

Middlesex

Spring 2020

The Virtual Circle

Classes and Community Online

From the Head of School



Building a Strong Community

Like the rest of the country—and much of the world—Middlesex is working through significant challenges, whether caused by a new, insidious virus or a centuries-old, established system of racism and injustice. At the same time that we are creating plans for safely opening school in the fall, we are examining and addressing the ways that our curriculum and culture must change in order to become a truly inclusive community that actively works against racism.

In this issue of the *Bulletin*, you may read about how Middlesex has been focusing on the issues of privilege, systemic racism, and human rights through our all-school programs and with the wisdom and guidance of guest speakers like educator and filmmaker André Robert Lee and Veline Mojarro of SHIFT, an organization dedicated to matters of diversity, equity, and inclusion. Going forward, a number of initiatives are already underway to ensure that we continue with these illuminating events and move to incorporate their teachings into daily life at Middlesex. In addition to faculty and staff taking part in summer reading and discussion groups centered on nine anti-racist texts, each academic department is engaged in a full curricular review to identify and address areas where we are falling short in reflecting the diversity of our students and the multicultural nature of the region, country, and world.

Concurrently, the Middlesex Board of Trustees is forming a special Committee on Diversity, Equity, and Inclusion that will work closely with administrators, faculty, students, and alumni towards a strategic

plan to fundamentally improve issues of diversity, equity, and inclusion at the School. The Middlesex Alumni Association is likewise committed to increasing the diversity on its board and will look to involve more Black and Brown alumni in all its activities and initiatives. Through the launching of a Black Alumni Affinity Group, MxAA will facilitate establishing ties to current students' affinity groups, like MX Fam. There is much to be done, and this is a start.

Over the past few months, I have seen what the Middlesex community is capable of when the need for change is urgent and paramount. As soon as it became apparent that we would have to shift to distance learning for the spring semester, everyone worked together, with an invigorating spirit of camaraderie and goodwill, to carry out a substantive online program for our students. With this same commitment and concern—and with the collaborative input and support of faculty and staff, students and alumni, administrators and trustees—I know we can make Middlesex better with respect to diversity, equity, and inclusion issues.

We are all necessary to the vitality of this place and the effort to become the school community we want to be. We will move forward together, and we must—there will be no better illustration of the concept of “known and needed” than in this work in the months and years ahead.

Middlesex

Spring 2020

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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.

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The Circle after sunrise.
Photo by Joel Haskell.



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MX Fam: My Voice, My Power



Reflecting on her experiences rather than delivering a formal lecture, Ambassador Power addressed questions first from Assistant Dean of Students Kathy Smithwick Swain '08 (on left) and then from students.

An Idealist's Advice

She has been a journalist, a human rights activist, a presidential advisor, and a top diplomat. Yet, in an all-school Assembly on March 3, 2020, former Ambassador Samantha Power was primarily a mentor as she spoke candidly about how she had “stumbled” into different careers, also sharing some of the pragmatic approaches she has found useful in facing formidable problems.

Global-sized challenges are familiar territory for Ambassador Power. From 2009 to 2013, she served on the National Security Council as special assistant to President Obama and senior director for multilateral affairs and human rights. Then, from 2013 to 2017, she served as the 28th U.S. permanent representative to the United Nations and as a member of the president's cabinet. Today, she is the Anna Lindh Professor of the Practice of Global Leadership and Public Policy at Harvard Kennedy School and the William D. Zabel '61 Professor of Practice in Human Rights at Harvard Law School.

In 2003, Ambassador Power won a Pulitzer Prize for her first book, *“A Problem from Hell”: America and the Age of Genocide*. Her most recent, bestselling book, *The Education of an Idealist: A Memoir*, was the focus of this visit to campus—a place she has become increasingly familiar with over the last decade. “I married into Middlesex,” Ambassador Power laughed, adding that she and her children continually hear about the School from her husband, Trustee Cass Sunstein '72.

Yes, You Can

Before reading a passage from her memoir, Ambassador Power explained that she felt compelled to write honestly about her own vulnerabilities in order to “meet young people where they are.” As she related, “I know from my teaching that young people often wonder, ‘How am I going to make a difference *at all*?’ People want to make their mark. They care, but they feel small. I have felt small in every one of those incarnations. The point is getting past that feeling.”

To that end, she mentioned a favorite adage: “Never compare your insides with someone else's outsides.” She recounted her experience of trying to find the Oval Office for her first meeting there. Not wanting to look like a rookie, she was relieved to find a map on Google. A year later, she learned that five colleagues had done the *exact* same thing; they were all lost that day.

Realizing Human Rights

The selection Ambassador Power read aloud, from the chapter titled “Tank Man,” highlighted the first time that she “reacted as though current events had something to do with me”—a response inspired by seeing unedited coverage of the Chinese government's crackdown in 1989 on student protesters in Tiananmen Square. In retrospect, this marked a turning point for her, shifting her attention from sports to history and, eventually, to human rights and law school.

With enthusiasm, warmth, and humor, Ambassador Power comprehensively answered

questions initially posed by Assistant Dean of Students Kathy Smithwick Swain '08 and then by students. From illustrating how dignity can be a geopolitical force—like the Tiananmen protester facing down a Chinese tank—to detailing her own struggles with anxiety, she covered many topics and offered helpful insights to students.

Shrink the Change

“Sometimes the things I care equally deeply about are in conflict with each other,” she noted when acknowledging that human rights and economic concerns can be at odds. “You have to think about all the tools you have to balance multiple objectives.” One approach she finds effective is to “shrink the change,” to find a smaller part of a problem that can be tackled, potentially influencing the larger issue.

“There is a temptation to fight many battles at once,” Ambassador Power reflected. “Don’t be shy about digging deep into one thing.” While her post-college experience in Bosnia was “very narrow,” she learned a great deal about big issues and ideas, about journalism and humanitarian aid. “When you go deep into something, you’re not wasting time that could be spent on something else,” she counseled. “You’re adding to your toolbox.” **M**

Unpacking Privilege



In the Danoff Recital Hall, Amalia Mesa Gustin (standing, at left) helped students and faculty identify elements of privilege in their own lives during the second half of the morning program.

The focus of this year’s Diversity Symposium dovetailed with the community’s ongoing consideration of privilege: what it means exactly and how it influences people’s lives. On February 29, 2020, Middlesex welcomed three guests to campus—Veline Mojarro, Taylor Mason, and Amalia Mesa Gustin—all of whom are colleagues at SHIFT, an organization dedicated to matters of diversity, equity, and inclusion. Their program called on students to pinpoint where privilege is manifested in daily life and to think about how it affects them personally.

To start, Ms. Mojarro asked for examples of systems of institutional power, and several were suggested: schools, financial institutions, governments, courts, healthcare, and media. Privilege, she specified, is a person’s access to such systemic power as compared to others. “Everyone has privilege,” she stressed. “A big part of it is not knowing that you have it.”

Asked to look at privilege through the lens of race and white supremacy, students and faculty thought of many ways in which an imbalance of access and power is apparent, including in the racial composition of

neighborhoods, ideals of beauty, and disparities in pay and compensation. Gender, Ms. Mojarro noted, also intersects with race in affecting privilege, as society still has narrowly defined expectations of what is considered “masculine” or “feminine” behavior. She outlined steps that everyone could take to “shift the culture of complacency” that allows racism and inequity to continue. By working first on self-awareness and self-education—understanding oneself while also learning about others—she said that people can better work toward creating open and supportive environments rooted in respect and trust.

Next, students and faculty headed to three campus locations, where a SHIFT representative led a class that helped participants learn about their own privilege—not to be embarrassed by it but to recognize that everyone has varying degrees of it. With everyone reassembled after their class, Ms. Mojarro reiterated the importance of starting with self-examination, which will then impact the larger community. “Think about concrete ways that you can change what you say and what you do every day,” she said. **M**



"I don't need you to be gentle," said André Robert Lee at the start of the day's program. "If you don't agree with something, please say so. This is our chance to work together."

The Reality of Systemic Racism

Collaborating as a community, Middlesex students and faculty observed the official Martin Luther King, Jr. Day on January 20 by focusing on a problem of social justice that Dr. King spent his life combating: systemic racism. Guest speaker André Robert Lee joined the School for the day's program, helping to clarify and answer questions about systemic racism—its continuing prevalence and influence in America today.

A documentary filmmaker and teacher of filmmaking at Germantown Friends School, Mr. Lee is also an adjunct professor of writing at the University of Pennsylvania's Wharton Business School. He wrote, directed, and produced the autobiographical documentary, *The Prep School Negro*, which was screened at Middlesex in 2011. During this second visit to campus, Mr. Lee shared a more recent and similarly powerful documentary—*I'm Not Racist...Am I?*—on which

he served as a producer. Exploring how the next American generation might confront racism, the film follows 12 teenagers who volunteered to spend one year talking about racism and privilege during workshops and through conversations with family and friends. Their candor, struggle, and growth are both moving and inspirational, highlighting the need for people to talk about and try to disrupt structural racism.

Before showing the documentary, Mr. Lee shared his hope that viewers would "think about how we can move past representation and think about some actionable things we can do" to nullify systemic racism and make opportunities for success equitable. As difficult as discussions of racism may be, he encouraged everyone to "stay with it—intellectually, emotionally, and physically" throughout the day's activities, which also included having students play the American Dream board game with their classmates. Best described as a combination of *The Game of Life*® and *Chutes and Ladders*®, the game assigned students to specific characters of different races, genders, and socioeconomic classes to help them "spend some time in someone else's shoes" as they explored how bias, stereotypes, discrimination, and systemic inequity can stymie a person's pursuit of the "American Dream."

Following the film and game—and during small-group meetings with their faculty advisors—students had time to share impressions and ask plenty of questions that reflected their engagement with and concern about a challenging, deeply engrained issue. For some, the day's program was a revelation, while others found it a validation of their own experiences.

"It's better than it used to be," Mr. Lee said of equality in America, "and it has a long way to go. Spending time with you all today makes me more hopeful." Remembering Dr. King's moral imperative to act with love in the fight for social justice, Mr. Lee concluded, "Accepting Dr. King's message means I really do think we're going to get there." **M**

She Kills Monsters

November 15-16, 2019

Written by Qui Nguyen

Directed by Tom Kane

Technical Design & Direction by

Ryan DuBray

Costume Design by Kim Brown

Photography by Robert D. Perachio

Two sisters—one living, one dead—meet again and join forces in the fantasy game world of Dungeons & Dragons. There, in an imaginary quest designed by her late sibling Tilly, surviving elder sister Agnes comes to understand and appreciate the reality of Tilly's life, a secret struggle previously unknown to her—and a reminder of how little family members really know each other sometimes. Poignant, funny, and exciting, *She Kills Monsters* brought drama, comedy, and action-packed adventure to the Kaye Theatre, along with plenty of impressive technical effects and an eclectic soundtrack befitting the play's setting in the 1990s. **M**





First Proof: Susan Shin '21 (center) led the way for the STEM Symposium series with her November presentation on Catalan numbers. (Photo by Michael Harrington)

Sharing Summer Research

The STEM Symposium

With a renewed love for numbers after attending Hampshire College's Summer Studies in Mathematics (HCSSiM), Susan Shin '21 returned to Middlesex last fall, eager to share her enthusiasm with fellow students. Meanwhile, math teacher Michael Harrington was thinking about a way for this exact kind of connection to happen—a forum in which students could reflect on their experiences and give presentations to share their knowledge with the community.

What resulted was this year's STEM Symposium, a series of presentations given by students who have engaged in programs or projects that have furthered their inquiry in science, technology, engineering, and/or mathematics (STEM). Susan delivered the inaugural talk, "Catalan Numbers," to interested students and faculty during dinner last November. After introducing the concept and working through three sample problems, she divided her audience into groups and asked

them to solve a fourth problem together, for collaboration was a signature element of the HCSSiM curriculum. "What we do in school is only the beginning of what you can do with math," Susan says she realized. "If I could show others that this might be interesting, or not as hard as they thought, that's what I wanted to share—and make it fun and interactive."

During a December lunch, Allyson Lu '20 described "The Effects of Inhibitory Neuron Gap Junctions on the Onset of Interictal Periods," the project she explored through Boston University's Research in Science and Engineering Program. Interested in learning about computational biology, Allyson applied that approach to graphing neural patterns and deducing why epileptic seizures lapse.

Shreya Jain '21 spoke in January about "Data Science and Machine Learning," which she learned more about in "Medlytics," a course at MIT's Beaver Works Summer Institute. Having finished AP Computer Science last spring, Shreya enjoyed learning about the field's applications to medicine through completing projects such as a Genome-Wide Association Study to identify genes that are significantly correlated with Type 2 diabetes.

By February, the usual meeting room was packed as Nina Gong '21 addressed the subject of "Bacteriocins," which she studied during a Research Intensive Summer Program at UMass Amherst. Finding a new venue soon became unnecessary, however, as Middlesex shifted to online learning after March break. In April, Brian Choi '21 posted his video lecture—"Distress Audio Signal Source Location Algorithm for a Single Disaster Response Drone with Directional Microphones"—on the School's internal website.

Complex as each presentation may be, Brian's message to viewers was clear and encouraging, mirroring Susan's original goals. "All these projects start really small," Brian noted, adding that his began with a simple Google search. "As long as you maintain a sense of curiosity in your learning, it's easy to come up with these topics that you're interested in and want to learn more about." **M**

Spectrum Dialogues

Initiated five years ago by Pascale Musto, director of multicultural and community development at Middlesex, the Spectrum Dialogues annually explore issues of diversity, equity, and inclusion. These optional talks and performances typically follow dinner discussions with the guest speakers, who have come from a variety of careers, from law and politics to the arts and athletics.

