

Middlesex



Spring 2018

Dialogues Across Differences

Teaching Civil Discourse

From the Head of School



Moving Past Partisanship

As an inveterate sports fan, I am always happy for the marathon NCAA women's and men's ice hockey and basketball tournament games during March break. I'm a terrible bracketeer and in general just enjoy watching the athletes compete, instead of caring much about the final score—in fact, it's a real relief not to care who wins. So, I was very surprised when, in tuning in to the men's final, I found myself on a major television network promoting the Michigan perspective in all ways—and directing me to a different major network to watch the game slanted towards Villanova. With a laugh, the telecasters offered a third alternative—the “unbiased” announcers, who would broadcast the show from CBS. That anyone would want to watch the national championship game for the game itself, rather than for a specific team, and from an “objective” rather than partisan perspective, was put forward as a lame alternative.

Frankly, that approach was new to me (but clearly not new: *www.awfulannouncing.com*) and took some of the energy out of the event. Part of the fun of the tournament is its communal aspect—the fact that so many of us (particularly those of us who don't really follow the teams until March!) get to enjoy the tournament together. The idea that we need to take sides, nationally, and that it would be more fun if we divided viewership up and got more partisan via “homer broadcasts,” is clearly one that these major networks (and their marketing staffs) thought would be of interest to viewers and therefore lucrative. I didn't want the game spun to my liking; I just wanted to watch the game, enjoy the competition, and participate in the national event.

There has never been a better time for our Dialogues Across Differences course to enter the School's mainstream. Now in its second year, Dialogues takes on the challenge of helping our students engage in difficult conversations in productive, respectful ways. It teaches students how to ask questions that invite dialogue, rather than debate—questions that open the doors to the exchange of information and ideas for consideration, rather than for competition, and questions that ground themselves in respectful language (including body language) and come from the place of trying to learn something rather than defeat someone. We try to ground our work and our lives here in values—*honesty, gratitude, kindness, respect, and courage*—that without exception serve our community well; we try to cheer for, not against, in athletics; and, in fact, we hope that the combination of “*fides, veritas, labor*” means that *fides* and *veritas* balance each other out to require us to check ourselves to be fair, rather than encourage ourselves to revel in partisanship.

As the Dialogues course winds up its second year at Middlesex, it is gaining visibility nationally as schools everywhere redouble their efforts to teach values, not politics, and help our students train themselves as citizens and leaders. I hope you enjoy the article on Dialogues and the rest of the news this *Bulletin* brings.

A handwritten signature in black ink that reads "Kathleen C. Giles". The signature is written in a cursive style.

Middlesex

Spring 2018

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Parents of Alumni If this magazine is addressed to a son or daughter who no longer maintains a permanent address at your home, please advise us of his or her new address. Thank you!

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Mission Statement

Middlesex School is an independent, non-denominational, residential, college-preparatory school that, for over 100 years, has been committed to excellence in the intellectual, ethical, creative, and physical development of young people. We honor the ideal, articulated by our founding Head Master, of “finding the promise” in every student, and we work together in an atmosphere of mutual trust and shared responsibility to help students bring their talents to fruition as knowledgeable, capable, responsible, and moral citizens of the world. As a community, we respect the individual interests, strengths, and needs of each student. We also value the rich diversity of belief and experience each of us brings to the School.

We expect that each student will bring his or her best efforts to the shared endeavor of learning and that the School, through its faculty, will engage and encourage each student’s growth, happiness, and well-being. We aspire for all Middlesex students to develop personal integrity, intellectual vitality and discipline, and respect for themselves and for others. We expect each student to engage energetically and cooperatively in the life of the School, and we seek to inspire in all students the desire to seek understanding of themselves and the larger world, both now and in their futures.

On the Cover

*The home countries of current students are represented by the flags hanging in Ware Hall’s dining room.
Photo by Joel Haskell.*



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Homeland



After Saturday's talk by Joel Christian Gill (at left), Harrison Clark '18 asked both Mr. Gill and Kip Bordelon (center) for their thoughts on questions about negative stereotypes and attitudes that endure in America today.

One Nation, Two Americas

Coming on the heels of Black History Month, Middlesex's annual Diversity Symposium on March 2nd and 3rd centered on questions directly related to the February tribute: How does the experience of blacks in America differ from that of other races? And though often considered separately, isn't black history an integral part of the American narrative? What heroes and stories of black history remain obscure but should be celebrated and woven into the nation's history?

To inform and encourage discussion of these issues, Middlesex first welcomed consultant Kip Bordelon to campus as the School's second Equity and Inclusion Fellow this year. As founder and director of the Picardy Group in Chicago, Mr. Bordelon assists schools and federal agencies with recruiting and other services, drawing on his experience working with the U.S. General Services Administration and his passion for American history, the law, and the importance

of diversity. Having recognized years ago as a student at Lawrence Academy that his perspective was sometimes markedly different from that of white students and faculty—even within a caring community—he set out to explore and explain this disparity in a presentation entitled, “Are There Really Two Americas?”

Codified Discrimination

Citing specific U.S. law cases from as far back as 1630, Mr. Bordelon gave his audience “a quick ride through history” that clearly demonstrated how blacks, whether enslaved or free, have long been legally designated as inferior to whites and therefore not given equal rights. His numerous examples revealed a racial history painfully marked by slavery, lynchings, and a variety of discriminatory practices affecting employment opportunities, voting rights, and equal treatment in America's justice system. “Racism plays a serious role in our lives,” he stated.

Instead of expressing indifference and saying, “Get over it,” or “If you don't like it, just leave,” Mr. Bordelon asked students to respect that everyone has a different perspective, based on their life experience. “Do your best to understand another person. Try to put yourself in their shoes,” he urged.

Shared History

The next morning, artist, educator, and graphic novelist Joel Christian Gill joined the Symposium to talk about how black history is taught and regarded in America—and how storytelling can effectively bring people together. “When you share your story, you build empathy,” Mr. Gill observed. “You realize you are way more alike than you are different.”

Since the 2014 publication of his first graphic novel, *Strange Fruit: Uncelebrated Narratives from Black History*, Mr. Gill has been illustrating the extraordinary yet little-known stories of African Americans like Henry “Box” Brown, a slave who actually mailed his way to freedom in a wooden crate. Always learning about even more amazing

individuals from his enthusiastic readers, he has already published two more volumes. “I want you to understand that this is *your* history,” Mr. Gill stressed, “not something in a box that we open once a year. It’s not ‘black history.’”

When people share their stories with one another, he continued, they share their humanity. Quoting writer James Baldwin, Mr. Gill affirmed, “Racism never stands up to contact,” and offered this advice: “Share your stories. They’re important. When you share, you rebuild empathy and humanity, and this will build a better world.”

Dispelling Stereotypes

Before taking questions from the audience, the second half of the morning began with both speakers answering thoughtfully prepared questions posed by Harrison Clark '18. In discussing problems of racial stereotyping, each guest dwelt on the burden of cliché assumptions about what black people are supposed to be like. “It’s important to understand that the experience of black people is not monolithic,” said Mr. Gill, later adding, “I play chess—not basketball or football. I like not being in the box people place me in. I draw comics and I teach art.”

To defy stereotypes, Mr. Bordelon told students, “You need to show the world what you want people to see. It’s a choice.” **M**

Climate Change Consequences

Chasing Coral Comes to Middlesex

The significant loss of coral reefs in recent years seems less often discussed than Earth’s melting glaciers, yet the devastation of this critical ecosystem is another sign of the damage wrought by climate change. Drawing attention to this less visible problem is one goal of the documentary *Chasing Coral*, which was brought to Middlesex by one of the marine biologists involved in its filming, Zackery Rago, with the assistance of current parents Donna and Kevin Gruneich, associate producers of the film. Throughout the day and evening on April 6, Mr. Rago met with groups of biology and environmental science students to talk about the film, his fascination with coral, and the appeal of a career spent exploring his passion.

Originally hired to secure stationary cameras around reefs to capture time-lapse photography, Mr. Rago became one of the divers who painstakingly filmed numerous coral beds daily to record the effect of warming oceans on these healthy, vibrant organisms. Because “pictures speak to people more than numbers and graphs,” he not only showed portions of *Chasing Coral* but brought the marine environment to life using virtual reality headsets.

In the underwater realm vividly depicted there, students could watch majestic humpback whales, playful dolphins, and intimidating bull sharks glide above the orange coral beds of the Great Barrier Reef. But in successive images taken over several months, they could also clearly see global warming’s effect on the ocean floor, as rising water temperatures led to coral bleaching and death. “It’s hard to watch something die,” Mr. Rago allowed, “but it’s good to be asking questions and trying to figure out why some coral has survived when much of the reef looks terrible.”



Simple virtual reality headsets allowed students and faculty to see the stark contrast between healthy, orange coral and bleached reefs killed by warmer ocean waters.

While some researchers pursue genetically breeding temperature-resistant coral, Mr. Rago hopes that *Chasing Coral* will be “a catalyst to make things better” by educating the public and engaging students in scientific endeavors. “We don’t talk enough about the fun in science—about being in the field with people who are also excited about what excites you,” he said. “I’d rather be underwater than anywhere else.” **M**

360°

Life on the Circle

Wilson Wants It All

November 14–15, 2017

Written by Michael Rohd and Phillip C. Klapperich

Directed by Tom Kane

Technical Design & Direction by Ryan DuBray

Costume Design by Kim Brown

Photography by Robert D. Perachio

A divided nation, a political crisis, and a pervasive multimedia presence—*Wilson Wants It All* tapped into familiar, modern-day themes while presenting a fictional future 30 years from now. Artfully combining stage and screen (video screen, that is), Middlesex actors and a skillful technical crew worked in tandem to tell the suspenseful story of one man's extraordinary scheme to unite the country with leadership of his own creation. **M**



Promise in Diplomacy

To be given a primer on the United Nations by a former United States Ambassador to the UN is a rare opportunity, one that students and faculty enjoyed when Samantha Power discussed her diplomatic experience with them on February 22, 2018.

Now the Anna Lindh Professor of the Practice of Global Leadership and Public Policy at Harvard's Kennedy School, a professor of practice at Harvard Law School, and a 2017–18 fellow at the Radcliffe Institute for Advanced Study, Ambassador Power served as a special assistant to President Barack Obama, first on the National Security Council and then, from 2013 to 2017, as U.S. Ambassador to the UN. In talking with Middlesex students about this work, she hoped to “spark your interest in the UN and how we mobilize in a time like this, when just as the country is divided, the world is divided, too.”

Calling the UN “a stage where countries come together,” Ambassador Power noted that since its establishment in 1945, the organization has become “an actor in and of itself,” involved in a range of issues concerning refugees, health epidemics, children's welfare, climate change, and peacekeeping. Unfortunately, she observed, “This is the place that has been jammed up on Syria,” as 11 proposals for setting sanctions or sending peacekeepers have been vetoed. In this case, she lamented, “The UN is reduced to a charity trying to get food to neighboring countries.... Syria is the embodiment of how a system gets clogged up in a period of polarization.”

But the UN can be highly effective in confronting global threats, as she illustrated with the example of the 2014 Ebola crisis. With President Obama's proposal to send 3000 troops to Liberia to build temporary hospital quarters, Ambassador Power was able to gain additional support and supplies through the Security Council, which led to



stemming Ebola infections and preventing a pandemic. “This matters because it shows how the UN *can* work,” she affirmed.

