky '87 "As I was walking around in this cute little town in NH (Keene), completely out of the blue I heard, 'Phil is that you?' What a treat to run into a lifelong friend from childhood. My high school best friend from Dublin School, **Matt Hollister '87**."



Charles Kaplan '61, is still practicing law with 6 attorneys at Kaplan & Cruz, PLLC. He is living in Dallas, Texas with his wife Desiree and is the proud Grandpa to four grandchildren. He has wonderful memories of the School and his classmates.



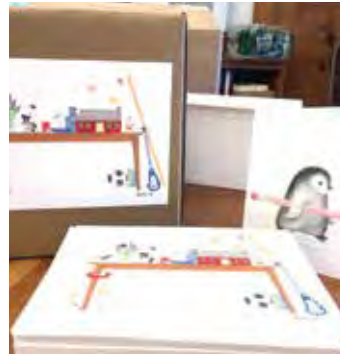
Erik Steele '11 came to campus for a quick visit. He is currently flying planes for companies needing aerial, digital photography for land development and large scale survey projects.

Keep the Communication Channels Open!

We are lucky to live in a time where methods of staying in touch are virtually limitless! We encourage you to stay connected via the Dublin School website, phone calls, text, email, social media channels, and even "snail mail!"



Sign up for the Dublin Quad, our weekly electronic newsletter, and keep up with all the activities happening on campus. Everyone's doing it, even the baby chicks this spring! We look forward to hearing from you.



We have recently been connecting with these beautiful, custom-designed cards by **Wendy Mason '91** and would love to send you one if we haven't touched base for a while. Please send your updated address to alumni@dublinschool.org.



Share the milestones in your life like this cute pic of young Andi Banks, daughter of faculty member **Sam Peyton Levine '05**. Photo credit to alumnus **Hunter Bachman '16**, who is running our digital communications and social media. hbachman@dublinschool.org

In the Press

We are honored to announce that Head of School Brad Bates has been chosen to join the AISNE (Association of Independent Schools in New England) board of trustees. With a commitment to equity and inclusion, AISNE strives to shape the educational landscape for independent schools through leadership, education, service, and strategic advocacy. Dublin School is a longtime AISNE member school both benefiting from their programs and sharing our own expertise. As a trustee, Mr. Bates is excited to bring his 30 years of experience as an educator, coach, and administrator and fourteen years as Head of Dublin School, to the AISNE board. "I am thrilled to be joining the AISNE Board and am excited to get to work with the wonderful and diverse group of leaders currently on their Board. AISNE has provided an incredible sounding board, support system, and knowledge base during the pandemic that has been instrumental to Dublin's preparations and response to this historic challenge. I am looking forward to helping to harness this new power and sense of collegiality as we look ahead to future challenges and opportunities for schools like ours." - **Brad Bates**



In the mountains, on the trails and across the finish line.



In 2018 **James Lloyd '04** ran his first marathon and has done 15 full marathons (official and unofficial) along with a few ultramarathons thrown in there for fun! Running has become an increasingly important part of his life, as he navigates the stressors of life, practices self-care, and the challenges of being a social worker in Hawaii. His most recent marathon he qualified for is the 2023 Boston Marathon.



Congratulations to **Phoebe Knox '14** and **Peter Dunphy '14** together at the finish line of the 2022 Austin Half Marathon.



Robyn McIntosh '18, **Aggie Macy '20** and **Lilly Bates '19** crossing paths at a race.

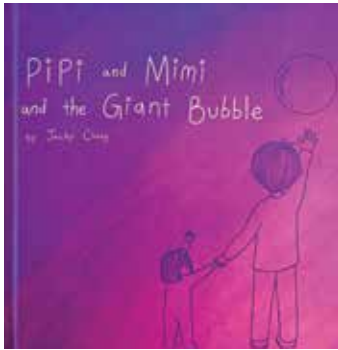


Congratulations! On April 18, 2022 the 126th Boston Marathon included **Chris Riley '10** who was a member of the Massachusetts General Hospital Cystic Fibrosis Team. From Chris, "Running not just to raise money but to raise awareness and give back to an incredible organization. This is my second Boston Marathon, the first one in-person. Let's cross the finish line together." #finisher #marathon #262 #runformgh.



