Dubliner

DUBLIN SCHOOL MAGAZINE /// SPRING 2026



Dubliner

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"Being, by intent and conviction, a small school does not imply that restrictions in essential areas of learning must necessarily be invoked. Quite the contrary..."

-Paul W. Lehmann, Red Book





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"We are building a literal outdoor campus where students can unplug from technology and discuss philosophical and existential issues in the beauty of our stunning property."

-Brad Bates P'17, '19, Head of School

A WELCOME.
A FAIRWELL.



One October afternoon this fall, I was watching a girls' soccer game on Memorial Field when I saw two of our students touring a young couple, whom I later learned was our next head of school, Sam Bicknell, and his wife, Ellie. I was struck by how interested they seemed in what the students were saying and how easily they interacted with everyone as they crossed the field and looked at the Perkin Observatory and Glassmeyer Ski Slope.

When I learned a month later that the Board of Trustees had chosen Sam Bicknell to be the next head of school, I smiled as I reflected on that beautiful moment on the upper field. The Board had clearly chosen a leader who cares deeply about young people. All of my interactions with the Bicknells since that first observation have only confirmed that initial reaction. These are people who believe not only in the power of a boarding school education but in the very mission of Dublin School. Sam brings a wealth of experience from his work at Deerfield and Camp Belknap. He embodies our mission, which asks us to lead with curiosity and engage in meaningful work. He will challenge the students to lead lives filled with truth and courage. Lisa and I are excited to help Sam and Ellie in any way we can as we begin the process of passing the torch of leading this special school. Dublin School will be in great hands!

"The Board had clearly chosen a leader who cares deeply about young people."

I want to thank our lead author and editor, Liam Sullivan, along with alumni parent and Agency Principal of Square Spot Design, Lisa Leidy, and our Advancement Office team of Aimee Lord, Hunter Bachman, Sarah Marcus Frederick '91, and Rachel Kennedy for their work on this wonderful issue of the *Dubliner Magazine*. We are excited to share stories about our alumni and update you on our ongoing work with our current students in the pages that follow.

Today's Dublin School education is built on AI. And of course I mean "Authentic Interactions!" While small boarding schools and colleges are facing strong headwinds these days, Dublin's relational approach to education remains more relevant than ever. We work to honor our founder, Paul Lehmann's, vision every day as we strive to hire and support the very best educators to teach our students, recruit a highly diverse student body from around the world, take advantage of our stunning natural setting, and challenge our students to expand themselves in meaningful ways. I hope you will see an intentional through line between 1935 and 2026 in the stories in the pages that follow.

As I enter my final months at Dublin School, I am working hard to complete several ongoing projects that I hope will serve the school well in the future. First and foremost, we have started construction on the Nielsen Outdoor Campus on our lower campus. Alumni parent and grandparent Helmar Nielsen worked with our faculty to develop a concept to enhance the educational experience of current and future Dublin students. We are building a literal outdoor campus with bathrooms, cabins, an amphitheater, and a pavilion where our students can unplug from technology, spend time with one another, and discuss philosophical and existential issues in the beauty of our stunning property. We believe that students crave more human-centered time, free from the distractions of modern technology. It was exciting to introduce this beautiful area to our alumni on reunion weekend, and we hope it will become a favorite place for them to visit.

Lastly, I ask that you continue to share your stories with us and join us for future receptions and gatherings. It means a great deal to us to see you and hear from you. Every spring, I challenge our seniors to take what they have learned here out into the world to do their small part in making the world a better place. What might the spirit of Morning Meeting look like as you work to build community in the future? How can you translate the lessons of Work Gang into meaningful engagement and service in your school, family, town, or city? How might you recreate our weekly "milk and cookies" discussions in your lives? Please help us keep our bright torch burning, and let us know how your education reveals itself in your lives. And let us do everything we can to welcome and support the Bicknells and our faculty and staff as they look forward to tackling new challenges and opportunities.

With gratitude as we pass the torch,



BRAD BATES P'17, '19
Head of School

THE NEWEST MEMBERS OF DUBLIN'S FACULTY SHARE OPINIONS YOU MIGHT DISAGREE WITH ///

HOT TAKES BY HOT COMMODITIES



"If a tomato is a fruit, then ketchup is a smoothie."



AIDAN TIERNEY
Science Dept

"Candies from other parts of the world taste better than American candy."



CECILIA CORTES
Mathematics Dept

"Carpeting in bathrooms is okay."



SEAN SPECKIN
Truth Duty Team Leader & LSP

"Waking up to watch a sunrise is way more satisfying than watching a sunset."



LINDSEY BURKHARDT
Residential Life

"No bad weather, just bad clothes."



DOUG SUTHERLAND
Enrollment Office

"If Dunkin's coffee was actually 'so good,' you wouldn't add 'three pumps of caramel and three pumps of vanilla.'"



ZACH ANDRINGA
Residential Life
& Trail Builder

uses a flip phone

A FEW OF THE NEW COURSES FOR THE 2025 - 2026 ACADEMIC YEAR ///

Music and the Harlem Renaissance

MX. REDLER

In this class, we look at the people who lived and created in Harlem during the first three decades of the 20th century as well as the people and circumstances who influenced, supported, and inspired their work. From Spirituals and Gospel to Blues and Jazz to Concert Art Music, Musical Theater, and Opera, music served, not only as a powerful means of expression and exploration, but also as a means of financial and social liberation.

English 12: Murder, Madness, Mayhem

MS. STEWART

From the gothic horror and unreliable narrators of Edgar Allen Poe's short stories, to the intricate plots and surprising red herrings of Agatha Christie's classic mysteries, this course investigates the dark corners of society and the human mind.

19th and 20th Century Art History

MR. VILLAAMIL

This course examines Western visual arts and architecture as key elements to understand the economic, social, and cultural developments that occurred during the last two centuries. Students will learn about Neoclassicism, Realism, Naturalism, Impressionism, and the avant-garde movements of the 20th century, alongside major developments in Western architecture during this period.