As an American citizen who immigrated to the United States from Ireland at the age of nine and has since worked as a journalist, earned a Pulitzer Prize, and served as an influential diplomat, Ambassador Power clearly finds it disheartening to see the United States not only withdraw from the Paris Agreement but from its role as a global leader. While a wealth of international problems remain, she pointed out, “Many jobs in the U.S. State Department are not filled,” resulting in “a vacuum of leadership” to be filled by other countries with very different agendas.

“Where does hope lie?” Ambassador Power asked. “The future—and that could easily be you.” **M**

“Diplomacy is a lot about understanding the psychology of the people you are negotiating with,” Ambassador Power said. “The only way I know of to change someone's mind is to make them care about the people affected by policies.”



The School's 2018 observance of Martin Luther King, Jr. Day was especially significant given the caliber of the guest speakers on that day: Presidential Medal of Freedom recipient Dr. C.T. Vivian (center), renowned poet Professor Sonia Sanchez (right), and Marc Bamuthi Joseph, one of the first recipients of a U.S. Artists Rockefeller Fellowship.

The Struggle for Social Justice

On January 15, 2018—the date that would have been the 89th birthday of Dr. Martin Luther King, Jr.—the Middlesex community remembered his courageous commitment to social justice and, at the same time, reflected on the civil rights issues and inequities that remain today.

The full day of events featured three distinguished speakers: Dr. C.T. Vivian, who worked alongside Dr. King as a senior strategist for the civil rights movement and received a Presidential Medal of Freedom in 2013; renowned poet and scholar Professor Sonia Sanchez, who knew both Dr. King and Malcolm X from her work as an activist with the Congress of Racial Equality; and Marc Bamuthi Joseph, a dynamic writer, performer, and educator who was among the very first

recipients of a United States Artists Rockefeller Fellowship.

As Middlesex's director of multicultural and community development, Pascale Musto opened the day's program with the words of Dr. Vivian: "Leadership is found in the action to defeat that which would defeat you... You are made by the struggles that you choose." Expanding on that statement, Pascale asked students first to think about their own personal struggles and then to consider broader ones. "We live in a truly challenging moment in our nation's history," he noted, as battles of many kinds—for citizenship, for gender and racial equality, for freedom of speech and religion—dominate the lives of many. "Dr. Vivian, Professor Sanchez, and Mr. Joseph have dedicated their lives to the struggle for civil rights and social justice," Pascale said. "What will your struggle be?"

For the first half of the morning, Mr. Joseph engaged his Middlesex audience with a unique performance style that combined hip-hop, poetry, storytelling, and teaching in the effort to illustrate the legacy of slavery and the problem of systemic racism. "I'm down to work with anyone," he said, "but I'm not down with having to fear for my own or my son's safety." Quoting civil rights activist Ella Baker, Mr. Joseph stated, "We who believe in freedom cannot rest," adding, "We believe in freedom for us all." Though the Revolutionary War took place from 1775 to 1781, he views the American Revolution as "an ongoing phenomenon" or process. "All of us are better than our worst day," he suggested. "I don't really believe in a binary system; I like to believe that all of us want to help."

Students and faculty then dispersed to attend one of the three "master classes" given by the guest speakers. While Mr. Joseph worked with students in the Danoff Recital Hall, Professor Sanchez treated her audience to a poetry reading in the Terry Room. In the Chapel, after showing a video of Dr. Vivian striving against segregation practices in the 1960s, he asked students to share their

thoughts about what they had just seen and how it made them feel, encouraging them to keep working for true equality—the dream that Dr. King famously articulated in 1963.

In the afternoon, the community reconvened in the Chapel, where Mr. Joseph interviewed Dr. Vivian and Professor Sanchez, asking them about their resilience and perseverance throughout their sustained commitment to social justice. Dr. Vivian affirmed, “I have found that the only way you can be deeply caring is by making the nation live up to what it says it is. All of us need to live up to the ideals of the nation, if we care about it.” Professor Sanchez additionally stressed the need “to talk about self-love,” explaining, “You cannot extend love if you don’t love yourself. I have to love this hair and this nose and this skin.”

In summing up, Mr. Joseph was appreciative that the day’s program “hasn’t been just quoting King and has touched on a wide spectrum of ideas.” Leading everyone in chanting, “Resist,” Professor Sanchez brought to mind another of Dr. King’s memorable statements: “Our lives begin to end the day we become silent about the things that matter.” **M**

Visual Poetry

While construction is underway on brand new facilities for the visual arts, Department Head Stacey McCarthy continues to bring engaging artists to campus to broaden students’ exposure to current work and to different perspectives, mediums, and creative processes. On January 12, 2018, Fritz Horstman joined students and faculty in the Danoff Recital Hall to show and discuss his thought-provoking work that ranges from videos and photographs to small-scale and larger wooden sculptures.

“I’m an artist and educator and am generally interested in space and time,” Mr. Horstman said prior to showing projected images of his work. The first examples he shared of his conceptual explorations involved taking cross-sections of trees that had been cut down on his property, counting the annual rings, and selectively removing personally “important years”—sometimes one or an entire decade—in order to fill the groove with Styrofoam, beeswax, or acrylics. A different project replaced the sound on a video of a flowing river in Japan with a unique soundtrack: the voices of local people who were asked to mimic the familiar sounds of the river.

With his finely detailed, wooden sculptures of building foundations or waterways, he creates “a special void moment”—the instant before the concrete arrives or water swirls into an eddy. “When are you going to pour?” is a question the artist is sometimes asked. “For that person,” Mr. Horstman remarked, “that is the moment of poetry, when the pouring happens.” For the artist, it is the moment just before.

He has found novel ways of capturing moments of many kinds as he focuses on “finding the poetry in visual form.” During an artist’s residency at the Arctic Circle, Mr.



Hearing Fritz Horstman talk about his conceptual interests and creative process gave students the opportunity to view art through someone else’s lens.

Horstman took pictures every five seconds with an underwater camera as it was raised to the surface from 100-feet down, ultimately creating a matrix of images showing the subtle variations in the water’s color and clarity. Intriguing works like these certainly suggested new ways to consider and question space and time—and made many look forward to the completion of the new Ishibashi Gallery, where such work will be exhibited. **M**



In thinking about how to address the problem of hate speech, author and Muslim reformer Irshad Manji reflected, “I think laws are not the way to go. Respectful conversations are a better route.”

Reconciling Faith and Freedom

Can diversity of belief and thought coexist with freedom of speech? Or must people choose between them, either limiting open discourse or preparing to be offended by different views?

For international bestselling author and Muslim reformer Irshad Manji, diversity and free speech “go hand in hand—and are at their best when they coexist.” As Middlesex’s first Equity and Inclusion Fellow-in-Residence, Ms. Manji spent two busy days on campus on February 6 and 7, addressing the community at an all-school Assembly, attending classes, meeting with student groups and faculty, and facilitating an evening Spectrum Dialogue.

As Ms. Manji explained, her own life experience has informed the work she does today. Born a Muslim in Uganda, she and her family were expelled as “non-Africans” during the dictatorship of Idi Amin and settled in Canada—the only country to accept them. There, Ms. Manji spent Saturdays attending an Islamic religious school, or *madrassa*,

where she was troubled by the fact that girls could not lead prayers and by the assertion that she could not have friends of other faiths. After asking too many questions—and challenging the repeated assertion that “it’s in the Quran”—she was eventually told “either you believe or you get out,” an ultimatum that led her to the library, where she studied cultures and religions.

“During this time of self-study,” Ms. Manji related, “I discovered something profound: Islam has its own tradition of independent thinking and study.” Moreover, the idea that a secular institution, the public library, was actually saving her faith made a deep impression on her. “I could see how the secular and the religious could be integrated,” she affirmed. And in that reconciliation, she found integrity.

Ms. Manji has since written two seminal books about why and how to achieve liberal reform within Islam. Finding that intolerance is not limited to Islam or any single religion, she founded the Moral Courage Project at New York University in 2008 to help young people learn to stand up and speak truth to power within their own communities. In 2015, she expanded her work to the University of Southern California, where she leads Moral Courage USC as a senior fellow at the Annenberg Center on Communication, Leadership & Policy.

“Diversity of identity includes diversity of opinion and thought,” she stated. “In hearing different viewpoints, we are also making room for free speech. Speakers might be offensive, but are we willing to ask questions of them? Can they teach us something? I’m not saying, ‘Make peace with bigotry.’ I’m saying, ‘Let’s hear them out, ask questions, and have a conversation that wasn’t there before. Make them think. That’s how you have integration and integrity.’ **M**

Eight Plays a Week

The 2018 London Theatre Tour

Soon after March break began, 16 students embarked on a venture that numerous Middlesex graduates have considered a highlight of their school experience, even though it took place during vacation and on another continent. Scheduled every other year, the London Theatre Trip—ably coordinated and guided by Performing Arts Department Head Tom Kane and Admissions Director Erika Prah—once again entertained and educated participants with its unique combination of terrific plays, workshops, and tours.

Setting the Stage

The itinerary started with a tour of the Globe Theatre, where, as Haydn Herrema '19 remembers, “We learned how differently they performed Shakespeare’s plays in his time; they had to be done in sunlight, and the actors were surrounded by the crowd, including a standing zone with hecklers in it.” In excursions during their first weekend abroad, the travelers also visited Shakespeare’s tomb in Stratford’s Trinity Church and strolled around the University of Oxford—already long established in Shakespeare’s day.

Iambic Instruction

Back in London, the group spent a day at the Royal Academy of Dramatic Arts working with versatile actor, director, and lecturer Nick Hutchison, who shared some of his expertise with students before assigning them scenes. “One of the geniuses of Shakespeare,” Haydn recalls hearing, “is that he wrote the stage directions into the play, telling his actors what to do through the meter.” After some coaching and rehearsal, everyone performed their scenes the next day, “putting everything we had just learned to use,” Amelia McKenna '19 approved. Subsequently, they gained still another perspective on the drama scene through meeting with renowned



London theatre critic Matt Wolf, who offered his opinion on many current productions.

Productions Valued

Impressively, students saw eight distinctly different shows, from a modern, upbeat musical to a macabre tragedy written by a contemporary of Shakespeare to an improbable comedy about a bank robbery. They experienced both the intimacy of a black box theatre production of *Electra* and the novelty of being part of the action thanks to the immersive promenade staging of *Julius Caesar* and the interactive adaptation of *Network*. Along the way, they sampled the range of fare that London offers today: gourmet burgers, savory ramen, and, of course, traditional Battersea Pies.

Before heading home, students explored the city in small groups prior to taking in one last drama. “It was great to have set times to meet up but also a good amount of freedom,” Amelia reflects. Haydn and two friends set off for paddle boating in Hyde Park, while others visited museums and historic sites. Like many before him, Haydn considers the trip “a once-in-a-lifetime experience,” one that future students will hope to enjoy in 2020. **M**

With the Tower Bridge looming behind them, Performing Arts Department Head Tom Kane and his fellow Middlesex travelers paused for a group photo after a night at the theatre.

Sunstein '72 Merits Holberg Prize



Recognized for his sweeping contributions to understanding law and government, Professor Cass Sunstein '72 has published 48 books and hundreds of scholarly articles—and served as administrator of the White House Office of Information and Regulatory Affairs from 2009 to 2012.