While the COVID-19 pandemic prevented April's visitor, musician and educator **Aisha Fukushima**, from coming to campus, the community was fortunate to hear from filmmaker **Logan Dandridge** (see story at right) just before March break and the School's transition to distance learning.

Previously, in November, the first Spectrum Dialogue guest of the year was **Yosimar Reyes**, a nationally acclaimed poet who travels the United States reading his poetry, speaking, raising awareness, and advocating for immigrant rights and the LGBTQ community. In an engaging talk entitled, "We Have Never Needed Documents to Thrive," Mr. Reyes often injected humor into the stories of his own childhood experiences as an undocumented immigrant. "Immigration doesn't have to be a sad, tense story," he reflected. "It could be just a conversation." **M**

Inspiring Installations

On sizable screens on the walls across from the School's Ishibashi Gallery, two mesmerizing videos began running in January. Each a montage of images and sound—movement, music, and language—the two films were sometimes jarring, sometimes beautifully synchronized. Whether clashing or in concert, they evoked a range of emotions, thoughts, and questions about African American culture and experience.

Stimulating Conversation

The exhibition—*And When They Danced Seeing Didn't Help Them Keep Time*—preceded the arrival of its creator, Logan Dandridge, a visual artist and educator who spent two days on campus as the second speaker in this year's Spectrum Dialogues series, which is dedicated to issues of diversity, equity, and inclusion. In addition to meeting with students and faculty in smaller, optional gatherings on February 21, 2020, Mr. Dandridge addressed the school community during Saturday morning's Assembly.

A graduate of the University of Virginia with an M.F.A. from the University of Oxford's Ruskin School of Art, Mr. Dandridge is an assistant professor of film and digital art at DePauw University. In his evening presentation, he showed two of his films and described the creative process behind them, primarily letting students' questions guide his talk. Producing multi-channel video installations, like the one exhibited at Middlesex, is his preferred approach. "I like how different images are juxtaposed against each other as the two channels run," he said.

Sound and Vision

To create his montages, Mr. Dandridge explained, "I do a lot of browsing, a lot of listening and looking. My process is pretty



"My work is amorphous," Logan Dandridge said of films he shared with a smaller audience in the Fortmiller Studio Theatre on February 21. "There are more than 20 iterations of the work I showed tonight. That's how I tend to work."

amorphous—what I'm inspired by dictates where it goes." He may begin with a theme in mind and search for images—from historic events, dance performances, basketball games, or church services, for example—or he may let music lead the way. "I'm very interested in how the sound moves the work," he reflected.

His films, he added, are also "amorphous," as he is continually swapping out images, creating different iterations of each video. Given these many variations, audiences will likely come away with fresh perspectives and responses to his art—every time they experience his work. **M**



For 25 of her 36 years at Middlesex, Verna Steadman not only took care of two dorms—getting to know all of the students and faculty families living there—but she also kept the Chapel in perfect order.

Cheers to 36 Years Verna Steadman Retires

From the first day she joined Middlesex's housekeeping crew in 1983 until her last day of work in 2019, Verna Steadman knew what she loved about Middlesex. "The students are what made me happy," she says. "The kids were very open and very caring."

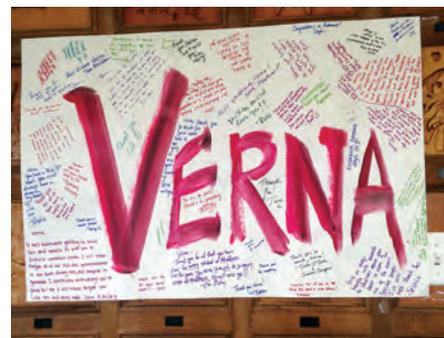
The same can be said of Verna, who consistently went the extra mile in making sure that the people and places she was responsible for were in the best possible shape. "Verna's first year was my first year in Hollowell House," recalls Math Department Head Kelly Marchand. "She knew everyone's names—and she *still* does. At a school like this, it's vital that kids have people who really listen to them. She would always lend a sympathetic ear, and she kept the place immaculate—everything sparkled. She really took care of them in every way."

When Assistant Dean of Students Kathy Smithwick Swain '08 returned to campus as a faculty member, she was also amazed to find that Verna could recite the names of everyone who had lived on her floor in LeBaron Briggs House. "She took the time to get to know what we participated in and how we were doing," Kathy says. "She's a very intuitive person; Verna would know when I was sad or down. And she gave the *best* hugs, right when you needed them."

As head of LB for 18 years, Assistant Head for Faculty and Academic Affairs Karlyn McNall found that Monday morning "coffee talk" with Verna helped her keep up on all the dorm news. "She was on the front lines of the 'students are known and needed' idea at Middlesex," Karlyn affirms. "Verna was an important support for kids."

Because her decision to retire came over the summer, a "Cheers to 36 Years" party was held on October 29, so that students, faculty, and staff could wish Verna well in person. One benefit of her new schedule was already apparent to her: "Being able to get up later in the morning!" she crowed. "Before, I'd have to get up at 4:30 a.m. Now, I get up later and enjoy my coffee." Meanwhile, her son Trevor—who joined Verna in working for Middlesex 16 years ago—has helped to maintain her ties to the School.

She should be pleased to know that her years of dedication and thoughtfulness are remembered fondly by decades of alumni. "Verna was one of my favorite people on campus," reflects Steph Graham '08. "She was always there for a sweet conversation or to ask about my classes. Verna is a true Middlesex staple, and I'm sure she'll be sorely missed. I thank her for the comfort and caring she gave me while I was there." **M**



The Right to Health

In lieu of the annual “All-School Read” assignment, Middlesex students were asked this year to think about the “ethics of opportunity”—to consider the kinds of advantages that some people enjoy while others lack access to them. Guest speakers in September shed light on the opportunities of education and finances, showing how having access to both can make the difference between poverty and security in people’s lives. On October 22, 2019, the community focused on the issue of medical care during an evening presentation by Emily Dally, the director of impact at Partners In Health (PIH).

Founded in 1987, PIH is a Boston-based nonprofit health care organization that “believes everyone deserves access to health care, wherever you live and whether you are rich or poor,” as Ms. Dally affirmed. “PIH is delivering health care around the world,” she continued. “Our work is really about social justice.”

While PIH began its work in Haiti, the organization is now operating in 10 countries, entering only at the invitation of a country’s ministry of health. “Many countries lack adequate resources to deliver care to their people in need,” Ms. Dally explained. “PIH helps them build up the resources to change this.” Collaborating with existing clinics, hospitals, and other people and systems, PIH trains health workers not only to provide care but also to address conditions that affect health, such as nutrition and education. “We practice social medicine to heal the whole person, not just their diseases,” Ms. Dally stated.

Of her own career, Ms. Dally said that she did not think about public health until she was a Cornell undergraduate and began to wonder, “What do I want the world I live in to look like?” Her desire to make a difference led her to earn a master’s in



public health at Yale University and to assist community health organizations in Haiti and Senegal before joining PIH in 2012. In her current position, Ms. Dally tries to measure the work of PIH, gathering data to show the progress and changes being made.

“Health care is a way to start fighting for equity,” Ms. Dally said. Although students might think that they can only get involved by being doctors or nurses, she stressed that many different professionals are needed to make an impact, including researchers, activists, educators, advocates, and fundraisers.

With their astute questions, Middlesex students wanted to know how health problems and solutions differed from place to place, how PIH is funded, and what “fighting dogma” looks like in action. “It was once acceptable to say that it wasn’t possible or worthwhile to fight HIV in Haiti,” Ms. Dally replied. “PIH is showing what is possible.” **M**

In describing her career in public health as one way to help make the world a better place, Emily Dally inspired many students, who stayed to ask questions long after her talk concluded.

Opening the Artizon



Hiroshi Ishibashi '66 toured the Artizon's inaugural exhibit with his wife Mayari and daughter Erika in January.

When Hiroshi Ishibashi '66 decided a few years ago to fund a new art gallery for Middlesex, he already knew a thing or two about such an undertaking. Since 2012, he has been managing the process of planning and renovating the former Bridgestone Museum of Art, which was founded in Tokyo by his grandfather, renowned industrialist and art collector Shojiro Ishibashi. After four years of construction, the project is at last complete, and the renamed Artizon Museum opened to the public on January 18, 2020.

A Legacy of Art

From early on in his career as an art collector, Hiroshi's grandfather wanted to make a cultural contribution to society, consequently creating both the Bridgestone Museum of Art and the Ishibashi Museum of Art (now the Kurume City Art Museum). In 1956, he established the Ishibashi Foundation to carry on his aspirations, and it has guided museum activities while maintaining a collection of approximately 2800 works of art. Today, Hiroshi serves as president of the foundation's board of directors.

With all new facilities, the Artizon Museum will continue to build on the achievements and heritage of its predecessor while it evolves and serves as a museum that will shape the future. Its galleries, now doubled in size, will have a new focus on creativity through the ages, showing ancient and contemporary works—as well as the modern Western and Japanese art for which the Bridgestone Museum was best known.

The inaugural exhibition, *Artscape: The State of our Collection*, included 206 works from the Ishibashi Foundation's holdings by artists including Ingres, Cézanne, Modigliani, Kandinsky, Giacometti, Rothko, Kusama, and Zao Wou-Ki. Thirty-one acquisitions appeared for the first time, among them paintings by Berthe Morisot and Mary Cassatt, and a 1972 posthumous bronze cast of Umberto Boccioni's 1913 sculpture *Unique Forms of Continuity in Space*.

A Master of Design

Known for his skills in soccer, singing, and photography in his student days at Middlesex, Hiroshi went on to study industrial design at the Art Center College of Design in Los Angeles before joining his family's business, the Bridgestone Tire Company. In recognition of his successful career in industrial design and his passionate support of the arts, he received the School's Henry Cabot Lodge (1920) Distinguished Alumni Award in 2016.

To his many accomplishments, Hiroshi now adds still another. The 23-story Museum Tower Kyobashi—which he developed and that houses the Artizon on the first six floors—has won the Council on Tall Buildings and Urban Habitat's award as the Best Tall Building 100–199 Meters for 2020. Though technically “retired” from business, Hiroshi foresees that managing these entities “will keep me busy for a few more years,” as he reported in a recent note to classmates. **M**

Awilda Rivera '02: On Community and Wellness

Beginning on January 13, 2020, Middlesex's first "Wellness Week" was held, with both scheduled meetings and optional activities addressing fundamental elements of good health: hydration and nutrition, exercise and involvement, relaxation and sleep.

Capping off the program on January 18, Awilda Rivera '02 spoke to the School during morning Assembly about the influential role of community. A life coach and author of *Success Math: A Millennial's Qualitative Approach*, Awilda emphasized the need for students to seek self-awareness—to understand their own thoughts and emotions—and to develop authentic, meaningful relationships in their lives. "Middlesex is a community with lots of resources, both facilities and people," she reminded them. In her own student days, when difficulties arose, she learned that she could always depend on the faculty and her friends for support.

"We need each other," Awilda stressed, concluding, "I know that each of you is capable of being intentional about taking care of yourself, and taking care of yourself gives you the ability to take care of others. Remember that." **M**

A Supreme Appointment

Mark Horton '67 had been planning to retire from the bench in the next year or two—until last January, when he was nominated by Governor Janet Mills to the Maine Supreme Judicial Court. After being approved by the legislature's Joint Standing Committee on Judiciary and confirmed by the Maine Senate, he was sworn in as an associate justice on February 5, 2020.

A graduate of Harvard and the Georgetown University Law Center, Mark brings more than 40 years of legal experience to his new post. For about 20 years, he practiced law with a firm in Portland, Maine, focusing on commercial litigation and trials. In 1999, Governor Angus King appointed him to the Maine District Court, and in 2007, Governor John Baldacci appointed him to the Maine Superior Court, to which he was reappointed in 2014.

Mark's judicial assignments have included proceedings in the Maine Business and Consumer Docket and the Portland Adult Drug Treatment Court. He has served as chair of both the Family Law Advisory Commission and the Judicial Branch's Domestic Violence Advisory Committee. Mark is the co-author of *Maine Civil Remedies*, a legal text, and *Do Your Divorce Right*, a guide to family court for people without lawyers. He has also taught the remedies course at the University of Maine's School of Law. And as Middlesex's Bigelow Lecturer in 2006, Mark spoke about the fulfillment he finds in public service. "I have the sense at the end of each day that what I did mattered," he said.

Today, he reports, "My six new colleagues and I, in addition to deciding appeals, are responsible for setting policy for the entire state court system." In response to the COVID-19 pandemic, they enacted sweeping changes



When he gave the Bigelow Lecture in 2006, Mark Horton '67 hoped to "kindle a spark" in some of his listeners that might make them consider pursuing work in public service at some point in their lives.

in their dockets, curtailing nearly all trials and other proceedings, and limiting access to courthouses. The activities that continue involve urgent family cases and criminal cases in which the defendant is incarcerated. "We've made emergency changes to our court rules to enable pretty much all activity to be conducted remotely," Mark adds. "So, I am busier than ever—but in a good cause." **M**

Concord's 2020 Honored Citizen

Jonathan Keyes '53



Keeping up with Middlesex friends, Jay Keyes '53 (center) is a regular at Alumni Weekend events like this reunion breakfast held in the Terry Room.

With a long record of faithful service to his hometown and its institutions, Jonathan “Jay” Keyes '53 has deservedly been named Concord's 2020 Honored Citizen, the town's highest volunteer honor that has been annually awarded since 1963.

Apart from his time in college and years of active military duty, Jay has lived in Concord his entire life. After graduating from the Fenn School, he came to Middlesex, as did his father Henry (1923) and his brother David '60. Jay then went on to Harvard and, following his service in the Navy, he returned to Concord. He and his late wife Judy raised their three children in the home that has been in the Keyes family for 158 years.

