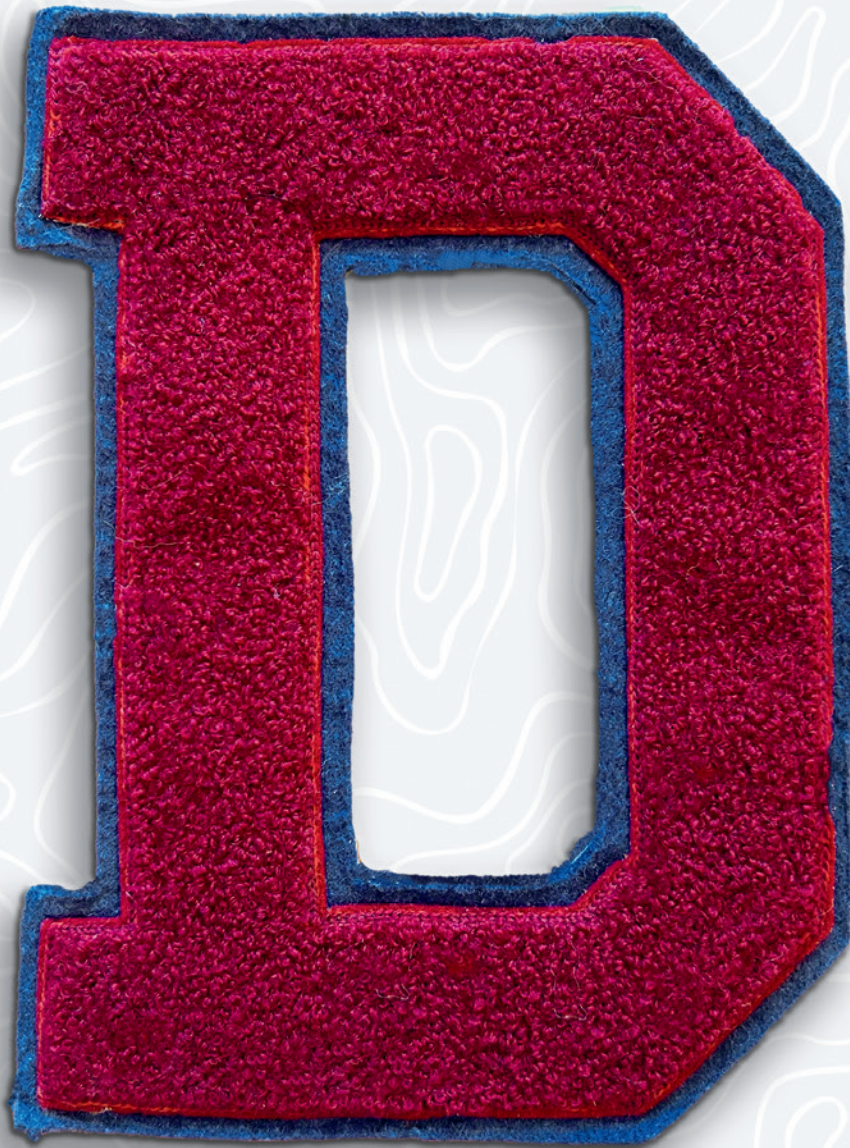


# **The** **Dubliner** ● Spring 2025

**The Magazine of Dublin School**



**Dublin By Design:**  
**90 Years of Unique**  
**Educational Experiences**



# SPRING 2025

## The Dubliner

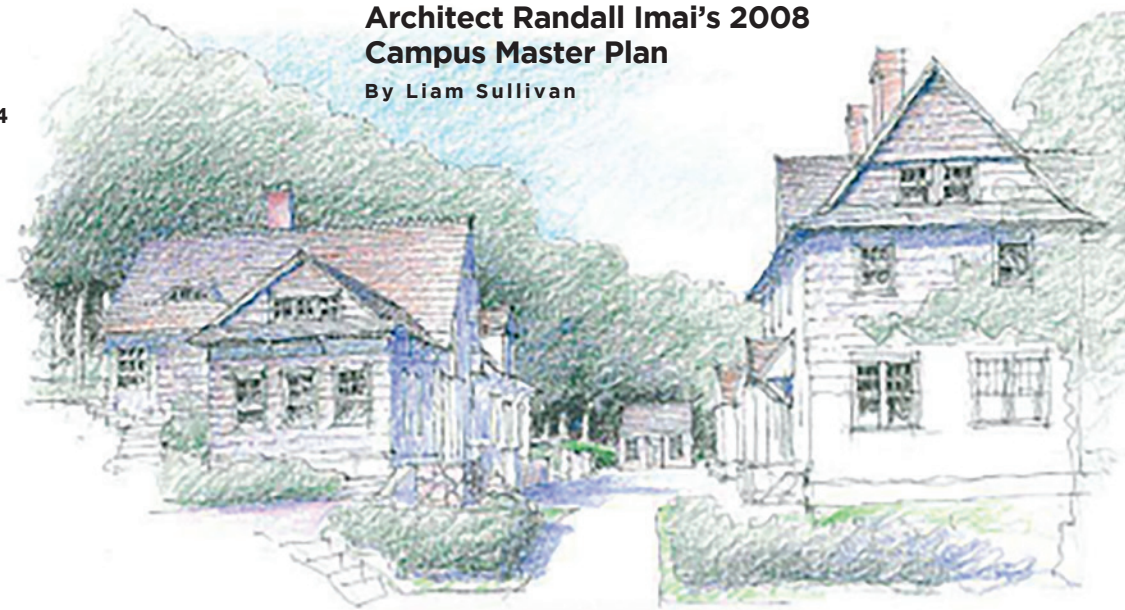
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By Liam Sullivan



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**These eight adirondack chairs, though unoccupied in this photo, have played host to so many conversations amongst members of the Dublin School community. As we prepared this edition of The Dubliner, they stood on view outside the School House window as a regular reminder of our work to build community at Dublin School.**

# Designing for Community

By Bradford D. Bates P'17, P'19  
Head of School



**W**e have the daunting task of putting out the first *Dubliner* in seventeen years that long-time Advancement Director Erika Rogers, P'21, has not been responsible for editing and curating. Erika always did an amazing job of rallying her team around a theme and engaging alumni, parents, faculty, and students to bring out the stories that define our culture and community. Inspired by her legacy, our team has been working hard to bring this issue to life.

I recently celebrated my father's (Buddy Bates, Dublin class of 1953) 90th birthday with our extended family. One of his grandchildren asked him what advice he would give us to live happy and meaningful lives. "Stay busy," my father replied without blinking. My dad has always been busy and is among the happiest and most fulfilled people I know! My siblings and I are still trying to convince him to retire so he can spend more time skiing with his grandchildren. His advice might not be popular with everyone, but our faculty and staff have kept wonderfully busy since we published our last magazine in the spring of 2023.

As we head into the second half of our school's 90th year, I could not be more proud of the school built on the shoulders of Paul and Nancy Lehmann back in 1935. In an increasingly chaotic world, Dublin School's mission and purpose could not be more relevant. We are committed to developing curiosity in our students, respecting their individuality, and engaging them in meaningful work. Dublin faculty and staff are committed to holding our students



**“If I could name one “north star” guiding our design process, it would undoubtedly be our work to build community.”**



to high expectations while walking alongside them as they strive to reach levels of growth, mastery, creativity, and learning that they could never have imagined achieving before their time at Dublin.

These outcomes are not happening by accident. The Lehmanns believed that good things happened when they were designed well. Paul Lehmann’s writings and speeches are filled with a sense of design, planning, intention, and purpose. In his famous “red book” history of the school, Mr. Lehmann outlines the exact design he had in mind for the campus and its location. When I arrived on campus seventeen years ago, the school’s board of trustees was engaging in a comprehensive design process to develop a master plan for the future of the campus. That plan, updated recently, continues to guide our work on campus.

To honor the intention of our founders and the work of our current trustees, faculty, and staff, we have picked the theme of “design” for this issue of *The Dubliner*. Spearheaded by our young writer Liam Sullivan and supported by our communications team of Anne Mackey, Hunter Bachman, Jackie Kenney, and Aimee Lord, this issue intends to show you some behind-the-scenes examples of design within our school. If I could name one “north star” guiding our design process, it would undoubtedly be our work to build community. In this community, young people feel challenged and supported to grow and learn, laugh and play, try new things, and become positive citizens. We go back in time to learn more from our brilliant master plan architect, Randall Imai, and how he first studied and explored our campus before adding transformative elements, like our grassy quad. I tell the story of a fun project I undertook with our cross country running coach, Rodrigo Villaamil, where we set out to develop a lifelong endurance approach for our student-athletes. We look at the intention behind the student life curriculum designed under the guidance of the Dean of Students and Belonging Office. We share how our students are designing their own education under the watchful guidance of our faculty.

During these tumultuous times in our country and world, I have urged our students and adults to “control what we can control.” Design and control go hand in hand, and they provide reassurance and guidance as we navigate the complexity of our lives. I believe that the design process should be iterative and that we should bring a growth mindset to everything we do at Dublin. I hope you enjoy these stories and images highlighting different aspects of the design process at Dublin School. **D**

**Opposite page, Winterfest 2025.  
Top, Mountain Day, 2024.**

## Welcome New Trustees



### Chet Gibson (President) P'12

Chet served as a Dublin Trustee for three terms and then took a leave of absence to focus on family and extended family. Chet has returned to the Dublin Board as of September 2023. Chet became Board President in June 2024.



### Bob Weston

Dublin School first met Bob while searching for a fundraising consultation in preparation for the Journey Campaign. As consultant, Bob proved to be an excellent thought partner, and his experience raising endowment funds has been critical to the success of the Journey Campaign. Bob was invited to join the school's Board of Trustees in 2024. Bob lives in Concord, NH, with his wife, Ann; they have two adult children. He is an enthusiastic New England sports fan and a passionate cyclist.



### Lawrence (Larry) White

Larry was elected to the Board of Trustees in 2023. He is a retired lawyer and higher education administrator. Before his retirement in 2015, Larry served as Vice President and General Counsel at the University of Delaware. He and his wife Wendy live in Philadelphia and own a second home in Harrisville, NH. Larry has been involved in the Dublin School community since 2016, when he joined the Board of Visitors.



### Tanya Smith P'25 Parents Association

Tanya was appointed as Parent Association Representative to the Board in 2024. Tanya is the Director of the Nancy A. Humphreys Institute for Political Social Work and Instructor in Residence at the University of Connecticut School of Social Work, with extensive experience in the non-profit space. She is supported in the role by her husband, Robert. Their youngest child, Everett, is currently a senior at Dublin.



### Dr. Selvi Lampman P'22 & P'26

After serving on the Board of Directors at The Cornerstone School in Stratham, NH, for 11 years, Selvi Lampman P'22, P'26 joined the Dublin School Board of Trustees in 2023. Selvi and her husband, Tim, have four children and live in Lee, NH. Their daughter Maya is currently a junior at Dublin. **D**

## Seventeen Syllables of Introduction

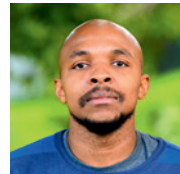
Dublin's newest faculty introduce themselves by way of haiku



Shakespeare and skiing,  
From Mansfield to Monadnock -  
Fresh stage, fresh mountain.  
**Mary Stewart**  
English Department



Loons cry on the lake.  
I, too, am known to chatter  
about good prose style.  
**Emily Giangiulio**  
English Department



Math and hoops unite,  
Teaching youth with passion bright,  
Skills and minds take flight.  
**Devin Clyburn**  
Math Department



Math with teens =  
Laughing + solving puzzles.  
What could be better?  
**Alexandrin Zuser**  
Math Department



Born of Bama Coast  
Nowhere everywhere I went  
Dublin School now home  
**Mary Lynn Wells**  
Assistant Director of Admissions



From Philly I roam,  
Alumnus, now leading dreams,  
Dublin Fund calls me.  
**Sarah Marcus Frederick '91**  
Director of the Dublin Fund



Patagonia vests  
Made me sad in the mirror -  
Now I wear North Face  
**Liam Sullivan**  
Editor of the *Dubliner* magazine



# Senior Year in a Scent

**I**n Senior Jin F.'s home province of Zhejiang, China, Longjing tea is worth more than its weight in gold.

An old legend tells of how the Qianlong Emperor was picking Longjin leaves in the shadow of Lion Peak Mountain when his ailing mother called him home. The tea's delicate aroma remained on his sleeves through the long journey. And kneeling at his mother's sickbed, the old Empress asked him about the pleasant fragrance. In reply, the Emperor sent for a cup of the tea.