While the campus lay buried in snow during March break, a great piece of news reached Middlesex: Cass Sunstein '72 was named this year's winner of the Holberg Prize. Established by the Norwegian Parliament in 2003, the honor is one of the largest international awards given to an outstanding researcher in the arts and humanities, the social sciences, law, or theology.

Educator and Expert

As the Robert Walmsley University Professor at Harvard Law School, Cass earned the prize for his wide-ranging, original research that has not only redefined several academic fields but has also influenced public policy. He has published 48 books and hundreds of scholarly articles and is widely regarded as the leading scholar of administrative law in the U.S.

"Cass Sunstein's work is animated by a profound sense of the ways in which human behavior poses a challenge for regulation," said Pratap Bhanu Mehta, chair of the Holberg Committee. "Moreover, in addition to his contribution to the academic field, he

has also mastered the art of communicating difficult and important ideas to the public. His work is rigorous yet accessible and marked by an extraordinary concern for human welfare as well as a commitment to an enlightened public discourse. Sunstein is one of the great intellectuals of our time."

An Avid Alumnus

In returning to Middlesex several times over the years to share his research and findings, Cass has certainly made his work accessible to many students and faculty. In his 2003 Bigelow Lecture, he talked about the power of dissent, which he learned during his clerkship with legendary Supreme Court Justice Thurgood Marshall. And as Middlesex's graduation speaker in 2008, Cass raised an early alarm about the "world of niches and self-sorting" that was emerging in the Internet era. He offered an antidote to these resulting "echo chambers" during a talk in the Terry Room in February 2017, encouraging students to seek information from many different sources and always to ask themselves, "What are the actual facts?"

Most recently, Cass spoke in the Terry Room last November about his most recent book, *Impeachment: A Citizen's Guide*, which emphasizes the importance of self-government and of human dignity, linking those to republican ideals and the power of impeachment.

Promoting Constitutional Ideals

A graduate of Middlesex, Harvard, and Harvard Law School, Cass was an attorney-adviser at the U.S. Justice Department before becoming an assistant professor at the University of Chicago Law School, where he also became an assistant professor in the department of political science. He became full professor in both political science and law in 1985, and in 1988, he was named the Karl N. Llewellyn Professor of Jurisprudence in the law school

and department of political science.

In 2008, Cass joined the faculty of Harvard Law School as the director of its program on risk regulation. From 2009 to 2012, he was administrator of the White House Office of Information and Regulatory Affairs under President Obama. Cass returned to Harvard in 2012 as the Felix Frankfurter Professor of Law until 2013, when he became Robert Walmsley University Professor. He is also the founder and director of the Program on Behavioral Economics and Public Policy.

Describing the key purpose of his work, Cass has said, “I have long been concerned with how to promote enduring constitutional ideals—freedom, dignity, equality, self-government, the rule of law—under contemporary circumstances, which include large bureaucracies that sometimes promote, and sometimes threaten, those ideals.

“The main goal has been to deepen the foundations of democratic theory for the modern era and to understand in practical terms how democracies might succeed in helping to make people’s lives better—and longer.”

Cass will receive the Holberg Prize during a formal ceremony at the University of Bergen in Norway in June. **M**

*Adapted from
HLS Communications,
March 14, 2018*

Networking Advantages

Career Panels Inform and Assist Alumni



MxAA President Rob Trumbull '00 moderated the Boston career panel, which included Rob Borden '00, James Kessler '90, Mary Pryshlak (current parent), Tim Haarmann '91, and Lisa Bonner Haines '86.

Long after they leave the Middlesex campus, alumni can count not only on their own circle of classmates and friends but also on the support of an extensive network of fellow graduates. And with automatic membership in the Middlesex Alumni Association (MxAA), they can take full advantage of the organized events and resources open to them every year, such as the annual career panels.

For more than a decade now, alumni career panels have offered the opportunity to learn about different employment fields and paths, to ask questions, and to make new Middlesex connections. At the Princeton Club of New York on January 4, 2018, Middlesex Trustee Andy Pitts '84 presided once again over a career panel that included Emily Boone '98, Melissa Grace '84, Landon Thomas '82, and current parent Brian Clifford, who among them covered art and education, investment and law, communication and journalism. The following week, at the Harvard Club of Boston on January 9, MxAA President Rob Trumbull '00 moderated another panel of accomplished professionals, this time involving

Rob Borden '00, Tim Haarmann '91, Lisa Bonner Haines '86, James Kessler '90, and current parent Mary Pryshlak.

While on winter break from St. Lawrence University, Aidan Cunningham '17 attended the Boston panel and found a mentor in an alumna who has already excelled in an area Aidan is considering: the law. “I’ve been e-mailing since with questions about what classes I should take and internships I should look for,” he says. Should he find an unpaid summer internship, Aidan could apply for an MxAA stipend; funded from the profits of its Gala Auction and Benefit, these stipends supported nine young alumni last year.

Those thinking of a change in direction can greatly benefit from career panels, too. “It doesn’t matter if you are 20 or 40,” confirms Jody Holden '84, who co-chairs the MxAA’s Career Advancement Committee with Scott Reid '84. “There are people who would be willing to talk with you about careers, and the most proactive alumni gain the most from it.” **M**

Middlesex's First Marshall Scholar

Dakota Foster '14 is one of 43 recipients for 2018

An outstanding student and athlete, Dakota Foster '14 will spend the next two years studying at British universities as a Marshall Scholar. (photo by Maria Stenzel)



Just four years ago, Dakota Foster '14 capped her Middlesex career by graduating with highest credit and earning her peers' nomination to speak as their class valedictorian. Now, she is a graduate of Amherst College and a Marshall Scholar.

Founded in 1953 and named in honor of former U.S. Secretary of State George C. Marshall, the Marshall Scholarships fund one or two years of graduate study for American students at one or more British universities. Scholars are selected from a field of about 1,000 applicants annually.

As a Marshall Scholar, Dakota will first pursue a master's degree in war studies at King's College London; for the second year, she will study international relations at either Cambridge University or the London School of Economics.

At Amherst, Dakota is completing a double major in political science and Asian languages and civilization. She has focused her studies on national security and the Middle East, spending one semester at the University of Jordan. Eventually, she hopes to work for the U.S. State Department, Department of Defense, or National

Security Council. In doing so, Dakota would join a lengthy list of Middlesex graduates who have pursued similar paths, including diplomat Alan Eyre '76, former UN Ambassador Bill Richardson '66, and former National Security Advisor Tony Lake '57.

Dakota began her college career as the only first-year student hired as a peer diversity educator in the Multicultural Resource Center, where she helped implement campus-wide programs. She has since served as co-president of the Amherst Political Union, as a member of the College Discipline Committee, and as co-captain of women's lacrosse.

Last summer, Dakota conducted research and analysis as an intern at the U.S. Army's Combating Terrorism Center in West Point, NY, where she helped with research and analysis. She also studied the growth of al-Qaida in Pakistan and terror attacks on U.S. military bases. Previously, she completed summer internships with the U.S. House of Representatives' Committee on Foreign Affairs and with the Washington Institute for Near East Policy.

"Ours is no longer a world of one-dimensional threats," Dakota wrote in her Marshall application. "We increasingly live in a multi-threat world, including the rise of non-state actors, the return of foreign fighters, climate change, and the growth of cyber warfare. It will become more and more difficult to combat these threats independently; instead, the leaders of tomorrow must be able to think globally, approach problems multilaterally, and possess the insight to evaluate these complex issues from multiple perspectives."

Given her understanding and preparation—and the well-deserved opportunity of a Marshall Scholarship—Dakota is well on her way to making a difference in the realm of public service. ✕

DJ Williams '16 Appointed to Governor's Task Force

She may be an undergraduate at Amherst College, but DJ Williams '16 is already taking on broader responsibilities. On November 6, 2017, when Massachusetts Governor Charlie Baker signed an Executive Order re-establishing the Governor's Task Force on Hate Crimes, DJ was the youngest of the 17 commission members to be sworn in that day.

The task force will advise the Governor on issues relating to the prevalence, deterrence, and prevention of hate crimes in the Commonwealth and the support of victims of hate crimes.

Members of the task force include gubernatorial appointees with expertise in community advocacy, law enforcement, health care, law, government, and education and represent a group diverse in gender, race, industry, region, age, and education. A sophomore Spanish major, DJ interned for the Office of the Public Advocate in New York City last year.

Through her participation, DJ will continue the work of a fellow graduate: Governor Bill Weld '62 initiated the Governor's Task Force on Hate Crimes by letter, coordinating and giving priority to state implementation of the Hate Crimes Reporting Act. **M**

Joined by the School's mascot, Assistant Trainer Tory Sowizral (on left) and Head Athletic Trainer Laura Darby McNally '80 hold the banner declaring Middlesex's Safe Sports School status.

Tops in Training

For nearly 30 years, Head Trainer Laura Darby McNally '80 has provided Middlesex athletes with careful assessment and treatment —as well as preventative measures. Last October, the efforts of both Darby and Assistant Trainer Tory Sowizral were officially recognized with the National Athletic Trainers' Association Safe Sports School Award, which champions safety and recognizes secondary schools that provide safe environments for student-athletes. The award also reinforces the importance of providing the best level of care, injury prevention, and treatment.

"Middlesex School is honored to receive this First Team recognition from NATA," said Dean of Athletics Joe Lang, "and we remain committed to keeping our student-athletes safe during team practices and games, so that they can accomplish their own goals of great competition, winning records, fair sportsmanship, and good health. Our goal is to hold our athletics program to the highest safety standards for our players."

The requirements for achieving Safe Sport School status are rightly stringent, requiring athletic programs to create a positive athletic health care administrative system, to promote safe and appropriate practice and competition

facilities, and to have a plan for the selection, fit function, and proper maintenance of athletic equipment. A school must provide a permanent, appropriately equipped area to evaluate and treat injured athletes and develop injury and illness prevention strategies, including protocols for environmental conditions. In addition to providing or facilitating injury intervention, schools must also create and rehearse a venue-specific emergency action plan. Finally, schools must be able to provide or facilitate psychosocial consultation and nutritional counseling and education for student-athletes.

"We remain committed to the health and welfare of young athletes in competitive sports," said NATA President Scott Sailor. "This award recognizes the contributions and commitment of schools across the country that are implementing safe sports policies and best practices to ensure athletes can do what they love best and have the appropriate care in place to prevent, manage, and treat injuries should they occur."

As NATA's award affirms, the health of Middlesex student-athletes is being given the utmost consideration and care, thanks to the personnel and policies in place at the School. **M**



Team Highlights

For more sports news visit
<http://athletics.mxschool.edu>



Girls' Soccer

In a midseason match against Governor's Academy, All-League Co-captain Corina Kotidis '18 fights off a defender; once again, the team's season culminated with a quarterfinal match at the NEPSAC Class B Championships. (photo by Peter Ayre)



Field Hockey

All-League Co-captain Siobhan Morrissey '18 controls the back field with support from her fellow All-League Co-captain Stella Noels '18. Siobhan also earned an All-NEPSAC Honorable Mention, and both captains were named to the NFHCA National Academic Squad, along with Caroline Silk '18, Sophie MacKeigan '18, and Isabella Costantino '19.