BY THE NUMBERS

165
STUDENTS

93
COURSES OFFERED

20+
KM OF MULTI-USE TRAILS

YEAR FOUNDED: 1935 — DUBLIN SCHOOL — TRUTH — COURAGE — 19 35 — NEW HAMPSHIRE

50+
FULL-TIME EDUCATORS

$3.3M
AWARDED IN FINANCIAL AID ANNUALLY

1,736
FT. CAMPUS HIGH POINT

13
COUNTRIES REPRESENTED

500
ACRES TO EXPLORE



The Bicknell Family

"THE DUBLIN

DEAR DUBLIN COMMUNITY,

As I anticipate stepping into the role of Dublin's next Head of School, surrounded by the woods and mountains in southwestern New Hampshire, I feel immense gratitude to all of you. This is the honor of a lifetime, and I could not be more humbled by this incredible opportunity and responsibility.

This is not my first foray into the beauty of New Hampshire, and my introduction to residential education began early. When I was twelve, my parents dropped me off for my first stint at a summer camp in the woods of central New Hampshire. It was under those pine trees where, first as a wide-eyed camper and later as a confident leader, I learned some of the most important lessons of my life and eventually began a lifelong calling to work in schools. Now, I find myself back in this beautiful state, this time in a new location and community, but one that feels familiar in the warmth of the welcome I have received.

This summer, I will join you after 16 years of learning and leading at Deerfield Academy. I arrived at Deerfield all those years ago uncertain what a residential high school community was all about, and I quickly fell in love with the opportunities for learning and the dynamic environment a boarding school offers. Over my time at Deerfield, I have served in a variety of roles across all areas of school life, and I am heartened by the opportunity to support Dublin School in helping students navigate the complexities of adolescence by continuing to build upon its strong culture of trust and belonging, and to do so with care and with courage.

I first learned about this remarkable opportunity last spring and, as luck would have it, was walking the fields at Deerfield with my dog when the Dublin Ultimate team pulled into the parking lot. I took that as an auspicious sign, and it encouraged me to fully "lay out" for this incredible opportunity. Each step along the way confirmed what my wife, Ellie, and I sensed from the start: the Dublin community is where we belong.

Our visit in October showed us that learning at Dublin extends well beyond the classroom. The rhythm of the school feels in tune with its natural surroundings, creating countless opportunities for connection with one another and with the outdoors. I've always found that my best moments of growth, reflection and discovery come when I am grounded in nature, so what better place could there be than Dublin?

My conversations with many of you only deepened my admiration for the community. Those interactions offered a window into the ways you care for one another and for this special place, and they illustrated how a Dublin education shapes lives of meaning.

During a conversation with an alumnus, he said something that has stayed with me: that part of our work ahead is to "scream from the mountaintops" about all that makes Dublin special. I can't wait to do just that, to share with the wider world what so many of you already know: that Dublin is a place where young people have the space and support to grow into themselves with confidence, courage, and joy.

I believe there is no better place to be a teenager in this moment, and no school that meets young people where they are more profoundly than Dublin.

Ellie and I, along with our children, are beyond thrilled to join you this summer. We look forward to learning from and alongside you, to honoring the strong foundation that you all have built, and to shaping the next chapter together with care, imagination, and gratitude for all that makes Dublin extraordinary.

COMMUNITY IS WHERE WE BELONG."

SAM BICKNELL
Incoming Head of School

Zach Redler

Music Director Zach Redler's whole MO is getting students involved with music. Beyond the classroom, they are also an accomplished opera composer. Most recently, Zach has been commissioned by Opera Montana to adapt Norman Maclean's 1976 novella *A River Runs Through It* for the stage.

Robert Redford made a movie of it, but Zach has made an opera. Set to premier in Bozeman next fall, they describe the music as unabashedly romantic in style, and variously inspired by the work of composers like Stephen Sondheim, Adam Guettel, Ricky Ian Gordon, and also the rootsy vocabulary of American folk and country music, with even an aria or two that gives a nod to Dolly Parton.




KORG



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

Dublin School's 'Secret Sauce'

Since our founding, Dublin School's academics have been driven by two main goals: to provide a meaningful, vibrant education with an emphasis on the whole student, and to provide training in core academic skills and knowledge for students to continue their education at New England's finest schools.

The Lehmanns drew on the progressive philosophies of the 1930s and 1940s, Dewey and others, while also working toward the goals of traditional academic achievement. Mr. Lehmann's background as a tutor to a dyslexic student from the intellectual James family set these dynamics in motion. In some ways, it has seemed to outsiders to be a contradiction; however, I believe that the fusion of both strands gives Dublin's education its "secret sauce," its vitality and power.

We have always put the individual student at the center. Our students have always built academic skills along with physical work, outdoor and athletic skills, artistic and expressive skills, and have always learned to find ways to contribute their learning to their communities. Thus students experience academic learning as an affirmation of their worth, and as a tool for a larger role in the world. Education at Dublin empowers students by ensuring they have a strong foundation in many areas, confidence in their potential, and by ensuring that learning is personal, dynamic, relevant and exciting. The current mission was refined and wordsmithed from earlier versions in work with famed consultant Rheua Stakeley in the late 1980s, a time of transition for the school.

Since then, we have undergone two major curriculum reviews, most recently, in 2019-2020. At that time we worked with Understanding by Design, an organization led by Grant Wiggins and Jay McTighe which has had a huge impact on education in American schools. They developed techniques and tools for backward planning, which Dublin has embraced and used for more effective curriculum and unit planning, and in developing authentic assessments. This is when we developed our Long-Term Transfer Goals, which form a bridge between our academic departments and the mission, clarifying our purpose and bringing coherence across our curriculum.

What is now new and vibrant in Dublin's academics? So much! Our creative and committed faculty constantly re-evaluate and re-invent their units and assignments in the core curriculum as well as develop new electives based on their own intellectual passions or in response to student interest, so our course offerings are always evolving. They mentor independent studies and design J-Term courses as well!

I've elsewhere described our faculty as "course-creating machines," because while Dublin is a small school, the breadth of courses made available to students is staggering. During the 2025 - 2026 academic year, for example, we are offering 93 unique courses, not including J-Term and independent studies, with many new elective courses making their debut.