Fitting then that for her Senior Project Jin is creating a perfume based on the scent of Longjing, a slightly sweet, slightly bitter green tea that is toasted and often mixed with osmanthus blossoms. Originally set on discovering an actionable cure for Alzheimer's, Jin settled instead on synthesizing memorable scents

**“Most of the time we’re a lot like other schools — we offer classes. But I feel like we want to explore, we want to do more, and Senior Project really allows us to pursue those passion projects.”**

**- Jin F. '25**

in a Senior Project that combines her interest in fragrances with her love of chemistry.

The process of perfume production is science forward, a lot of “wandering in the dark” and iterating on different combinations of base notes of volatile essential oils and fixatives that add complexity and also help stabilize the fragrance. Ever wonder how your deodorant provides “24hr odor protection?” These are the kind of questions Jin is investigating. Her journey has brought her to Keene State, where she has been working with Dr. Jesse Marcum in the lab and utilizing the college's gas chromatography machine (“basically a fancy oven”) to separate and analyze her compounds.

On the way to creating her original fragrance, Jin will be producing original research in analytical chemistry. She plans to submit her findings to the National High School Journal of Science in hopes of having them published. **D**





# "I'M FROM BROOKLYN!"

**Aliyah Westbrook '13 serves up tales from her years at Dublin School.**

**By Liam Sullivan**

## Why Dublin?

Dublin had a pipeline relationship with Trey Whitfield School, an inner-city school in Brooklyn, New York, which is where I'm from. I rep' Brooklyn hardcore every day. I'd come to Dublin with Trey Whitfield's choir each Martin Luther King Day weekend. We'd come up and perform, and I would watch some of my older classmates go on to attend Dublin.

Every year I would look forward to coming to Dublin. This small community was just so addicting. So, I applied in eighth grade. I remember receiving this super personable acceptance DVD (DVDs were a thing then) that went "there's a D in Dublin, there's a B in Dublin, there's an L in Dublin, there's an I in Dublin, but we want YOU!" So I ended up at Dublin.

## Did you make the right choice?

To be very honest with you, I think that there was no other school that could have done for me what Dublin has. I was in a bad car accident at age eleven. The doctors told my mom, 'go ahead and prepare her funeral. She's never going to make it through the night. If she does make it, she'll never walk, she'll never talk.' I was diagnosed with a traumatic brain injury. And what Dublin did for me was it taught me to not look at my diagnosis as a disability, but instead a different ability. I have a rod in my leg, I have scars all over the place, but the people at Dublin pushed me to my absolute best potential. Dublin really pushed me to blossom into this person that, again, I would not be otherwise.

## When did Dublin begin to feel like a home?

I have a really great story about the moment the ice broke. It was Mountain Day my freshman year. I didn't know what a Mountain Day was. So I ended up at the very back of the pack of students going up the mountain. I was one of the last to make it to the top. Mr. Weis was there keeping me motivated. He taught me how to position my body on the rocks to maintain balance, and he would not let me stop. He endured all my complaining.

Mr. Weis gets up at Morning Meeting the next day and starts on this elaborate speech about how 'Mountain Day yesterday was so amazing. I saw so many students put in great efforts, but I want to give a shout out to this one student. She was complaining and she was struggling and she was dirty and she ripped her pants, but she made it to the top. She's a little girl named Aliyah from the Bronx.' And at that moment, I stood up, I said, I'M FROM BROOKLYN! Never mistake a person from Brooklyn for a person from the Bronx.



Everyone just erupted in a huge laughing moment. That was the moment I felt safe being myself. I think that was one of the moments where I was like, 'yeah, I'm doing everything while I'm here.'

## "I had a passport, and I had never been to Canada before"

Let me tell you about Mr. Peyton Levine and Mr. Jackson. The summer before senior year, they were offering a "canoeing portage" trip to Canada. I didn't know what it meant to portage a canoe. What I did know was that I had a passport, and I had never been to Canada before.

They had me carrying bags of food on my head, canoes on my back. We were sleeping and eating in the woods for a week while canoeing across treacherous waters. By senior year, baby, I was an all-star. I was doing everything.

## Jan Haman Teaches Spike Lee:

Jan Haman was another person. I believe she recognized who my heart was and did everything possible to pull me out of my shell and to also make me feel seen. We used to have something called Mindfest [like present day J-Term]. Jan hosted a Spike Lee Mindfest. We would watch his movies and then dig into the different black historical moments or symbolisms. And Jan, who was just so

knowledgeable about black history, was a light for me. Dublin was a place where you could do anything, you could be anything, but she just truly made me feel seen and as though my history and my presence on campus mattered. She really was a part of making me feel like I had a place on campus

## With Truth and Courage

Based on my life experiences, I'm completely blessed to still be here. And while I'm here, I need to make the best of it. I need to give back, and -- this is going to sound so cliché, but please bear with me -- I think living up to Dublin's motto of Truth and Courage has been a part of my everyday life since I've left. Maybe I haven't used the Pythagorean Theorem, but I cannot say the same about the motto of Truth and Courage. I remember at graduation Mr. Peyton-Levine gave me a book with an amazing handwritten message. The book was called The Little Engine that Could. And I still have that book with that message to this day. And I just thank him and all the other Dublin teachers for their patience with me, for pushing me and for loving on me and seeing me and making me feel so big a part of Dublin's community. **D**



# Milk & Cookies

**Milk & Cookies** is one of Dublin's more recent community-building traditions. At exactly 7:30 PM each Sunday, dorms come together in their common spaces to enjoy freshly baked cookies and a glass of milk while they take turns responding to a lighthearted question dreamt up by their proctors. As a bookend to the week, Milk & Cookies brings dormmates together for a moment of relaxed camaraderie before the whirlwind of another week begins.

**If you could share a meal with anyone, living or otherwise, who would that be and why?**



**Holland C. '25:** Sacagawea. There are so many different stories about her – I want the real one. Or actually, you know the Degas sculpture of the dancer with the peach ribbon in her hair? I'd like to talk to her. The dancer, not Degas.

**Xan W. '25:** Probably someone who's really quiet so I can sit and enjoy my dinner.



**Morgan R. '26:** Oh well I'd have lunch with someone I like. Probably Kathleen Hannah.



**Hayden A. '26:** Hmm, probably Elon Musk or Trump. They have a very different view of things than me, and I'd like to try to understand.



**Chiara D. '25:** a steak frites dinner with Nelson Mandela because I'm intrigued by him as a leader and the experiences he's had. I would want to ask a lot of questions about how he stayed resilient!



**Quinten B. '27:** Einstein. He's cool. [Skyah interjects: that's because they're both nerds!] Or maybe Jeff Bezos. I'd try to convince him to send some of his money my way.



**Skyah M. '27:** Nikola Tesla because he was apparently totally weird, too smart for his own good. [Do you think you could have a productive conversation with him?] No, and that's why it'd be fun.



**Tyreis M. '25:** Kamala Harris because I've always been fascinated in what it is like to lose an election. I would like to ask her about how she would of governed differently than president biden and how she feels about the current state of the nation



# Dublin's True Privilege

By Liam Sullivan



Sarah Doenmez, present day

**T**his story begins with a visit by Michael Lehmann, son of the school's founder Paul Lehmann, this past fall. He stopped by the School House one afternoon with a trove of old Dublin School paraphernalia dating as far back as the school's first years. Among the many curiosities was a transcribed convocation address given by Sarah Doenmez in 1999 welcoming the Class of '00 to their senior year and the "New Beginnings" of a dawning millennium.

Sarah's "New Beginnings" speech contains an important key to understanding

the unique timbre of the boarding school environment in general and the Dublin School environment in particular.

Sarah wrote that "the only place in America that builds community right now are schools... And this is something that happens at Dublin more clearly and better than at most schools... We have more opportunity than most places to be a true community... This is our true privilege and responsibility in being here, at Dublin."

One thought is that schools are institutions that fulfill the very specific social function of developing

individual capacities to the point where the individual can participate gainfully in the world. Sarah explodes this idea with her assertion that schools can do more than confer knowledge, scaffold competencies, and endorse a slip of paper that helps students "get ahead" out there in the real world. Schools do this, and Dublin School does this well. But, as Sarah maintains, schools are also precious cradles of community in a time where vanishingly few such places exist.

As Sarah prepared her "New Beginnings" address, sociologist Robert Putnam





was preparing for the release of his soon-to-become-seminal book *Bowling Alone: The Collapse and Revival of American Community* (2000). There Putnam argues in no uncertain terms that “we have been pulled away from one another and our communities,” and this is making our lives worse (Putnam, 27). His narrative of decline, though not a narrative of despair, tries to explain how we went from having folks like Alexis de Tocqueville write admiringly about forms of civil association and social intercourse in America to present day, where we wake up to Substack articles about endemic loneliness<sup>1</sup> and full-length features in *The Atlantic* with titles like “Why Americans Suddenly Stopped Hanging Out.”

Putnam charts the withering of “third spaces” in American civil society, places where people can gather for frequent social interaction at a remove from the workplace and home. Though many such third spaces still exist—the increasingly popular

urban running clubs that all my twenty-something friends seem to be joining, for instance—there has been a precipitous drop in rates of participation in / utilization of these spaces over the previous half-century<sup>2</sup>. Leaving aside the important question of why this change has occurred, the relevant insight is that we, as a people, do not talk about, enact, or model community very often.

Putnam’s work, coupled with Sarah’s insistence that “the only place in America that builds community right now is schools,” makes a strong case for Dublin School, a place where Community is acknowledged as being important and worth working for.

When we talk about being intentional in everything we do, so much of that intention is articulated in relation to communitarian horizons. We talk, for example, about being an “intentionally small school,” small enough to where students can in principle form meaningful bonds with most peers, and large enough to where

students must learn to bridge across to others who are different from themselves. Dublin students are actually asked to think about what it means to live in community with others, they’re empowered to actively participate in the formation of their community and

and therefore meaningful. Students shovel with their dormmates when it snows. Morning Meeting is a regular opportunity to ground vague notions of “the Dublin School community” in the very real experience of taking your place within that community. Milk and Cookies, Truth Talks,

**“Dublin students are actually asked to think about what it means to live in community with others...”**

recognized for their efforts to uplift and steward it. They’re also held accountable in moments where their actions harm the school community.

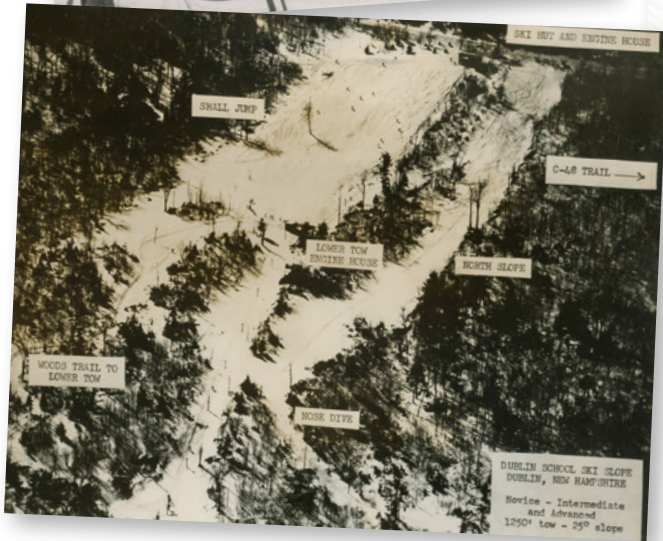
Programs like White Glove require students to take ownership over their shared spaces, helping establish norms of reciprocity and feelings of mutuality between peers. Likewise, workgang and Kitchen Job are shared responsibilities, effortful, sometimes inconvenient,

Camping Trips, Community Circles, Wellness Circles, Community Dinners, Dorm Olympics, Winterfest, Coffee House, book clubs with parents, the use of Harkness tables in the classroom, the architectonics of Dublin’s campus: all intentioned towards creating spaces where bridging and bonding, the warp and weft of strong communities, can occur. And this is a rare and remarkable thing. **D**

<sup>1</sup> e.g., Taylor, Magdalene J. “It’s Obviously the Phones.” Many Such Cases, Many Such Cases, 5 Mar. 2024, [magdalene.substack.com/p/its-obviously-the-phones](https://magdalene.substack.com/p/its-obviously-the-phones).

<sup>2</sup> See, for example, Milan de Vries, Jae Yeon Kim, and Hahrie Han, “The Unequal Landscape of Civic Opportunity in America,” *Nature Human Behavior*, Vol. 8, 2024, 256–63.