Football

The Middlesex defensive unit— Co-captain Camden Parker '18 (#22), All-League Co-captain Cormac Duhamel '18 (#40), Co-captain Owen Henderson '18 (#4), Derek DeLaine '19 (#56), and Jack Canniff '18 (#55)— converges on St. Mark's halfback for a short gain.



Boys' Soccer

Co-captains Nick Buonanno '18 (#10) and Jack Lousararian '18 celebrate one of the three goals scored by Jacob Charles '19 (#9) in a 5-0 win over Thayer. While Jack was named a Senior All-Star, both Jacob and Josh Quirk '19 (#7) were named Junior All-Stars and All-State, also sharing All-League status with Haydn Herrema '19.

Boys' Cross-Country

Co-captain Ted Pyne '18 heads to the finish line at the last home meet of the fall. With the leadership of fellow Co-Captain Luke Collins '18, the team compiled a 6-9 season record and claimed second place at the New England Championships.

Autumn Accolades

A series of successes marked the final days of the fall athletic season, with teams accumulating an ISL Championship, a New England Championship, multiple playoff berths, and a varsity sweep over rival St. George's.



ISL Champions: Members of the girls' varsity volleyball team huddle for a pre-game cheer before their 3-0 victory over Concord Academy. Less than three weeks later, the 2016 New England Champions won their way back to the tournament finals, where Middlesex narrowly lost 2-3 to Cheshire Academy.



With the top seven runners representing an unusually deep and talented team, the girls' varsity boasted three All-League, All-New England runners this season: Maud McCole '19, Charlotte O'Toole '19, and Gabriella Walsh '20. With speed and tenacity, this varsity squad earned first place at the New England Championships—as did both the girls' and boys' JV teams—while the boys' varsity finished second. (photo by Valerie Chen '18)

ISL Leaders

The momentum all started on November 4, 2017, when varsity volleyball clinched a share of the ISL Championship after making an epic comeback against Lawrence Academy and winning 3-2. Riding a 10-game winning streak, the defending New England Champions earned the #1 seed in postseason play, which was set to begin on November 15.

Cross-Country Champs

On November 11, Middlesex's cross-country program brought home a few awards of its own from the Division III New England Championships. Gabby Walsh '20 and Maud McCole '19 led the way for the girls' varsity, coming in fourth and sixth overall in a field of 157 runners and helping the team take the championship title. Meanwhile, the boys' varsity once again secured second place, boosted by top-20 finishes by Justin O'Toole '20 and Connor Page '19. Outstanding performances by several underclassmen earned championship titles for both the girls' and the boys' JV squads. With such a talented group of experienced runners, the 2018 season looks promising.

A Decisive Sweep

November 11 brought rival St. George's to campus. Varsity field hockey closed out the season with a 3-1 win, and varsity football emerged with a thrilling 17-14 victory after Pat McGann '18 kicked a game-winning field goal into the autumn sunset.

On the soccer pitch, the boys' varsity extended its unbeaten streak to 14 with a 2-1 win over St. George's, and the girls' varsity dominated its opponents in a 5-0 victory. Both soccer teams qualified for the NEPSAC Class B Tournament, with the boys seeded fourth and the girls seeded eighth in their respective brackets.

Postseason Potential

Hopes were high on November 15 as three teams competed in quarter-final matches. On the opponent's turf, girls' varsity soccer ended its run with a 0-3 loss to Pomfret (seeded first). At home, varsity volleyball handily defeated eighth-seed Kingswood Oxford 3-0, and boys' varsity soccer achieved the same result, topping Rivers (seeded fifth) 3-0.

In the semifinals on November 18, first-seed South Kent bested Middlesex in boys' soccer, but volleyball won 3-0 against Concord Academy (seeded fifth) and moved on to defend its New England title the following day. This year, however, second-seed Cheshire Academy earned a hard-fought 3-2 victory, leaving Middlesex fans eager for a rematch in 2018.

Team Highlights

For more sports news visit
<http://athletics.mxschool.edu>



Boys' Basketball

An All-League Honorable Mention and captain-elect, Julian Howell '19 dribbles up the court; Co-captain Mike Doherty '18 and Captain-elect Tyler Gelormini '20 also earned Honorable Mentions, leading Middlesex to a 16-9 season.



Wrestling

Working for the fall against Lawrence Academy, Co-captain Micheal Acevedo '18 won his three matches that day; bolstered by performances like this, the team record was 14-5 for the season.



Girls' Basketball

Point guard and rising Co-captain Hannah O'Gara '20 drives to the basket in a hard-fought contest with St. Mark's. Though graduating six players, Middlesex has strong returning talent, including rising Co-captain Carly Tilson '20 and NEPSAC Class B All-Star Sophia Poplyk '21.



Boys' Hockey

Forward Alex Rivet '19 looks at his options in a 4-1 win over St. George's; named All-League, Alex was the team's leading scorer, tallying three hat tricks and two game-winning goals this past winter.

Girls' Hockey

Playing for Middlebury next year, Co-captain Caroline Silk '18 topped off her Middlesex hockey career with a third All-League selection and two coveted School prizes: the Girls' Ice Hockey Trophy and the Arnold-Cutler Award.



Boys' Squash

On the way to a New England Class C Championship, Captain Andre Megliola '18 lunges for a straight rail in a midseason match with Portsmouth Abbey.

Winter Achievements

Despite the ups and downs of the winter weather—by turns frigid and unseasonably warm—Middlesex athletes stayed the course and earned notable recognition in squash, alpine skiing, and wrestling by the season's close.



A seventh consecutive ISL title was secured by the boys' alpine ski team, pictured here with Head Coach Jecca Hutcheson (center) and Assistant Coach Ben Kulas (far right). (photo by Meg Ramsey)



Led by Co-captains Nina Thomas '18 and Mira Handa '19, the girls' varsity squash team finished fourth out of 16 teams at the New England Class B Interscholastics Tournament, also meriting the Sportsmanship Award at the competition.

Girls' Squash Fourth

Traveling to the New England Class B Interscholastic Tournament on February 24, girls' varsity squash played exceptionally well, ending the season on a high note. Co-captain Nina Thomas '18 captured first in the third flight after winning her four matches 3-0, earning a season record of 18-3. Meanwhile, Syona Shah '19 finished four places above her seeding in the #1 flight, winning a number of hard-fought matches. Up and down the ladder, the team displayed great skill; Middlesex came in fourth and also merited the tournament's Sportsmanship Award.

Skiing's Seventh Title

Alpine skiers enjoyed a triumphant day on the hill at the final race of the ISL season on February 28. Co-captains Sarah McCluskey '18 and Maddie MacMaster '18 led the girls with gusto, and Amelia McKenna '19 set down an impressive third-place finish. With a season record of 14-14, the girls were fourth in the competitive ISL.

On the boys' team, Captain Ezra Muratoglu '18 laid down the fastest run of the day; with strong finishes by Cooper Buch '19, Jack Colwell '20, and Connor Page '19, the boys earned second place. Although Middlesex's record of 36-2 edged Belmont Hill's 34-2 tally, the two teams shared the ISL Championship, as they had tied in head-to-head competition. Nonetheless, for the seventh consecutive year, the Middlesex boys held onto their title through their characteristic determination, camaraderie, and love of ski racing.

Winning Wrestlers

Middlesex wrestlers began their tournament run on February 3 by winning the Northern New England Tournament. Peter Daichman '19 won his weight class, while Co-captains Dante Gutbrod '19 and Ted Pyne '18 were first and second in their respective classes. Alene Fernandes '20, Co-captain Micheal Acevedo '18, and Diego Flores '19 each took fourth, and Alek Kebabjian '20 and Sam Ferrone '19 helped assure the victory by each securing fifth.

At the Graves-Kelsey Tournament on February 10, six wrestlers emerged with medals. While Dante claimed his third ISL title, Micheal finished in third place, Jack Canniff '18 and Diego in fifth, Ted in second, and Alek in sixth—making Middlesex sixth overall. The team completed its season on February 17 at the New England Wrestling Championships, where Dante earned second place and made Middlesex history as a three-time finalist. With Ted landing in sixth place and Alek Kebabjian in eighth, the team was 19th in an exceptionally challenging field.



The varsity wrestling squad jubilantly celebrated when Middlesex earned the first-place trophy at the Northern New England Invitational Tournament on February 3, 2018. (photo by Dan Barber)



Dialogues Across Differences

Preparing Students for Life Beyond Middlesex

In an era of ideological echo chambers and political divisiveness, can schools effectively teach students to listen, analyze, and communicate better face-to-face? A course developed for new Middlesex students takes on that challenge with empathy and respect.

By Robert Munro

Our students are much more engaged with the goings-on in the world than, perhaps, at any time in recent memory. There are many reasons why. For one, independent schools are more globally diverse. Take Middlesex, where students hail from more than two dozen states and 17 countries. Their daily encounters on campus with various global cultures and values propel them to connect what they're experiencing "in the bubble" to what's happening outside of it. Now, not only can they access global information quickly, but they can also respond to it, virtually—and anonymously if they choose.

At the same time, we know much of the news today spurs divisive, sometimes hostile, discourse. Quick, shoot-from-the-hip tweets, posts, or stories are not only encouraged, but used by the world's most powerful people to vent

their spleens. Students are not blind to this, and, despite our consistent efforts to teach empathy, they know this rhetoric is condoned by some in powerful positions—positions we want students to aspire to hold.

How do we resolve these concerns? In such a "post-truth" environment, how do teachers give students the tools to filter and discern what information is legitimate, whose views are sound, and the metrics to measure truth?

We have been wrestling with these questions at Middlesex for the past couple of years, and we think we've found some answers in a new, six-week course we're teaching: Dialogues Across Differences.

What made developing this course particularly difficult was figuring out how to navigate the rigid, relative, and polar ideas of truth and the lengths we will go to affirm our truths rather than find commonality among *different truths*.

Director of Global Studies
Robert Munro guides a
freshman section through
the last session of Dialogues
Across Differences.

Harvard Law Professor (and Middlesex alumnus) Cass Sunstein '72 speaks to this phenomenon relative to social media. He notes that much of the information we obtain is distilled or filtered for us. Essentially, we tailor what we read and experience to affirm our cultural, political, social, and, of course, consumerist values. He reports that when we only consume information that reinforces *our* worldviews, our catered tunnel-vision allows, even encourages, us to forget about those people and ideas we do not identify with.

To combat this, Cass wrote in his 2017 book *#Republic: Divided Democracy in the Age of Social Media*:

“People should be exposed to materials that they would not have chosen in advance. Unplanned, unanticipated encounters are central to democracy itself. Such encounters often involve topics and points of view that people have not sought out and perhaps find quite irritating—but that might nevertheless change their lives in fundamental ways. They are important to ensure against fragmentation, polarization, and extremism, which are predictable outcomes of any situation in which like-minded people speak only with themselves. In any case, truth matters.”

A Course to Build Understanding

Truth does matter; my truth matters but so does understanding that my truth might not be your truth.

The statement above is an essential element of what we aim to achieve in Dialogues Across Differences. Now a graduation requirement, this foundational course in our Global Studies Program teaches students how to have difficult conversations about world topics using compassionate, analytical, and nonjudgmental language. In so doing, we hope students learn to find moments of understanding across differences instead of trying to do the impossible—convincing others of their own truths.