I have always believed that true education is an enlargement of human capacities, and a source of liberation from limits we all feel. Seeing students—and faculty—come alight to possibilities they had previously not perceived is a form of transcendence. Now in my 38th year at Dublin School, I am a proud Academic Dean. Proud of our students, and also proud of our faculty's efforts to make an education accessible and invigorating for those students.

On the opposite page, are several elements of Dublin's academic program that I have taken pride in this year.

"True education is an enlargement of human capacities, and a source of liberation from limits we all feel."

THIS IS HOW OUR MISSION COMES TO LIFE IN CLASSROOMS EVERY DAY.

What follows are just a few examples from this year's academic program:



Chemistry classes where students present their analyses of Dublin lake water and make recommendations to the town.

A film class taught by a science teacher in which students learn to collaborate in creative decisions and make their films.

A technology class that asks students to design government policies on AI.

A Math class that assigns students to project their future earnings based on choices they make about their lifestyle.

An English class that asks students to practice the different parts of an expository essay by having a mock dinner party in which each student assumes the role of one part of the essay.

And one that has students make podcasts of elders discussing their spirituality.

A history class that pursues themes through American history, starting with the present.

And one that assigns students to research to evaluate the accuracy of Marx's theories.

And a Spanish class where students dance to Latin American music every day.

Art classes where students draw dirt, learning to see.

And music classes where students develop the discipline of practicing.



Helen Ren '26

Reflections on transition and adaptation

PATIENCE, CARE, AND CONNECTION ///

The steam rose slowly from the butter tea, its scent rich and earthy. My grandmother had spent the morning churning yak butter into strong black tea, a ritual I once found mundane. Outside, the first light of the highland sunrise spilled over Ganzi's rooftops—a fierce, blood-red glow that painted the snow peaks and prayer flags alike. In Tibetan culture, red is the color of vitality, of sacred protection, of the sun's first promise to the earth. It runs through our prayer beads, our altar cloths, and our festivals, carrying warmth across generations. In that kitchen, the tea shimmered with that same color—lively, unbroken across time. It wasn't just breakfast. It was survival, memory, and belonging poured into a single clay cup.

On the plateau, adaptation is not a choice; it is a way of life. Even water resists haste, the air thins with altitude, lowering the boiling point so that tea, like people, takes longer to gather warmth. Up here, time itself moves differently—heat and patience working together until the tea is strong enough to face the wind.

I thought of this when I came to the United States for school. At first, I felt like I was climbing too quickly—struggling with English slangs, social codes, and a confidence I didn't yet have. But when I was selected as a proctor, something shifted. Leadership, I realized, could also be gradual—more about listening than leading from the front.

At our convocation icebreaker, I noticed a girl from Afghanistan standing on the edges, her hands tight around a paper cup. "I don't know what 'fun fact' means," she whispered when I approached. I remembered my own confusion the first time someone had asked me for one. Slowly, like my grandmother stirring butter into tea, I explained how small talk worked, why Americans love this phrase, and helped her craft her response: "I can speak three languages—Dari, Pashto, and English." When she finally shared it aloud, she smiled, her shoulders easing.

That night, I translated game instructions for a student from China using gestures when words failed. In our team reflections, I suggested giving written instructions, so no one felt left behind again. Other proctors adopted it immediately. The room felt warmer, like tea passed hand to hand until no one stood alone at the edges.

As weeks passed, I carried that same patience into organizing school events. During Lunar New Year, I taught my classmates how to fold dumplings—half-moon shapes crimped carefully along the edges, steam fogging the kitchen windows as laughter spilled across languages. Some dumplings broke open in the pot, others turned out lopsided, but we ate them all, sharing the taste of home on a cold winter night.

Later in the spring, when my Muslim classmates began fasting for Ramadan, I joined them at sunset to break the fast. We waited together for the sky to darken, hunger sitting between us like another guest at the table. When the call to prayer played softly from someone's phone, we passed dates and water in silence before the room warmed with conversation again.

For a moment, it felt like the circle dances back on the plateau—different rhythms, different steps, but the same sun setting over all of us, the same warmth moving hand to hand. In that warmth, I recognized the same lesson my grandmother had taught me in the highlands: adaptation is gradual, deliberate, and shared. Each dumpling folded, each fast broken together, was like tea bubbling three times before it is poured—a ritual of patience, care, and connection.

She still uses a churn. My mother boils tea on an electric stove. I use a microwave in a dormitory kitchen across the ocean. The tools change, but the warmth remains. Adaptation, I've learned, isn't about losing where you come from—it's about carrying it forward, step by step, into new altitudes.



By Liam Sullivan

Learning Skills *for* LIFE

Dublin School's Learning Skills Program scaffolds the skills students need to excel at Dublin and beyond

Dublin School's Learning Skills Department, home to programs aimed at supporting students with "unique learning profiles," or who are otherwise neurodiverse, enrolls many of the most ambitious, high-achieving, and most outstanding members of the school community.



LEARNING SKILLS @ DUBLIN BY THE NUMBERS

Roots dating back to 1950

8 learning specialists

~35% of the student body

1:1 student/faculty ratio

Embedded in daily schedule

A PROGRAM AHEAD OF ITS TIME

The Learning Skills Program at Dublin School has early roots, with the blueprint being laid as early as 1950, when Betty Gunther GP'70 signed on as a reading instructor and dedicated tutor for students struggling in conventional classroom settings. This was twenty-five years before the landmark legislation registered the idea of a least restrictive learning environment, and even further ahead of the times when common sense came around to the fact that students who learn differently can nonetheless achieve in the classroom.

DESIGNED FOR AMBITIOUS STUDENTS

Today, Dublin School's Learning Skills Program is a fully furnished department, actually the school's largest, maintaining a team of eight full-time learning specialists, alongside a cadre of others who assist with Evening Assisted Study and other auxiliary functions within the department. For the '25-'26 academic year, the school's Learning Specialists support about 35% of the student population.

“Respect at Dublin is expressed not by lowering standards, but by meeting students’ unique needs head on.”