Committed Service

Since 1961, Jay has been a member of the Independent Battery. In 1972, he began serving on town committees, first on the Future School Sites Committee and the Deferred Tax Plan Study Committee, and then on the Local Option Income Tax Committee and the

Natural Resources Commission's Trails Committee. Most recently, he chaired the Tax Fairness Committee (2016–2019).

Jay has also been a devoted and active supporter of five Concord institutions: the Concord Museum, the Old Manse, the Ralph Waldo Emerson Memorial Association, the Fenn School, and the Land Conservation Trust. His service to and support of the Concord Museum has spanned five decades and entailed both committee and capital campaign work. From 1983 to 1991, Jay was the chair of the Old Manse Committee and helped establish the Friends of the Old Manse. Since 2000, he has served on the Board of the Emerson Memorial Association, which oversees the operations and maintenance of the Emerson House and events at Harvard University. And from 1970 to 1976, Jay served as a Fenn Trustee, joining its board of visitors from 2002 to 2006.

Sustained Stewardship

This year, Jay began his 29th year as a trustee of the Concord Land Conservation Trust, for which he served as secretary for 26 years. He has been involved in every aspect of the Land Trust's efforts to preserve the woods and fields of the community to help preserve Concord's look and feel as a traditional New England town. In 2002, he gave a 13-acre woodlot to the Land Trust to support the preservation efforts of the Spencer Brook Valley.

Beyond Concord, Jay has also served Mass Eye and Ear, Community Builders, and The Trustees of Reservations, playing a critical role in the passage of the Rivers Protection Act in 1996. In the spirit of Middlesex's *Fides, Veritas, Labor*, he has also fulfilled Concord's motto—*Quam Firma Res Concordia* (How Strong Is Harmony)—clearly meriting the title of Honored Citizen. **M**

The Best of Care

Three years ago, the efforts of longtime Trainer **Laura Darby McNally '80** and Assistant Trainer Tory Sowizral were officially recognized with a National Athletic Trainers' Association Safe Sports School First Team Award, which applauds secondary schools that provide safe environments for student-athletes. In March—National Athletic Training Month—Middlesex's training staff was again awarded the same honor, confirming the excellent care that athletes receive on campus.

The requirements for achieving Safe Sports School status are stringent. Programs must create a positive athletic care administrative system, promote safe and appropriate practice and competition facilities, and have a plan for the selection, fit function, and proper maintenance of athletic equipment. Schools must provide a permanent, appropriately equipped area to evaluate and treat injured athletes and develop injury and illness prevention strategies. Having emergency action plans and facilitating counseling when needed are also required.

Proof of Middlesex's commitment was further demonstrated this spring: Even when the campus was closed because of the pandemic, Darby and Tory continued to hold virtual training room hours, supporting athletes needing advice or follow-up care. **M**

All That (Latin) Jazz

Another Grammy Nomination for John Finbury '70

Middlesex viewers of the Grammy Awards telecast on January 26, 2020, might not have been aware of an alumni connection to this year's event: John Finbury '70 was in attendance to see if his work—*Sorte!*—might bring him the gilded gramophone for the Best Latin Jazz Album.

A Love Supreme

A lifelong musician, John is likely remembered by classmates and friends as a drummer at Middlesex. In college, he studied piano and music composition at the Longy School of Music and Boston University. Before heading to law school at Northeastern, John wrote and recorded music for *Portraits from the 2 O'Clock Lounge*, a 1979 WGBH documentary; meanwhile, the R&B and pop songs he was writing in the early 1980s were bought much later by Fervor Records in 2014.

Alongside his career as an attorney, music has remained a passion for John, who discovered a love of Brazilian music years ago and has been playing and composing Latin jazz ever since. In 2016, he was nominated for a Latin Grammy for the song, "A Chama Verde," which came from his album *Imáginario*.

Sorte! – a Portuguese word for luck—is his third album and combines jazz with the rhythms of Brazilian *bossa nova* and *samba*. Argentine producer Emilio Miler assembled world-class musicians for the project, including female vocalist Thalma de Freitas, who wrote the Portuguese lyrics for all the songs on the album.



A pre-Grammy dinner on January 28 celebrated John Finbury's second nomination. From left to right are: Host Coleman Hoyt '70, Vernon Woodworth '70, the nominee (holding an image of himself as a Middlesex junior), and Russell Abbott '70.

And the Grammy Goes to . . .

The competition in the category was formidable, including jazz legends like Wynton Marsalis. If he wanted to, John could honestly say that it was "an honor just to be nominated," given that Chick Corea won the award.

With undiminished enthusiasm, he has already moved on to his fourth album, appropriately named *Quatro*, which premiered on May 20. Though he wrote and recorded it before the pandemic, John describes this collaboration as "a musical meeting place," one that strives to bridge the distance between people and convey the certainty that we are better together. **M**

Team Highlights

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



Cross-Country

Four seniors—Alene Fernandes, Co-captains Gabby Walsh and Nina Douge, and Maya Sidhu—ended their Middlesex cross-country careers on a high note when their team captured second in the New England Championships (after finishing third in the ISL the previous weekend). Notably, Gabby was named both All-League and All-New England for the fourth time in her cross-country career, becoming the third Middlesex girl to accomplish this feat.



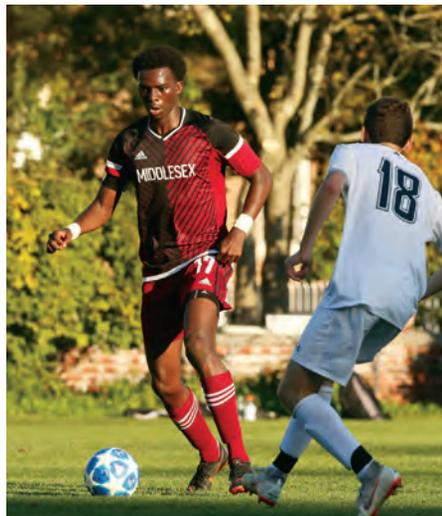
Field Hockey

A four-year starter, Co-captain Dahlia Galante '20 looked to break the ball out of the defensive end and start the attack in an early game with Exeter. Her efforts this season were recognized with an All-League Honorable Mention.



Girls' Soccer

Daisy Boynton '20 (#13) makes a play on the ball while Captain Carly Tilson '20 (#23) offers support. The girls finished the season with a convincing 2-0 victory over rival St. George's.



Boys' Soccer

The boys earned an impressive 11-5-2 record, capped with a 7-2 win against rival St. George's. Co-captain Anyolo Makatiani '20 (above) tallied 16 goals and 4 assists and was named All-League and First-Team All-State—as were two talented teammates, Alfonso De Vito '21 and Kwabena Kwakwa '21.



Volleyball

All-League and All-New England Captain-elect Sophia Poplyk '21 (on right) and All-League Co-captain Mayu Lee '20 (#16) cover Co-captain Kiley Briand '20 (an All-League Honorable Mention) as she terminates a kill in an early match with Newton Country Day. Taking third in the ISL, the team ended its season with the quarterfinals of the NEPSAC Class B Championships, where Middlesex faced the King School, the #1 seed and eventual champions.

In the Zone

Middlesex had much to celebrate in the fall of 2019: Volleyball reached the quarterfinals of post-season play; cross-country teams excelled at the New England Championships; and football capped a winning season with the Mark Conroy Bowl.



Mission Accomplished: Varsity football may have started the 2019 season slowly with a tie and a loss, but after that, the team never looked back. Going 5-1 over the remaining six games on the schedule, Middlesex was rewarded with post-season play—and won the Mark Conroy Bowl.

Football Champions

Middlesex's football program entered its fifth NEPSAC post-season game on November 16, 2019, playing in the Mark Conroy Bowl, hosted by Canterbury School in Connecticut.

While Canterbury claimed an early 6-0 lead, Middlesex soon scored on a run by tailback Colin Cunningham '20 followed by a PAT kick by Liam Connor '22. As the defensive unit shut down the Canterbury offense, Middlesex increased its lead to 14-6 just before halftime on a 12-yard pass from quarterback Cole Cleary '20 to tight end Sahnai Swain-Price '21. Canterbury closed in by scoring on a tipped pass interception, but Middlesex's defense stopped the PAT rush attempt to maintain a 14-12 lead. Then, midway through the fourth quarter, Cole Cleary launched a beautiful 32-yard strike to wide receiver Cole Nye '20 in the end zone. Liam's kick gave Middlesex the lead and, ultimately, the win, with a final score of 21-12.

Dominating Division II

After capturing third place at the ISL Championships on November 1, the girls' varsity cross-country team faced off against 17 other schools from Division II on November 9. In the second year of competing in this new, more competitive division, the girls were led by Co-captain Gabby Walsh '20, whose eighth-place finish earned her All-New England status for the fourth time. Josie Silk '22 and Annabelle Rogers '22 finished 23rd and 24th, while Meena Menon '21 came in 28th, followed by Co-captain Nina Douge '20 (31st), Jillian Robertson '21 (34th), and Alene Fernandes '20 (35th). Their combined efforts secured second place for Middlesex, a successful performance that was then matched by the girls' JV.

Heading into the season's final races with an impressive 15-0 record, the boys' varsity finished second behind Roxbury Latin at the ISLs. Determined to avenge that loss, Middlesex swept aside the two-time defending champions to claim its first Division II title. Co-captain Justin O'Toole '20 and Caleb Gartner '21 took second and third, followed by Cooper Austen '22 (7th), Mac Hadden '21 (10th) and David Latham '21 (12th) to seal the victory. Thrilling performances in the JV race resulted in Middlesex seizing the top six spots, led by Caleb Krueger '21 in first place.

With both teams returning most of their fastest runners for the 2020 season, next fall promises to be equally exciting.



Division II Champions: In only the second year of competing in this higher division, both the varsity and JV boys' cross-country squads captured first place at the New England Championships on November 9, 2019. Right on the heels of their opponents, the girls' varsity and JV teams also finished strong, coming in second that day.

Team Highlights

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



Alpine Skiing

Co-captain Jack Colwell '20 earned All-League status this season, along with teammate Carter McCray '21, who will lead the team as a captain next winter.



Boys' Basketball

A four-year starter—and the team's leading scorer each year—Tri-captain Tyler Gelormini '20 concluded his Middlesex career as an All-League selection and the School's third all-time leading scorer, finishing with 1210 points (including 199 three-point field goals—also a record). The team's 16-9 record this season placed Middlesex in the top half of the league for the first time since 2014.



Girls' Basketball

In a season that saw Middlesex defeat Governor's Academy 63-45 in the home opener, NEPSAC All-Star Hannah Barron '22 earned an All-League Honorable Mention, along with Captain-elect Sophia Poplyk '21.



Captain-elect Basha Waxman '21 led the way for Middlesex in the giant slalom at the NEPSAC Class A Championships, held at Sunday River on February 12.

Girls' Hockey

Tracking the puck in a December shutout against Proctor Academy, All-League Goalie Daisy Boynton '20 capped her last Middlesex season with a shutout against St. George's. She will play for Harvard next year.



Boys' Hockey

Kyle Heath '21 joined the rush and helped Middlesex to a 5-4 OT win against Brooks last winter. The team's leading overall scorer, he was named All-League and will be a varsity co-captain next year.

A Winter of Great Returns

For two Middlesex programs, the efforts of athletes in their individual matches led to top rankings for the wrestling team and New England Championships for both boys' and girls' squash.

Building on this year's strong season, Gavin Cassidy '21 will captain the varsity next year with teammate Brian Choi '21.



Co-captain Averill Emery '20 had a great senior season, including 3-0 wins against opponents from Brooks, Tabor, and Exeter leading up to the Class C New England Championships, where she finished second in her division. Her performance earned her an ISL All-League Honorable Mention at the season's close.



Squash Crowned New England Champions

Concluding a strong 9-7 season under the leadership of Co-captains Walker Massey '20 and David Hitzrot '20, the boys' varsity squash team headed to Westminster School on February 29 for the Class C New England Championship. Seeded third, Middlesex won the quarterfinal match 5-2 against Suffield and then faced Brooks in the semifinal—an incredibly close competition that was ultimately decided by a five-game thriller won by Walker. The final round against Choate Rosemary Hall ended with a convincing 6-1 victory, bringing the NEISA trophy home to Middlesex.

That same weekend, the girls' varsity competed at Berkshire School and also secured the New England Championship, with each teammate contributing to the victory. Clem Campbell '23 beat Exeter's #1, finishing fourth among the #1s, while Captain Averill Emery '20 upset Exeter's #2 in the semifinals. Natalie McCall '21 finished fourth among the #3s, and Amelia Stevens '21 took second among the #4s. Dahlia Galante '20 clinched the championship by beating Berkshire's #5, while Marissa Fadely '22 won the #6 draw without losing a single game. Finally, Zoe Beede '21 won two tough matches to make it to the finals of the seven draw, where she fell just short against Exeter. Had Middlesex won just one fewer match, the title would have gone to another team, making this a particularly exciting achievement.

Wrestling Rising

With six girls wrestling this winter—a new record—Middlesex climbed to second place out of 37 teams at the annual Girls' Wrestling Invitational on January 26. The fantastic performances that day included Love Daley '22 taking first place, while Megan Ding '21, Jenny Phan '22, Amy Li '22, and Juliet Alford '23 each placed third. The girls matched that in February with a second-place finish at the New England Independent School Wrestling Championships, where Love and Megan finished second, with Amy taking third and Jenny placing sixth.

On the boys' side, Nick DeBruin '22 and Axel Romell '21 placed second at the Graves-Kelsey Tournament, earning All-League Honorable Mentions. Axel and Kevin Ma '22 then competed at the New England Championships, where Kevin made it to the semifinals and finished sixth. Kevin, Love, Megan, Amy, and Jenny all qualified for the Nationals at Lehigh University, and though they did not medal there, they continued to develop the skills to take Middlesex wrestling to new heights.