On a practical level, the course begins preparing students for unfamiliar situations, including traveling to other parts of the country and world; speaking with those representing different languages, cultures, identities, or values; and working with people of various backgrounds. To do this, we introduce students to contemporary, global content about conflicts related to race,





gender, religion, cultural appropriation, sexuality, class, and more. Each week, we focus on a set of skills, which students learn and apply through readings, role play, closed and open-ended questions, and discussion. Here's the weekly breakdown:

WEEK 1: Hearing v. Listening

When we hear, we not only hear the words, tones, and intentions of the other party, we also hear our own biases, assumptions, and cultural stereotypes within our own heads. Conversely, when we listen, we acknowledge our own biases and assumptions, but minimize them in favor of actively listening to the story, background, needs, and requests of the other participant.

WEEK 2: Intention v. Impact

Even if our intentions are super friendly, that does not mean the impacts will be perceived that way. Our reactions shouldn't be "I didn't mean to" but should focus on the needs of the person who's offended.

WEEK 3: Identifying and Separating Feelings v. Needs

When we're talking about hate between groups (religions, genders, sexualities, jobs, races, etc.), how does this manifest? Through people's feelings! If we can understand the inherent needs all humans have, we can move toward finding solutions.

WEEK 4: Tone, Body Language, and Reaction

When we're the subject of an insult or an attack, it is incumbent upon us to take a moment to breathe, and step away if need be, but ultimately have that difficult conversation with the person who made us uncomfortable.

WEEK 5: Empathy

To be empathetic means understanding that those unlike us may act, speak, worship, or even dance in ways different than we do. Ultimately, we understand that they're humans who deserve respect and opportunities just as we do.

WEEK 6: Synthesis, Application, and Reflection

We put the ideas above into practice.

Course Development and Intention

We spent two years developing the content and tools for this course, drawing inspiration from a variety of organizations, including the Center for Nonviolent Communication, the CARE Organization, and Harvard Business School. Our impetus was not only to help students become more empathetic and globally aware but also to broadly promote skills in critical thinking, collaboration, creativity, and empathy, which can sometimes seem overlooked amid an emphasis on quantitative skills, credentials, and end-products, including higher education and job selection. Further, we wanted students (and parents) to understand that these skills are not only crucial to develop character but also vital to create inclusive school communities and to thrive in the workforce.

In Students' Own Words

When we asked students to share feedback about the course, we received a range of critical and encouraging replies. During the class, students filled out 45-second surveys at the end of every week with questions about the appropriateness of the readings, comfort level, and role-playing exercises. We received 30-percent response rates for the weekly surveys, which were part of homework. The entry and exit surveys had 100-percent response rates.

One theme was consistent: Many students quickly figured out they could anticipate what answer (or range of answers) teachers were looking for. Students' exit surveys reflected this:

"Many of the concepts taught, are things that seem like common sense."

"I don't believe that one should engage in difficult conversations in the way that the course showed. I think one should be strong with their points rather than become shy hoping not to offend."

“Although I am far from perfect, I feel engaging in difficult conversation has never been an issue for me. What to say and how to respond to diversity amongst race and religion have just been common sense, and when presented I know how to respectfully ask questions and make comments. In my opinion, this course was just a reminder of all the issues there are today and did nothing to fix them.”

Some students felt moved to offer watered-down responses to expedite parts of the discussion sections. After reflecting with my colleagues, I realized this might not be a bad thing after all. If students understand what reactions, tone, or language lead to empathetic dialogue, that strikes me as a good thing. But now I want to encourage students to think through *why* those responses are the most appropriate.

Growing Comfort Levels

Students offered a promising array of answers to the question of whether they felt more comfortable having difficult conversations after completing the course. Some responses follow:

“I was comfortable before the course and I still am now; however, it prepared me to handle them better.”

“Yes, now I am more aware of what is okay to say and what isn’t, and how I should go about saying it to make the person feel comfortable and make me seem approachable.”

“I feel better prepared to participate in difficult conversations while being able to listen, empathize, and ask questions.”

“I think that this class has helped me improve my skills at least a little, and that if I am ever in an uncomfortable situation again, I will know what to do.”

Going on Record

In an article for the *Anvil* newspaper, one enrolled freshman described the course’s merits and criticisms—and we took the feedback to heart. The part below sums up the course in a nutshell.

“... conversations can feel challenging because they refer to ideas or scenarios that don’t always fit with how different people perceive



the world. Everyone encounters a time in these conversations when he or she must admit, ‘I don’t know’—a statement that can feel vulnerable, especially in a peer group where everyone else can seem to have far more knowledge. However, because these discussions confront people with ideas and realities that they will inevitably encounter in the real world, the interactions prepare people for life outside the Middlesex bubble. Challenging conversations broaden perspectives, allowing people to move themselves from distortion to clarity. Dialogues forces the start of this type of thinking.”

Teaching Empathy, Seriously

Every day, our students want to talk about any number of hot topics. As educators, we want students to have difficult conversations face-to-face, with both peers and adults. We hope the framework we’ve developed will make these conversations easier and more productive over time, thereby benefiting individuals and our whole community. **M**

Robert Munro is Middlesex’s Director of Global Studies. He also teaches courses in the History Department, such as Ancient World History and West African History. In addition, he has taught upper-level seminars in African Philosophy, The Harlem Renaissance, German language, and Global Studies. He lives on campus and is the head coach of boys’ varsity squash and tennis.

Along with **Pascale Musto**, director of multicultural and community development, Robert delivered an abbreviated version of Middlesex School’s Dialogues Across Differences course at the 2018 NAIS Annual Conference last March.

Curricular Enrichment: Advanced Topics

Beyond the fundamental requirements within academic departments and divisions, a Middlesex education may include not only Advanced Placement preparation but also challenge and exploration of a different kind: Advanced Topics courses, offered by the faculty each semester.

Kai Morris '18 and Micheal Acevedo '18 consult their plans for their pinhole camera during Engineering class.



Every September, more than 100 new students begin their Middlesex academic careers, entering from dozens of different schools in the U.S. and countries around the world. A few freshmen might be ready for pre-calculus, and some sophomores may already be quite proficient in their chosen foreign language. One new junior might have already completed U.S. history, while another might need a little more math before taking physics.

Creating schedules for such a talented variety of students is akin to assembling a jigsaw puzzle, a task requiring an equally gifted faculty and a rigorous curriculum that can fulfill numerous needs and ambitions over the course of two to four years. “We want to make sure students are taking the *right* classes,” emphasizes Karlyn McNall, assistant head for faculty and academic affairs. “Students should be taking the courses that are appropriately challenging and robust for them.”

One category of courses that has gradually increased to achieve this goal is called “Advanced Topics,” offerings in science, math, engineering, and technology (now known as STEM)—as well as in history and foreign languages—that broaden the School’s curriculum beyond its established requirements and Advanced Placement (AP) programs. “When we talk about our personalized program and how kids really have some ownership in their curriculum, the Advanced Topics classes are where that happens,” Karlyn points out. “Advanced Topics were originally designed as courses that would come between the end of the required curriculum and the AP curriculum. They’ve expanded in their purpose since then.”

Continuity and Flexibility

As Karlyn elaborates, some students choose to conclude their study of a discipline with Advanced Topics instead of an AP course; for others, an Advanced Topics class may serve as a bridge to the next step in a discipline. “They provide us with some sequencing flexibility, especially in science and math,” Karlyn adds. “We can adjust the sequence of students’ courses to give them time to be more prepared without disengaging them from science or math.”

Finite Math, for example, might fill a fall semester for a student who wants to take AP Calculus BC, a three-semester course that begins in the spring. “It could also be for kids who want to take a one-year AP course and have a spring semester to fill, or for someone who is undecided about which AP to take,” says Desiree Sheff, who

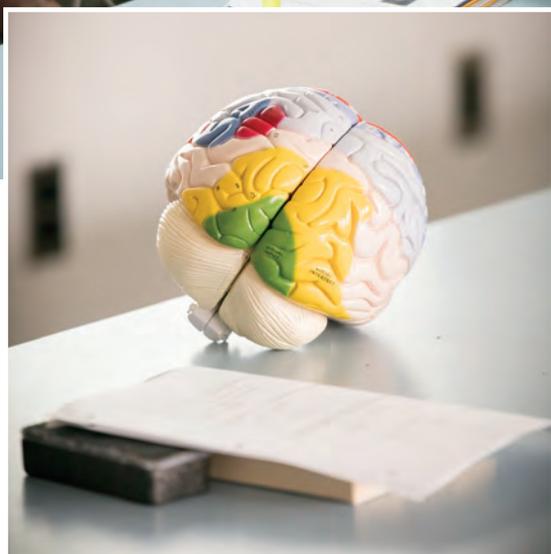
“We want to make sure students are taking the right classes. Students should be taking the courses that are appropriately challenging and robust for them.”

— Assistant Head for Faculty and Academic Affairs
Karlyn McNall

teaches Finite Math and other STEM Advanced Topics. For Louisa Crozier ’19, who finished the department’s requirements last fall, Finite Math has been a useful review for the standardized tests required by many colleges. “Finite Math has lots of topics that are on the ACT, which is what I’m taking,” she says. “It’s a really good refresher that includes concepts from algebra and trigonometry, and adds new topics like matrices and probability.” Next year, Louisa wants to take statistics and calculus—both available as either one-semester Advanced Topics or as yearlong AP courses.

Two more of Desiree’s Advanced Topics—Biomedical Ethics and Brain and Behavior—meet similar student needs in science. “We have juniors who are holding off on taking physics until their senior year,” Desiree explains, “and we have seniors who are not in an AP science class, and we have seniors who are doubling up because they may want a premed or science track in college.” Avery Light ’18 chose Brain and Behavior because of its connection to her interest in psychology and has found that the class “gets you thinking in ways you wouldn’t usually.” The circular idea that her own brain is trying to understand how it is working has given her “a new perspective on how the world works.”

Ashlee Falconer '18 and Helen Lasry '18 test the visual perception and processing of Avery Light '18, observing how the brain can be fooled by optical information.



she says of the fall course. “I’ve been interested in medicine for a while, and this incorporated medicine and topics in the medical community.” This spring, Brain and Behavior has closely related to her interests, too. “We’re learning about neurological deficits and phantom limbs, as well as mental health issues and mental health care,” Louisa says. “You see how the medical community works in Biomedical Ethics and learn the basics of how the brain works in Brain and Behavior.”

International Understanding

Advanced Topics also include thought-provoking options in foreign language study that may serve as an appealing alternative to an AP course. This spring, for example, the Spanish Department created a new offering called Cuba, Mexico, and Spain: Culture and Social Turmoil in the 20th Century. “The course is structured around three moments that are decisive, historic events that shaped these countries and had a huge influence

in international affairs,” outlines César Pérez, one of three department colleagues teaching the class. “We include novels, short stories, documentaries, newscasts, movies, and music. It is content-heavy but doesn’t cover every detail. It’s an *abre boca* that might give them an appetite for more.”

Alex Flynn '19 has found this Advanced Topic to be a good bridge to taking AP Spanish Language next year. “I knew some things about these countries that we learned in history,” he says, “but now we’re learning about the point of view of other governments, which is interesting to see. It’s using your skills from earlier classes to study a history course in a different language and makes you think about the history differently.”