Zak Doenmez '10 climbed 18,500 foot Pico de Orizaba in Mexico, the third highest peak in the Americas with the Georgetown Business School's Explorers' Club on January 1, 2022. Zak was the first of the group of 18 climbers to summit. Leaving the base camp at midnight, it was a slow trek up across the glacier, but an exhilarating achievement.

What's on the bookshelf?



A storybook about the adventures of two toddlers and their soapy bubble friend, by **Jacky Cheng '08**. All proceeds will be donated to Bookmark, a UK-based literacy charity helping children develop the reading skills they need to succeed in school and beyond.



A Whole Brunch of Recipes to Make at Home. **Cathy Barrow '74** is an award-winning cookbook author. She has been recognized by IACP and the James Beard Foundation for her work on Mrs. Wheelbarrow's Practical Pantry and Pie Squared, respectively.



How to Plan, Achieve, and Enjoy the Journey. No matter your goal. **EPIC Begins with 1 Step Forward** offers a practical framework for improving every day. All you need to do is master the simple yet transformative habit of taking one step forward. By **Zander Sprague '87**.



Stacia Tolman '78 is a writer and freelance editor whose work has appeared in the Keene Sentinel and the Massachusetts Review, among other publications. She won a New Hampshire State Council on the Arts grant for fiction, based on an early excerpt of *The Spaces Between Us*. Two outcast best friends are desperate to survive senior year and break away from their rural factory town.



Did you know that Dublin had a radio station? Tech savvy even back in the 1940's Dublin students ran a radio station in the attic of the Schoolhouse. While cleaning the attic this winter, this collection of call sign postcards were found, proving Dublin students were connecting with people around the country and around the world. Trailblazers in the original world wide web!



Hugh Alexander Riley '58, Hugh passed away peacefully at his home in Salter's Point, South Dartmouth, Massachusetts on September 14, 2021, at the age of 81. An artist of watercolor and oil paintings beginning in his teenage years, Hugh expressed his passion for boats, nature, and especially seascapes. He also explored glass fusion translating the same subjects. Besides his interest in art, Hugh was an avid sailor and had an interest in wooden sailboats. Hugh had a love of adventure and frequently visited his friend in Juneau, Alaska. Hugh is survived by his brother Samuel C. Riley and his wife, Kristie; his sister Cynthia Fehsenfeld Parson and her husband Manning; a niece, two nephews, three great-nieces, and five great-nephews. Hugh had a long, special friendship with Jane Martin and the Skyes family who included him in all their family events, as he was the Easter Bunny and Santa annually.



L. Elliott Clark, Jr. '60, a longtime resident of Acton, MA passed away at the age of 80 on May 17, 2021, after a brief illness. After Dublin, he went on to MassBay Community College. A lover of animals and all outdoor activities, he enjoyed skiing, sailing, scuba diving, horseback riding and fox hunting. He is survived by his wife Judith of 56 years; their two children Timothy and Pamela; his brother G. Kendall Clark and many nieces and nephews.

William C. Cudlipp (Bill, Billy) '61 passed away on September 22, 2021, at the age of 78. Bill had a successful career as a character actor both in New York and Florida and spent his retirement years dedicated to what he considered his life's work: family genealogy. Bill is survived by his ex-wife, his daughter, his son, his older brother, his brother-in-law, as well as four grandchildren, six nieces and nephews, and many cousins and friends. Throughout his life, Bill spoke fondly of the time he spent and the friends he made at Dublin.

Hard to say Goodbye



William "Bill" Pellerin '66, of Lyndeborough, NH, died peacefully at the home of his daughter, on May 23, 2021, after a lengthy period of failing health at the age of 72. He earned his bachelor's degree in zoology from the University of New Hampshire. Bill was commissioned into the US Army after college and served actively until 1983 when he entered the Army Reserves. He left with the rank of Major. Bill enjoyed wood carving, woodworking, and general

carpentry. He also had a lifetime love of horses and a passion for all animals. Bill was predeceased by his wife Nancy, a son Chase, and his sister Elaine Durkee. He is survived by his son William Pellerin and his wife Jennifer; his daughter Candice M. Lapierre and her husband David; six grandchildren, one great-grandchild, as well as many nieces, nephews, cousins, and friends.