Proudly representing Middlesex at the New England Independent School Wrestling Championships in Hartford, CT, were (from left to right) Kevin Ma '22, Amy Li '22, Jenny Phan '22, Megan Ding '21, Love Daley '22, and Axel Romell '21.

THE COURSE OF True Scholarship

BY STEPHEN KOELZ

Twice a year, at the beginning of each Academic Awards Assembly at Middlesex, a member of the faculty speaks to the school community, sharing a memorable experience or journey as a scholar and teacher. Last September's Assembly featured the following address by Stephen Koelz, who joined the Middlesex English Department in 2015.

It is an honor to give this talk, and I look forward to it each semester because it offers us a chance to step back and take the long view for a moment. I usually get to sit and listen to one of my colleagues tell us how she came to love classics or foreign languages or art history. And so many of these stories have stayed with me. I distinctly remember the first one I heard, given in the Wood Theatre by Dr. Erickson with a set of props. He brought drinking glasses and an assortment of clear liquids, which he mixed together in a chemistry lesson turned magic show. I remember Señor Fagundo recounting his childhood in Spain and showing us the gorgeous shoes he wore as a young boy. I remember Alex Banay asking us all if we would like to turn into trees, just as Daphne did when she wanted to escape from Apollo. I remember Ruth teaching us about William Blake and the poem “Jerusalem” that we sing in chapel every week, and Dr. Barber’s meditations on Ecclesiastes, and Mr. Harrington’s stories about one of his favorite teachers in college, and, of course, Mr. Whitlock’s tribute to his father. I wish we had more occasions like this one, when we celebrate the life of the mind and reflect on how we came to be here and why we’ve devoted ourselves to this work.

Clearly this is an impressive community, even when the bowls aren’t on display. You were immediately impressive to me. The first day I visited campus,

when I was interviewing for this job, I got to take over Mr. Hirsch’s AP English class and work with his juniors for 40 minutes on a novel called *The Scarlet Letter*. I remember sitting at the head of his table and listening to Jack Lyne ’16 and DJ Williams ’16 and Elizabeth Telford ’16 and thinking to myself, “I would love to work with these kids every day.” They were smart. They had energy. They knew how to talk to each other, how to listen, and how to make meaning out of a text in front of them.

And I got the chance—not just to teach those three, but to teach so many of you as well in classes that are every bit as dynamic and perceptive and motivated as that first one, and I feel immensely privileged to work in this school. We all know that boarding school is demanding. The hours are long—I admit that I spend an unhealthy amount of time counting blue-sheet errors—but I also know that I get to talk about books for a living, and I hope to never lose sight of this basic fact.

Why do we devote ourselves to academic work? What motivates us? Why do we stay up late annotating *The Iliad* or poring over problem sets, or rewriting a paragraph for the third time, trying to get the assertions before the evidence? Why do you take hundreds of AP tests each spring? Probably about half of the people in this room could finish a “clear and effective sentences” passage in under seven minutes, and I find that fact both strange and wonderful.

We're here for many reasons, of course. Some are external and social. If you do well in school, you gain respect—the respect of your teachers and peers, and perhaps the approval of your parents. If your grades are very high, you even get your name engraved on a silver bowl, and that beautiful thing will sit in a handsome case for all of the library patrons to admire. I like working in a community like this one, where we encourage and challenge each other, where we publicly celebrate academic success on days like today, and where we read the names of the most improved and cheer each other on. All of this support from friends and mentors helps us build habits that make for better lives.

Why do we do academic work?

Education will give you access. You will go to prestigious colleges; you will earn degrees that prepare you for meaningful and fulfilling jobs and, hopefully, a life of financial security. All of these things are important, and maybe they are motivation enough. And still, we all know that there are other motives that can be harder to see but ultimately just as important. So, I want to tell you a story about why I do academic work, why I teach English, and what I get out of it.

It's a story from when I was 15 and a sophomore in high school. I don't remember many particular moments from my English class that year with Patricia Longhauser, but there are two days that stay with me. The first is a day when I got back an essay with a grade on it. I'm pretty sure the essay was about the play *Antigone* by Sophocles, and I'm certain that I spent very little time writing it. In fact, putting very little effort into English classes was some-thing of a tradition in my house, a skill I learned from my older brother.

My brother Brian was really my first—and maybe my most important—teacher. (If you have siblings, especially younger ones, know that you are an important teacher as well, whether you want to be or not.) Before I was even old enough to go to school, Brian decided it would be fun to try to teach me to solve math problems. He set up one of those little chalkboard easels in the basement playroom at our house, and he taught me to add and subtract and multiply. Brian is three years older than me, and when we

I like working in a community like this one, where we encourage and challenge each other, where we publicly celebrate academic success on days like today, and where we read the names of the most improved and cheer each other on.

A portrait of Stephen Koelz, a man with short brown hair and blue eyes, wearing a dark grey blazer over a blue button-down shirt. He is smiling slightly and looking towards the camera. The background is a blurred green hedge.

Prior to joining the Middlesex faculty, Stephen Koelz served as an adjunct assistant professor of English at Providence College for four years. A summa cum laude graduate of Washington University, he earned his M.A. and Ph.D. in English at Brown University.

were kids, it was abundantly clear that he knew pretty much everything worth knowing; so, I was an attentive student, and pretty soon I could do the math. When I got to the first grade and my teachers found me to be a precocious little mathematician, I started to see what he had actually given me. And because I was a pretty shy kid and happy to win the approval of adults, I didn't bother to tell them that

I glanced at Ms. Longhauser and explained to my friend, with the wisdom that only very special sophomore boys possess, precisely why I had earned such a low grade: "She just doesn't like me."

my big brother had already taught me everything that they wanted me to know about math for the next two years. Sometimes we get advantages and we use them, maybe for a long time, without acknowledgement. I was always a pretty good math student, in no small part, I'm sure, because I had a head start, and I had all the confidence in the world when it came to working with numbers.

But in English, my brother's aspirations were more modest. It would be more accurate to say that he had no aspirations in English at all. Certainly he didn't teach me to read. During his senior spring, my parents were not sure that he would graduate because in order to graduate, he had to pass English. Basically, he didn't like to read—or, at least until he got to college, he thought he didn't like to read—and he certainly didn't make a habit of completing the nightly reading assignments that his English teachers had given him in middle and high school. In fact, he once told my mother that he had simply lost his copy of a novel he was supposed to be reading for class, and therefore, it would be impossible to do his homework. My dear, long-suffering mother was, of course, sympathetic to the plight of her firstborn child, so she made another trip to the bookstore—we didn't have Amazon Prime—and purchased a second copy of *The Good Earth* by Pearl S. Buck.

By the end of the week, miraculously, that second copy had disappeared as well. Did my mother despair? She did not, and in the end, my brother's guile was no match for her patience. She brought home a third copy of the book, and he did not pretend to lose this one. I don't know if he ever actually read *The Good Earth*, but I distinctly remember

the puzzled look on my mother's face when she was cleaning out my brother's closet years later and realized that we had three perfectly good copies of the same novel.

So, what grade did I get on my *Antigone* paper in Ms. Longhauser's class? It was a C-minus. Did I despair? I did not. After all, my parents were often relieved when my brother managed to eke out a D average in English, so I figured that I still had a few points to give. And my grades in math, where the grades were objective and actually made sense, remained high. But I must have needed to prove to myself that day that I didn't care about this grade because I remember showing the paper to a friend sitting next to me and saying, "It's fine." And then I glanced at Ms. Longhauser and explained to my friend, with the wisdom that only very special sophomore boys possess, precisely why I had earned such a low grade: "She just doesn't like me."

But there's another day I remember from Ms. Longhauser's sophomore English class. It was toward the end of the year, and we were reading *A Midsummer Night's Dream*. I don't remember being particularly excited about the play because I hadn't really bought into the class at all, and, of course, I had decided that the teacher didn't like me, so I mostly just tolerated our class meetings.

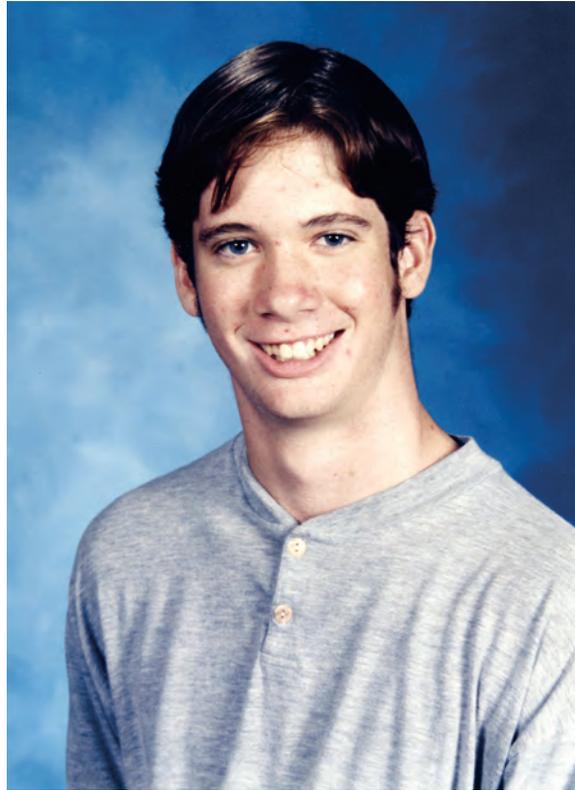
But something strange happened to me when I heard Ms. Longhauser read one of the speeches at the end of the play. I think that her usual practice was to give out parts to students and have them read the play aloud; but, for some reason, she was reading this one speech, and while I was listening to her with no particular expectation, it suddenly became perfectly clear to me why she had to be an English teacher in the first place. She had a command of the language of the play that the rest of us could only aspire to, and when she read the words, they had texture and weight. The lines made a kind of music, and you could feel which parts were exciting, and which parts were serious, and which parts were kind of somber, just by listening to the music that the words were making when Ms. Longhauser read them. And I had no intention of liking this play or liking this teacher—because, of course, she didn't like me—and yet, her relationship to the language of that play was spellbinding. I think the play had cast a spell over her, and now she was using these words to cast a spell over the whole room, or maybe just over me. So, I guess what I'm saying is that I'm really here against my will: I was bewitched by my sophomore

English teacher, and the spell has yet to be broken.

I don't think I ever wrote a decent paper for Ms. Longhauser's class. And, of course, that's because writing a decent paper requires practice and effort and patience and resilience, and I hadn't practiced very much, and I certainly hadn't struggled in any productive way yet. At the end of the year, we had to fill out teacher evaluations, and I said some things that I don't remember and are probably better forgotten, but then I added at the end of the evaluation a note of gratitude. I said that it was clear how much she loved Shakespeare's language and that her enthusiasm was contagious. I remember feeling weird just writing those words, as if I didn't recognize the person who felt that way and wasn't sure I wanted to confess to the change. I think a small part of me was beginning to intuit just how much I owed to her.

After that I had fantastic teachers in English during my junior and senior years, and I found myself so rapt by the material that I forgot to care whether my teachers liked me or not. Writing essays continued to be a slow and grueling process, but I did get better. And more importantly, I started to like the challenge. English became my favorite subject, not because I was especially good at it. In fact, I was often intimidated by peers who were better readers and better thinkers. They could look at a text and see more than I could see. Their essays were more nuanced and more confidently argued. They could spit out answers to questions in class that I needed much more time to ponder. Sometimes I wanted to throw a fit after working for hours on an essay and still feeling that I couldn't get at the meaning of a poem.

But I went on to major in English in college, and the teaching just kept getting better. I still felt like I was behind many of my peers, but I started to realize that there is a kind of secret compensation for a kid who doesn't have all the answers, that in fact *not* knowing can be a gift as well. I went through school with a beginner's mind; all the ideas were new to me, and I would walk through the quad after class, convinced that my brain was on fire. More than anything in the world, I wanted some day to talk like my professors because it was clear from their talking not only that they had read a lot of books but that reading books makes the world so much bigger and more fascinating. I took English and intellectual history and anthropology and philosophy and Taoism; and at night, I took courses on ragtime and jazz music and creative writing.