Sampling Fields of Study

In addition to applying acquired skills in novel ways within a discipline, Advanced Topics can introduce students to a new field of study, as Louisa found with Biomedical Ethics. “I think some of these courses are parts of the program that students look forward to for three or four years,” notes Sara Kate May, who teaches physics and astronomy. “I’ve heard advisees say, ‘Ever since Revisit Day, I’ve known I wanted to take Psychology.’”

Led by chemistry teacher John Bishop, Engineering is an Advanced Topic that provides upperclassmen with a glimpse of a dynamic,



A 1967 Cuban documentary, *Por primera vez (For the First Time)*, is screened for students studying Cuba, Mexico, and Spain: Culture and Social Turmoil in the 20th Century.

interdisciplinary field and possible college major. The course involves two collaborative projects: building a fully functional pinhole camera and constructing an earthquake-resistant building about three-feet in height. “It’s all about problem solving—how you figure things out and the process of your approach,” John stresses. “When students are writing up their reports about their pinhole cameras, they’ve got to justify all of their design decisions: Why did you choose this material instead of that?”

A self-described “Lego kid,” Mei Pike ’18 chose Engineering for its project-based structure. And while creating a functioning pinhole camera was difficult, she enjoyed working in groups and seeing others’ designs. “It was interesting that we all had the same objective,” she observes, “yet each camera was completely different. People came up with unique designs that had never occurred to me.”

Two full-year STEM courses—AP Statistics and AP Environmental Science—were apparently not enough for Alex Berntsen ’18, who added two Advanced Topics to his senior schedule. “Engineering is something I’ve wanted to take since last year,” he says, “and it’s lived up to my expectations.” Alex not only appreciated the course’s collaborative aspect, which “broadened the scope and the number of ideas” for each assignment, but he also preferred its hands-on approach—an appealing feature of his fall Advanced Astronomy course, too.

“It’s all about problem solving—how you figure things out and the process of your approach. When students are writing up their reports about their pinhole cameras, they’ve got to justify all of their design decisions.”

— Engineering Teacher John Bishop

“With the resources that Middlesex has, we were able to go up to the School’s observatory, like real astronomers,” Alex says. “We learned a lot from the projects, giving our own presentations and listening to those of others. A lot of the constellations we learned about have stuck with me.”

Practical Applications

“Students are proud to know their way around the sky,” confirms Sara Kate, who likes to begin her astronomy courses without the use of telescopes, pointing out celestial bodies that can be seen with the naked eye. Open to those who have already taken chemistry, her Advanced Astronomy class used that knowledge of atoms and elements to discuss concepts like the stellar spectrum and culminated in an observational



Mike Best '18 and Jacob Charles '19 put their pinhole camera to the test with an outdoor photo session.

project using Middlesex's big telescope. Working in groups, students chose an object or type of object, collected and processed data, and then shared their conclusions.

For Avery Light '18, Advanced Astronomy was a welcome departure from previous lab science classes. "We did a lot of projects and researched different astronomical events that have happened," Avery recalls. "We had a night class once a week, putting what we had learned into practice and then using that to make presentations. And we also had [Observatory Technician] Ralph Pass helping us; he worked for NASA on the Apollo missions, and it was interesting to learn about what he did and to have his insight, too."

Quantitative Analysis is similarly valued as an Advanced Topics class that connects students with a world beyond Middlesex—in this case, the realm of finance and investment. "I have a lot of kids who are in the Finance Club and/or signing up for AP Economics next year," says Dan Holbrook, who teaches statistics as well as economics. After reviewing the basics of accounting and financial statements, Dan guides students in assessing the financial health of a business, taking into consideration various economic environments. "It's like a crash M.B.A. course without the management piece," Dan summarizes.

Saving calculus for her senior year, Maud McCole '19 has delved into the Math Department's Advanced Topics, proceeding from Pre-calculus to Finite Math to Statistics before capping off junior spring with Quantitative Analysis. "I joined Finance Club this year [which manages a real stock portfolio, donated by a Middlesex alumnus], and I thought this would be practical math,"

Maud says. "People sometimes wonder when they are ever going to use some math concepts, but this feels very real, not abstract. We've moved into talking about the Federal Reserve, which we learned a bit about in AP U.S. History, so those classes have complemented each other. Stock analysis is next, and I'm excited about that because of the Finance Club."

Master Classes

Because they are required for graduation, Senior English courses are not subsumed under the umbrella of Advanced Topics—yet, these two curricular elements both may approximate the experience of a college seminar and feature a teacher's particular academic passion or specialty.

Sarah Munro's fall course, Art and Life in 19th Century France, is a prime example, attracting historians and artists alike. Starting her syllabus in the 1780s in order to frame the 19th century and the context of the French Revolution, Sarah examines how politics and social change influence art—and vice-versa. "We talk about those dynamics," she says, "and issues that are still important today: gender, colonialism, the influence of the West, what it means to be alive in the modern age, and your place in the world. All of this became increasingly important to artists back then, and it is really accessible to students now."

Through requiring students to synthesize and apply their skills of critical reading and analysis, Sarah finds, "By the end, they have understood in a deeper way the relationship between a work of art and its cultural context. Whether it's deliberate or unconscious, the world you live in influences the art you create."

Because it differs from her introductory art history course and her AP Art History survey, Sarah appreciates her Advanced Topics offering as "a really fun opportunity where I get to incorporate my own research interests and academic background into a class that I have constructed, allowing me to share with students more precise interests." Many colleagues, like Desiree Sheff, agree. "I feel really lucky to be teaching at Middlesex because if anyone has a passion, it's very easy to develop a course with that topic," she affirms. "This gives richness and diversity to our curriculum, and it feels more authentic."

Now, if only four years were enough to engage in *all* of these options—Advanced Topics, Advanced Placement, or otherwise—that comprise the Middlesex curriculum. **M**

In Memoriam

Eliot S. Hollowell '43

Eliot Stetson Hollowell passed away peacefully with family by his side on February 16, 2018, at CelesteCare in Llano, TX.

Born on October 26, 1923, in Minneapolis, MN, Eliot was the son of Ellen Winslow Stetson and **Morris L. Hollowell, Jr. (1908)**. He moved to Massachusetts with his family in 1937 and enrolled at Middlesex that fall; on graduating, he served in the Navy for two years during World War II. Eliot had many jobs during the course of his life, working for Ross Cutter in South Boston and Forrest Manufacturing in New Jersey, serving as a newspaper editor for *The Montachusett Review* in Fitchburg, MA, and selling ads for *The Public Spirit* in Ayer, MA.

Eliot also had many interests. He published a book of his own poetry, *Dry Martini & Other Poems*, and enjoyed researching wide-ranging topics, from science to philosophy. Eliot's most recent project involved creating a baseball statistic system to evaluate the offense and their value to the team. He loved Dixieland street music and, most importantly, just loved to walk.

Predeceased by his parents and younger brother, **Winslow Hollowell '46**, Eliot is survived by five children, Beth Jeffery, Anne LaPlante, Joe Hollowell, Kate Stacy, and Jane Hollowell (who served as the administrative assistant to two heads of Middlesex, David Sheldon and Deirdre Ling); five grandchildren; six great-grandchildren; and his older brother, **Morris L. Hollowell III**.

Arthur M. Howarth '43

Arthur Morse Howarth died on January 16, 2018.

Moe was born to Everett and Hilda Morse Howarth on May 12, 1925, in Fitchburg, MA. After graduating from Middlesex, he

enlisted in the Army Air Corp and flew B-25 bombers. Following World War II, Moe served in the Air Force Reserve, retiring with the rank of major.

While stationed in Wisconsin during the war, Moe met the love of his life, Meliss Challoner, his wife of nearly 70 years. They married on September 23, 1946, and moved to Cambridge, MA, where he earned a degree in electrical engineering from MIT. In 1949, the couple moved to Oshkosh, WI, where Moe worked for the Wilkin-Challoner Mfg. Co. For several years, they cared for foster children before starting a family of their own. In 1969, the family moved to Lakewood, WA, where Moe was employed by Globe Mfg. Co. as chief engineer and pioneered several patents. Moe and Meliss resumed their love of travel in the 1980s, often journeying with their close friends to places around the world. In addition, Moe enjoyed boating, golfing, curling, waterskiing, fixing anything and everything, and fly fishing with his close friend, Gene Warning. An inspiration, he swam 40 laps almost daily and could often be seen rowing on Carp Lake. Incredibly, Moe beat stage-four skin cancer at age 90 and remained in remission. He was a humble, easygoing man who had a genuine smile that won everyone's hearts.

Predeceased by his wife Meliss, who passed away in September 2016, and by his sister Ann, Moe is survived by his children, Doug Howarth, Laurie Howarth Ammons, and Terri Lally; five grandchildren; and six great-grandchildren.

V. Stuart Ward, Jr. '43

Varney Stuart "Herk" Ward, Jr. died on December 27, 2017, in Chapel Hill, NC.

The son of Varney and Virginia Ward, Herk was born in Roanoke, VA, on May 6, 1925.

Francis D. Millet '36



Francis Davis Millet, the 2004 recipient of Middlesex's Henry Cabot Lodge '20 Distinguished Alumni Award, passed away peacefully on November 15, 2017, in Milton, MA.

Born on May 25, 1917, Frank was named after his grandfather, a drummer boy during the American Civil War and Harvard

graduate (1869) who became a noted painter of the Gilded Age and was lost in the sinking of the *Titanic*. Frank grew up on Long Island and attended the Green Vale School before joining the fifth class at Middlesex, where he first picked up a squash racket. He began teaching while still a student at Harvard and, after graduating in 1940, taught for two years at a boys' school in New Mexico.

Returning east, Frank joined the Milton Academy faculty in 1942. Originally a teacher of English and classics, he taught Latin exclusively from 1968 through 2007. Frank devoted himself fully to students for nearly seven decades as a teacher, advisor, dormitory master, secretary of the faculty, director of financial aid, director of admission, and, of course, founder and architect of the School's squash program. Also remembered for his handwritten notes in calligraphy, Frank rendered the names in calligraphy on every Milton diploma until 2012.

In 2002, Frank was honored with the Milton Medal and received Middlesex's Distinguished Alumni Award two years later. In recognition of his years of service and his 90th birthday, the Frank D. Millet Scholarship was established at Milton in 2007, and a new dormitory, Millet House, was dedicated in 2008. A reservoir of dry wit, quiet kindness, and enduring wisdom, he was revered among generations of Milton students and families.

Frank leaves behind two nieces and three nephews; seven grandnieces and grandnephews; two great-grandnephews; and his goddaughter, **Elizabeth Bahr Lombardi '87**.

In Memoriam

In 1928, he moved with his family to Atlanta, GA, where he attended E. Rivers Elementary School.

On winning a Middlesex Prize Scholarship in 1938, Herk entered the fifth class that fall. Following graduation, he enlisted in the Marines and was assigned to the Navy V12 Officers' Training Program, through which he attended Emory, Georgia Tech, and Yale before entering active duty at the close of World War II. In 1946, he received a bachelor's degree from Yale.

Herk moved to New York City, where he met and married Marian Irene Kissock in 1951. He continued to serve in the USMC, taking the Wards to bases in Oklahoma and North Carolina before they finally settled in Atlanta; Herk remained in the Reserves, attaining the rank of lieutenant colonel before retiring. First employed in the banking industry, Herk then focused on real estate, including work in re-development and urban renewal, development, and appraisal/ analytics. His work with Cushman Corporation in Atlanta as the director of planning for the Colony Square development exemplified his keen interest in the competitive growth of Atlanta and the study of place and purpose in urbanization.