-Liam Sullivan



NORMALIZING LEARNING DIFFERENCES

Associate Head of School for Academics Sarah Doenmez’s perspective on this broadbased participation in the program is that it has helped normalize learning differences on campus, with the added virtue of reinforcing a culture of belonging across the school community.

Stella Hoffman ’25 is one recent alumna who feels her experience in the school’s Learning Skills Program was foundational to her development as a learner and young adult. Now in her first year at Brandeis University, Stella was enrolled in LSP throughout her time at Dublin, and worked with Learning Specialist Nellie Herman from the first day of her freshman fall to the final submissions of senior spring.

“I miss her a lot. She always knew what was going on in my life, both with my academics and personally. She knew when I was having a bad day, and she knew what I needed. I really struggled with prioritizing my time—I’m a really detail oriented person, and big picture thinking is not my strong suit. At the beginning, Ms. Herman really helped structure our time together, but by senior year I was in a place where I could say “actually, no. This assignment can wait. Today I should really be spending my time on this other assignment because…”

Logistically, a student’s Learning Skills experience folds seamlessly into the hustle of academic and residential life, with sessions built directly into their schedule. Working 1:1 with a dedicated Learning Specialist, they receive support and guidance during several academic blocks each week while maintaining regular touch-points with their Learning Specialist between sessions. Within each session, students build competency in core academic areas while “learning how to learn,” building transferable skills that serve them across academic disciplines.

Knowing how to solve a system of equations is important, and yet a major emphasis of Dublin’s Learning Skills Program is on scaffolding the executive functioning skills students will need to excel beyond Dublin. Learning Skills Director Emily Cornell



> “She always knew what was going on in my life—academically and personally. She knew what I needed.”
>
> *-Stella Hoffman ’25*

doesn’t worry about her students when they graduate Dublin and the proverbial training wheels come off. Her students have all they need, the self-awareness, the self-motivation, discipline, and courage to self-advocate by which they will navigate the hall of mirrors that is adulthood.

“The skills that students develop during their time in the LSP depends entirely on their individual needs. The aim, over time, is for students to build their self-awareness of the skills and strategies that work for them as learners. Gradually with guidance and practice, students come to apply these strategies with greater confidence and independence. This is our shared goal in supporting each LSP student.”

CHALLENGE AND SUPPORT

Inscribed in Dublin School’s Mission is a pledge to “respect the individual learning style and unique potential each student brings to our school.” Respect is expressed at Dublin School not through soft stepping around students with different learning needs, nor by adjusting standards to meet those students where they are, but rather by upholding high standards while meeting those unique needs head on, by supporting students even as we challenge them to become better learners.

SKILLS FOR LIFE

- Time management and prioritization
- Executive functioning
- Self-advocacy
- Metacognition
- Independent problem-solving



Elias Sieswerda '26

/// THE PATIENT THRILL OF BIKE REPAIR

Dublin School senior Elias Sieswerda lives his life at velocities more befitting of a Red Bull sponsored athlete than soft-spoken and ruminative resident of the nodding New Hampshire hamlet of Peterborough, his hometown. We were meant to have lunch yesterday, only when I called him to confirm the morning of, he was somewhere on skis in northern Vermont chasing fresh powder.

Yet the thrill-seeker is meted in equal proportion to parts of him which share the punctilious intentionality of his artist parents, slow moving, thoughtful, and curious to experience the densities of life. Elias has spent his previous few summers working on the school's Building and Grounds crew, where one of his responsibilities has been to mow Alumni Field. He can't simply mow the thing. Instead, he cuts secret patterns in the turf, only visible from above and when the light is just right, that bear resemblance to wind-eroded expanses of arctic tundra.

Here is a young man who straight-pipes his early aughts Subaru Legacy, and who also agonizes over the smallest detail of an essay draft for Ms. Peyton-Levine. This strange alloy of character traits—the relentless need for movement and activity, on the one hand, and the capacity for intense focus and thoughtfulness, on the other—can not be attributed to any single experience or influence. Yet one experience Elias time and again speaks about as formative is the time he has spent repairing bikes for donation with his mentor Jeff Powell.

As Elias tells it, he was twelve years old the first time he visited Jeff's bike barn. What he saw was a jungle of reclaimed bike frames and misfit parts awaiting an expert hand to wrench them back to life. Across the threshold, Jeff sat stripping rubber from a bike wheel, harmonizing along to a Mazzy Star track.

Recovering from a deeply challenging and grief-stricken time in his life, Jeff had founded the charitable organization Bikes for Syria the year before Elias appeared at his doorstep. The donated bikes cluttering the walls and workbenches of Jeff's barn were just passing through for maintenance before being loaded into a shipping container and sent abroad to displaced Syrians.

Twelve-year-old Elias became Jeff's first apprentice, learning to turn a wrench, and many more lessons about life in the moments between. Six years later, now eighteen and a high school senior, Elias still views himself as Jeff's apprentice, and continues to spend time in the "nurturing silence" of Jeff's company whenever possible. He estimates that since that first day, they have repaired and distributed more than 3,500 bicycles across the globe. The organization no longer ships overseas - instead, Bikes for Syria has morphed into Bikes for Peace, sharing the same mission of empowering individuals with bikes, though with a focus on serving local populations. Still, Elias remembers why he was first energized by the mission of Bikes for Syria.

"This feeling of exhilaration is what I wanted to share with the kids in Syria who were facing such destruction and grief. I wanted them to find happiness through the freedom of riding a bike."

The many hours spent alongside Jeff, often in silence, have for Elias been a nourishing escape from the complexities of adolescent experience, replete with moments of insight. There, "dripping grease into the collar of a rusted seatpost," small actions patiently repeated hasten a better world that Elias and Jeff can point to and say "we did this." For Elias, the tactile work slows his mind, and meaning coheres with each additional degree of torque applied to a bolt.

"Healing and learning are like fixing an old bike," Elias says, "slow, sometimes messy, and full of mishaps that can be repaired with patience."



"This feeling of exhilaration is what I wanted to share with the kids in Syria who were facing such destruction and grief. I wanted them to find happiness through the freedom of riding a bike."