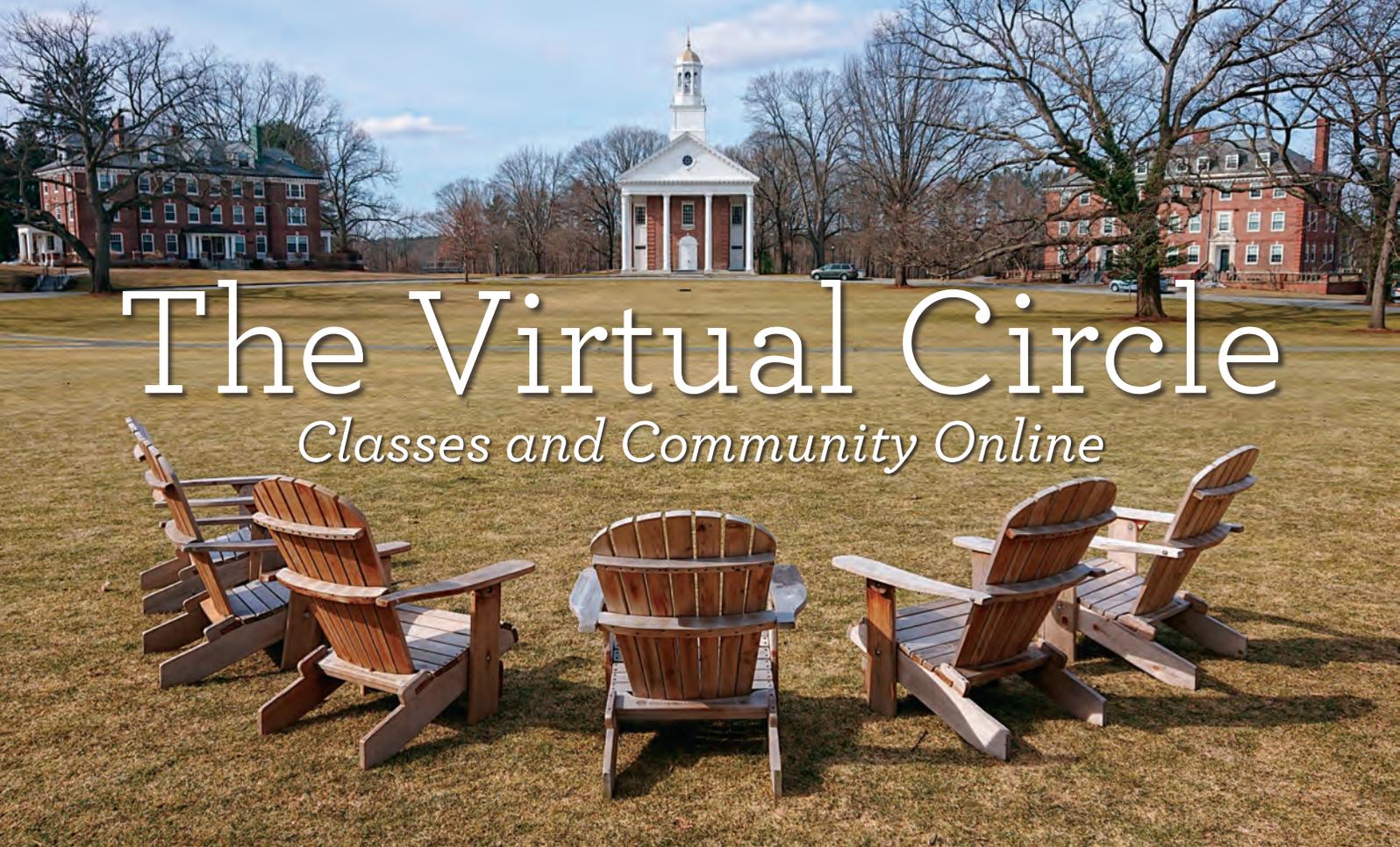


Lord, what fools these mortals be: Teenage Stephen Koelz preferred his math classes to English until one fateful reading of Shakespeare by his teacher, Ms. Longhauser.

And I was having such a good time at the end of my four years that I decided, insanely, to go immediately into graduate school, where you get to read all day and think as hard as you can and then wake up and do it all over again for six or seven years. That's basically how I spent my twenties, and I'm so glad that I did.

My wish for you all at the beginning of this semester is that your work be satisfying to you, even when you struggle, that your days feel rich with possibility.

My wish for you all at the beginning of this semester is that your work be satisfying to you, even when you struggle, that your days feel rich with possibility. Know that your teachers care deeply about your growth, even—and especially—when your grades are low, and you keep failing to put assertions before your evidence. And if you have the attitude that I did as a 15-year-old boy, and you are convinced that one of your teachers is a witch, I hope that she turns out to be a real one and that she casts a spell, and that she makes you fall in love with something you never expected to like, be it music, or math, or Shakespeare. **M**



The Virtual Circle

Classes and Community Online

Photo by Tim Malieckal '93

It's 9:30 a.m. on a Wednesday morning in April, and Amy Gleason is covering exponential functions with her Algebra II class, using compounding interest as a practical example to illustrate the concept. As she fills her projected iPad screen with variables and equations, checking for questions all the while, it seems like a typical day in a Middlesex math class—except for the fact that she is teaching from her Concord home. Her 11 students, meanwhile, are following along in five different states and two time zones, continuing with the course's curriculum despite the campus being closed because of the COVID-19 pandemic.

Early Attention

That Middlesex was ready to begin this kind of distance learning on March 30—only one week after the end of spring vacation—is thanks to comprehensive, collaborative planning by administrators and faculty, whose minds had turned to problem solving months earlier. Back in late December, when Chief Technology Officer Joe Alford first heard about increasing illness in China, he remembers thinking, “What would we do if we had a significant population out of school? How would we serve this population?”

Within weeks, Cruz Health Center Director Meg McLaughlin began meeting with Head of School David Beare and other colleagues, initially to troubleshoot

about travel plans for the late January semester break, but continuing after that to discuss how a looming pandemic might affect organized school trips and students' journeys home as March vacation approached. Regularly sharing updates from multiple medical sources with the group, Meg recalls, “We thought we would meet weekly, but then we needed to meet every other day—and then every day. It was hard to keep up with the pace of information.”

In light of these conversations, Assistant Head for Faculty and Academic Affairs Karlyn McNall asked Joe in February, “If we had to go online with teaching, what would we need?” Attuned to that question, he was soon ready with options that capitalized on a conference call feature included with the School's phone system, RingCentral. While students were still on campus, he asked Karlyn and three faculty members to test that tool, RingCentral Meetings, during their classes—for live interactions between teachers and students would be the best way to maintain Middlesex's academic experience online. “It actually went pretty well, so we knew the technology worked before March break,” says Karlyn. At the same time, they determined that teachers could use familiar class management software, Moodle and Google Classroom, to organize their course materials and assignments.

Putting Pieces in Place

As Joe worked with his Technology Center team to ensure that Middlesex had enough bandwidth and RingCentral Meetings accounts to run multiple classes online, Karlyn—along with Director of Studies Michael Schaeberle and other faculty—hammered out numerous details during their spring break. They created a weekly synchronous schedule, one that would allow students in different time zones to attend morning classes in person; developed a code of conduct and a grading system; and helped teachers find online books and resources to minimize the need for texts at home. (When online versions did not exist, the Deans' Office mailed books to about 130 students; similarly, the Tech Center assisted those needing laptops, software, and WiFi hotspots.)

Though the pandemic had been declared a National Emergency on March 13, it was still hoped that school could resume on campus sometime that spring. In the meantime, David Beare affirms, “We wanted the online experience to be identifiably Middlesex. All of the School’s core values are embedded in every aspect, emphasizing community, integrity, and fairness, and making sure the quality of the academic experience is as good as it can be in an online forum.”

This thoughtful, extensive preparation culminated with a week of remotely held training for faculty, ensuring they had whatever technology they would need and showing them how to use all the features of RingCentral Meetings to run their classes, including how to record sessions for absent students. “Our faculty was fearless in embracing it—we were all learning together,” confirms Academic Technology Specialist Chuck McDonald, who has continued to offer tech support through ongoing seminars, virtual learning websites, and open office hours.

“This is Entirely Possible”

In a letter to families on March 27, David described the School’s plans to conduct classes remotely through April 5. “The Middlesex of the mind, body, and heart will need to live in hundreds of different locations in the coming weeks,” he wrote. “This is entirely possible. In a profound way, Middlesex is us. Getting started on Middlesex online will return students and



With her laptop and iPad at the ready, Desiree Sheff led her Brain and Behavior class from a corner of her Bryant-Paine apartment.



Social Sciences Division Head Cal Hitzrot taught his history classes in the comfort of his Eliot Hall classroom.

faculty to familiar and accustomed patterns of scholarship, community engagement, and the mutual relationships of care, accountability, and creativity that characterize great learning environments. For this, we do not need a building.”

Appropriately, the first day of classes was launched with advisor meetings, a fundamental



Anya Singh '20 shared a photo of her intricate plaque in progress at home.

connection that happens weekly throughout the year. While commiserating with advisees about the situation, teachers also guided them in finding ways to move forward. “It’s important to process what you’ve lost and talk about it—to recognize it’s sad and disappointing,” reflects Dean of Students Dan Sheff. “I also think that people have to then try to adapt and rebuild. I recommend that kids come up with a hobby. It’s a great time to learn a musical instrument! I’ve recommended to all my advisees that they take up cooking, and I’ve even fed them a few recipes.”

Adapting and Innovating

For the faculty, holding classes online has required rethinking course content and teaching methods. Preparing for class is “about four times as long,” Karlyn attests, as she considers how to present U.S. History through a computer screen. “How am I going to make this point?” she elaborates. “Am I going to draw something, or send them something ahead of time? How do I

support kids when they are working outside of class and minimize their screen time?”

This demanding effort has made her deeply grateful to her colleagues. “The amount of energy going out into the ether is just amazing,” Karlyn stresses. “I think teachers are working really hard, and the amount of love you see for their students is extraordinary.”

Not surprisingly, teachers have approached this time as an opportunity for ingenuity. “It’s a hands-on experience that’s all about learning to navigate difficult situations,” Visual Arts Department Head Stacey McCarthy says. “We just learned about color theory with found materials. We’ve seen everything from a carrot to a nectarine to a brother’s LEGO® piece to a sister’s barrette! We are still learning about analogous colors—just not with paint.” In Danielle Potwin’s AP 3D Studio class, she adds, students without clay at home are instead making origami sculpture.

Science Department Head Kerry Magee designed a whole new unit on health and the human body for her students, since she had already finished covering Advanced Placement Biology’s prescribed content. “We have talked about immune, respiratory, and circulatory systems with regard to COVID-19 and connected it to stories in the news and to research articles,” Kerry details. “They were really interested in it and wanted to know what all of this means.”

Faculty have made the most of the technology at their disposal, too, as Computer Science Department Head Ashok Pillai explains. “One feature in RingCentral is called ‘breakout rooms,’ which puts students into ‘rooms’ where they can only see and share screens with each other. Once we discovered it, we brainstormed how we could use it.” Steven Whitt has found this effective for his Chemistry sections after students have viewed experiment simulations online. “It’s like having a lab partner and affords them the opportunity to talk with another student one-on-one,” he says.

In English classes, where group discussions are still most productive, Department Head Jecca Hutcheson has been pleased with Google Classroom, where teachers can share assignments with one another and students can all annotate a text together. “I think we may use these online platforms where we can collaborate electronically more,” Jecca predicts.

Gaining Perspective

Having seen these developments, David believes, “This actually is expanding the range and depth of our pedagogical approaches. I think it’s going to be good for our teaching. That’s not to say we’re going to replace in-person classes with online classes, but it’s gotten a number of us more comfortable with using the technological tools that can enhance learning when used well.”

Missing that “in-person” part of teaching is probably the most difficult aspect for educators. “I’m so used to adapting based on what I see in the classroom,” allows Amy Gleason. Like many colleagues, she does more “cold calling” on students to assess their comprehension. “It’s been challenging,” she says, “but I think the administration has done an amazing job trying to keep the community connected.”

Recreating Middlesex’s dynamic academic experience remotely has clearly been an enormous undertaking, deliberately planned and carried out. What could be done for all the other important parts of the program, from athletics to extracurricular activities to favorite school traditions? “That’s where the idea of a community schoolhouse—or MX Remote—was born,” David says.

Cultivating Community

Launched on the first day of classes, the internal website called “MX Remote” has become another key part of the School’s online operations. Here, each class day begins with a short video message from David, who had been connecting with students outside Ware Hall after breakfast all year. “I enjoy doing the morning greeting,” he says. “It’s not in person, but we get to go around campus and show kids the places they love.”

On MX Remote, the community can find announcements and reminders; invitations to meetings and mindfulness sessions; links to the library, tech support, health center, and counseling offices; publications like *The Anvil* newspaper and *The Iris* literary and art magazine; music playlists, performances, and collaborations; and, in late May, a spectacular online exhibit of works by students in Advanced Placement Studio Art.

The much-loved Chapel Program has also been replicated here, complete with several minutes of mindfulness led by Doug Worthen ’96; reflections by Rebecca Smedley, director of spiritual

and ethical education; remarks by a senior; and Hymn 110 at the end. “I think it’s remarkable how they pulled that together, given how quickly things changed,” says School Vice President Phoebe Lu ’20, who delivered her chapel from Shanghai. “People are still being so honest, which I think is scarier to do through a screen.”

Fitness and Team Spirit

The athletic life of the School has a home on MX Remote, too. To wrap up the previous season, the department created a Winter Athletic Awards video that featured all the captains reviewing their team highlights. In addition to connecting with the virtual training room, students can link to workout routines posted by Trainer Laura Darby McNally ’80—or to a live workout on Tuesday afternoon with Strength and Conditioning Coach Bret Manning.

Beyond MX Remote, all teams have an official meeting every Monday after classes, with practices and activities throughout the week. “A mix of synchronous and asynchronous options was presented to the coaches, who decided what worked best for their program,” says Athletic Director Ken Risley. “Darby took the lead on this with the SportsYou app; she has workouts and challenges there for girls’ crew.” Another solution, as Varsity Tennis Coach Rob Munro has found, is to maintain a Google Classroom page, where Captain Sidney Smith ’20 has posted videos and team challenges with the racket and ball.

“We want students to stay active and get all the healthy benefits of working out,” Ken emphasizes. “To see them lose the joy of competition but still value the relationships and the community says so much about who they are. What you give is often more important than what you get, and what students are giving now will define them as people.”

With their teammates and teachers, in dorm trivia contests and club gatherings held via RingCentral Meetings, Middlesex students are indeed demonstrating the kind of people they are. As Jecca observes, “I think it’s a testament to the strength of our community how much the kids have been willing to play along, to engage, to keep pursuing their intellectual growth and connections with other people. They haven’t disengaged.”

They can feel it all over: The last period of the day on Friday was the perfect time to put on Stevie Wonder's "Sir Duke" and have a "block party" in Marcus Rabb's Music Foundations class.



A Resilient Class

While the loss of a normal spring on campus affects everyone, it has been keenly felt by this year's seniors, whose schedule of much-anticipated events was upended by COVID-19. They have missed several milestones—their prom, final St. George's Day, one last musical—not to mention each other.

"The letter conveying the news that we needed to go online for the rest of the year was a really difficult one to write," David admits. Offering encouragement to the seniors, he subsequently wrote to them:

"The fundamental value of a Middlesex education is precisely that: the process you have thrown yourself into these past years. The books you have read, the athletic moments you have created with your teammates and coaches, the art that has arisen from some place inside you—let them speak to you now. You have developed significant discipline over the course of your time here, and it is that discipline that can liberate you into a deeper world of ideas, experience, and sensibilities."