As dedicated as Herk was to his career, he would say his crowning achievement was his family. He took great pride in his genealogical research of both sides of his family tree. After raising their five children in Atlanta, Herk and Marian retired to Chapel Hill, NC, in 1991. There, he pursued his love of poetry and geography through Duke University's adult learning program.

Herk was preceded in death by his beloved wife Marian; his parents; his sister, Olive Jane Ward Girardeau; and his younger brother, **James Stuart Ward '47**. He is survived by two sons, James and Ballard; three daughters, Catherine, Elizabeth W. Pickens, and Erica W. Speed; 10 grandchildren; a great-grandson; and

his brother, **Edwin M. Ward '45**. His late nephew, **Samuel S. Ward '80**, also attended Middlesex.

James K. Brown '44

James Keeley Brown died of natural causes on December 6, 2017, at the Osborn in Rye, NY, surrounded by loved ones.

A fourth generation Californian, Jim was born in San Francisco on April 3, 1927, to Dr. Harrison Cabot Brown and Margaret Keeley Brown. As a seventh grader near the end of the Depression, Jim earned a Middlesex Prize Scholarship and joined the School's fifth class in 1939. On graduating with highest credit in 1944 at the age of 17, he enlisted in the Navy that June. After two years of service as a pharmacist's mate, Jim enrolled at Harvard College on the GI Bill and graduated Phi Beta Kappa in 1950 with an A.B. in government. Jim told many stories of the fun and the tedium of his train travel from San Francisco to Boston over nine years, particularly regarding snowstorms on the Plains in January.

After a seven-month motorcycle adventure in Europe in 1950, Jim returned home, where he worked at Spreckels Sugar, attended Stanford Business School, and met Christie Scott, whom he married in 1953. When Jim was hired in 1961 by The Conference Board in New York City, the family moved to North Tarrytown, NY. He completed an M.B.A. at New York University in 1963 and remained with The Conference Board until his retirement in 1990.

In 1991, four years after Christie died of cancer, Jim married Joan Gardiner Simons, who had also been recently widowed. They were married nearly 25 years and took great pleasure in their combined families, travel, bridge, and summers in Vermont. Jim was an early adopter of jogging and, during the late 1960s, founded the Harwood Striders, a group

of peers who jogged at the high school track each weekend. He was an avid squash player, a voracious reader who was chronically behind in his *New Yorkers*, a good bridge player, an ardent hiker, and a reluctant golfer. Nothing pleased Jim more than good dinner conversation peppered with humor.

Jim is survived by two daughters, Sarah and Charlotte; his son, **Andrew D. Brown '72**; his stepchildren; and his and Joan's 16 grandchildren. His late brother, **Philip C. Brown '52**, was also a Middlesex alumnus.

David A. Downs '44

David Arneill Downs died on November 24, 2017.

Born to William and Anne Arneill Downs on January 11, 1926, Dave came to Middlesex from Denver, CO, after winning one of the School's Prize Scholarships. After graduation, he joined the Army Air Corps and was training in B-29 school when World War II ended. Heading next for Princeton University, he married Victoria Miller in 1947 and completed his A.B. in economics in 1949. The couple then moved back to Denver, where Dave worked for Continental Airlines, a paper converter, and KFML (the city's first classical music station) before focusing on stock and commodity trading as a career.

In addition to his wife Victoria, Dave is survived by their three sons, David, Stephen, and William; two daughters, Helen D. Fulton and Anne D. Gabel; ten grandchildren; and three great-grandchildren. His nephews, **Daniel H. Warner '68** and the late **A. Hobart Warner '63**, are also Middlesex alumni.

Lincoln F. Brigham '45

The School recently learned of the passing of Lincoln Forbes Brigham, who died on August 21, 2005.

Linc was born on February 19, 1927, and entered the sixth class at Middlesex in the fall of 1939. With one year to go, he withdrew in June 1944 to join the U.S. Army and continued on to establish a successful career, attaining the rank of major before his retirement. Linc earned his undergraduate degree at the University of Nebraska at Omaha in 1965, and in 1985, the faculty voted to award him a Middlesex diploma. After pursuing graduate work in education, his second career culminated with working in the San Diego City Schools in California.

Married to Phyllis Newland in July 1955, Linc and his wife raised a family of three children: Susan, Forbes, and Clinton. Information about his survivors was not available at the time of publication.

Winslow Hallowell '46

The School recently learned of the death of Winslow Hallowell, who passed away peacefully on June 3, 2012.

The son of Ellen Winslow Stetson and **Morris L. Hallowell, Jr. (1908)**, Win was born on December 27, 1926. Following family tradition, he enrolled at Middlesex in 1940, but his studies were interrupted with his induction in 1945. Win married Nancy Snow in 1949, and together they raised a family of four children. Until his retirement in 1987, he worked in various positions at International Packaging Corporation in Pawtucket, RI. Hunting, fishing, sailing, and skiing Tuckerman Ravine each spring were among Win's favorite endeavors, as well as coaching youth hockey. In his later years, he mastered the art of making Nantucket baskets and Shaker baskets and boxes, and he taught at the Shaker Village in Canterbury, NH.

Predeceased by his wife Nancy in 1989, Win is survived by three sons, W. Stetson Hallowell, Stephen W. Hallowell, and David S. Hallowell; his daughter, Linda

H. MacNeil; eight grandchildren; four great-grandchildren; his devoted and loving companion, Katherine Boynton; and his brothers, **Morris L. Hollowell III '39** and **Eliot S. Hollowell '43** (who recently died on February 16, 2018).

Charles E. Byron '48

Charles Edwin Byron passed away on July 5, 2016, at his home in Laguna Beach, CA.

Chuck was born on February 19, 1930, and joined the fifth class at Middlesex—the alma mater of his stepfather, **Charles W. W. P. Heffenger (1914)**—after graduating from Charles River School in 1943. On earning his Middlesex diploma, he attended the University of New Mexico until he enlisted in the Air Force in 1951. Subsequently settling in Laguna Beach, where he lived for more than 60 years, Chuck worked in real estate for 25 years. He then focused on a longtime passion and became a dealer in Native American art and early California paintings.

Chuck is perhaps best remembered by family and friends as the consummate storyteller, from his tales of his pet bear in the Air Force to his descriptions of hitchhiking rides across the country in Air Force transport planes to his story of his POW escape in Korea. The last six months of his life were punctuated by moments of great joy, including the celebration of his 86th birthday and a visit from an old friend who shared memories of New Mexico with him.

In addition to his wife Marilyn, Chuck is survived by his daughters, Brandy Byron and Kerry Byron Inaganti; and his granddaughter Anissa.

William B. Breed, Jr. '51

William Bradley Breed, Jr. passed away peacefully in his sleep on December 29, 2017.

Born on January 10, 1933, in Boston, MA, Bill was the son of Ruth Williams Breed and Dr. William Bradley Breed. Entering the fourth class at Middlesex from The Fessenden School in 1947, he continued on to earn degrees at Harvard University and Harvard Business School. Bill served as a lieutenant in the U.S. Army and was stationed in Germany during the Hungarian Revolution and Suez Crisis.

Bill was an innovator in asset management while at Donaldson Lufkin & Jenrette and then as president and COO of Madison Fund, Inc. He worked for the Lindsay Administration during the development of Roosevelt Island, where he lived for 23 years. Retired at 52, Bill spent the rest of his life following his passions: loving friends and family, laughing, sailing, skiing, and traveling to Italy. He had a wonderful, adventurous spirit and remained forever young. He lived large, gave of himself to so many, was an advocate for woman's equality in the workplace long before it was fashionable, and had a wonderful sense of humor. He will be deeply missed.

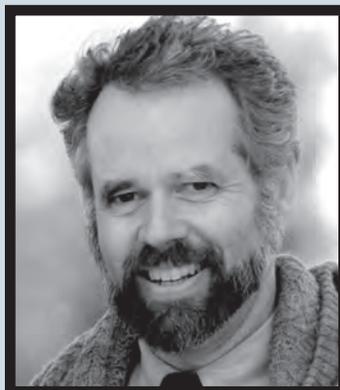
Survivors include his son William; his stepchildren, **Richard P. Hollowell III '77**, **Leslie** and **Andrew Hollowell '81**, Tiffany and Toby Babcock, and Hunter Hollowell; two grandchildren; and 12 step-grandchildren, including **Cody Hollowell '10**, **Tyson Hollowell '12**, and **Logan Hollowell '15**.

Robert C. Milton, Jr. '52

Robert "Peter" Colby Milton, Jr. died on November 27, 2017, in New York City.

Peter was born on May 7, 1934, in Worcester, MA, to Alice and **Robert C. Milton '24**. In 1948, he came to Middlesex from The Bancroft School and, on graduating four years later, went on to Harvard. Peter had a successful career in college athletics. During

David A. Lang



David A. Lang, retired head of the Middlesex Art Department, died from injuries sustained in a motor vehicle accident in Weston, MA, on November 8, 2017.

Born in New York City on July 12, 1941, David was the son of the late Harold M. and Marion Herbig Lang. He grew up

in Syosset and graduated from Saint Dominic High School before earning a B.S. in biology at Fairfield University. While undertaking a graduate program in medical illustration at Massachusetts General Hospital and Harvard Medical School, David started working as a scientific illustrator with Harvard's Chemistry Department in 1965. He began teaching art at Middlesex in 1972, and among his best-remembered courses was one in which he guided students through rebuilding a sports car. David served as the department head until his retirement in 2002 and continued teaching at the deCordova Museum and Dana Hall School.

His own sculptures were exhibited at the deCordova Sculpture Park and Museum, the Boston Sculptors Gallery, the Peabody Essex Museum, the Fuller Craft Museum, Regis College, the University of Massachusetts-Lowell, and art associations in Cambridge and Concord. In retirement, he was as prolific as ever and had yet another show on the horizon; he loved Ireland and was looking to set up a photography exhibit in that country of images he captured at Irish horse shows. A founding member of the Danforth Art Museum, David also served on the Collections Committee at Fuller Craft Museum. He always made time to help other artists and will long be remembered as an inspiring teacher and generous mentor.

David found special joy in his family and is survived by his wife Kathleen; their two children, Jonathan D. Lang and Amy Lang Zapata '88; four grandchildren; his brother Robert; and two nieces.

In Memoriam

his senior year, he captained the undefeated, Ivy League Championship squash team that earned victories over its major rivals: Yale, Princeton, Army, and Navy. That same year, Peter was the coxswain of the Harvard varsity crew. After graduating with a B.A. in government, he was awarded the prestigious Lionel De Jersey Harvard Scholarship for a year's study at Emmanuel College in Cambridge, England. During that year, Peter coxed the Cambridge crew that defeated Oxford in the annual Boat Race on the River Thames. In recent years, Peter helped strengthen the relationship between the two universities by making significant contributions to endow a John Harvard Distinguished Professorship at Cambridge University.

Following his return to the United States, Peter graduated in 1959 from the U.S. Army's Infantry Officer Candidate School at Ft. Benning, GA. He moved to New York City in 1960 and worked for J. P. Morgan for 34 years until he retired as a senior officer in wealth management. While working there, Peter met and married Nancy Stewart in 1964.