-Elias Sieswerda '26

In Motion

» **Katri's Class:** Students in Katri Jackson's Creative Data Representation presented at the Monadnock Region Natural History Conference earlier this fall, weaving stories of regional and global climate change into a textile data display.

» **Book Club:** Current parents have joined us in reading Jonathan Haidt's *The Anxious Generation* this year, joining periodic zoom calls to discuss technology use and adolescent development.



DUBLINERS CHORUS

The Dubliners Chorus has returned in full cry this year, with the dynamic Dr. Brittney Redler at the helm and nearly thirty student members.



HEADLAMP HUSTLE

After an extended hiatus, the Headlamp Hustle, a community nordic ski race series, has returned to the Dublin School Outdoor Center, furthering the Center's mission of expanding access to the outdoors in the Monadnock Region.





SAUNA

The Gibson Sauna in the Lehmann Boathouse has made the cold, dark New England winter a bit easier to embrace this year, all thanks to the generous vision of the Gibson family and woodworking expertise of Dublin School students.





OUTDOOR CAMPUS

We're underway on the Nielsen Outdoor Campus! Earlier this fall, the full student body gathered in the space for the first time.

PATS GAME

Mr. Bates and one of our Chilean alumni rolled out the red carpet at Gillette Stadium and conspired to turn the Class of 2026 into Patriots fans earlier this fall.



FROM THE FOUNTAIN ARTS STAGE TO HARVARD LAW ///

Ainsley Morrison[21]

Finding her voice at Dublin and using it for others

WHAT MADE YOU TICK AS A HIGH SCHOOL STUDENT, BOTH IN THE CLASSROOM AND THEN ELSEWHERE DURING YOUR TIME AT DUBLIN?

I have always loved reading and writing, and so I loved working with the English department, and I loved history stuff too. Those were the areas where my skills and interests really were. But I also enjoyed my science classes. To be entirely honest, I enjoyed everything that offered me a challenge. And I guess outside of the classroom, the thing that I think about most looking back is how Dublin treats community service as integral rather than a less important addition to academic work. And I think that definitely influenced my path later on.

HOW DID YOU BUILD ON THAT FOUNDATION BEYOND DUBLIN?

Well, in college, I ended up being an English major to the surprise of absolutely nobody. I really enjoyed that, but I also kept doing all of the other things that I had been doing in high school. I kept taking history classes. I took exactly one math class, which was not my strong point, but I'm glad I did it. And I also stayed really, really involved with musical endeavors. I was in the orchestra at Mount Holyoke for all four years. I was president of the organization. And so that ended up being as much of a part of my college experience as academics. And throughout college, my interest in public defense really solidified. And so in the summers I was doing public defense work.

LET'S TALK ABOUT YOUR INTEREST IN PUBLIC DEFENSE. WHAT SOLIDIFIED IT?

Honestly, I think it grew out of just knowing my own community and members of my family. But it started kind of in high school when I was learning about systemic injustice, poverty, racial inequality, and things like that. Out of that came a desire to help people. And then public defense, I think there's many different ways to think about public defense. Some people think of it as protecting constitutional rights. Some people think about it as advocacy. Some people think of it as fighting off state violence. But I think no matter how you slice it, public defense is about using one's career to take care of their community. And honestly, that kind of goes back to the Dublin values of taking care of each other, taking care of the community.

> "Having to really fight for something is what makes it meaningful."



DID YOU HAVE ANY EXPOSURE TO PUBLIC DEFENSE WORK DURING COLLEGE?

Yes. During my junior summer, I interned for New Hampshire Public Defender in their Stratham office, which is near to where my family lives and to where I grew up. I absolutely loved the work. I loved the community. I loved my coworkers. I loved my clients. I loved all of it. And that really showed me that that is exactly what I wanted to do. It was an investigator internship, not a legal internship because undergrads can't do legal work.

TELL US WHAT AN INVESTIGATOR DOES, BECAUSE I'M NOT SURE WE ALL KNOW.

Oh my goodness. I loved, loved investigation. So investigators are responsible for filling out the evidence from the defense's perspective. I think there's this idea that police investigators and police detectives are gathering all the facts and then that's all the evidence that is submitted, but that often isn't the case. So defense investigators go out and interview witnesses who might have information that corroborates the client's story, or informs an alternative view of the case. Sometimes defense investigators go to alleged crime scenes and take their own measurements, take their own pictures, get another idea of what was happening, things like that.

EARLIER YOU MENTIONED YOU LOVE TO BE CHALLENGED. WHAT ABOUT A CHALLENGE DO YOU RESPOND TO?

I think the 'hard' in 'hard work' is what makes the work worthwhile. Having to really fight for something is what makes it meaningful to me.

WHAT'S THE CLASSROOM EXPERIENCE LIKE? HOW DOES IT COMPARE TO YOUR ACADEMIC EXPERIENCE AT DUBLIN AND LATER AT MOUNT HOLYOKE?

Oh my gosh. Honestly, the biggest culture shock I've ever experienced. I mean, at Mount Holyoke, my classes were really, really small. Never over eighteen, or so, students. My smallest class was three people total. And so that felt a lot like Dublin. But at Harvard, classes are eighty-plus people. Professors typically don't know your name. So you have a placard in front of you and they call on you based on that placard. Yeah. And I mean, I think the connection there is that at Dublin, and then later at Mount Holyoke, I got used to using my voice in a small classroom and got used to speaking up for myself. And so switching to an eighty person class wasn't as intimidating as it could have been, but it's still a very different feeling to not really know everyone in your class so well.

I THINK FOLKS SOMETIMES WONDER HOW DUBLIN GRADS, BEING USED TO A VERY SMALL SCHOOL WHERE THEY RECEIVED LOADS OF ATTENTION AND ARE WELL CONNECTED ACROSS THE COMMUNITY, WHERE THEY WERE REALLY KNOWN, THEN FAIR IN A LARGER ARENA. BUT WHAT YOU'RE SAYING IS THE ESSENTIAL SKILLS WERE SCAFFOLDED AT DUBLIN.