In memory

Guy Letchford Jackson '67 passed away on February 2, 2022, at age 72. His four years at Dublin School were among his favorites, he treasured soccer, sailing, work gang, and skiing as well as his life-long relationships with his friends, faculty, and administration. He chose to hike Mt. Monadnock every Sunday morning in lieu of attending church. In 1968, he joined the Navy as a Corpsman. He first worked at Chelsea Naval Hospital and in 1969 he boarded the USS Mauna Loa, with only one other senior corpsman caring for the complement of 250 men. After his honorable discharge from the Navy in 1973, he attended Colorado College where he met the woman he would be married to for 43 years, Nancy Nettleton. He graduated with a degree in biology. In 1987, Guy attended Duke University's Physician Assistant Program and returned to work at Mass General Hospital in Boston and spent the remainder of his 40-year career as a PA in Cardiology and Electrophysiology labs and offices at MGH, Brigham and Women's Hospital, and Beth Israel Hospital. He respected and cherished his coworkers and staff who were part of his daily routine but above all, he loved his patients. He loved getting to know them as people, hearing their life stories, and celebrating their lives with them. He liked nothing more than a day in his yard, planting dahlias, ambling between his barn and his



Nancy and Guy Jackson '67 volunteering with Clifford Pafford '75 at the 2019 NENSA Dublin Double Nordic Race at the Nordic Center.

gardens, driving his tractor, building stone walls, feeding the goats, and enjoying these unconventional pets, planting hundreds of bulbs, or organizing his tools in his barn. Guy and Nancy's biggest endeavor on their homestead in Dublin was replacing their historic barn with a new post and beam one. He chose to paint it an unconventional light yellow and it now sits sparkling in the sunlight on their property. His brightest days in the past few years have been days spent with his grandchildren giving tractor rides, reading to them, and providing them a home to come to and enjoy the wonders of animals, gardens, and space to roam and play in. He is survived by his wife Nancy, his children and their spouses, Lydia and Paul,

Christie and Pat, his four grandchildren, three brothers and their spouses, as well as many loving nieces and nephews.

Clifford Pafford '75 passed away on November 10, 2021 after a brief illness. He was an incredibly proud graduate of Dublin School, a dedicated class agent (the recipient of the Rick Harding Class Agent Award in 2014), a champion of all things Dublin, and a trustee who served with a deep passion for our School's mission. Cliff was an entrepreneur who was involved in many different business ventures. He had a love for jazz music and was a "friend of Bill." He was a member of the Principal's

Advisory Committee at Lawrence Elementary School, was involved in starting and participating in the Churchill Neighbor Association, and was active in ecumenical efforts to bring together Latino and Anglo citizens in the Churchill neighborhood. He is survived by his wife Gail Bielizna Pafford, his mother Jane, a brother Timothy and his wife Brittany, two nephews, two aunts, his best friend his dog Lucee; and many cousins and extended family members.

The skilled hands and kind heart of **Adrian G. Pinney '72** will be greatly missed by many with his sudden passing on September 14, 2021. Adrian grew up in Dublin, and from a young age, he was a hard worker who found value in any task from making donuts at Dunkin Donuts to grooming trails and working on the ski lift at Temple Mountain. Since 1978 Adrian and his wife Norma Jeanne have proudly owned and operated Pinney Plumbing & Heating & Air Conditioning (PPH). Adrian was a problem solver, committed to helping people in any way he could, serving countless families throughout the region with professionalism, great skill, thoughtfulness, and generosity. He was well respected in the community. He volunteered with many organizations but his greatest contribution was his work with the Boy Scouts as Scoutmaster for West Swanzy Troop 311; District Chairperson for the Boy Scouts of America; Wood Badge leadership course Staff, Director and Advisor and Scoutmaster at the National Jamboree. He received the Silver Beaver Award, District Award of Merit, and the Monadnock Good Scout Award. He loved the great outdoors including winter camping, hunting, snowshoeing, hiking, fishing, downhill skiing, waterskiing, whitewater canoeing, and spending time with family and friends at the family cottage on Lake Winnepesaukee. His greatest joy in recent years was singing with his grandchildren, teaching them the folk songs that have long lived in family lore. He will be greatly missed by his wife Norma Jeanne, his children