In turn, the seniors have endeavored to make the best of things, continuing to address their commitments—often in ways untested by Middlesex classes before them. Take their plaques, for example, many of which still needed attention. Darby e-mailed an image of each plaque to its owner and asked if they wanted it varnished as-is or—using tools available online—if they wanted to finish carving at home. Ultimately, she packaged

and mailed out 45 plaques, fielding questions from seniors during her weekly class.

Final college decisions had to be made as well, without the benefit of revisit days. Dean of College Counseling Matt DeGreeff was inspired to e-mail the three most recent classes of alumni to ask if anyone would be willing to serve as a resource for seniors—and 102 of them agreed. "It was great to be able to tap into their experience and enthusiasm for Middlesex," Matt says. Concurrently, the office has proceeded with starting juniors on their college searches, tailoring existing materials for virtual campus visits and online interviews. The annual cycle begins again.

Returning to the Circle

Special care packages, a graduation video, and a RingCentral after-party were in store for the seniors on Memorial Day, along with the promise of a future on-campus ceremony. "We're making the best of a difficult situation and moving on, which seems pretty authentically Middlesex," David reflects. "I have been so impressed with the roll-up-your-sleeves attitude of everybody."

As everyone waits to gather on the Circle again, he would like students in all grades, especially the seniors, to remember this: "Middlesex didn't stop this year at spring break, in part because we've had this online experience, which reemphasizes for everybody what we love about this place: the relationships found in classrooms, on teams, and in so many other ways here. We're still here—and we're not going anywhere!" **M**

In Memoriam

Edwin M. Ward '45



The Reverend Edwin Michael Ward passed away peacefully in his home on Hilton Head Island, SC, on October 29, 2019.

The son of Virginia Michael and Varney Stuart Ward, Ed was born on October 13, 1927, in Richmond, VA, and was raised in Atlanta, GA.

He entered the fifth class at Middlesex in 1940 and, after graduating, served in the U.S. Army. Ed then earned his A.B. in history at Emory University and received his M. Div. in 1955 from Virginia Theological Seminary. After his ordination as an Episcopal priest, he served for four years as the vicar of three missions in rural Alabama.

The quintessential schoolmaster, Ed served as a teacher, coach, and chaplain at St. Mark's School in Southborough, MA, before becoming headmaster of Salisbury School in Salisbury, CT, for 16 years. Ed returned to the South in 1981 as headmaster of St. Stephen's School in Alexandria, VA, before finishing his career as president of Flint Hill School, which he founded in 1990 in Oakton, VA. On retiring to Hilton Head in 1992, Ed served as pastoral associate at St. Luke's Episcopal Church for eight years and remained an involved parishioner thereafter.

Ed devoted his life to serving the people he loved, the Church he cherished, and the young men he taught, counseled, and mentored. In 2005, he was honored with Middlesex's Henry Cabot Lodge (1920) Distinguished Alumni Award.

Predeceased by his beloved wife and steadfast partner of 61 years, Allein White Ward, Ed is survived by his son, Edwin Michael Ward, Jr.; his daughter, Juliet Ward Flood; and three grandchildren. His late brothers, **V. Stuart Ward, Jr. '43** and **James S. Ward '47**, and his late nephew, **Samuel S. Ward '80**, were also Middlesex alumni.

George C. Dempsey '45

George Christopher Dempsey died on April 11, 2018.

Born on July 9, 1926, to Gerald and Maude Dempsey, George entered Middlesex's fifth class in 1940 and, in 1944, went on to attend Palm Beach High School and Bolles Academy in Florida. He later attended the University of Florida and Texas A&M University. In 1945, George served in World War II as an ambulance driver with the American Field Service (Burma Unit 60). Returning to Palm Beach after the war, he took up the life of a rancher and cattleman on property in Okeechobee County until the early 1960s, when he turned to tomato-growing, hay-farming, and owning a feedlot. George will perhaps be best remembered for his tenure as the manager of Doherty's, a famous watering hole, and then as the owner of his eponymous restaurant in the Slat House.

An avid sports fan who followed professional, college, and even high school sports, George also enjoyed polo, serving as the match announcer at several polo clubs. He was an usher for many years at St. Edward Catholic Church and was also a member of its finance council. His generosity, humor, and companionship are greatly missed by his family and friends.

George was predeceased by his grandson, George Dempsey III, and his first wife, Virginia Gates Atterbury. He is survived by his four children, George, Michael, Patrick and Susan; eight grandchildren; his sister, Joan McCarthy; his former wife, Diane Glocker Dempsey; and numerous great-grandchildren, nieces and nephews. His late uncle, **Justin H. Dempsey (1919)**, was a Middlesex graduate.

Clinton A. Mauk II '45

Clinton Alvah Mauk died on October 16, 2019, in Hospice of Northwest Ohio.

Clint was born on July 18, 1927, to Alice and Stanley Mauk and grew up in Rossford's Eagle Point Colony in Ohio. He attended Maumee Valley Country Day School before joining Middlesex's second class in 1943. After graduation, Clint enlisted in the Navy and became a seaman first class; following his service, he earned a degree in English from Dartmouth College in 1950. Clint then spent time in the Pacific Northwest and the South to prepare him for a career in lumber; he became president of the business that his grandfather had founded in the late 19th century.

After the lumber company closed in 1967, Clint was recruited to the First National Bank of Toledo. As a vice president, he oversaw branch and internal operations and helped introduce ATMs to the bank. He was chairman of the United Way's loaned executive program in 1980 and was president in 1982 of the Downtown Toledo Community Trust Board. He closed his career as the Toledo Symphony's Director of Development.

Clint was a former president of Historic Perrysburg and the Rotary Club of Toledo, as well as a founder of the Black Swamp Conservancy. His book, *Historical Tales of Toledo*, grew out of pithy sketches about northwest Ohio's past that he delivered at club meetings. Clint was also a trustee of the 577 Foundation in Perrysburg and was an organic gardener. With his wife Pat, he enjoyed bird watching and fly fishing as they traveled the world.

Predeceased by Pat, who passed away on March 8, 2019, Clint is survived by their sons, Jeffrey and John; their daughters, Betsey Harris and Caroline Walsh; and six grandchildren.

Henry S. Brainard, Jr. '48

Henry Sprague Brainard, Jr. passed away peacefully in Cary, NC, on December 20, 2016.

Born on January 4, 1931, in Cleveland, OH, Hank joined the fourth class after winning one of Middlesex's National Prize Scholarships in 1944. On receiving his diploma, he earned an A.B. in economics at Yale University and served in the U.S. Army for two years. Hank then began working for IBM, moving multiple times before settling in Cincinnati, OH, with his wife Ann and their children. He retired after 32 years with the company but worked independently as a consultant for several more years. In 1997, the Brainards moved to Florida, where Hank and Ann continued to serve as devoted hospice volunteers.

Predeceased by his wife Ann in 2004, Hank is survived by their four children, David, Doug, Ann, and Mary; and four grandchildren.

George V. Buehler '51

George Van Buskirk Buehler died on April 20, 2020, at Maravilla Senior Living Community in Scottsdale, AZ, after a steady decline due to Parkinson's disease.

Born on August 16, 1933, George was the son of Dr. George V. and Florence King Buehler. He joined the fourth class at Middlesex from the Fenn School and, after graduating, earned an A.B. in American government at Harvard College. From 1955 to 1958, George served in the U.S. Army. He then worked for the Marlboro Investment Corporation as senior vice president in charge of residential development before starting his own prominent real estate business in Brookline, MA. George worked on rent control for many years before moving to Cave Creek, AZ, later in life to be with

his one true love, Jacqueline Goodspeed. Leaving Boston and his affiliations to various groups was challenging because he missed all his friends back East. A chevalier in the Confrérie des Chevaliers du Tastevin, George enjoyed tasting wines and was also an avid reader. He loved skiing at Waterville Valley and spending summers with his family in Lenox, MA.

In addition to Jacqueline, George is survived by three daughters, Bettina Buehler, Maryann Postans, and Shoshanah Gordon; two grandchildren; his cousin, Ellen Lewis; and his long-time business partner, Bette Allen.

John L. McDill '51

The School recently learned of the death of John Lee McDill, who died on November 20, 1998.

The son of Julia Lee and John H. McDill, John was born on January 30, 1933. He transferred from Woodstock High School in Vermont to Middlesex's fourth class in 1947. An excellent student, John was not able to return to school in January 1949 due to a chronic illness. On recovering a year later, he enrolled at the Woodstock Country School near his home. After graduation, John worked as a page in the New York Public Library for a year before traveling around Europe the next year.

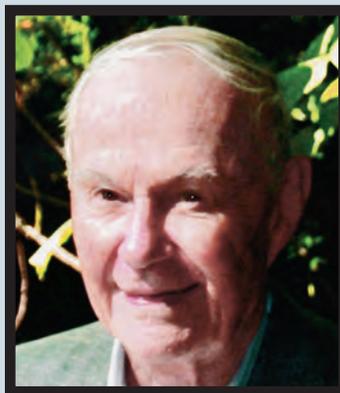
Further details about John's life could not be found prior to publication. It is not known if he had any surviving family members.

Wiley Dinsmore '52

Wiley Dinsmore passed away at The Christ Hospital in Cincinnati, OH, on October 7, 2019, surrounded by loved ones.

He was born on August 8, 1934, to Campbell and Margaret Wiley Dinsmore. In 1948, Wiley joined the fourth class at Middlesex, having previously attended Walnut Hills High School in

W. Lincoln Boyden '49



Walter Lincoln Boyden passed away peacefully at home on November 11, 2019.

Linc, as he was known, was born in Boston, MA, on February 19, 1932, the son of the late Ruth Trafford and W. Lincoln Boyden, Jr. A Middlesex Prize Scholar, he joined the fifth class in 1944

and, on graduating, went on to Harvard College, where he rowed on the varsity crew for two years and received his A.B. in 1953. Linc served two years in the U.S. Navy before earning his L.L.B. at Harvard Law School.

At Ropes & Gray LLP in Boston, Linc practiced what he called "people law" (trusts and estates). After retiring, he continued legal work as a volunteer at Cambridge and Somerville Legal Services. Linc was a Middlesex Trustee for 24 years (1962–82; 1984–88), serving as treasurer for ten years. He was also a trustee for Mount Auburn Hospital and the Longy School of Music, as well as a corporator for Cambridge Savings Bank. In addition to enjoying tennis and solving puzzles, Linc loved music, whether playing piano with a jazz combo, singing in choruses, or composing musicals for the Tavern Club. Devoted to his family, he will be remembered as a loving husband, dedicated father, and proud grandfather.

Married to Nancy Cummings from 1960 until her death in 1995, Linc married Edith Bennett in 1997. In addition to Edith, he is survived by his daughter, Ruth B. Gow; his son Geoffrey; three stepchildren, Stephen, Christopher, and Sarah Page; six grandchildren; his siblings, Candace E. Boyden and Perry T. Boyden '57; and many cousins, nieces, nephews, and friends. Linc's Middlesex relatives also include his nephews, Joshua L. Boyden '89 and Perry T. Boyden, Jr. '83; his niece, Rachel Boyden Noyes '86; and his grandniece, Parker I. Boyden '23.

In Memoriam

Cincinnati. After graduating, he earned a degree in government at Harvard College in 1956 and then spent time in the military, reaching the rank of first lieutenant in the U.S. Army. Following his service, Wiley went to Harvard Law School and graduated in 1961, joining the Ohio Bar Association that same year. He spent the last 20 years of his career at Dinsmore & Shohl and retired in 1999.

Wiley was deeply involved in the community throughout his career and gave his time to several professional organizations as well as clubs. Always a devoted husband, he was a loving father to his children and enjoyed reading, traveling, gardening, and cooking.

Preceded in death by his parents, his daughter Rebecca, his first wife Sheila, and his second wife Elizabeth, Wiley is survived by his son, **T. John Dinsmore '75**; three grandchildren; three great-grandchildren, and his brother, **Frank F. Dinsmore II '55**.

William R. Bogert III '53

William Russell Bogert III died in New York City on January 12, 2020.

The son of William R. and Frances Bogert, Bill was born on January 24, 1936. After winning one of Middlesex's National Prize Scholarships, he transferred from The Lawrence School on Long Island to the fourth class, where his abilities on the stage were quickly recognized. On receiving his Middlesex diploma, Bill went on to earn a B.A. in English at Yale University and soon began his long career as an actor.

Bill appeared on dozens of TV shows, including *The Mary Tyler Moore Show*, *M*A*S*H*, *Barney Miller*, *Hill Street Blues*, and *Gilmore Girls*. He was best known for his semi-regular role as Brandon Brindle on the TV series *Small Wonder* from 1985 to 1989. More recently, on *Chappelle's Show*, he

portrayed Kent Wallace, the host of several *Frontline* spoofs. Bill also appeared in feature films, playing a TV anchorman in *Dog Day Afternoon*, an actor in *The Front*, and Matthew Broderick's father in *War Games*, among other roles. On stage, he appeared in many shows, including *A Man for All Seasons*, *Cactus Flower*, and *Play it Again, Sam*.

His wife, Muppet puppeteer Eren Ozker, died in 1993.

Richard W. Jackson '53

Richard Webber Jackson died of multiple myeloma on October 2, 2019, at the Blakehurst Retirement Community in Towson, MD.

Born in Detroit on September 22, 1935, and raised in Grosse Pointe Farms, MI, Dick was the son of Richard Webber Jackson, Sr. and Margaret Keena Jackson Gillis. From Detroit University School, he entered the third class at Middlesex in 1950 and, on graduating, earned a degree in drama at Yale University. Dick then spent two years in the Army, training as a machine-gunner before being assigned to work as a speechwriter for his commanding officer. After leaving the military, he tried a career in theatre and co-produced an off-Broadway play that ran six weeks. Changing direction, he earned an M.A. at New York University's Graduate Institute of Book Publishing and began working at Doubleday Books.