Yeah, I think that's a good way of putting it. At Dublin, you get used to being known and talking in class frequently and being comfortable with everyone around you. And it's almost like, well, in my case, I felt like I got so used to that, and nothing really changed for me when the classroom got bigger. I could still participate in class in the same way.

WERE THERE ANY CLASSES, TEACHERS, SPECIFIC ACTIVITIES OR CONNECTIONS WITHIN THE DUBLIN SCHOOL COMMUNITY THAT WERE REALLY FOUNDATIONAL FOR YOU?

Absolutely. I mean, AP Lang with Ms. Jennings ended up kind of inadvertently being the foundation of my undergraduate research on black literature and the literary canon. And that class really was where I began engaging with race theory and notions of systemic injustice. And then also Mr. Weiss, I think everyone probably says this, but Mr. Weiss had a huge impact on me. I was really not a very strong math student and he worked with me with so much patience to make sure I both understood things and also that I felt seen and respected as a student even when math wasn't my strongest.

A BUNCH OF CURRENT DUBLIN STUDENTS ARE APPLYING TO COLLEGE RIGHT NOW, THEY'RE GETTING DEFERRALS, THEY'RE GETTING WAITLISTED, THEY'RE GETTING DENIED, AND THEY'RE JUST FREAKING OUT. IF A CURRENT DUBLIN SENIOR CAME UP TO YOU AND SAID "HELP, I DON'T KNOW WHAT TO DO WITH MYSELF, FREAKING OUT HERE. I'M SO CONFUSED. LIFE IS TERRIFYING." WHAT WOULD YOU TELL THEM?

Your choice of college isn't necessarily the end all be all. I have so much love for Mount Holyoke, and while I was there, I learned just how much I would have felt limited by the college I thought was my dream school as a junior in high school. My college admissions process didn't quite go how I wanted it to at the time, and I ended up exactly where I needed to be.

WELL, THAT'S GREAT ADVICE RIGHT THERE—YOU JUST DON'T KNOW HOW IT'LL ALL SHAKE OUT.

It's really hard to know where you'll thrive when you're looking at dozens of schools from a distance and trying to imagine yourself there. I had no idea how absolutely perfect Mount Holyoke would be for me until I got there.

Alumni News

In this issue of *The Dubliner,* we asked alumni to share their life updates! Stay in touch with us at alumni@dublinschool.org.

1958

ARTHUR HOUGHTON

I marvel at the fact that I am 85 and still standing. Mostly. To note, several years ago, I completed my memoir, Standing Still is not an Option, which has a chapter on my time at Dublin. I mentioned the then rudimentary telescope that I persuaded Paul Lehmann to buy and the shed to house it, when I also nominated myself as president of the DC Astronomy Club. Only three or four others were interested in using it on freezing February evenings, but it was enough. Who of my class is left? Please let me know at aha95@aol.com. Best wishes to all remaining of my class.

1964

ALEX HERLIHY

In the last few years I have reconnected with classmate James Teuscher of Walden, VT, who we visited in Sept for a wild ride through his many pristine acres. James is a fine blacksmith and artist. This fall the Rye NH Historical Society published my book, a decade in the making: "Rye New Hampshire: A Town at the Crossroads of American History." I last visited Dublin in 2022 with my brother Sandy (1954) and Erika Rogers gave us a great tour and we got to meet Brad Bates. Dublin never looked better!



/// Class of 1971

1971

JORGE REYES

Still alive in Guayaquil, Ecuador. Would like to meet or say hi to any alumni that comes by.

1974

DAVID FETHEROLF

I happened to come into a large cache of medium format film cameras and darkroom equipment a few months ago from a retiring photographer. I'd already begun shooting film again, starting with a lovely Japanese wooden 4x5 field camera 2 years ago and cameras from my Nikon 35mm museum more recently, but medium format has long been a place I want to be. So, I'm pretty happy about this, and I'm finally going to build a darkroom in the basement. I've already got a "lightroom" setup with a very good scanner and programs, but really would like to get my hands wet again. Hopefully this'll be done before Spring. We'll see.

1980

DAVID ADAMS

At a conference of nearly 3,000 estate planning professionals, chance encounters are expected, but genuine coincidences are rare. At this year's Heckerling conference we found ourselves seated together only to discover a shared alma mater: The Dublin School. Even more improbable, our connection spanned generations, David Adams Class of 1980 and Richard Seo Class of 1999, with Dublin naturally becoming part of the conversation. The moment was a reminder that strong institutions create enduring networks, and that shared roots have a way of surfacing, even in the largest of rooms.

1998

NATHANIEL FOSTER

Since graduating from Dublin, life has taken me on a meaningful and unexpected path. I went to undergrad in Denver, spent a semester traveling the world by ship, and later moved to Guatemala to work in a hospital and translate for relief groups. I then found my way to the Bay Area, with a stop in Seattle for graduate school, and have now lived in the Bay for nearly 25 years. I serve on 5 for-profit and 5 nonprofit boards, including Dublin's, and chair the Bay Area Private Asset Liaison group for single-family offices. This past year, I launched my own nonprofit consulting firm. The most important part of my life is becoming a father; my son, now six, is the best thing that has ever happened to me. One of the things I'm most grateful for is that the relationships I formed at Dublin have only grown stronger. Friends like Brady Lynch, Bill Kinnane, Bob Taylor, Sierra Dennis and more. We take trips together every year. Sending a huge thanks to Dublin and my family for so very much!

2011

MEREDITH HOFFMAN

Class of 2011 Meredith Hoffman & husband Jack Kisseberth welcomed a baby boy, Bruce, on July 7, 2025. The family is soaking up life in Northern California, where Bruce is happiest surrounded by trees. He is a sweet and curious baby who already loves fresh air and forest walks.



IN MEMORIAM

Join us in celebrating the lives of eight Dublin School alumni who passed in 2025.

Peder O. Field '56
Michael A. Starck '70
Harry E. Sloan '74
Jeffrey J. Fallon '76
Christopher J. Tosi '77
Forrester C. Smith '79
Lee T. Brush '05
Andrew Johnston '16

/// Bruce! The son of Meredith Hoffman '11 and Jack Kisseberth.