# Times Change, Skiing Remains

**B**efore there was a Dublin School, there was skiing at what would become Dublin School. The earliest account of skiing on these grounds comes from none other than our founder Paul Lehmann. In January of 1935, Mr. Lehmann paid a visit to Dublin at the behest of Alec and Freddie James to assess a prospective location for the school just up the way from the James's family home on Frothingham Rd.. But the snow that January was deep, and the way was unplowed. Reflecting in the Red Book, Mr. Lehmann recalls how "Freddie and I donned skis and snowshoes," and as they forged uphill "the silence was religious. No word was spoken. I'm sure my heart thumped in anticipation of finding the unexpected... And there stood a house, large and attractive, clothed in snow-laden bittersweet - and silence." This is the house that would become Main House, and then eventually Lehmann.

Unlikely though it may be, Dublin School was founded by a man on skis. And skiing has remained part of the Dublin School gestalt ever since. During the school's early years, downhill trails were hewn into the side of Beech Hill, rope tows were jerry-rigged using the driveshafts of defunct Ford pickups, and Dubliners plunged downhill on the 215 cm skis that now decorate the School House foyer. Alumni from this period still share fond memories of times when Mr. Gillespie would run the rope tow on South Slope. The 2010s saw the Norm Wight Ski Hill open, with lift service directly from campus, but on good snow years the old downhill trails still make for a great adventure. Nordic skiing has also always existed at Dublin School, and the opening of the Dublin School Nordic Center in 2014 and year over year expansion of the network since has created a lattice of ski trails that run through Dublin's 500-acre campus.

Earlier this year the school refreshed its trail map, reflecting changes to the Nordic Center and additions to the Norm Wight Ski Area. Viewed in connection with a much older map of "Dublin School Ski Facilities," the new Nordic Center Maps give an idea of how skiing has flourished at Dublin School since the very beginning. **D**





# The Journey Campaign

**Keeping the lights on for generations to come**

By Jeff Miller P'21, Journey Campaign Chair



**T**he final destination is in sight for the Journey Campaign, Dublin's first comprehensive fundraising effort in more than two decades. And what a trip it's been these past few years!

Associate Head of School for Advancement Erika Rogers and her amazing team in the Advancement Office combined their passion, their skills and their endurance to get us to this point. Erika, you led an exemplary effort all along the way. Thank you.

Alumni, families, students, faculty, staff, and every kind of other friend of Dublin School have made over 5600 gifts to the campaign – with many donors deciding to return with additional gifts.

The Dublin School Difference is the carefully crafted and superbly executed elements of Dublin that prepare young people for success and happiness in all facets of their lives while delivering loved and life-changing campus experiences. Dublin's success in delivering its mission has enthused and attracted the generosity of donors, large and small, who want to do what they can to sustain that unique value for today's students and future generations.

Because of donors' generosity to date, \$3 million has been raised to deliver daily support to our students and faculty/staff team; \$5 million has enabled the school to act with agility to seize strategic opportunities; and more than \$7 million in new endowment gifts are already generating \$300,000 in annual support – this year and forever!

The wind is at our backs, and the path is smooth and heading downhill toward June 30, but we are not at our destination. We need everyone to be with us on the last leg of the trip. Don't miss the opportunity. Don't be left out. Step up and Join the Journey. **D**

**“The Dublin School Difference is the carefully crafted and superbly executed elements of Dublin that prepare young people for success and happiness in all facets of their lives while delivering loved and life-changing campus experiences.”**





## Ready, Willing and Ableton

**“Molly lives and breathes Ableton, sometimes spending eight or more daily hours on her own projects outside of school.”**

**J**unior Molly F. is Dublin School's foremost expert on electronic music production. This fall she teamed up with Director of Music Zach Redler to bring her peers Intro to Music Production - Ableton 12 Live, the school's first ever dedicated course on an electronic music production software.

Teaching alongside Mx. Redler, Molly introduced students to Ableton Live, an industry standard Digital Audio Workstation (DAW) where creators can produce, mix, and master music. Complimenting practical elements of the course, the class also surveyed the breathtaking and sometimes strange geographies of electronic music, running across sub-genres like *musique concrète*, a wailing mandrake of a style that uproots anything you thought you knew about music, making music suddenly unfamiliar, something you have to think about.

Meanwhile, Molly received a crash course in teaching, an experience she found both challenging and rewarding. Mx. Redler helped her plan and structure lessons, but even they, an accomplished composer themselves, were there to learn.

Molly lives and breathes Ableton, sometimes spending eight or more daily hours on her own projects outside of school. By sharing this passion, she has both enriched the school's curricular offerings and stamped herself as a leader in the school community. **D**



# Wild English

## Selected student writings from excursions to the Nielsen Center for Outdoor Programming



At Dublin School, the English classroom is sometimes a canvas tent. The harkness table is sometimes a fire pit. And assignments sometimes call upon students to wander through the woods in silent communion with the maple, birch, and pine.

In the name of Helmar Nielsen P'88, GP'21, who passed earlier this year, the school is underway on a project to create an outdoor campus on the forested tracts below Dublin School's academic and residential core. Informing this project is a clear-eyed mission to create an alternative learning space where students can ponder big ideas while unplugged from technology and the profane routines of daily life.

Though we haven't yet broken ground on the project, the English department has already begun incorporating this mission into their courses. Over the past months, members of the ninth and tenth grade have sojourned down to the Nielsen Center for Outdoor Programming for overnight camping experiences. While there, they have been asked to reflect on and write in response to questions like "What can the natural world teach me about the person I want to be?" and "At which threshold am I now standing?"

The writing students have produced while in the woods often belies their age, revealing deep sensitivities to the movements of the mind, a formidable command of the language, and gift for self-reflective expression.

### Meditations By Alex W. '28

"Quiet I can hear my heartbeat, the sun on my face the surging natural vitality is washing my soul, like being bathed in the baptism of the holy light, I think this should be my cemetery, after death I should not be sealed in a coffin, let the birds and animals eat my body. I think I should rot in this land... In fact, when I had a mobile phone and computer, all the questions could be answered only by searching on the internet, but when you lose them, you think. You try to use what you learn to solve problems, to guess, to prove, and it's fun."

### "Moondust and Memories" By Molly B. '27

Her hair is made of moondust  
Her eyes are deep with memories  
She speaks in the whispers of the wind  
In rustles and whooshes and flutters and sighs  
And her arms are those of the trees  
Twisted and beautiful and designed for the embrace of all the little girls who crave the hugs of their mothers

### "Outside your window" By Chippy H. '28

I can tell you my learnings  
but instead, listen to the wind  
Whispering in your ear the sweet affirmations  
of the world you can't see through your screen  
only through your eyes  
The world that will always be there  
if only you go out to feel it



### "This Too Shall Pass" By Sierra E.K. '28

I was older  
And the breezes that once lifted me, light, off my feet,  
Then tugged against me like a weight.  
I returned to the woods  
And I said to the spruce "I cannot withstand this longer!"  
I said to the pine "I have stretched for the sky, yet I never touched it!"  
And came from the rocks on the very mountains

### An Apology to Winter By Will S. '27

"At 16, my metaphorical leaves are falling. Winter is setting in, and there's nothing I can do about it. I stand on the precipice of my next existence, adulthood. I must begin accepting that I'm not a "kid" anymore. Although I know change is inevitable, it almost feels like I've been cheated, like I've been fooled by a trick coin."

# A Unique New England Boarding School

By Jackie Kenney  
Director of Enrollment Management



“Can I go here?”

I field this question from at least two parents weekly.

Prospective parents are often awestruck while exploring Dublin School. They step foot on campus and plunge into deep wells of inspiration as they imagine what this place could be for their students. Meeting faculty and current students, stepping through campus, they see Dublin in profile as a place where education involves building specific skills needed to achieve in a specialized world and pursuing new passions in unlikely areas that push students beyond zones of comfortability. Prospective parents sometimes admit to being envious even as they express excitement for their student. And though parents often joke about how much more deserving they are than their children to have the opportunity of a Dublin School education, there is also relief and reassurance that their child will be seen and known here, celebrated for their strengths, guided and supported through all the growing moments of adolescence.

In the Admissions / Enrollment field, we have what is called a “crossover list” that allows us to track which schools besides Dublin our prospective students are considering. While many schools tend to crossover with the same 5 - 10 schools, our crossover list is typically pages long - Top 10, Top 500, small schools, large schools, specialized learning schools, single-gender schools, all-gender schools, sporty schools and art schools; we see it all in a given year. Our families are often considering schools that look very different

from Dublin, whether academically, athletically, or in the community.

On top of that, Dublin often stands out on a family’s list as a wild card. In some cases, it may be the only short-listed school that departs from the categories listed above. A prospective student might, for example, be looking at single-gender schools and Dublin School, Top 10 nationally ranked schools and Dublin School, or schools with 500+ students and Dublin School. We tend to be the wild card not because Dublin is so far out of the boarding school mold or because we are the “reach” or the “safety” school, but because we approach education differently than other schools, upholding high standards in and beyond the classroom while also supporting students in their development across all facets of their lives.

It is true that no two Dublin School educations are the same; students do not hop on a track and stay the course through graduation. Their time at Dublin is a time of frequent pivots towards new and ever expanding horizons. I recently sat down with several seniors, and their reflections about their education, intellectual curiosity, and preparedness for college were astounding. All of the students reflected on the learning they’ve done beyond the classroom, whether in Workgang, Kitchen Job, Student Government, Athletics, or as a Proctor. In a time when competition is exceptionally high between boarding schools for these bright, engaged students, schools can face the temptation of simply giving students an experience. Dublin students are instead

inspired to create their experience, they are given the tools and trust to build (sometimes literally) opportunities to take intellectual and social risks, and the result is a depth of connection and understanding of the rewards of meaningful work. Here, students are not only known and served by the community; they are expected to lean into and serve that community in turn.

We do things differently at Dublin School. We combine the benefits of a small boarding school - where students are known and seen and can be met where they are - and have the resources to push students to go deep and develop real talent. Instead of paved walkways or artificial turf athletic complexes, our 500-acre campus is filled with quiet trails that encourage students to reflect and explore. To some families, we are the big school; for others, the small school; to some we are a “jock school” because every student plays, while other families are relieved that our school culture does not revolve around athletic prowess. This school is a “wild card” because each individual has the opportunity to self-determine the course of their Dublin experience. They can bet on being supported no matter how often they tack and jibe through the winds of adolescence. Like Mount Monadnock just down the way, Dublin School stands alone and stands out.

Though there are no plans as of now for a Dublin School adult-learning experience, it is a joy to work with parents looking in and seeing the possibilities Dublin holds in store for young people. **D**





Clockwise from top left:  
Girls Soccer with visiting  
students from Argentina,  
Girls Basketball celebrating  
a come-from-behind win,  
collating pages in this year's  
zine making J-Term course,  
gametime adjustments by  
Coach Clyburn, dissections in  
the biology classroom





# Robotics Reboot

**An interview with Senior Robotics Captain Cole M. :**

**Interview by Hunter Bachman '16**

**D**ubliners have been tinkerers since time immemorial. In the '50s, it was Bill Cornell '52 and his cadre of radio enthusiasts whose tinkering led to the creation of WDUB, a radio station broadcasting from the "radio shack" Bill and Co. built in their free time. Years later, Dubliners remain serious about their tinkering. This past year, senior Cole M. '25 carried the torch by helping reboot the school's robotics program. Learn about the the sleepless nights, teamwork, and curiosity required to develop a competition-ready robot, in this interview.

**What's been your involvement with the Robotics scene here at Dublin?**

I'm a senior at Dublin School and one of the robotics captains on our FTC team.

**You recently traveled to participate in the program's first ever FTC competition. How did that first competition go?**

There were teams from all over. Phillips Exeter had four robots, and we proudly beat out two of them. I feel that's a pretty big accomplishment considering that, per robot, they have probably four times as many team members, much more funding, and many, many more mentors. So it was really kind of odd. I was really surprised. I was like, 'we're not dead last!' It's kind of crazy. But we met a lot of people at the competition. It's a really fun environment, honestly. We told them we're a new team. They're like, 'yeah, we totally understand. We were a new team last year.' That was the number one or two seed; they started up last year and now they're doing really well with their FTC robotics.

**Could you share more about the culture of these events? From the outside looking in, it seems to be a very constructive environment full of people who have a similar interest.**

Yeah, there are some great examples. I talked to one of the kids from Founders Academy and he was like, 'Yeah, I'll explain exactly how my robot works and all the code.' He even gave us an email, he might even send it to us. I don't really know, but that was really nice. I also got this guy from Phillips Exeter to share pointers on this new pathfinding algorithm I'm creating for the robot. It's a really supportive environment and it's really nonjudgmental.

**How much work went into getting your robot competition ready?**

Leading up to this last competition, we were really stressed for time. All of our parts had just arrived. We came back from school after the break, and it was



immediately crunch time. Can we build and program a fully functioning robot in two weeks? And can we do this while also juggling classes and sports? We worked really hard. I pulled one thirteen-hour day, working on the robot from 2:30 PM to 3:30 AM. Max W. '25, my Co-Captain, was right there with me — like every day after school we were in there working on this robot. I didn't think it would get done. There are only four of us: Max, Henry W. '28, John L. '25, and myself.

