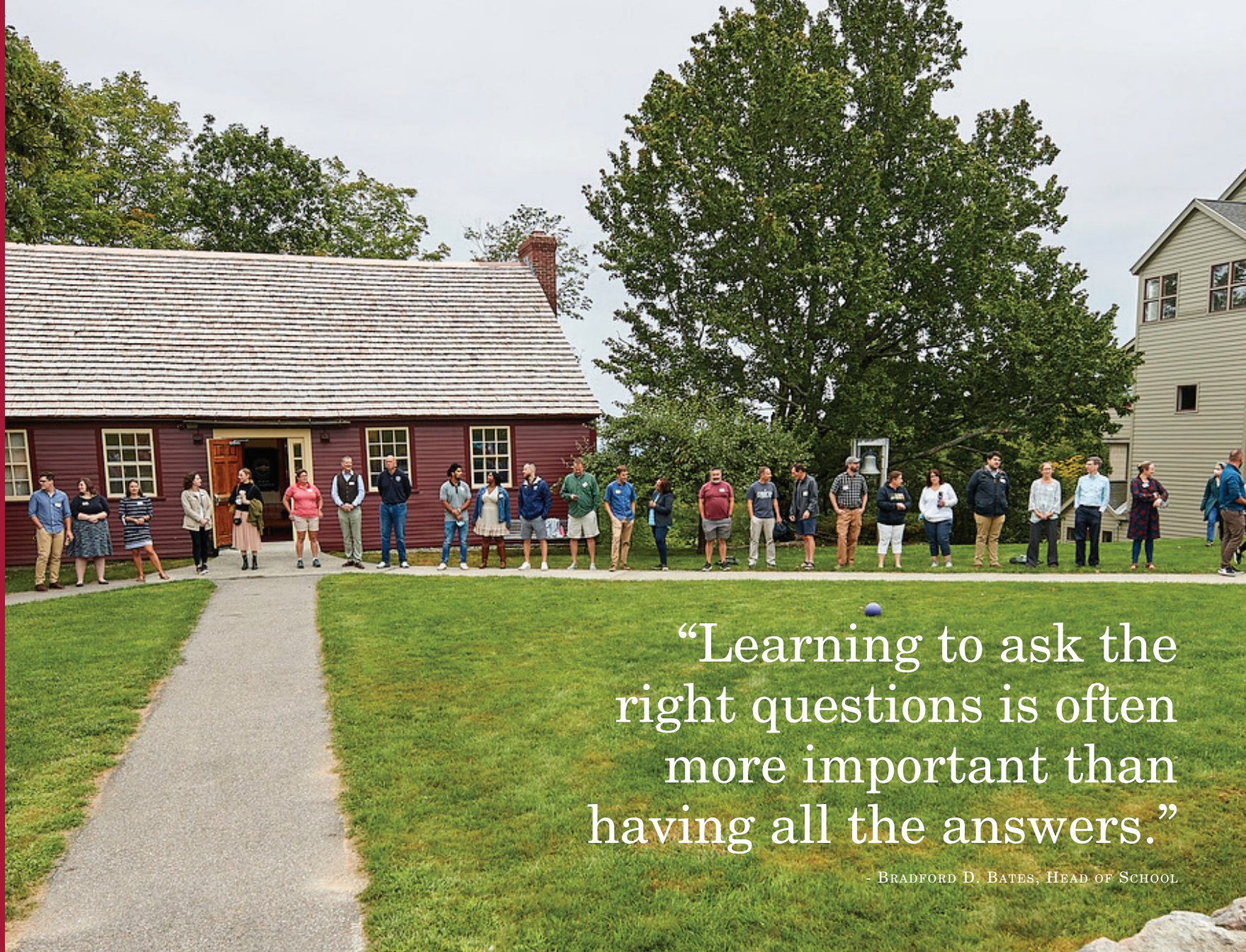


A close-up photograph of a young man with dark skin and short hair, wearing a bright red polo shirt. He is looking intently at a large, bright green caterpillar with black and orange markings, which is crawling on his index finger. He is holding his hand up, and a silver-toned metal mesh watch is visible on his wrist. The background is blurred, showing what appears to be a classroom or school setting with shelves and a computer monitor.

{ DUBLIN IN DEPTH }

ACADEMICS

at Dublin School



“Learning to ask the right questions is often more important than having all the answers.”