In 1968, Dick co-founded Bradbury Press with Robert Verrone. They published the work of many new authors, including Paula Fox, Arnold Lobel, Avi, Judy Blume, and Cynthia Rylant, as well as illustrator Rosemary Wells. Colleagues said that Dick was open to new ideas and broadened the field of children's literature in the 1970s and 1980s.

Two years after Mr. Verrone's death in 1984, Dick joined Orchard Books, where he had his own

imprint. In 1996, he was a founder of the children's imprint DK Ink, and, in 1999, he joined Simon & Schuster as editorial director of Richard Jackson Books, an imprint of Atheneum Books for Young Readers. Dick's authors have won 16 Newbery Medals or Newbery Honors, five Caldecott Medals or Honors, and numerous other awards. When diagnosed with multiple myeloma, Dick turned to writing, completing 12 children's picture books, including *In Plain Sight*.

In addition to Nancy, his wife of 57 years, Dick is survived by their son Adam; their daughter, Elizabeth Albert; two sisters, Linda Roeckelein and Sibley Classen; and two grandchildren.

Richard T. Spriggs '53

The Honorable Richard Tuttle Spriggs died on October 21, 2019.

Born on March 29, 1935, in Rome, NY, Dick was the third son of Ernest L. and Margery C. Spriggs. He joined the fourth class in 1949 after winning one of Middlesex's National Prize Scholarships and decided to return home in 1952, graduating from Rome Free Academy. In 1958, Dick earned a B.A. in English literature from Colgate University, and in 1961, he received an LL.B. from Cornell Law School. He served in the Army's 82nd Airborne Division.

Moving to Denver, CO, Dick enjoyed a 50-year career at the bench and bar, primarily as an assistant U.S. attorney and chief deputy district attorney. Appointed to the Denver District Court on August 8, 1988, he retired from the bench on June 1, 1999. Dick then returned to the Department of Justice, retiring in 2002. Thereafter, he served as a senior district judge until June 2005.

A lifelong cynic and chronic nonjoiner, Dick enjoyed music, martinis, and his principal passion: fly fishing. He also enjoyed

fishing and skiing with his sons.

Dick was predeceased by his parents; his stepfather, James S. Brown; his brothers, **Thomas C. Spriggs '40** and **John E. Spriggs '43**; and his first wife, Ann Spriggs, from whom he was divorced. He is survived by his loving wife, Elizabeth Sparkman; his two sons, Jared and Matthew; five grandchildren; and one great-grandchild.

Jared D. Stout '53

Jared David Stout passed away peacefully on January 14, 2018, from bladder cancer.

The son of David and Dorothy McClintock Stout, Jed was born on December 4, 1936, on a ranch near Tucson, AZ. Following his parents' divorce, he was raised by his mother and his Aunt Martha and Uncle Frank Gledhill in Connecticut. In 1947, Jed entered Middlesex's sixth class from The Junior School in West Hartford, CT. After graduating, he served in the U.S. Air Force for four years before completing a B.A. in government at Bowdoin College in 1961. That same year, Jed married Allison Lee Adams in Exeter, NH, and they raised two sons together.

Following his family's journalism roots, Jed spent the first decade of his career working for several wire services and newspapers, and was an award-winning reporter for *The Washington Post*. In the early 1970s, he left journalism to join The Police Foundation, a criminal justice think tank funded by the Ford Foundation, to study the national psyche of the late '60s. Jed later joined the police force in Fairfax County, VA, as the department's research and planning director. He became chief of police in Rockville, MD, in 1979 and finished his career by serving as the chief of police in Friendswood, TX, from 1989 to 2001.

In retirement, the Stouts moved to Colorado to be close to family. Jed spent many weekends cheering on the soccer sidelines, reading, and playing his guitar. He will be remembered for his smile, his expressive bushy eyebrows, his wicked sense of humor, and his love for family and friends—including the four-legged variety.

Jed was preceded in death by Allison, his wife of 53 years; his elder son Michael; his parents; and his beloved aunt and uncle. He is survived by his son Christopher; four grandchildren; two half-sisters, Debbie and Christie; and many friends.

Edward F. Weeks '53

Edward Francis Weeks passed away on November 20, 2019.

Ted was born to Frederica Watriss and Edward A. Weeks on April 11, 1935. Having previously attended Dexter School, Ted joined the fifth class at Middlesex in 1948 and transferred to Proctor Academy in 1950.

Further information about Ted's life could not be obtained prior to publication. It is not known if he had any surviving family members.

William M. Cahn III '55

William Morris "Andy" Cahn III passed away on January 9, 2017.

Andy was born on January 23, 1937, in New York City and attended Middlesex for two years before transferring to the Hackley School. He graduated from Bucknell University with a degree in economics and worked on Wall Street for 14 years. After earning a master's in education at Manhattanville College, he taught eighth grade history at Bronxville Schools for 26 years. On retiring from teaching, Andy worked with the Holocaust and Human Rights Education Center at Manhattanville

College. He went on to volunteer and serve on the Blythedale Children's Hospital Board and Mt. Pleasant-Blythedale School District Board. After his father's death due to Alzheimer's, Andy became very involved in the Lower Hudson Valley Alzheimer's Association Board, also leading a caregivers' support group. Andy loved his many years refereeing boys' high school lacrosse and was inducted into the Hudson Valley Lacrosse Hall of Fame. He also volunteered in the Emergency Room at White Plains Hospital and at the Armonk Art Show.

Starting out as a camper in 1948, Andy enjoyed a long association with Keewaydin Camp, ultimately leading many of its summer wilderness trips as an adult and serving on its board of directors. Along with his wife Jane, he loved to travel. An avid runner, Andy completed 11 marathons, including Boston and New York.

At the time of his death, he was survived by Jane, his loving wife of 57 years; his mother (who subsequently died at age 102 in March 2018); his daughters, Debbie Molfetta and Cathy Aanonsen; his son Peter; and eight grandchildren.

Peter A. Holland '56

Peter Anderson Holland died at his home at the Southgate Retirement Community in Shrewsbury, MA, on September 9, 2019.

Born in Boston on February 27, 1937, Pete was raised in nearby Weston. In 1952, he entered the fourth class at Middlesex, where he first began rowing. After graduating, he earned an A.B. in history at Dartmouth College and, on completing the ROTC program, served in the U.S. Army during the Cuban missile crisis. Pete married Marjorie Lynn in February 1961, and, as their family grew, he completed an M.A. in

history at Wesleyan University.

Pete began his coaching career in 1962 at Salisbury School in Salisbury, CT, where he also taught history. He then returned to Dartmouth to coach the freshmen heavyweight crew from 1966 until 1969. From 1969 to 1996, Pete was a central figure in the MIT Crew Program; he also coached at the U.S. National Team level, serving as an assistant coach in the late 1970s. Pete's 1975 MIT second varsity heavyweight eight won its event at the Intercollegiate Rowing Association regatta, and his varsity heavyweight eight earned a silver medal in its event; both performances still stand as the best-ever IRA finishes for MIT heavyweight eights.

Pete was honored at the Museum of Science on October 19, 1996, at a well-deserved MIT retirement party. He completed his career serving as a volunteer coach for several years at the U.S. Military Academy in West Point, NY. Pete was also an avid follower of politics, a lifelong fan of New England teams, and an enthusiast of British Invasion music.

In addition to his wife Marjorie, Pete was predeceased by his sons, David and Matthew. He leaves his sons, Richard and Timothy; four grandchildren; and his nieces and nephews.

Peter Hockmeyer '57

Peter Hockmeyer passed away peacefully after a short illness on September 5, 2016, at Fellowship Village in Basking Ridge, NJ.

Peter was born in New York City and soon moved to Basking Ridge, where he spent most of his life. He joined Middlesex's fifth class from the Hackley School in 1952 and enlisted in the U.S. Marine Corps in 1957, serving for two years before attending Babson College. Peter married Carolyn Hoffman in 1965 and began a long career as a stuntman and actor,

starring in many movies, shows, and commercials. When he wasn't acting, he was a commercial real estate agent. Peter was also an avid golfer and loved to travel. He enjoyed spending time with family, especially his grandchildren.

Peter was predeceased by his loving wife Carolyn in 2000. He is survived by his three children, Laura, Peter, and Brian; five grandchildren; and his sister, Susan Sincero.

Gerald D. French '60

The School recently learned of the death of Gerald Dean French, who passed away in 2016.

The son of Charlotte and Lindol R. French, M.D., Gerald was born on November 21, 1941. Having previously attended Lick-Wilmerding School in San Francisco, CA, he entered the third class at Middlesex in 1957 and transferred to the Cambridge School of Weston in 1959. Gerald went on to earn an A.B. at Harvard College, as well as a master's degree in early childhood education at San Francisco State University and a master's in counseling psychology at the Institute of Transpersonal Psychology.

A certified trauma specialist, he taught and lectured in venues from Norway to Italy in Europe; in the U.K., Israel, Egypt, South Africa, Australia, Japan, Brazil, and Argentina; and in the U.S., from Alaska to Puerto Rico to Oklahoma City, where he was among the first Operation Green Cross faculty, training local therapists following the 1995 bombing there. He also counseled private clients and was the lead author of the book, *Traumatic Incident Reduction (TIR)*, published by CRC Press in 1999.

Gerald is survived by his daughter Rosamond, his son Lindol, and his brother Perrin.

In Memoriam

William H. Sweney III '67

William Homer Sweney III died on April 22, 2020, from COVID-19-related complications.

Bill was born on November 30, 1948, in Saint Paul, MN. When he was 14, his parents divorced, and when his mother remarried, he moved with her and his four siblings to Concord, MA. Bill's stepfather, wildlife photographer and naturalist Dick Borden, left an indelible impression on young Bill; a love of the wilderness and filmmaking became central to Bill's own identity, as did storytelling. In 1963, Bill entered the fourth class at Middlesex, where he made one of his earliest films, *Middlesex School Today*, a 17-minute memento for the class of 1967 that showcases his burgeoning skills. Following graduation, Bill earned a degree in biology at Williams College.

After college, Bill got a job in Atlanta working for media mogul Ted Turner. There, he produced an Emmy and Peabody Award-winning series, *Portrait of America*, which consisted of 55 one-hour documentaries about every state and territory in the United States, with each part hosted and narrated by Hal Holbrook. As he was moving on to start his own production company, Bill was asked by Turner to produce *Alaska: Story at the Top of the World*, which went on to earn an Emmy.

Later, while working for Sky West Airlines in Santa Barbara, CA, Bill jumped at the chance to transfer to the Jackson Hole Airport, and he truly found home in the spectacular landscape of Wyoming. A "gentle giant," he loved traveling the world, sharing his culinary creations with friends, and spending time with his family.

Bill leaves behind three children, Wills, Sarah and Sam; his grandson Charlie; his brothers, **Michael Sweney '71** and **John E. Sweney '75**; and his sisters, Patricia Sweney du Pont and Beatrice "Sandy" Knox-Johnston.

Herbert N. Graves '71

The Reverend Herbert Nathaniel Graves died on August 21, 2019.

He was born to the late Oscar and Carrie Graves on October 27, 1952, in Philadelphia, PA. A strong student, Herbie joined the fourth class at Middlesex in 1967. On graduating, he attended Tufts University.

Herbie was an avid reader, historian, trivia buff, and gifted musician. An accomplished guitarist, he provided music for such notables as Harold Melvin & The Blue Notes and B.B. King, among others. In 1978, Herbie made the most pivotal decision of his life, and his love of music transformed into a love of the word of God. He graduated from Deliverance Evangelistic Bible Institute in Philadelphia and also attended Temple Student Life Center and Dropsie University.

While studying at Camden Bible Institute, Herbie met the love of his life, Elizabeth Marcia Robinson. They married on October 10, 1981, and raised their son Matthew together.

Dividing his time between the public library and U.S. Postal Service, Herbie worked faithfully until his health prevented him from further service. Upon his graduation from Grace Bible Institute (Voorhees) in 1986, he became a licensed and ordained minister, heading up the Evangelism and Street Evangelism ministries. In 1996, he was appointed the dean of Grace Bible Institute. Throughout his lengthy illness, he never complained and continued to uphold the office faithfully for approximately 23 years.

Herbie is survived by his beloved wife Marcia; his son Matthew; his siblings, Sheila Dawkins, Brenda Flowers, Oscar Graves, Michael Graves, James Graves, Darlena Graves, Patricia Franklin, Victoria Miller, Alisa Stallings, Jessie Graves, Karen Crawley, Annette Saunders, and

Karl W. Medley, Sr.; and a host of uncles, aunts, nieces, nephews, cousins, friends, and students.

Pablo Rivera, Jr. '73

Pablo Rivera, Jr. passed away peacefully on March 13, 2020, at his home in Springfield, MA.

Born on January 20, 1954, in Toa Baja, Puerto Rico, Pablo relocated to Holyoke, MA, via Brooklyn, NY, with his family. He worked hard as a student and came to Middlesex in 1969, entering the fourth class. After graduation, Pablo joined the U.S. Air Force, where he served honorably. He then worked as a computer technician and network administrator for many years before retiring from Solutions by Computer in 2004. He will be dearly missed, as he touched everyone's heart in some special way.

Pablo was predeceased by his mother, Marta Travieso; his father, Pablo Alvarez Rivera; his brother Angel; and his son, Emanuel.

He is survived by his son, Pablo Rivera III; his spouse, Elizabeth D. Jimenez; four grandchildren; three brothers, Carlos Gonzalez, Pedro Rivera, and Orlando Santos; and his sister Hilda Rivera.