**Talk a little bit about your group dynamic. There's only four of you, so I would imagine each member has a big role to play. How do you work together?**

With the robot, Max and I do most of the troubleshooting, really just because we have more experience and have been under serious time constraints. But Henry and Josh are essential, and have a role in both programming and building the robot. But overall, I think we work very well as a team because we're all very invested in FTC and very interested in the subject.

**In the near term, what are you working on? And then what are your hopes for this program moving forward?**

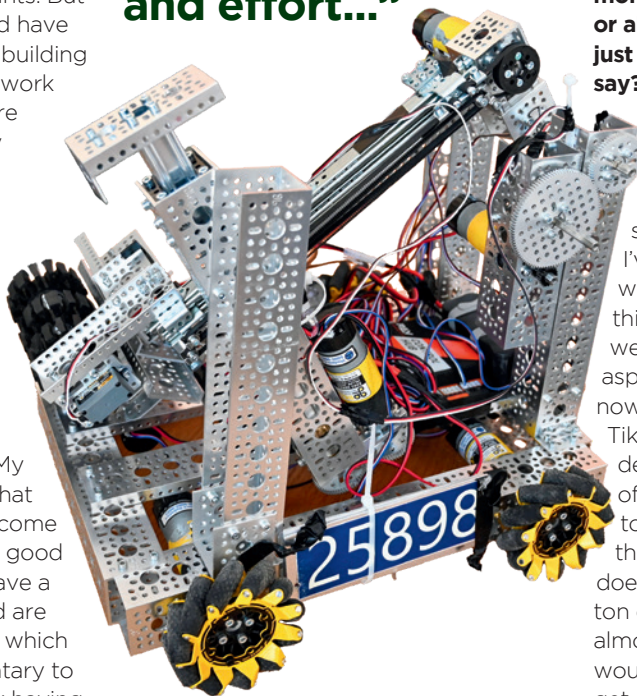
We hope to basically rebuild the robot. We had a lot of people at the competition help us troubleshoot, and provide input about possible redesigns. My biggest hope, looking ahead, is that we can lobby for Robotics to become a sport and bring on some really good mentors to help the team. We have a lot of gaps in our knowledge and are ignorant on a variety of subjects which are non-essential but supplementary to the competition. And also, I think having an adult mentor is really key, because Max and I are peers, not really authority figures. So it's hard to govern that dynamic sometimes when you're trying to get people to do stuff and trying to motivate them to learn independently.

**Nice lead-in, I actually wanted to ask about your stance on being a leader. How do you view the challenge of being an effective leader?**

Well, I lead some bands here at Dublin, and it's the same thing. It's like you have put in significantly more time, more effort outside of your typical practice

time than every single one of all the other members. So I think the most effective way I've found is to lead by example, put in the extra work, put in the extra time. You have to be the most committed. In order to have a good leadership position and dynamic with students, you have to put in significantly more effort.

**“...people don't understand that this stuff, it is not just magic, it doesn't just work. You have to put in a ton of time and effort...”**



**Would you say that that translates into a lot of other areas of your life here at Dublin?**

This is the motif everywhere in my life as of late: I want to be someone who... I know it sounds slightly prideful, but I want to be someone who can be looked up to as a role model. So I exercise a lot, I have good grades, and I lead a couple groups, and I'm always, always trying to improve. And I feel that's the most important part, not to stay stagnant, but to show other people that you (1) are also struggling, but (2)

you are working to rise above those circumstances and reach your goals.

**And how does vulnerability figure into being a leader?**

Okay, so this is a tough question for me because it's a little bit hard as a leader in any capacity, when you're supposed to always really know what to do. What I found works best is to just pitch a couple ideas. I guess that's a vulnerability. And when you don't know, admit that and then go research, learn. Because if you never do that, then there's no sense of trust. It's like 'we don't know if this person is really qualified.' But if you acknowledge your limitations, I've found there tends to be a better dynamic and everyone around you respects you significantly more.

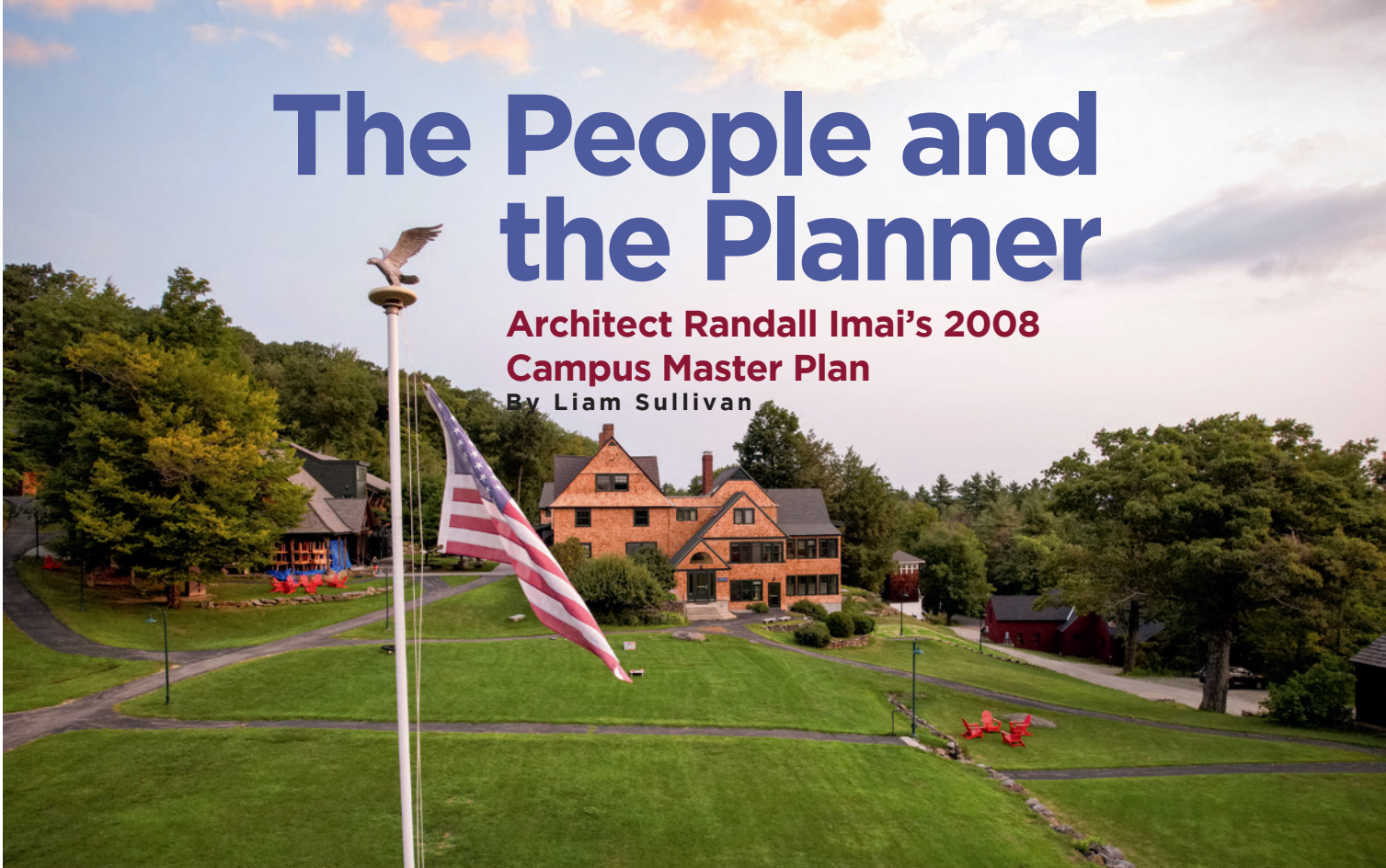
**Thanks for that, Cole. Is there anything more you want to add about robotics or about Dublin School in general or just anything else that you want to say?**

I know I'm going to sound old, but I feel like with kids nowadays, largely because of this... I dunno, nonsensical and perennial doom scrolling, excessive social media use... I've seen it personally. I remember when I was back in middle school and this stuff hadn't happened, people were very actively engaged in all aspects of their education. And I know now that after all like Instagram reels, TikTok, there has been a significant decrease in engagement. And part of that, from my perspective, seems to be that people don't understand that this stuff, it is not just magic, it doesn't just work. You have to put in a ton of time and effort in order just to get almost mediocre results. And so I guess I would urge any students reading this to get off your phone, go learn something new. And be prepared to fail. **D**

# The People and the Planner

## Architect Randall Imai's 2008 Campus Master Plan

By Liam Sullivan



Randall Imai

**W**atertown, Massachusetts, on a warmish December day.

In an eminently typical Just Outside of Boston neighborhood sits 70 Phillips Street, two stories of unfussy red brick with minimal, bas-relief quoins and a firehouse-looking parapet wall crowning a flat roof. Two unstaffed flag poles flank the building's entrance, giving 70 Phillips the look of some exiled municipal building. But actually it's where the offices of Imai Keller Moore Architects (IKM) are located. The Imai of IKM is Randall, a dear friend of Dublin School.

Randall is the architect who championed cedar shingles at Dublin School and proposed we sod over the desiccated parking lot and service road that once occupied what is now the central quad on campus. He is currently iterating on the sequel to his 2008 Dublin School Campus Master Plan Study, and over the past seventeen years has made a deeply felt impact on the campus we enjoy each day. Built environment-wise, his interventions on our campus created a new common sense – he has helped Dublin School see itself in the mirror more clearly, creating spaces that clarify and compound the spirit of this school.

The interior of 70 Phillips is obviously an architect's office. The ceilings are double height. The floor plan, wide open. There is room to

breathe easy and think. On the walls are photographs of IKM's portfolio projects. Randall is at his desk.

Randall begins this interview by telling me he makes his living ripping off the renowned Renaissance painter Raphael. Apparently his campus master plans for Dublin School are modeled on Raphael's The School of Athens, a massive fresco in the Apostolic Palace in Vatican City. Typically renowned for its nonpareil use of linear perspective, The School of Athens represents for Randall an ideal he works to realize in his own campus planning.

I'm incredulous, and so we take a walk. Randall wants to share a photograph of MIT's Green Center for

Physics, a well-lighted concourse of elevated walkways and classroom spaces enclosed by well windex-ed glass partitions that IKM worked on a bunch of years back. He doesn't want to talk about any concrete design elements, and instead points at two groups of students who are conversing in spaces beyond the classroom threshold. He smiles and explains:

"These photos weren't staged. We want to create spaces where people see each other and talk. It's sometimes the discussion that takes place in the hallway that is as or more important than what happens in the classroom. We're always designing for inquiry, intensely social



inquiry.”

A space where people see each other and talk is exactly what The School of Athens depicts. Raphael's major fresco shows the full line-up of really smart B.C. heads conducting themselves in a public space. On first pass, the scene presents as though the crowd is in formal assembly, the type of assembly that was planned in advance. With more time, however, the scene depicted looks more and more like it was unplanned, an accident, pure happenstance. In other words, the painting is not staged.

The School of Athens resembles the short transitional periods between academic blocks, brief squalls of activity when the whole school is in concerted motion, pinch points in the flow of the academic day where students and faculty continue conversations begun in the classroom, ask their pals about the previous night's homework that they did or did not do, joke, and flocculate just briefly before heading their separate ways.

Randall does not view these interstitial moments of transition as pure negativity set against the substance of the classroom experience. His view is that campus planning should account for and attempt to scaffold these kinds of offhand encounters.

What Randall loves about The School of Athens is the way it captures the rich potential of such moments, modeling a norm of dynamic social intercourse that does not rely on top-down direction or explicit supports. Wikipedia says the fresco depicts a “congregation.” It doesn't. What The School of Athens depicts is a confluence of individuals whose course is subtly configured by the built environment within which they find themselves



**Randall's initial sketch of the hardscape courtyard between Gillespie and Lehmann.**

situated, which is why the fresco can serve as a model and not merely a nice idea.

“All of these scholars, Plato and Aristotle, all these guys painted here, they're not inside. They're in the public space and they're all talking and discussing things in the public space.”

Current Dublin students sometimes gripe about the “extremely demanding and needlessly circuitous” route between Lehmann area and Whitney Gymnasium. They say there really should be a path cut between the Fountain Arts Building (FAB, home of English) and Science Center (PRISM Building), but there isn't. You're stuck linking line segments, left to choose between walking through the quad to bear right up Lehmann Way and passing through the FAB. The absence of the FAB-PRISM throughway was inexplicable for the longest time, that is until the present moment of epiphany where the whole gamut seems by design. By constraining circulation via thoughtful omission / oversight / whatever you want to call it of a beeline between PRISM and the FAB, Randall subtly conducts foot traffic, à la The School of Athens,

towards more conspicuous spaces on campus, places where offhand encounters are more likely to occur.