Brandon, Ethan, Erin (Leon III), two grandchildren, his siblings, and many cousins, nieces and nephews, as well as his grand-nieces and nephews, and aunts. In addition, he will be missed by the talented plumbers and employees both past and present as well as customers and vendors who Adrian counted as friends.

Heather Anjika Grinager '88 passed away suddenly on September 21, 2022 in Portland, Oregon. She earned an Associate in Science degree in Digital Publishing in 2014 at Cabrillo College. Her Bachelor of Science degree in Communication Design from California State University, Monterey Bay (CSUMB) in 2017 led her to become a management consultant with the Institute for Innovation and Economic Development at CSUMB as well as a partner in Ascend Business Design and Development. She traveled many times in her life to countries such as Ireland, The Netherlands, Indonesia and made friends throughout her journeys. Friends have acknowledged that among other attributes she was a fearless adventurer, seeking out exhilarating beauty, poetic romance, and deep bright warm love. A hip mama. One friend remembers her as a teenager in overalls and high-top sneakers, listening to music at The Folkway and sharing dreams about the future. She is survived by her sons Gideon and Niko, her mom Ruth, her niece, cousins, aunt and friends. She will be missed but her memory will live on forever.

Samuel B. Goldberg '78 passed away unexpectedly at his home in Salem, MA on January 24, 2022 at the age of 62. Sam graduated from Tufts University and Boston University School of Law and began his legal career as Assistant District Attorney under Elizabeth Holtzman in Brooklyn, NY. A talented and dedicated lawyer, he shared his skills to better the lives of others and embodied the Dublin values of kindness, truth, and courage. He moved to Boston where he worked at two law firms and then started his own legal practice as a criminal defense attorney. At Boston University he mentored future trial lawyers. Sam's interests included reading, writing, music, and spending time with his family and friends. He leaves behind his loving and devoted partner Elise M. Collagan; his children Madeline and Ben; and their mother Leslie Brown Goldberg.

On April 15, 2021 it was with great sadness that we acknowledged the passing of former Dublin School faculty member **Roger Thayer Twitchell, Jr., age 92**, who died peacefully at home. Following his service in the USAF, Roger entered into teaching and taught at Dublin School from 1956 to 1962. He then entered Boston University, where he received his Masters Degree in Education in 1970. He went on to teach at York Country Day School for 14 years. Roger enjoyed reading books and making his famous jigsaw puzzles and making hanging mobiles. His "Twitchell Puzzles" made of lauan or mahogany rivaled the best jigsaw puzzles in the world.

In memory

Timothy Robert Clark, age 71, died on November 5, 2021. As a pillar of strength in the Dublin community, Tim has been actively involved in promoting and supporting the town of Dublin and all its residents, services, facilities, schools, and businesses for decades. Tim was a member of the Dublin School Board of Visitors for the past 6 years. Tim was a true friend with a great heart. We cannot thank him enough for his generosity and his service.



Bob taking instructions from trail designer John Morton of Morton Trails with project manager Andy Hungerford listening in.

Remembering a Friend and Colleague

By Brad Bates

On June 25, 2021 our friend and colleague Bob Miles died after a long battle with cancer. He was a very special person and father of Associate Head of School for Advancement Erika Rogers P '21 and grandfather of Nora '21. I was honored to be asked to speak at his memorial here at the Dublin Nordic Center and wanted to share these words about Bob with all of you.