J. Andrew Morris '83

John Andrew Morris died on October 4, 2019, after suffering a massive hemorrhagic stroke.

Andy was born on May 20, 1965, the son of Charles and Betty Morris. From Ramsey High School in Ramsey, NJ, he transferred into Middlesex's third class in 1980. After receiving his diploma, he earned his undergraduate degree at Duke University. Andy then embarked on an award-winning career in public relations, co-founding Morris + King in 2001. In 2013, he opened Code Morris, representing technology firms, media brands, and start-ups.

He is survived by his parents; his son, William Crane-Morris; his sister, Tracy Morris, her husband, and their two children; and his former wife, Amy Nickerson Crane.

Madigan Y. Drummond '14

Madigan Yanda Drummond passed away on November 12, 2019, in Calais, France.

The daughter of David Drummond and Thembekile Mazibuko, Madigan was born on May 7, 1996, and joined the freshman class at Middlesex in 2010. A dedicated writer, artist, and activist, she contributed to *The Anvil* and led the Literary Discussion Club; explored a range of media in the art studios and founded the Anime Club; studied violin and sang in the Small Chorus and MXolydians; supported the technical crew and performed on stage; and served as a diversity officer and head of the Gay/Straight Alliance.

After receiving her Middlesex diploma with credit, Madigan went on to major in comparative literature at Smith College, spending time living and working in Paris and developing an interest in library science. On graduating, she received The Josephine Ott Prize, given to a student who has participated in the Smith Program Abroad in Paris for her commitment to the French language and European civilization. Madigan then worked in the Brookline Public Library and for the Consulate General of France in Boston before moving back to France, drawn by her love of French and Russian culture.

In addition to her parents, Madigan is survived by her brother Ian and by many Middlesex friends and mentors.

Charles B. Houghtlin

A member of the Middlesex faculty from 1972 to 1980, the Reverend Dr. Charles B. Houghtlin died on March 14, 2020.

Tod was born to Jane Saunders and Robert Germain Houghtlin in St. Louis, MO, on October 7, 1941. He spent his childhood in Evanston, IL, graduating from Evanston Township High School. Tod earned his undergraduate degree from Amherst College in 1963 and his master's in divinity from Yale University in 1968. For several summers, he was a trail counselor for the Adirondack Trail Improvement Society in St. Huberts, NY, where he developed his deep appreciation for spending time outdoors, his skills as a caring leader, and many lifelong friendships.

In 1972, Tod joined the Middlesex faculty, teaching English and coaching for eight years. Having become an ordained minister in the United Church of Christ in 1976, he moved to New York City in 1980 and became a teacher and chaplain at the Collegiate School, where he remained until his retirement in 2007. Tod then moved to his beloved home in New Lebanon, NY. He became an adjunct professor of American history at Berkshire Community College for a number of years and also served as an occasional minister at the Canaan Congregational Church in New York.

Tod enjoyed music, history, travel, languages, anything Scandinavian, and anything of interest to those he loved. His extraordinary kindness, exceptional memory, expansive intelligence, and sense of humor will be greatly missed.

Tod is survived by his wife, Helen Burton; three daughters, Vannesa Houghtlin, Jessica Burton, and Christine Cottrell; two sons, James Houghtlin and Allen Burton; 13 grandchildren; his brother David; and many dear friends, former colleagues, and students.

Ann Leason

Retired Middlesex staff member Ann Leason passed away peacefully at Emerson Hospital in Concord, MA, on April 16, 2020.

Ann was born on September 17, 1928, in Providence, RI, to Anna and James Forbes. Married to Edwin Leason in 1950, she eventually settled in Norwood, MA, and raised two children. In 1991, Ann moved in with her daughter and her family in Concord, MA, and began almost 30 years of very active involvement in the Concord community. At Middlesex, Ann worked as a receptionist—happily dispensing candy while handling calls and deliveries for 20 years—and especially enjoyed singing with the chorus in the annual Holiday Concert. She was also a fixture in the choir at her church, Trinity Episcopal. Ann loved music and the joy of being with people; in return, the communities she embraced—both at Middlesex and in town—loved her for her warmth, humor, energy, and optimism.

Predeceased by her son David and her former husband, Ann leaves behind her daughter Sherry; two grandchildren; and two great-grandsons.

Peter A. Brooke



Former Middlesex Trustee Peter A. Brooke died on April 1, 2020.

Peter was born on October 6, 1929, in Worcester, MA, and was a graduate of Phillips Exeter Academy, Harvard College, and Harvard's Graduate School of Business Administration. After more than a decade

spearheading venture investing at the First National Bank of Boston, Bessemer Securities, and Tucker, Anthony & R.L. Day, he founded the private equity firm of TA Associates in 1968.

As Peter's vision broadened beyond the U.S., he spun Advent International Corporation out of TA in 1984 with an eye toward creating an international investment platform. With his leadership, Advent grew to become one of the world's largest and most global private equity firms, with teams operating across 12 countries on four continents. In 1996, Peter retired as CEO of Advent but remained chairman until December 2015. He was also a co-founder of Brooke Private Equity Associates and continued to serve as an advisor there.

Peter served on the boards of numerous corporations and institutions, including Cambridge Technology Management Limited UK, Excello Corporation, New England Business Service Inc., Unitrode Corporation, and Wang Laboratories Co. Inc. A life trustee and chairman of the Board of Trustees of the Boston Symphony Orchestra, he was formerly an overseer of Harvard University, as well as a trustee of Colgate University, the Eisenhower Exchange Fellowship, and the WGBH Educational Foundation. His support of Middlesex extended long past his trustee tenure (1976-1986); most recently, Peter joined John and his other sons in endowing the Brooke Chair in Ethics and Spirituality at the School.

Predeceased by his beloved wife Anne in 2017, Peter is survived by their sons, Samuel R. Brooke '76, Peter W. Brooke '79, and Middlesex Trustee John F. Brooke '81; and eight grandchildren, including Hadley S. Brooke '12.



MX Fam: My Voice, My Power



Award-winning photographer Andrew Harris '21 included a self-portrait in his February exhibition.

For the month of February, they filled the largest wall of the School's Ishibashi Gallery: stunning portraits taken by Andrew Harris '21, who created them for his impressive exhibition titled *MX Fam: My Voice, My Power*. An emerging photographer, Andrew has already had his work receive national recognition, as he was among the winners of the *New York Times*' 2019 high school photography contest, "Show Us Your Generation."

The "personality portraits," as Andrew calls them, captured all of the members of MX Fam, the School's affinity group for current students and faculty who identify as Black and/or Latinx. The images celebrated each subject's talents and personality, while also encouraging the viewer to question why these individuals' stories are so frequently marginalized. Andrew hoped that the portraits would "clearly display the variety of experiences, cultures, and identities that make up the silent minority of Middlesex."

The exhibition also explored the tension inherent in any consideration of the relationship between the group and the individual. Installed in a grid, the assembled photographs

suggested the group's collective power, but Andrew was also insistent that each subject's personal identity must not be subsumed by their relationship to the group.

The portraits were therefore accompanied by a video projection, which highlighted one individual at a time, along with a brief biography written by the subject, granting them "agency to express themselves, their experiences, their cultures, and their identities." With each successive visit to the gallery (and the quality of the exhibition certainly inspired multiple visits), viewers would "meet" different people through the video, mirroring the gradual process of getting to know the individual personalities that compose the larger group—and challenging any assumptions about a monolithic, group identity.

Remarkably, Andrew took all 59 portraits within only four weeks as a project for Black History Month. "I am very determined," he recently wrote. "When I am doing something for others, no matter how impossible it may seem, I do it. I give it my all." If "seeing is believing," as the proverb goes, anything is possible given Andrew's talent and tenacity. **M**

Charitable Gifts Through Your IRA

Current legislation allows individuals age 70½ and older to donate up to \$100,000 from their IRAs to Middlesex tax-free. This provision allows donors to transfer money from their IRAs directly to Middlesex, without having to recognize the transfer as taxable income. Donors should consult their tax advisors about specific situations. Please note that under the CARES Act, required minimum distributions are waived in 2020.

Who qualifies?

Individuals who are at least age 70½ at the time of the contribution.

How much can I roll over?

Up to \$100,000 for each year.

From what accounts can I make charitable rollovers?

Transfers must come from IRAs directly to charity. If you have retirement assets in a 401(k), 403(b), etc., you must first roll those assets into an IRA, and then make the transfer from the IRA directly to a charity.

Can I use the transfers to fund life-income gifts like charitable remainder trusts or charitable gift annuities?

No, these are not eligible.

Can I make a transfer to my donor-advised fund or supporting organization?

No, these are not eligible.

What are the tax implications?

- Federal: You do not recognize the transfer as income, provided it goes directly from the IRA provider to charity; you are not eligible for an income tax charitable deduction.
- State: Each state has different laws, so check with your own advisors. Some states have a state income tax and will include this transfer as income. Within those states, some will allow a charitable deduction and others will not. Other states base their state income tax on the federal income or federal tax paid. Still other states will have no income tax at all.

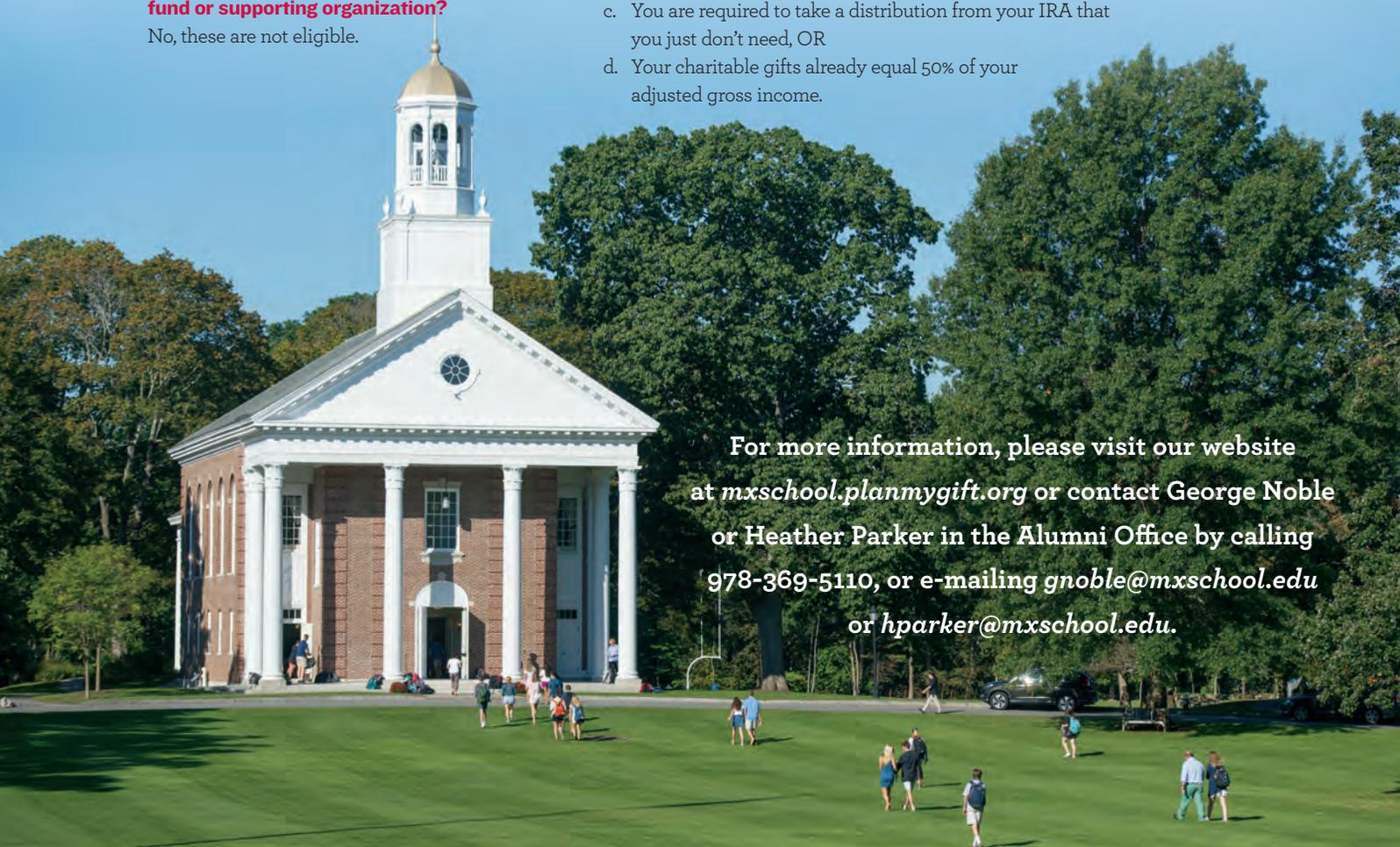
Can a rollover qualify as my minimum required distribution?

Yes, once individuals reach age 70½, they are required to take minimum distributions from their retirement plans each year, according to a federal formula. IRA rollovers to charity count toward your minimum required distribution. **Please note that under the CARES Act, required minimum distributions are waived in 2020.**

I'm over age 70½—should I consider an IRA charitable rollover?

Yes, especially if:

- You do not itemize deductions but make charitable gifts, OR
- You are subject to the limitation on itemized deductions, OR
- You are required to take a distribution from your IRA that you just don't need, OR
- Your charitable gifts already equal 50% of your adjusted gross income.



For more information, please visit our website at mxschool.planmygift.org or contact George Noble or Heather Parker in the Alumni Office by calling 978-369-5110, or e-mailing gnoble@mxschool.edu or hparker@mxschool.edu.



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The 2020 Winter Dance Concert ended with the company piece, "Roses and Lemons," choreographed by Middlesex Dance Coach Gabrielle Orcha. The February 28 performance showcased the talents of 26 dancers, several of whom also choreographed their own pieces.