One such conspicuous space is the hardscaped courtyard that saddles Gillespie and Lehmann. This, too, is Randall's doing. Centrally located, highly visible, a sort of granite estuary that captures traffic from many sources, this courtyard serves as a catch basin where folks can exist without pretext. Visitors to the school store pass through this courtyard, Lehmann's most frequented entrance / exit practically opens onto it, as does Gillespie's. The porch of the student center is literally part of the hardscaped court, and it's in plain view as visitors arrive to 18 Lehmann Way.

It is with some version of this School of Athens ideal in mind that Randall arrived on campus in 2008. One of his earliest impressions of the school is encouraging. As we pore over old campus photos he tells how “I took a picture of these kids sitting on the lawn. It was great. It was Sunday and no one else was on campus, and they're all sitting around on this one here...” pointing to a horseshoe of Adirondack chairs, “They're all sitting

“We want to create spaces where people see each other and talk. It's sometimes the discussion that takes place in the hallway that is as or more important than what happens in the classroom. We're always designing for inquiry, intensely social inquiry.”



**Alumni enjoying the hard-scaped courtyard between Gillespie and Lehmann.**

...the hardscaped courtyard [is] a sort of granite estuary that captures traffic from many sources, ... a catch basin where folks can exist without pretext.

around talking. I told myself, we're halfway there. My job is easy."

Again and again during this conversation, Randall speaks in tones of deference and genuine humility, praising the work of other architects (Susan Phillips-Hungerford, who designed Slopeside Dormitory, for example), and crediting those whose influence runs through his work. The folks and movements he cites are sometimes those we'd expect to hear a campus planner acknowledge – Thomas Jefferson and his "Academical Village," Frederick Law Olmsted and the American Picturesque, the quadrangles of Oxford and Cambridge. More often than not, however, the names and architectural fragments being honored are to be found in local and personal registries.

Randall recalls designing laboratory spaces in the old Dublin School library (PRISM Building) and the time former Associate Head of School for Advancement

Erika Rogers, a biology teacher by trade, stopped him and explained "Okay, that's great. But if you can make the whole laboratory experience more tidy, not so messy, you're going to attract a lot more women to science." Erika's observation was eye-opening for Randall – "I found that to be true," he tells me, "I love the mess, but she says, 'no, don't let it get too messy.' That was Erika's comment. And something she only knew because she had been a science teacher."

His story recalls something the great educator Myles Horton once said about respecting the knowledge others bring to the table. "Your knowledge, my knowledge, everybody's knowledge should be made use of. I think people who refuse to use other people's knowledge are making a big mistake. Those who refuse to share their knowledge with other people are making a great mistake because we need it all." That's what Horton said and that's how Randall works. Coordinating this visit over the phone weeks prior, Randall said something completely simpatico with Horton's ethic of socialized knowledge and the story of Erika's lightning bolt – "It's never just the planner. It's always the planner and the community."

And he's dead serious. His 2008 Campus Master Plan documents this ethic amply. Reading it, you're overwhelmed by his attentiveness to what surrounds a site, in terms of both natural and built environment, and how thoughtfully he addresses the culture / vibe of a place. His landscape interventions on campus tune into and work with the natural environment instead of waging against it, a sort of anti-interventionist attitude that subtly inverts the

relationship between natural and built environment we find, for instance, in the American Picturesque landscapes of Olmsted and others. Whereas Olmsted folk sought to introduce the roughness and irregularity of nature into built forms (e.g. urban green spaces), Dublin's geography is already rough and irregular, making the task of the planner one of ordering and accentuating what is already there.

Cooperating with the already existing landscape, Randall's 2008 Master Plan set out to reinforce two main ordinal "spines" of pedestrian movement through campus. His plans outline the development of a South-North spine terminating in the hardscaped courtyard between Lehmann and Gillespie. Running West-East, the plan detailed the addition of belvedere structure (what would become The Perkin Observatory) above the core of campus that would orient towards panoramic views of Pack Monadnock to the East. Working along these two axes, Randall set out to (1) create a sense of "arrival on campus," and (2) accentuate the school's hilltop location and terraced terrain, two primary objectives of the 2008 planning process.

These landscape objectives emerged through conversation with present day stakeholders (Brad et al.), but Randall tells me they are derived in large part from the intentions of Dublin School's founder Paul Lehmann.

"I started with Lehmann's vision for the school. He picked this site very intentionally, away from a city and on a steep east-facing slope. I thought, 'let's not negate anything that's already been done.' And once I visited the school, I said, 'oh no, this is great.'"



And it's really the whole process of getting there from Peterborough - up the hill, you keep climbing and climbing. And then on campus you climb more, it always has that orientation."

By a similar token, his building projects are framed in context, evincing a deep respect for local vernaculars. Vernacular architecture is just a cute way of saying an architecture that is of the place, "the stuff that gets built without a lot of professional input and survives." More specifically, buildings like the Dublin Town Library ("an excellent example of the Arts and Craft style") and the Gilded Age-era shingled cottages of Frothingham Road supply many of the visual references, while others like the red-brick village of Historic Harrisville helped inform Randall's strivings toward a unified architectural identity for our school.

By oftentimes deferring to the local vernaculars, Randall's plan establishes Dublin School as part of the surrounding community, attenuating the appearance of town-gown cleavages and encouraging the school to take its place within that community. What's more, Dublin School is itself part of the local vernacular Randall references. Dublin's campus was thoroughly of the place it stood on when Randall first arrived, having by that time existed for a bunch of years without comprehensive professional input or formal planning. Many of the most prominent campus buildings, Lehmann, for instance, precede the school's founding and were acquisitions as opposed to new developments, meaning local vernaculars have, since the beginning, been part of Dublin School's architectural identity. And so, by turning towards vernacular



**2008 Dublin School Master Plan**

architectures, Randall was also turning towards Dublin School itself, attempting to draw out and reinforce the good that was already there.

The cedar shingles that now clad many sidewalls on campus are illustrative of this point. When Randall first came to Dublin, Lehmann, Hill House, and the Arts Building were the only examples of Shingle Style on campus. Seizing on these buildings, he was quick to recommend more widespread adoption of this facing material, citing Lehmann, Hill House, and the Arts Building as "contextual architectures" for the school, a move that helped scaffold what would in time emerge as a distinctive element of Dublin's architectural character, so thoroughly well suited to this place that it's almost impossible to imagine the school any other way... Dublin School would not be what it is today without Randall. Such is his impact.

Running up on time, I

apologized for taking so much time. "No, it's okay," he said, "You can tell. I love talking about this project." I wondered "Randall, why do you have such a soft spot for Dublin School?" "Well, it's the community. It's the personalities. The Board I worked with in 2008, they were engaged. It wasn't like they were fulfilling a duty because they happened to be a big donor. They wanted to make sure the decisions we made were deliberate and discussed. And when I've worked with students at Dublin, it's been the same level of inquiry. **D**

**"It's the community. It's the personalities. The Board I worked with in 2008, they were engaged... They wanted to make sure the decisions we made were deliberate and discussed. And when I've worked with students at Dublin, it's been the same level of inquiry."**



Dean of Students and Belonging Lisa Muñoz '95

# On Belonging, Curiosity, and Making Mistakes

**Dean of Students and Belonging Lisa Muñoz '95 and Associate Dean of Students Jay Little talk about the project of devising Dublin's Student Life Program**

**Interview by Liam Sullivan**

**Liam:** So I dunno, let's just hop in. Lisa, your title is Dean of Students and Belonging. Alongside Jay here, you're responsible for Student Life at Dublin, and part of that involves what we call Equity, Justice, and Belonging work (EJB). Maybe it's just semantics, but it seems significant that we're talking about belonging as opposed to inclusion - can you speak about the difference between these terms?

**Lisa:** Inclusion, I think, entails somebody else choosing to include you in something, whereas with belonging the stress is placed on the fact that 'you're here, you're part of this thing, and on your own terms.' You should be able to show up as your authentic self. And then within that, for me, I think there are the everyday basics of adulthood, what it means to live independently and away from home, and that encompasses everything from knowing how to wash your sheets, to navigating shared living spaces.

**Liam:** Jay, is there anything you'd add around the idea of what it is to belong versus having space made for you?

**Jay:** I agree with Lisa. The key difference is that with inclusion there's a group that is supposed to be here and then it's at the discretion of those who are already there who gets included. And this compares to, as Lisa just said, this idea that 'this place is yours and everybody holds a piece in the circle or a piece of the pie.' And in terms of what we want the experience of living in community to feel like, we want it to feel like everyone belongs, that everyone has a voice, that they can be themselves, that they feel confident about, for example, being able to answer their Milk and Cookies question in the most reflective or the goofiest way possible - just that joy that you have being at home, we want them to have that space here at Dublin.

**Liam:** We're talking about Student Life as a Program with a capital P. In the same way we talk about learning outcomes in the classroom, what student outcomes are you working towards with Dublin's Student Life Program? Part of it is obviously the nuts and bolts of making your bed, doing your laundry, not leaving the toilet seat up, etc., but is there more to it?

**Jay:** I think it's being a good human being as a baseline. I hope we are teaching them to care about others, to have an awareness of what another person may need, even if that conflicts with what you need as an individual. Your roommate may need this thing, but you want this, and how do you find a middle ground? So being able to communicate and self-advocate effectively is an outcome we look for, but it's also important that they're able to make space for connections.



Many hands make for light work removing the crew floats from Thorndike Pond.



**Lisa:** Part of the program involves cultivating what we work towards in the classroom, which is a genuine curiosity. Curiosity about other students and experiences that are different from their own.

**Liam:** That runs into a question I have around how we respect and make space for difference to exist within our communities while at the same time cultivating a strong culture of togetherness. And so how do we negotiate between difference and belonging? Because there's this weird sort of tension between the two. And maybe the curiosity you just spoke about is one part of the answer.

**Lisa:** I think one piece is that everybody has chosen to be at Dublin, so it's an elective identity in the first place, we're all signing onto this place. And then the other piece is that we need to learn to be okay not understanding everybody, and that it's okay to be curious about differences, but even then we need to recognize that others are trying to live their lives just like we're trying to live ours.

**Jay:** I think that it's a combination of probably four things. Curiosity, that's one piece of it. Education, teaching and learning. Openness, so being open and willing to receive that information. And then being open requires a level of vulnerability, a willingness to share your authentic self and how you identify with the group in order for it to be a community and be a whole.

That often starts in our clubs and affinity groups. It's important they have their spaces, but then it's also important for these groups to run events on campus, present during Morning Meeting, have a presence in the public eye of the school, and not just exist behind closed doors. I think the act of sharing with others and coming together is the piece that makes for a united front and not these very distinct little pockets.

**Liam:** Your offices are sometimes very busy. What I mean is that students sometimes make mistakes along the way - say and do things they probably should not say and do. Where do these mistakes fit into your thinking on Student Life?

**Jay:** I would never call a mistake a failure, but they do make a lot of mistakes. And Lisa and I were just talking about it. We all have to remember that we work with children, these are adolescents. Even when they're 18 years old, their minds are not fully developed. And so it's about being patient with them, allowing them space to make mistakes and then allowing them space to grow from those mistakes.

And the way this space for growth really seems to open up comes through parental relationships and having it be a true partnership where we are coordinated in holding students accountable and having clear dialogue. And I think the other piece of it is developing the relationship with the student so that way they know what you want is for them to grow and learn.

**Lisa:** Sometimes the biggest learning comes in those moments of hard conversations where students acknowledge their mistakes. And we usually invite parents into that conversation. But it takes time to build good habits and change patterned behavior. It's not a, oh, they talked to me, so I changed right away. It's like a parenting muscle. It is. Every time I'm on duty, I ask the kids to do the exact same thing. And the hope is, let's say if they're in ninth or 10th grade, then by the time they're senior, they're saying 'remember when you used to always have to tell me to do X, Y, and Z, and now I just do it.' It's the payoff, and sometimes the payoff doesn't come until much later. But they actually learned it here.. **D**



**Associate Dean of Students Jay Little.**



**Alix M.C.'27 and Ben M. '26 celebrate their Winterfest victory.**

# Dublin Endurance by Design

By Brad Bates

**A**nyone following endurance sports in the news recently has heard about the hot new “Norwegian Method” for endurance training. Lactate and metabolic testing, anaerobic threshold zones, high-intensity interval training, lots of tinned fish, and you are ready to go! The Norwegian Method, however, has nothing on the Dublin School Endurance Training Method (or DSETM, as Runner’s World will one day call it). Seventeen-year Dublin faculty member and cross-country running coach Rodrigo Villaamil has developed a Dublin method that has literally changed the lives of his student-athletes while creating one of the strongest running programs in New England (including three Dublin School New England Championship teams).