2016

SIERRA RILEY

Hi Class of 2016!! Wanted to share an update that I just celebrated 6 months of working for the City of Cambridge for the Department of Human Services Programs in the Community Engagement and Family Support Division! I am the Parent Education Specialist for the City's Family Support Center! I'm really enjoying my role and the meaningful work within my community! It is such a beautiful thing to live, work and play all in the same place! I truly see the impact of my work daily and can't wait to continue supporting children and families within Cambridge!

JULIETTE VALADE

This year I'm celebrating 5 years of teaching middle school art. I often think about my ceramics class at Dublin, senior year with Ms. Luongo. That class was my safe place and really what got me through my senior year. I remember experimenting with ceramic glazes, our field trip to the Museum of Fine Arts in Boston, but most importantly what I remember is a sense of belonging. Also, we had a heated debate about whether to stop for bagels or pizza on our field trip. John was very adamant that "bagels are just bread" but I was very adamant about getting bagels... I believe we got both in the end.

Mrs. Jackson also had a huge impact on me as my advisor. This year, I am having my own advisory class sit in a circle for our lessons, inspired by my experience at Dublin, which helped me feel connected and confident. While I only was at Dublin for 2 years, my time there had a huge impact on me and I am so grateful to be a part of this community-and, I cannot believe it's been 10 years!

2021

COLIN BROWN

As the frisbee kid in high school I feel obliged to notify the Dublin community that I have fully realized my dreams of winning a Division 1 National Championship in ultimate frisbee with Carleton CUT.

OWEN CONWAY

About eight years ago, I met a fellow Alumni on my first camping trip with Dublin School, and in November 2025, we celebrated our four year anniversary of being together. I have Dublin to thank for so much of how my life has turned out, but most importantly, I have Dublin to thank for introducing me to the love of my life. This year, he started attending Grad School for a Masters, and I have begun working for BMW as a Genius. Needless to say, we are pursuing our dreams and living life to the fullest!



/// Colin Brown '21 celebrates with his Carleton CUT teammates.

2023

TAYLOR LECLAIR

I am studying economics and psychology at Skidmore college. Mr. Weis' economics class, and Mr Kendall's encouragement was what inspired me to study economics. Likewise, Ms. Luxmoore recommended taking Psychology 101 with the same professor she took the class with when she was at Skidmore, and I'm so glad I stuck with it. I'm graduating a year early with extensive planning and organization. Dublin gave me the ability to manage a rigorous and dense workload, and to maintain a strong work life balance. My senior thesis project is designing and running an experiment to determine the effect of personalized advertisements on consumer willingness to make a purchase.

I've been continuing playing ultimate frisbee; with the Skidmore Wombats. We won 3 tournaments in a row this fall, and we have high hopes this spring, we are hoping to make a bid for DIII nationals.

I will always be grateful to Dublin for the opportunities it has provided and the teachers who have inspired me.



/// Taylor LeClair '23

/// Aron and Tyson Laa Deng '13 as students. Both are now on the Dublin School Board of Trustees

ARON COWEN-LUEHRMANN '13 ///

"I'm pretty sure it was finally realizing that people didn't give up on me. **Chances matter.** Second chances, third chances."

Aron Cowen-Luehrmann '13 will tell you that chances matter, and that the chances he was afforded while a student at Dublin School transformed his life. Now a MBA candidate at Dartmouth's Tuck School of Business, he returned to Dublin earlier this fall as a visiting member of the school's Board of Trustees. The story of how he got there is difficult, tormented by loss and untold grief, confusion, guilt, and myriad mental, emotional, and behavioral challenges. He struggled in ways other students did not, was at once a bright and capable kid, and yet "barely going through the motions of life."

Arriving at Dublin School as a troubled twelfth grader, Aron shares that first year was "touch and go, with frequent trips to the headmaster's office. To give you a sense of the kind of menace I was: I failed AP Physics, AND I got 5 on the AP Physics exam." The overwhelming consensus was that Aron needed a fifth year of high school. And, as he tells it, "a miracle happened that fifth fall." Addressing his Tuck classmates earlier this fall and reflecting on that miracle, Aron shared that he has, "as you can imagine, thought a lot about those six weeks, desperate to understand what finally worked. I still don't know for certain. Some of it, surely, was just my brain finally developing, but I'm pretty sure it was finally realizing that people didn't give up on me. Chances matter. Second chances, third chances."

ARON'S TUCKTALK

Hear him reflect on his experience at Dublin and the second chances that shaped his life. Scan the QR code to watch the full talk.