Ten years ago, where we are currently sitting and standing, was a hillside in an almost impenetrable forest. There was a small trail that went through where this stadium stands that was rarely used. Today this trail system is recognized as one of the top skiing facilities in New England. The International Ski Federation gave its seal of approval to the trail construction five years ago, and, at the time, it was the first high school trail to be recognized with this distinction. I mention this fact because we are meeting here for a reason. This beautiful trail system would not exist without the incredible skill and work ethic that Bob brought to this project. And Bob told me that he hoped these trails would remain a part of his legacy after his death. Our world-famous trail designer commented to me that it is one of the most well-constructed venues he has seen. Wherever I travel in New England everyone talks about our ski trails and how much fun they are to ski and race on. As an example of their reputation, when Bob finished the major work on the Center the head ski coach from Harvard University contacted me and asked if their school could use our trails for hosting their NCAA Division 1 home races.

While Bob took pride in these accolades I think he most enjoyed visiting the Center in the winter and watching people enjoying the trails. This past winter the trails became an important community center where people of all ages could come together and socialize and exercise safely during a global pandemic that was working hard to keep us separated.

Bob once told me that he had spent his career burying things with an excavator, never to be seen again. I feel so fortunate that trustee George Foote bought this excavator and told us the school could use it whenever we wanted to as long as Bob was operating it. This Center was one of Bob's proudest accomplishments and he loved being able to see his work being enjoyed, above ground, all year round.

For many of us here, people like George, Norm, Andy, Steve, this is the place where we had the incredible fortune to get to know the man and friend that Bob was. One word that almost everyone mentions when remembering Bob is "generosity." Bob was always generous with his time, his friendship, and his experience. A young graduate of Dublin School, George Henry '19, who worked with Bob in his summers away from college wrote the following to Erika, "Bob was a mentor, teacher, and role model to me when I had the honor of working with him at Dublin. I have fond memories of fixing and installing water pipes, water tanks, and gates with him. I was always overjoyed when his internal clock told him it was the 9 am break time and we headed down to the DG for coffee and a muffin or scone. He taught me many things about what it means to work and be efficient and safe about it. Today, before I heard of Bob's passing I was daydreaming about building my own home and I pictured Bob being there to help ensure everything was done well."

Many people spoke of this famous 9 am break. This ritual was important for Bob, and we now know, for all of us who lived in his orbit. Andy pointed out that Bob typically showed up a half-hour early for work at 6:30 am each day. When Norm, or Normy as Bob called Norm, worked with Bob on the snowmaking system, he noticed that the excavator always shut off at 9 am on the dot for the coffee and scone run to the DG. "Normy it's time for a break." "Okay, Bobby!" And off they would go to the DG. If you go into the excavator today you might find some old coffee cups. You might find them in the Kubota or quite possibly in the Bombi, they are our reminder of where Bob has been and of the importance of a coffee break with friends.

Bob often sang the lyrics from the Song "Don't Let the Old Man In" from the Clint Eastwood movie *The Mule*.

When he arrives up on his horse, and you feel that bitter wind, look out the window and smile, don't let the old man in.

When Norm would ask Bob how he could work so hard every day while aging and battling cancer, Bob would quote Eastwood and say "I just wake up every morning and don't let the old man in."

As we gather here to honor Bob's life and legacy I would like to believe that he would tell us to be generous with our time, experience, and friendship; he would want us to love our families like he loved his, he would urge us to use our work to build things with integrity that bring people together through joy and shared experience, he would want us to stop everything once a day and enjoy a cup of coffee and a scone with a friend, and finally when we feel a bitter wind, he would tell us to look out the window and smile, and don't let the old man in. 🏞️

The Annual Fund is all about impact.

Help us build a special community year after year.



The Annual Fund provides unrestricted operating dollars to enhance our educational and experiential outcomes right now. Every dollar we receive is used intentionally to ensure that all of our students develop valuable community living skills and experience academics that awaken curiosity while being grounded in a safe and inspiring environment. This experience provides a framework for students to succeed in life. Your gift to the Annual Fund has a huge impact on our community and beyond, and the simple fact is that we cannot do what we do without support like yours.

Every person makes a difference. Every gift makes a difference.

www.dublinschool.org/giving



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 **people who seek truth and act with courage.**