What is the secret Coach Villaamil tells his runners that makes them improve so dramatically without injury year after year? “I ask them to slow down, to slow way down,” Coach Villaamil tells them. Telling teenagers to slow down to go fast, be patient and wait for results, keep things simple, and be resilient is no easy task. And yet, Coach Villaamil’s athletes love the method and swear by its impact on their running, academic approach, and lives. A junior runner on the team named Ben reported to me that “I find the low intensity, long distance practices so much more enjoyable than speed training. This past cross-country season has by far been my best and most enjoyable. The low intensity makes it feel like a nice jog, and we talk the whole way through it, so the miles always fly by. It is way more social and doesn’t feel like a chore, and I improved significantly through the season. It made my days much better, and I miss running with the team when we are not in season. In my future I see running just to keep fit and maybe racing more long-distance races.”

Mr. Villaamil was the first teacher I hired when I arrived at Dublin School in the summer of 2008. Originally from Uruguay, he had been teaching in France the previous year and had interviewed for a Spanish teacher position. While he was still working on his English at that time, we had a wonderful conversation that mainly focused on our shared passion for historical theory. It was only a few years before Mr. Villaamil started teaching history. At the time, I did not know that Mr. Villalamil had started to run casually on his own. “When I settled in at Dublin, I became more inspired by the endurance culture at the school and started to exercise more regularly. I was excited when I was asked to coach the running team,” he remembers. Mr. Villaamil and I started talking more

about training when I began coaching cross-country skiing at the school, and we imagined developing a method of training that could be used for running, mountain biking, skiing, and rowing.

At that time, I had started training casually for ski marathons. I hoped to be in shape enough to train for one marathon every other year. I soon realized I could not take too much stress in my ski training because of the mental stress of having a young family and running the school.

As a rowing coach before Dublin, I had emphasized high-volume and low-intensity training with my teams. Someone had given me a coaching book from East Germany in the 1980s that suggested athletes do large volumes of training at low heart rate levels before adding short, high-intensity workouts before a competition (ironically, this is much like the 80/20 method so prevalent today). This worked incredibly well with our rowers, but I wasn’t personally ready to do the high-intensity part after long days at work. In researching a new method, I read some books that resonated with me, especially Phil Maffetone’s 2010 *The Big Book of Endurance Training and Racing*.

Maffetone had a simple training formula: subtract your age from 180 and train at a heart rate that always stays under that number (he has some suggestions for fine-tuning that number that can be found on his website or in his book). This approach sounded both implausible and outstanding to me. I tried it out for a season. At first, I had to walk uphill on my skis to keep my heart rate as low as prescribed. The book said it would take weeks and some patience to get to the desired level of speed needed to race. As our beginner skiers would zoom past me on our Nordic Center trails, I imagined them thinking, “Keep it up, old man,” as they disappeared up

the hills ahead of me. After six weeks, however, I noticed that my pace had increased dramatically at the same heart rate I had pegged as my training max, just as the book said it would. But how would it feel to race in a marathon with a thirty to forty beats higher heart rate if I had never trained at that level? It turned out it felt amazing! I was sold.

This method is different from what people call the LSD or long, slow-distance method. Our DSETM aims to help our athletes get faster and faster at the same heart rate while traveling long distances. Once in shape, you will feel anything but slow. Many athletes perform monthly tests on treadmills or rowing machines at set distances and heart rates. For instance, a young athlete might run 5 kilometers on a treadmill

**We believe these lessons transfer to other aspects of our student’s lives, and we often see their academic work improving along with their running pace.**



at a maximum heart rate of 160. Some will find they can increase their pace by 1-2 miles per hour over three months with the same heart rate using this method.

Mr. Villaamil tried various forms of low-intensity training with his teams over the last ten years, often interspersed with high-intensity interval training (HIIT). He found his teams did well, but some of his runners experienced injuries from the higher-intensity days. Brooks Johnson, the Athletic Director and assistant running coach, encouraged Mr. Villaamil to go all out on the low heart rate method to see how it would work. For the fall of 2023, the coaches developed the following weekly plan:

**Monday:** Run 7.5 miles at a low heart rate.

**Tuesday:** Easy pre-race run.

**Wednesday:** Race 5km

**Thursday:** Off for club day

**Friday:** Run 7.5 miles at a low heart rate.

**Saturday:** Run 9.5 miles at a low heart rate.

**Sunday:** Rest

They found that the races provided all of the high-intensity work they needed. They had almost no injuries, and people did not ask to switch sports (the dreaded reality for many endurance coaches)! A senior named Cole commented that he had never run more than 3 miles before Dublin and was “out of shape and breathless when completing my first 7-mile run. However, due to Coach Villaamil’s coaching, I ran a half marathon and have now obtained the physical fitness that was my objective at the beginning of the season.”

Mr. Villaamil even tested the DSETM on himself and according to him, it had an “amazing impact.” He used to train for marathons running 8-minute miles and he did pretty well. Now, however, he runs at a lower intensity and his miles average around nine minutes and thirty seconds. He runs seventy miles a week without any fatigue and appears to be getting faster every year as he regularly qualifies for the Boston Marathon.

Our coaches at Dublin believe we teach many life lessons when we coach sports. Our students learn that the most rewarding things come from persistent hard work; joy follows from delayed gratification and earned results. Community, teamwork, and friendship are essential for the mental health of our students. We believe these lessons transfer to other aspects of our student’s lives, and we often see their academic work improving along with their running pace. A junior named Morgan came to Dublin as an experienced runner who sometimes felt overwhelmed by the intensity of middle school training. She said Coach Villaamil’s methods “taught me that endurance, patience in your sport, and community are equally important. I have learned so much, and I am forever grateful to have unlocked a sustainable and lifelong training style.”

If you are lucky enough to be out on our trails in the fall, you may see a large group of students running through the beautiful woods on our campus, laughing, talking, and encouraging one another as the easy miles fly by. That is exactly how the coaches designed it. **D**



**Top to Bottom:**  
**Emelia D. '27 and**  
**Quinn H. '25 at the**  
**finish of a cross**  
**country race, Reach**  
**the Beach team,**  
**Rodrigo Villaamil.**

# “Well, Why Not?”

## Catching up with Cathy Bakkensen '70

By Liam Sullivan



Above, Cathy (left) pictured with her grandmother, Betty Gunther (middle), and mother (right).

Below, Elizabeth (Betty) Gunther.



“**A**nd gentlemen—let’s face it—charming as women are—they get to be a drag if you are forced to associate with them each and every day. Think of the poor student who has a steady date—he wants to concentrate on the basic principles of thermodynamics, but she keeps trying to gossip about the idiotic trivia all women try to impose on men.”<sup>1</sup>

This is a Yale alumna writing to the editor of Yale’s Alumni Magazine in the summer of 1966 and struggling to adapt to the reality that the various ivory towers were beginning to move towards co-education. Yale’s ‘best boys’ just couldn’t sustain the institution like they used to, and for a variety of reasons, mostly economic (sad to say), New Haven was considering the move to mixed gender enrollment. Yale would begin admitting women in 1969, and all around the country schools were moving to do the same. Secondary boarding schools were part of this groundswell,

too. Hotchkiss went co-ed in 1974, Phillips Exeter in 1970, Taft in 1971, and Phillips Andover in 1973.

In typical Dublin School fashion, the transition to co-education was slightly offbeat and quirky. Though billed as a “school for boys” when the lights went on in 1935, there was a girl amongst Dublin’s original cohort of eight students. Recounting these first years in the “Red Book,” Mr. Lehmann tries to make sense of this: “a student body of eight boys (one was a girl). No, a boy! No, a girl! Well, she was a great boy!”

And so female students had been enrolling intermittently at Dublin since the school’s founding. Some of the earliest include Grace Pierce Forbes ’38, Margaret Head Clement ’41, Louisa Lehmann Birch ’57, and likely more. But near as anyone can tell the pivot toward bona fide co-education, the point at which Dublin School became more than a “school for boys,” occurred the year Cathy Bakkensen ’70 enrolled as a day student during her senior year.

“I don’t think there was a lot of discussion, or that there was a huge Board decision in any way. It was more of a ‘well, why not?’ kind of thing.”

Long before enrolling at Dublin, Cathy remembers visiting her maternal grandmother, Elizabeth (Betty) Gunther, at her restored eighteenth century farmhouse in Hancock, not far from Dublin. Though a landscape architect by training, Mrs. Gunther was appointed as a reading instructor at Dublin School in 1950, which brought Cathy into the school’s orbit from an early age.

“I remember in the summer going over for tea at the Lehmann’s, and sitting very properly and respectfully in Main House while the ladies sipped their tea and had their little cookies.”

But her first high-school years were spent at a super-sized Texas public school with what sounds like suspect academics and a DSM-5 worthy mania for football near Fort Hood (now Fort Cavazos), Texas, where her stepfather was stationed. Vietnam came knocking, though, leading Cathy and her mother to establish themselves in Hancock year-round. Her grandmother was already making the commute to Dublin, and Mr.

<sup>1</sup> Conrad Yung-Kwai, letter to the editor, Yale Alumni Magazine 29 (July 1966): 3.



Lehmann, possibly as a favor to Mrs. Gunther, allowed Cathy to enroll. And just like that, Dublin went to Co-Ed.

In the first year of co-education at Dublin School there were exactly three female matriculates, all relations of faculty members: Cathy, Dora Currea '73, and Regina Phillips (then a Freshman). The school was willing and mostly able to welcome them. There were, naturally, some gaps in the school's infrastructure and programs that would take time to fill.

Cathy shares about how her one dedicated space on campus, the place she could change clothes or sleep after play rehearsal ran late, was a second-floor room in Main House (Lehmann). There were no girl's athletics at the time, and so Cathy embraced the mantle of "sole cheerleader for the soccer team." She also enjoyed sailing, and was welcomed onto the team. Come regattas, however, she watched from the shore as the horn sounded. In that year's theatre production of A Christmas Carol, Cathy was cast in just about every female role. Mr. Lehmann was sedulous in requiring Cathy to wear skirts, no matter the temperature. And when she was on crutches after wrenching her knee on South Slope, the expectation was she would be to class on time, no matter how treacherous the wooden boardwalks around campus may be.

Coming from that large Texas public school, Dublin presented Cathy with a very different kind of learning environment. The small class sizes, in particular, made their impact.

"In my classes there were maybe eight people, which was new to me, and to have teachers who were serious and dedicated to the students was amazing. You couldn't hide."

Betty Gunther, Cathy's grandmother, was one of these dedicated teachers. Really, she was Dublin's first Learning Specialist, and through her work helped lay the groundwork for what is now one of the school's signature programs. In mid-century America there were no Individualized Education Plans (IEPs), and differences in learning ability were poorly understood, only just beginning to be taken seriously. Mrs. Gunther was part of a vanguard of educators who understood that individual students have individual needs. Over her years at Dublin, she would provide students with learning difficulties one-on-one academic support long before it became the norm.

In her own career, Cathy has followed somewhat in her grandmother's footsteps through her work with hearing impaired students in Massachusetts public schools. She works with students across grade levels, and often continues working with the same students year after year.

"I see this tremendous growth, which is really, really fun. One of my students, a high-school junior, approached me once to say she felt she had been wrongly evaluated and talked down to by a teacher, and she wanted to know if I would go with her to have a conversation about it. So I said, 'yes, but I'm standing in the doorway and you're taking those few steps to the teacher's desk.' So we made the appointment and she was nervous, but we previewed what she was going to say and everything, and she did great. Afterwards, I said I was proud of her for speaking up. She looked at me and said, 'I can do it because I know you always have my back.' And I really appreciated that comment. I feel like I do. I always have my kids, my students' backs, and they are so successful for many reasons, but one is they know that they're not going to fail. And I think probably my grandmother imparted that same kind of thought process to those students that she saw at Dublin school."

Mrs. Gunther's spirit endures at the Dublin School of today - like Cathy, we share her conviction that young people are capable of reaching dazzling heights when they feel properly supported.

Cathy now lives in Andover, MA, with her husband Ralph. She continues to work with hearing impaired students, and also teaches a course on Aural Rehabilitation at Emerson College. She keeps busy with her five grandchildren, is a gardener, and frequent globetrotter. **D**



'69 - '70 cohort of day students. Dublin's first three female students are pictured, including Cathy in middle row.