Northwest
Aztec

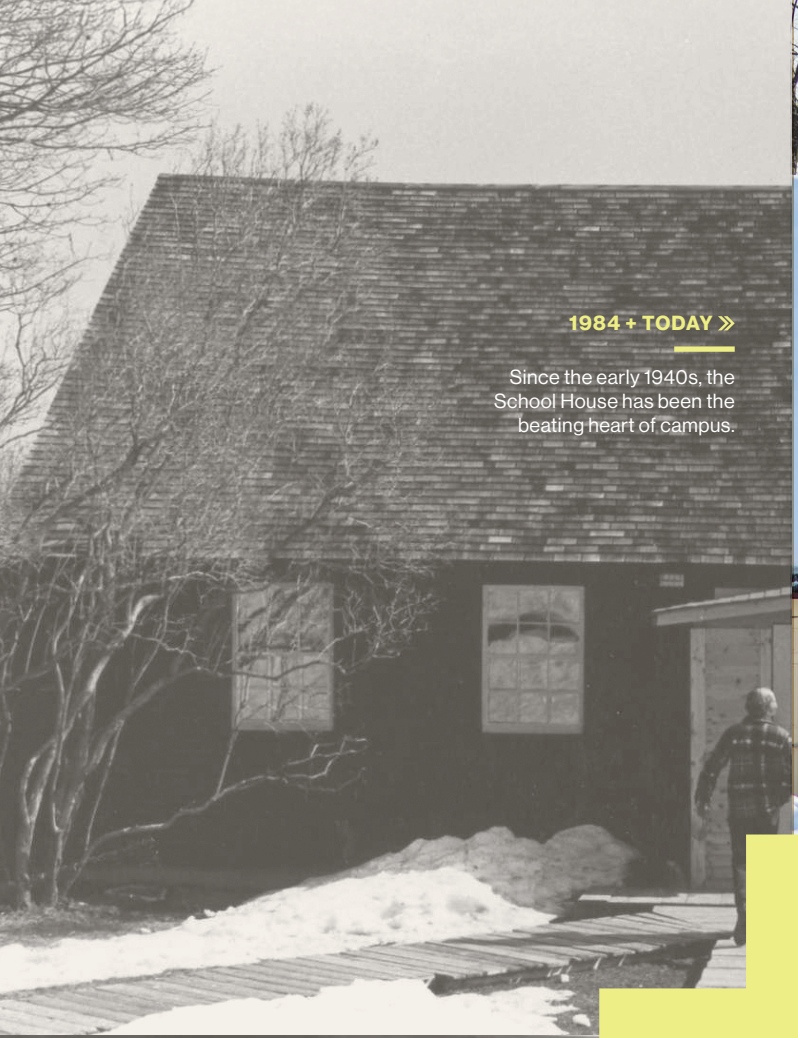
FROM
THE
ARCHIVES

THEN + NOW



1992-1993 SCHOOL YEAR

The classroom experience has changed since the founding of Dublin School, yet classes remain small, and students curious.



1984 + TODAY »

Since the early 1940s, the School House has been the beating heart of campus.







« 1980 + TODAY

A shared meal has always brought the Dublin School community together.



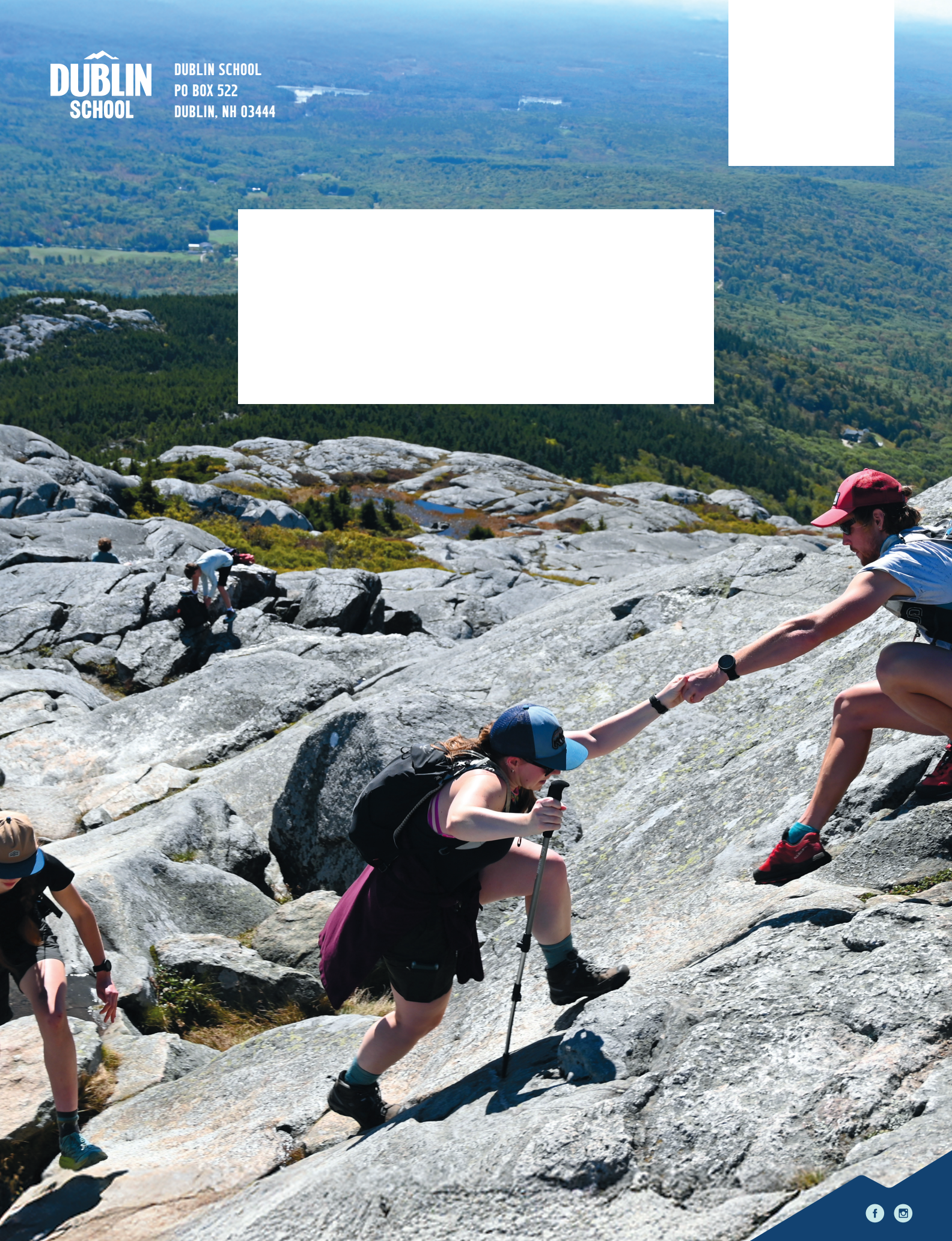
RODRIGO VILLAAMIL TEACHES EUROPEAN HISTORY AT DUBLIN SCHOOL. BUT THE LESSON HE VALUES MOST REACHES BEYOND ANY EXAM. ///

"I teach history, yes. But if I had to choose between someone who has mastered historical topics and someone who smiles and says hello when we cross paths, the hello is the more important lesson."

In his home country of Uruguay, greeting others is a simple foundation for community. At Dublin, Mr. Villaamil is known for asking, "Hello, how are you?" A small act that strengthens the connections that make a school feel like home.

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.

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