Peter was an honorable man, loved by his family and friends. He was a determined (some would say "ferocious") competitor, whether he was playing third base, or in a squash match, or on the golf course, or even on a croquet court. He stayed true to his school-time nickname of "Booker," reading at least a book a week, plus numerous periodicals, usually on history, politics, or financial and governmental affairs.

Peter is survived by his wife Nancy; his daughter Holly and son Robert; two grandchildren; and his brother, **David S. Milton '57**. His brother-in-law, **Jefferson D. Stewart III '64**, is also a Middlesex graduate.

Bruce A. Kirkland '53

Bruce Alexander Kirkland died on October 26, 2017, in Denver, CO.

Born in Morristown, NJ, on December 2, 1934, Bruce lived in Morristown/New Vernon half of his life. He came to Middlesex from the Morristown School in 1948 and attended McGill University after graduating. Bruce was proud of and passionate about his work with the H.R. Kirkland Company, Inc., a business founded by his father. In 1982, Bruce moved the company and his family to Colorado. Colleagues would describe him as a pioneer in the fire alarm industry.

Bruce led a very active life, volunteering for the New Vernon Fire Department, serving as president of the Morristown Field Club, skiing and sailing, and avidly playing squash, tennis, and paddle tennis. Bruce was also an animal lover, with wildlife, horses, and dogs always an important part of his life. He will be remembered by family and friends as a loving father and devoted husband with a wonderful soul, a warm sense of humor, and a huge smile.

Predeceased by his wife, Cynthia Berkley Kirkland, and his stepdaughter, Melissa Pearson, Bruce is survived by his daughter, Tricia Lombardo; three stepdaughters, Debbie Pollock, Laurie Von Zweck, and Honey Hutchinson; six grandchildren; and his siblings, Joan, Bobby, Nancy and Malcolm.

Alfred H. Gildersleeve, Jr. '55

The School recently learned of the death of Alfred Henry "Andy" Gildersleeve, Jr., who passed away on January 10, 2014, at Lawrence & Memorial Hospital, in New London, CT, after a short illness.

Andy was born on May 16, 1936, to Alfred and Helen Gildersleeve. He grew up in Stonington,

CT, and came to Middlesex from Rumsey Hall School. After working for Sonoco Products Co., he returned to the area with his family in 1968. They enjoyed living in North Stonington for 40 years and moved to Stonington in 2006. In 1976, he co-founded Coogan-Gildersleeve Appliance Co. in Mystic. Community involvement and charitable giving were important to Andy.

At the time of his death, Andy was survived by his wife of 50 years, Barbara Spaulding Gildersleeve; their daughters, Lucy and Allison; and four grandchildren. He was predeceased by a son, Alfred Philip, in 1988.

Reginald F. Johnston, Jr. '55

Reginald Fulton Johnston, Jr. passed away on March 8, 2018, in Plymouth, MA, after a lengthy illness.

Born on November 19, 1937, to the late Dr. Reginald F. and Margaret H. Johnston, Reg grew up in Concord, MA, and attended The Fenn School before coming to Middlesex in 1951. Moving on to the University of North Carolina at Chapel Hill, Reg graduated in 1959 and earned his master's in business administration at Dartmouth's Tuck School in 1962. He married Priscilla Johnson that same year, and they raised two children in Acton, MA. Reg spent the bulk of his career as a stockbroker, working primarily at Kidder, Peabody & Co. and then at A.G. Edwards before retiring in 1999.

An avid golfer, Reg won the Massachusetts State Mother and Son Golf Tournament with his mother Peggy in 1954, and he won the Club Championship at The Concord Country Club in 1975. He continued to enjoy playing there and at the Raintree Country Club in Charlotte, NC, and The Pinehills in Plymouth, MA. Reg also had a passion for

biking, travel, and the arts. Late in his life, he had the good fortune of meeting Mary Ann Finnegan, whom he married in 2005. Their fourteen years together were happy ones spent seeing musicals and plays, traveling throughout Europe, and sharing time with family and friends.

In addition to his beloved wife MaryAnn, Reg is survived by his daughter, **Andrea Johnston Carman '81**, and his son Robert; his stepson, Kevin D. Finnegan; five grandchildren; and his sister, Helen Beal. He was predeceased by his brother, **Robert W. Johnston '64**, and his sister, Virginia Persson.

John D. Ross '56

John Drake Ross passed away on March 8, 2018.

The only son of Marjorie Drake and J. Clifford Ross, John was born in Boston, MA, on June 24, 1938. Joining the fifth class at Middlesex in 1951 from Dexter School, he subsequently attended Brown University after graduation. John's career built upon itself from an 18-year foundation in the Boston financial district to years of nonprofit management consulting to his retirement work in environmental stewardship as past chair of the Board for the Buzzards Bay Coalition, as well as board member at Cape Cod Maritime Museum. John's commitment to place, history, people, and the sea inspired him to participate in many organizations.

In 1962, John married Martha Winthrop Allen, and in their 55 years together, they combined their shared passions and supported each other's individual pursuits, raising three children in Westwood, MA. As a father and grandfather, John had a way of encouraging adventure: experiences that would create self-identity and affirm the importance of surrounding oneself in community. In 1995, John and

Martha moved to West Falmouth, MA, where they were encircled by an incredible network of family and friends. John's love of sport was his conduit to building community, and he was an avid sailor, skier, and longtime curling enthusiast. Most of all, John loved sharing his knowledge and the history of West Falmouth through stories honoring the past and preserving the future.

John is survived by his wife Martha, who served as a Middlesex trustee from 1983 to 1994; their sons, **Nathaniel D. Ross '81** and **William L. Ross '84**; their daughter, Sarah Winthrop Ross-Bailly; six grandchildren; and many extended family members.

Charles M. Underwood II '59

Charles Marshall Underwood II died at home on August 15, 2017, after a long illness.

Born August 27, 1941, in Elkhorn, WI, Chuck was the first of three children born to Anne and **Edward S. Underwood '28**. He grew up in West Medway and Sharon, MA, and enrolled at Middlesex in 1953 on earning a Prize Scholarship. A highly ranked New England junior tennis player, Chuck went on to play on the varsity tennis team and major in economics at Harvard after receiving his Middlesex diploma. Subsequently completing a master's in actuarial science at Northeastern

University, he went on to a successful career as an actuary.

Chuck was married to Beth Barnett for nearly 40 years, and they lived in several locations before retiring in Scotts, MI. He was a longtime member of Society of Actuaries, the Newfoundland Club of America, and Great Lakes Newfoundland Club, which meant a great deal to him. Chuck was known for his stoic nature, but anyone who knew him could get him talking about the most recent game in season, as he loved sports. He lived a full life, and his entire family and all his friends will dearly miss him.

In addition to his wife Beth, Chuck is survived by his sister, Nancy Callahan; his brother, **Edward S. Underwood, Jr. '62**; and several nieces, nephews, and grandnieces.

Barbara J. MacKay

Retired Middlesex staff member Barbara Jane MacKay passed away peacefully on March 11, 2018, surrounded by her family at the Epsom Health Care Center in Epsom, NH.

Barbara was born on March 18, 1932, a daughter to the late George and Ruby Wentworth Merkle. In August 1955, she married her husband George (who managed Middlesex's athletic equipment from 1986 to 1996) and then moved to Littleton, MA. For 21 years, Barbara

served as an office administrator in the Middlesex Business Office, starting in 1976 as an assistant bookkeeper for Business Manager Tom Huckins and working as the assistant to Business Manager Jim Saltonstall until 1997.

An avid walker, Barbara could often be found strolling in her neighborhood. She was fond of her cats, and as her illness progressed, she took great comfort in listening to music of all genres. Above all, family and faith were cornerstones in Barbara's life. She will be missed by all whose lives were touched by her.

Predeceased by her siblings, George and Doris, Barbara is survived by her twin sister Beverly; her husband George; two children, Sandra Swanson and Barry MacKay; two granddaughters; and one great-granddaughter.

Thomas Vennum

Thomas Vennum—a member of the Middlesex faculty from 1965 to 1968 and 1970 to 1971—died on September 24, 2017. He had suffered a debilitating stroke in 1997.

The son of Thomas and Margaret "Mike" Newhall Vennum, Tom was born on November 13, 1934, in Edina, MN. He graduated from Blake High School, Yale, and Harvard, where he earned a Ph.D. in ethnomusicology. After his parents opened a resort called Chateau Madeleine in 1949, Tom

spent his summers on Lake Superior's Madeline Island, and thus began his lifelong love of Native American culture and music. He served in the U.S. Army as a band leader and music director and then taught music in New England independent schools while earning a degree in organ at the New England Conservatory of Music. Tom was also a talented jazz pianist.

On one of his many trips to Haiti to record Haitian music, Tom met Alan Lomax, the most prominent field collector of American folk music, who suggested that the Smithsonian Center for Folklife hire Tom. He worked there as the senior ethnomusicologist for 22 years, recording Native American music, organizing summer festivals, and bringing a lacrosse game to the Capitol Mall. His books on Ojibwe music, dance, drum-making, wild rice, and lacrosse have become classics. Near his retirement home on Madeline Island, Tom also made a movie called *Earl's Canoe*, documenting the building of a birchbark canoe using materials and methods that would have been used in the mid-19th century. In the mid-1990s, he set about building a house of his own design, heavily influenced by his Native American research.

Tom was preceded in death by his sister Margaret Vennum Daly, who passed away in 2014.

Homeland

For as long as most Middlesex graduates can remember, the Stars and Stripes have flown on the Circle's flagpole, joined occasionally by the red "M" flag for certain special weekends or events. Not everyone will recall seeing an array of brightly colored, international flags in Ware Hall's dining room, however, for this seemingly timeless tradition has actually only existed for the past quarter century.

As Head Athletic Trainer Laura Darby McNally '80 can recount, the idea for this practice was initiated in 1992 by Spectrum, a student group that recognizes, discusses, and celebrates the diversity of the school community. Looking for a way to express some of Middlesex's diversity, the club settled on hanging the flags of students' home countries in the dining hall, adding them to the two standards permanently placed there: a Colonial Regimental banner and the American flag.

"The flags are based on where you *reside*, not where you were born," Darby specifies. "When we first did this, we may have had

eight to ten flags. Then we expanded to 12 or so for several years." This year, 17 flags represent the home countries of current Middlesex students, from perennial places like Canada, China, and South Korea to less common ones like the Czech Republic, Nigeria, and Vietnam. "We have filled the available holders every year for a while now," Darby adds, "but when we couldn't fill them all, we would draw a name from a hat to choose a country where a student was *born* but no longer resides. If we based it on where kids were born, we'd fill the whole room!"

In all, the flags of 62 different countries have been displayed over the years since 1992, with new ones needing to be special ordered periodically—like Turkey in 2016. And as more families from around the world continue to discover Middlesex, Darby predicts that the double holders will gradually need to be exchanged for triple brackets. "We don't want to leave anyone out," she says, true to the spirit of the tradition's origin. **M**



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Last Dance

Though the song they chose was called “Silence,” the six seniors performing in the winter Dance Concert named their choreographed piece “Speak Up!”—conveying with this title and their entwined final pose that their profound bond as artists and classmates makes them stronger together.