**"I don't think there was a lot of discussion, or that there was a huge Board decision in any way. [Co-education] was more of a 'well, why not?' kind of thing."**

# Class Notes

## **Malcolm Kelso** **Class of '61**

Looks like the first snow of the year for Dublin today. I remember my first year at Dublin in the Eighth Grade (Last Class) and the first snowfall. I remember because being from California I had not seen snow before. Lehmann declared Snow Days a Holiday and we'd all go skiing. Lehmann was my 8th Grade Algebra Teacher – think that was fun? Don't remember anything except him taking a loud necktie off Paul Fisher, and saying "Mr Fisher, don't ever wear a Tie like that again in this school," "Mr. Fisher – Simplicity is the escape of good taste". Don't remember the math, but never forgot that!

## **Lora Whelan** **Class of 1981**

Maine resident and artist, Lora Whelan, class of 1981, was profiled in the December 2024 issue of The Working Waterfront, a news publication of the nonprofit Island Institute. Her painting, "Travel Lift, Moose Island," caught the eye of reviewer and art critic, Carl Little. Whelan is the assistant publisher of the community newspaper, The Quoddy Tides, and maintains her art studio on the island city of Eastport. She is represented by Full Fathom Five Gallery in Eastport and Gallery Sitka in Shirley, Mass., and Newport, RI.

## **Zander Sprague** **Class of 1987**

I am excited to announce that I have a TV show, EPIC Begins with 1 Step Forward, broadcast locally in the San Francisco area and on my YouTube channel: <https://www.youtube.com/@EPICBegins>. I also have a

podcast by the same name. Are you doing something EPIC? Let me know and perhaps you can be a guest.

## **Wendy Mason** **Class of 1991**

Dear Hancock Celebrates 15 Years of Whimsical Stationery!

This year marks a significant milestone for Dear Hancock, the beloved stationery brand co-founded by Wendy and her husband Earnest. For 15 years, they've been delighting people worldwide with their charming greeting cards and stationery. Their journey began in Los Angeles, CA, in 2010, shortly after graduating from the CalArts MFA program. What started as a creative endeavor has blossomed into a global success story. Today, Dear Hancock products grace the shelves of over 3,000 retail shops around the world. A touch of personal history can be found throughout Dear Hancock's illustrations. Look closely, and you might spot charming New England puns, a nod to Wendy's time spent in Dublin, New Hampshire. Want to explore the world of Dear Hancock? Visit their website: <https://www.dearhancock.com>

## **Luca Bacigalupo** **Class of 2024**

Hey Dublin, It's been an amazing time down south at NASCAR TECH, I'm currently building a drag car with one of my neighbors and working on my own projects in my free time. Life has been great working full time while being at school. It's been a lot hotter than I'm used to during the winter but it's a change I've gotta get used to. Hope to visit soon!

## **John Dearborn** **Class of 1972**

John Dearborn is doing well. Retired in Auburn, MA. I saw Curt Benjamin in St. Petersburg Florida in December of 2023. He's doing well. I was sorry to hear that David Duprey passed away recently. Ann Miller Walker passed away too a while ago. If anyone has any news, please let me know. It's been almost 53 years now. I'm only a little over an hour from Dublin. I frequently drive up there for a sandwich at the Dublin General Store. They are very good. Good cookies too.

## **Jon Gaboric** **Class of 1992**

Hello fellow Dubliners, I am going on 10 years in Dubai. I have been blessed with a great son who seems to be very much like his father, for those of you who remember. I hope everyone is happy, prosperous and in good health.

I have fond memories of Dublin and enjoy seeing updates from the class group and some of you individually. I hope to make it to one of the reunions, it would be wild to catch up.

Until then take care of yourselves and your loved ones.

## **Thomas R. Jackson** **Class of 1958**

My second wife, Julie, and I are happily residing in Fox Hill Village, a retirement home in Westwood, MA. Between us, we have 4 children and 10 grandchildren. I often think of my days at Dublin School – the work gangs, daily skiing during the winter, playing soccer under the captainship of Joe Barcardi and good preparation for my college years at Babson, both academically and maturity-wise.

## **Otto Vogel** **Class of 2020**

I recently graduated from Northwestern University with a Bachelors of Music in Voice and Opera performance and moved downtown into Chicago! I was very fortunate to receive an opportunity to music direct and conduct a landmark production of William Finn's Falsettos at Chicago's historic Court Theatre. The production was met with universal acclaim and made many end-of-year lists, most notably no. 6 in "Top 10 productions of 2024" (1 of 2 musicals to make the list) and "Top 10 performances at Chicago-area theaters in 2024" both compiled by esteemed critic Chris Jones for the Chicago Tribune

## **Arthur Houghton III** **Class of 1958**

Do I just tell what has gone on in the past several years? Start sixty-five years ago when I left Dublin? Or simply suggest that if someone wants my story, they can pick it up from my memoir, "Standing Still is Not an Option," available on Amazon (you can forget my two novels, which were written for my own amusement). My life has been marked by bizarre experiences, including being pursued by a Soviet intelligence officer, having a gun held to my head, and finding myself working for a crook — all documented in "Standing Still."

I would love to hear from any of my surviving classmates -- please write to [aha95@aol.com](mailto:aha95@aol.com). Warmest regards to all, Arthur Houghton

## **Nathaniel Foster, William Kinnane, Sierra Nicolai** **Classes of 1998, 1996, 1997**

We go to a different place every year around the world. We bring our families every





**Williams, Sierra,  
and Nathaniel**

other year. But on the off year, it's just the three of us.

### **Chris Behn Class of 1993**

Life is good. I find myself often reflecting with warm memories of my time at Dublin and how it helped instill a strong work ethic, an appreciation of the outdoors and ultimately shape my life as it is now. I and my wife Camilla continue to live in rural Vermont and are fortunate to have our two daughters and their families also nearby in Vermont. I have now been working in the outdoor sports industry for over 40 years, currently in New England region sales for Wintersteiger, maker of the most respected ski tuning equipment in the world. I also am a partner with my sister in a real estate agency, Castlerock Real Estate, in the Mad River Valley (VT). I ski often and call Mad River Glen my home mountain. Some new passions in my life: 2 grandchildren; Lydia (one and a half) and Miles (Mac) (one); auto racing has always been a passion and now I have my own endurance race team! ([www.BooBooBunnyRacing.com](http://www.BooBooBunnyRacing.com)) We are showing real promise with a 2nd place finish in class in only our 3rd race.

### **George Eddy Class of 1966**

Retired as of December 31, 2024 after 46 years as a shipbroker - all here in San Francisco - the last 12 of which were in my own business Eclipse Shipping. It was an exciting career representing both charterers and ship owners at various stages in bulk dry cargo ships (grain, iron ore, etc) . In the early days there were always 2 brokers, one representing each party, but as pressure from the internet took hold only one broker survived dealing directly with both the owner and the charterer - a far more challenging role. Clients ranged from Europe to Singapore as well as in the USA and Mexico making international travel both a fun and a critical component to the job.

### **Charles Moizeau Class of 1950**

Skiing at Dublin School began in the 1940s at a time when world war two was still going on. Gasoline and various food items were rationed for civilians so that American troops overseas would not be compromised by shortages. Students at the School had to bring with them their ration cards held by their parents.

Skiing at Dublin began at this time. It was not a voluntary sport. Students were ordered to participate and their parents had to equip them with skis, poles and suitable outdoor clothing.

The land beginning next to the south facing side of Main (now called Lehmann) House that extended toward the north-facing door at the lowest level of the School House was more steeply sloped in those days. And it was on this 30-yard pitch that one learned to ski. First learned were the snow plow and then the stem christie. It was then that one was

deemed to be sufficiently proficient to ski at the School's 450-foot slope that featured a rope tow. This slope was located on the east side of Beech Hill along Harrisville Road about a quarter mile from the east face of Main House.

There was a single rope tow that covered 450 feet. That necessitated 900 feet of rope that was a bit over one inch in diameter. There were about eight discarded telephone poles and at the top of each was a free-turning pulley and these were nothing but old automobile rims on which tires had once been mounted.

The power to operate the tow was just the School's only truck, a 1929 Reo. The truck was backed into a small shed on the downhill side of Harrisville Road. It had rear axle drive. The left rear wheel was removed and that corner of the truck was jacked up. A pulley mounted on the truck's rear axle carried the tow rope around it.

A hole was punched in the roof of the shed and the truck's tail pipe was extended up through to the roof to send the exhaust gases out of the shed. The truck's left door was removed and an extension rod was fastened to the accelerator pedal to control by hand the engine's speed.

All of the design and construction was masterminded by Mr. Gillespie, a veritable genius able to extract maximum benefit from a minimum of physical resources. And he operated the tow.

The ski slope was used exclusively by the School, except on Sundays when it was opened to paying skiers.

### **David Fetherolf Class of 1974**

Been a while: at the end of December, 2023, I retired from about 35 years of

engraving and editing music. Well, I retired from my full time job of about 25 years at G. Schirmer/Associated Music Publishers as the editor for our catalogue of contract composers. I actually kept working through 2024 and am only now beginning to wind down that career, as my own music is now being distributed by Subito Music Distributors, and my little press, Skeeter Music Press, is on the verge of joining the Music Publishers Association, opening a new chapter in my life. In my career I worked for many of the major publishers in the US and Europe as well as a raft of incredibly accomplished composers as well as major orchestras, conductors, librarians, orchestral players, and world-renowned musicians. It was not only a blast, it was a very fulfilling career, which I do miss. I think I'm about out of space; Carrie and I still live on Staten Island. Hope to see many of you this September.

### **Sam Peyton-Levine Class of 2005**

Sam and Liz recently moved into their first home in Jaffrey NH! Yes they are indeed learning to 'take care' of their own place and all the intricacies that come with being a new home owner. They now have two kids, Andi and Weston, 3 and 1 years old now! They both go to the Harrisville Children's Center where they absolutely love each day and Andi spends a lot of time with Aimee Lord's (Development Office) 3 year old Brooks as classmates and best friends. Currently Sam is the Director of Athletics and Outdoor Programming at Dublin School and Liz is the English chair and Academic Coordinator. They are always looking to reconnect with alums around campus from the 2005 era whenever they are in and about. **D**

# In Memory

Lifetime Trustee **Margaret A. Johnson**, affectionately known as Margo, passed away on May 1, 2023, at the age of 103. She was a remarkable woman who lived a life full of adventure and accomplishment. Born in Washington, DC, to Vermont parents, Margo spent most of her school years in France, with intervals in Canada and Madrid at the outset of the Civil



War. She returned to the United States during World War II and went on to graduate

from Radcliffe College. Margo then served as a French teacher at the Wheeler School in Providence and the Winsor School in Boston.

In 1950, Margo was appointed Principal of the Milton Academy Girls' School in Milton, MA, where she remained for thirty years. She then served as Interim Head of the Spence School in New York City and in the same role at Robert College in Istanbul. After retirement, Margo returned to her family home in Jaffrey, New Hampshire, where she remained active in several local organizations, including the Boards of the New Hampshire Humanities Council, the Amos Fortune Forum, the Dublin School, and Monadnock Music. She was instrumental in organizing the Lend an Ear program in elementary schools in the region. Throughout her life, Margo was an enthusiastic traveler and an avid reader with a strong interest in foreign affairs.

Margo is survived by her brother, Vice Admiral John D. Johnson, sister-in-law Patricia, nieces, a nephew, and grandnieces and nephews.

**Nancy Lehmann Haynes '55**, Former Faculty, the oldest daughter of Dublin School founders Paul and Nancy Lehmann, passed away on April 6, 2023. Born on August 22, 1937, in Peterborough, NH, Nancy grew up on Dublin's campus and at one point was the only girl who attended



Dublin School.

Nancy graduated from Barnard College with a degree in

Biology in 1959 and went on to receive her master's degree in Botany from the University of Wyoming in 1960. Her early professional career took her to Massachusetts General Hospital, Duke University, Idaho State University, and even back to Dublin School where she spent 5 years as an instructor of Biology, Geology and between 1962-1967. Nancy never strayed far from the field of education, eventually becoming an editor for textbook publishing companies Silver Burdett, Rand McNally, and Houghton Mifflin.

She married Donald K. Haynes in 1969, and they spent the majority of their lives together in Deerfield, Illinois, and Waynesville, North Carolina, respectively. They settled in Catonsville, Maryland, in 2017 to be close to Don's family, and they celebrated their 50th anniversary there in 2019.

Nancy was actively involved with the school over the past 15 years and was a generous donor to Dublin School throughout her life. She was instrumental in the creation of the Nordic Center with her brother Michael and regularly supported Dublin's endowment. The Paul and Nancy Lehmann Endowment Fund, started in honor of her parents, is one of

the oldest funds and provides critical yearly operations support. The family asks that gifts in Nancy's memory be made to Dublin School, which will be added to this beloved Endowment Fund.

**Charles Horton Nash**, born on September 29, 1939 in Minneapolis, died on July 15, 2023.

**Aaron Cohen '89** entered into rest on July 31, 2024 at the age of 54. He was the devoted father of Dylan and Marley; loving brother of Alexis, Tiffany, Jillian, Joshua, and Ariel; and husband to Elaine Cohen.

**James Bostwick '55** passed away peacefully at his home in Brookville, NY, on April 29, 2024. Jimmy was a prodigious talent on the tennis court and golf course, and as a young man was widely regarded as one of the best and most versatile amateur athletes of his time. On the tennis court, Jimmy was World Champion from 1972-1976 and also won several U.S. Open and U.S. Amateur titles in singles and doubles. In golf, he won the French Amateur in 1964 and competed in several U.S. Amateurs. Jimmy qualified for and competed in the U.S. Open at Oak Hill Country Club in 1968. He had a strong record in other prestigious regional and national golf tournaments.

In his later years, Jimmy devoted himself to working with kids as a volunteer coach and mentor. He was loved for his great sense of humor and fun-loving nature with those he coached. Jimmy was the volunteer caretaker of the Jane B. Francke Bird Sanctuary in Brookville. He enjoyed outdoor work immensely. He truly loved the simple things in life: a good cup of coffee, a good delicatessen, a swim in Long



Island Sound or in the cold waters of Northeast Harbor. He could often be found on a rocking porch or driving range telling stories and joking around. He had a devilish grin and a twinkle in his eye; he was beloved by many.

Jimmy is survived by his three children and many grandchildren, alongside Diana, his wife of over sixty years.

### **James S. Huntington-Meath**

**'67** passed away peacefully in his home in Hillsborough, North Carolina, on April 25, 2024, after bravely battling metastatic prostate cancer.

Born on May 29, 1948, in Boston, MA, Jamie was the beloved son of Mary (Stewart) Meath and James Meath. He pursued education with passion, graduating from Dublin School in 1967 and achieving degrees from Stanford (BA 1972), UNH (MA 1976), and the College of William and Mary (EdD 1981). Jamie's professional journey began as a compassionate substance abuse therapist, evolving into a dedicated guidance counselor at Castleton College, and culminating as a respected personal coach. Known for his attentive listening and sage guidance, Jamie touched the lives of countless individuals, offering them direction and insight.

Jamie's interests were as diverse as they were deep-rooted. An avid historian, he enjoyed exploring the intricacies of the Civil War and its battlefields. Music was the backdrop to his life, from his earliest memories of singing with his father to the curated playlists that filled his home. A man of spirituality, Jamie found solace and connection in community churches. He cherished summers spent in New Hampshire, catching up with old friends, playing tennis,

reading at the Moby-Dick marathon, enjoying seafood and invigorating hikes. And every winter, he could be found cheering on his favorite UNC basketball team. A passionate advocate for his beliefs, Jamie was a steadfast Democrat and dedicated political activist.

Former faculty member **Robert A. Haslun** passed on November 6, 2023, at the age of 78. Bob was raised in Westchester County, N.Y. and graduated from Mount Hermon School (now Northfield Mount Hermon) in Gill, Massachusetts. He received a bachelor's degree from Oberlin College in Oberlin, Ohio in 1967. After graduation, Bob worked briefly at the Public Theatre in New York before embarking on a career as a preparatory school teacher, first at the Dublin School in New Hampshire and then at Sewickley Academy in Pennsylvania.

Bob taught English and History at Dublin from 1968 - 1971 before founding the College Light Opera Company in Falmouth, MA, where he worked with undergraduate musicians. He returned to Oberlin in 1973 as an administrator but continued to spend his summers working with young musicians in Falmouth. Following his retirement from Oberlin, Bob and his wife, Ursula, devoted their lives to their summer theatre company.

Bob was a stalwart supporter of Dublin School until his death. Giving regularly to sustain programs like Workgang, he would write with fond memories of working alongside Bill North, Charlie Gillespie, and Paul Lehmann.

Bob is survived by his wife and by six nieces and nephews. He was predeceased by his siblings, Bruce I. Haslun, also a former resident of Falmouth;

William I. Haslun; and Muriel Haslun Heiland.

**Anne Walker '72** passed away on August 7, 2023, surrounded by family at her home in Richfield, Ohio. Anne was born on May 2, 1954, in Akron, Ohio, to James and Ruth Miller. She graduated from Ohio University in 1976, before embarking on a 30+ year career as a teacher for Ravenna City Schools, where she worked as a special education teacher, finally retiring in 2006. She was an avid runner. Anne sewed teddy bears and donated them to EMS and First Responders for children.

She is preceded in death by her parents and her husband, George Walker.

Anne will be deeply missed by her boyfriend, Alan; daughter, Amanda; brother, Karl; and cousins, Barbara, Margaret, and Ruth.

**David W. Duprey '72** died on May 13, 2023, surrounded by family in Springfield, MA. In 1979 he married Deborah. Together they owned and operated Sunbrite Farm in Bernardston and owned West Mountain Fence Co. He was a founding member of Our Family Farms Milk Co-op, retiring in 2020. He was also a member of the Massachusetts Dairy Farm Association, Agri-Mark Milk Co-Op, and a member of the Bernardston Agriculture Commission. In 2003 his farm was awarded the Green Pastures award at the Big E for the state of Massachusetts. The farm was also awarded the Dairy of Distinction from Massachusetts Farm Bureau. Dave loved farming and one of his greatest pleasures was taking one of his girls (a cow) to a grocery store to promote dairy and see the excitement on the kids' faces. With his love for farming he has mentored a

lot of people. His other passion was music. He attended Woodstock and you could always count on him being at Strange Creek, Wormtown and the Green River Festival for the whole weekend every year.

He is survived by his wife Deborah of over 40 years, and his daughters: Aimee and Kimberly, and his son, Nicholas. He is also survived by his grandchildren Crosby, Shea, Duncan, Allison, Maddison, Brooklynne, Jaxon and Lilliana, and his brothers Mark and Michael.

## **Charles H. Rathbone '53**

passed on May 10, 2023 at his home in Cambridge. Passionate about learning, Charlie continued from Dublin onto Groton School, Yale (BA and MAT), Harvard (Ed.D) and Northeastern (JD). After completing his dissertation on the Open Education movement, he taught high school English in Evanston, Illinois, and North Haven, Connecticut; he taught elementary school in Oberlin, Ohio, and was the head of the New City School in St. Louis. He was a professor of Education at Oberlin College, Wheaton College (MA) and Lesley University. Supervising student teachers in the field was what he loved most. His years as an educator led him to law school to study the intersection of law and education.

Introduced to hawks while at Dublin School, he was a lifelong birder. He was an avid traveler and reader, often combining the two hobbies by reading about a destination's history and culture prior to taking the trip. Charlie leaves his wife of 31 years, Edith; his sons, Nicholas Charles, and Owen; grandsons, Nathaniel and Maxwell; and his brother, Allan. He also leaves an extended family of cherished in-laws.

**Robert S. Harris '56** died on 6 May, 2023, at the age of 85. He leaves his wife, Betty and one son.

After high school, Bob joined

the U.S. Navy, where he saw duty in the Atlantic onboard the USS Franklin D Roosevelt - CVA-42. Following honorable discharge with a Navy Good Conduct Medal, in Jacksonville, FL, he relocated to Grantham, Maine.

In 1965 he married Betty. They lived in Nashua until their son ripped an ad from the paper describing a 1787 farmhouse for sale in Goffstown. In 1967 they moved in and have been there ever since.

Always passionate about the Second Amendment and the right to bear arms, he was a strong supporter of NRA, the NH Fish and Game Dept. and other organizations within the state. Bob was a hunter and most avid fisherman. Introduced to fly-tying by expert Bill Hunter, to keep from smoking, Bob created many unique and successful flies. He was a member of Trout Unlimited but fished using all methods from his own flies, to lures and various baits. A believer in 'Catch and Release' he often came home empty handed. A sign in his office reads: "I'm great at fishing - just not so good at catching".

A founding member of Salmon Unlimited, the group publicized and supported the introduction of Coho Salmon to NH waters and tutored fishermen in catching them. He held the job of secretary until the Coho Program disbanded due to cost. Nothing relaxed Bob more than being out-of-doors and sharing his love of fishing.

Bob's interests prompted him to be a free-lance writer for many NH newspapers (with by-lines "Woods & Waters" and "Fish Tales") and regional publications. He was also a member of NEOWA (New England Outdoor Writers Assoc.). When modes of reading changed, he wrote online columns. He was a member of The Goffstown Rail Trail which runs along his land. He and his young grandsons

could often be found walking with bags, gloves, and arm extenders, keeping the trail clean while accompanied by his

**Peder O. Field '56** passed on January 23, 2025, at the age of eighty-seven. After concluding his career at Patriot Bank, Peder spent his retirement tending to his beloved apple orchard in Stow, MA, where his years of Workgang at Dublin served him well. He is survived by his wife, Faith, their three children, and grandchildren.





Clockwise from top left:  
Winterfest mushing, quilting  
J-Term, when you have a job  
interview at 5:00 and a gig  
at 6:00, Rockettes can't do  
it like we can do it, all smiles  
during Celebration of Light!

# Thank You!

## *- Dublin School*



**Erika Rogers** worked as a science teacher, coach, dormitory parent, and advisor for nine years before serving as Associate Head for Advancement for seventeen years. Few Dublin educators have had as great an impact on the school as Ms. Rogers had during her tenure, and she is admired by alumni, parents, trustees, faculty, friends, and students. Her efforts have made Dublin School one of the country's most transformational small boarding schools.

**Jonathan Weis** worked as a math teacher, coach, dorm supervisor, and advisor for twenty-five years. Beloved by his students, Mr. Weis held his classes to the highest standards and launched many of our graduates into college majors involving the use of mathematics.



**Brooks Johnson** taught history and science, served as Dean of Students and Athletic Director, coached soccer and lacrosse, tapped Maple trees, and served as dormitory parent in Hill House during his 16 years at Dublin School. Mr. Johnson inspired countless students during his time and encouraged us all to "fill our buckets!"

**Jill Hutchins** served as Associate Head for Enrollment Management for thirteen years, expanding our enrollment by fifty percent while filling the school with kind and curious students. Ms. Hutchins loved our students and was an amazing ambassador for our community.





# Support The Dublin Fund!



**The Dublin Fund,** our annual fund, supports everything that lies *Within* the educational experiences we provide to our students and faculty, and the financial resources to help us reach *Beyond* what we thought was possible in a school year. The Dublin Fund is at the heart of the Journey Campaign and the best way for you to support Dublin School today.

**The Dublin Fund supports...**  
**the arts...**

**athletics...**

**academics...**

**financial aid...**

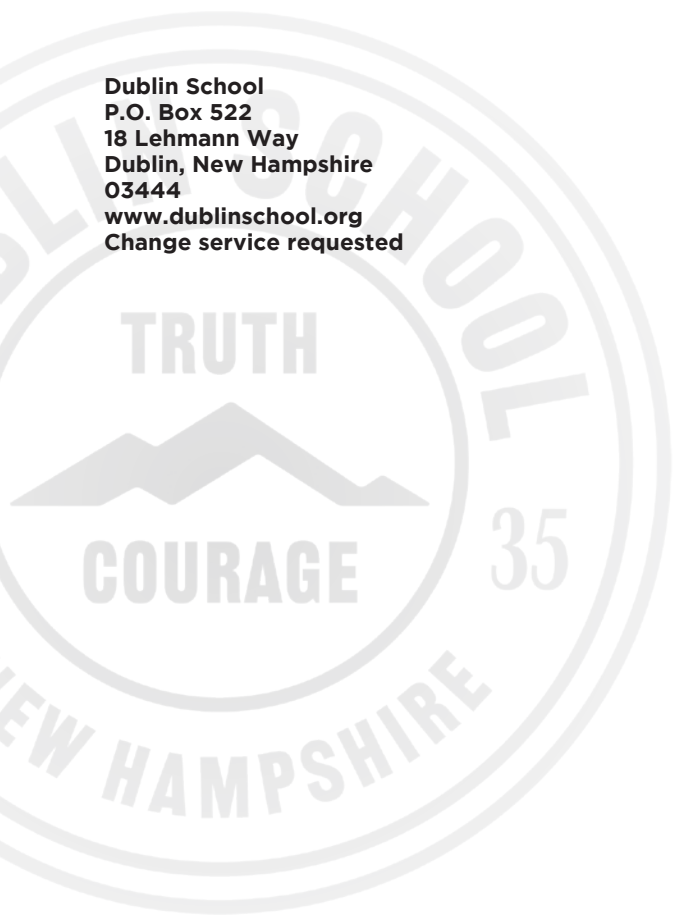
**faculty...**

**everything...**

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## 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.