- BRADFORD D. BATES, HEAD OF SCHOOL

BRADFORD D. BATES ///
Head of School
B.A., Dartmouth College
M.A.L.S., Dartmouth College

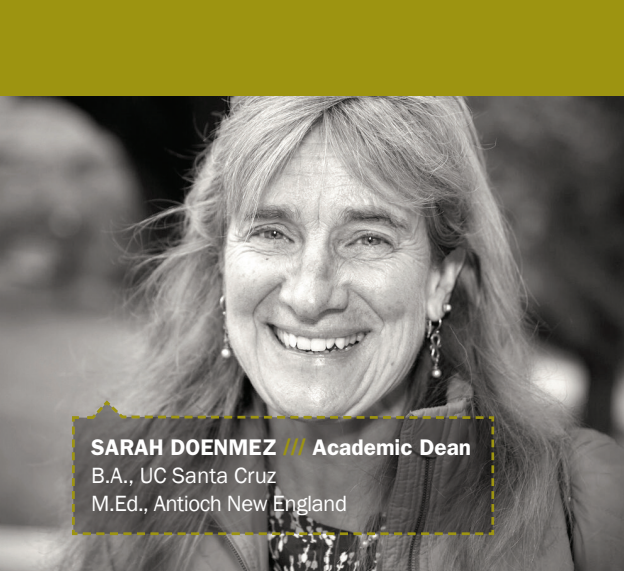
“WOW.”
THAT’S THE GOAL.

We want to see our students walk out of our classrooms inspired, curious, and just plain wowed. When it comes to educating young people our goal should be nothing less. I tell my students that one of my hopes is that something they learned or discussed in class that day will keep them up at night thinking or planning a response. I have found that young people love authentic challenges, they want to solve real problems and be taken seriously. Young people have ideas; ideas that may need structuring or more research, but ideas just the same. As a history teacher I want my students to do history, not just read about it. Students love when we put ideas in tension, when they see that they can disagree with a scientific hypothesis or literary interpretation, or create an original work of art. When I recruit teachers, chefs, support staff or carpenters at Dublin School I am looking to put together a diverse team of educators from a variety of backgrounds, but they all must believe in and respect the power and potential of an individual student’s intellect, character and personality.

At Dublin, our students interview teaching candidates and give them tours of the campus before the candidates meet with other teachers. It takes a special individual to connect with students on a deep and intellectual level. So, after the day of interviews I go right to the students to ask them about the candidates, and what do I hope they say? “Wow.” Hired.



HEAD OF SCHOOL,
BRAD BATES WITH HIS FAMILY



SARAH DOENMEZ /// Academic Dean
B.A., UC Santa Cruz
M.Ed., Antioch New England

“I ask students to ‘seek’ more fully. Not to hurry to conclusions or answers, but to ask questions... then more questions, and then spend time listening. The process can matter even more than the result.”

- SARAH DOENMEZ, ACADEMIC DEAN



CONFIDENCE.

All of our efforts inside and outside of the classroom at Dublin School focus on the development of confidence in our students. Over the next twenty years graduates of our schools and colleges will face challenges, instability, confusion, and most importantly, opportunity. Our faculty understand when it is necessary to challenge and push the individual student, to take them out of their comfort zone, and expose them to ideas and skills they did not know they had the ability to fully grasp. They also know when a student needs support, when they need encouragement, or a different approach toward a solution. Students learn how to write, think critically, hypothesize and question, work in a team, and embrace complexity. Our graduates leave Dublin confident in their ability to pursue challenge and seek opportunity.

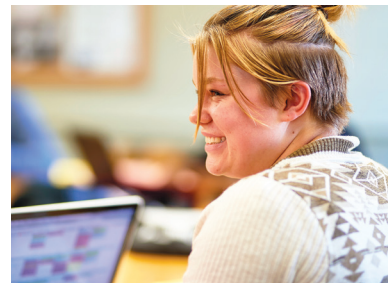


“Our fundamental job, both at the high school level and the university level, is to teach students how to **think**. That’s a daunting and elusive task, but at Dublin, students are clearly both witnessing and participating in the ongoing quest for better understanding.”

- KATIE TRUMPENER, PARENT 2017 & YALE UNIVERSITY PROFESSOR

History

Learning history well requires precision and empathy, rigor and imagination. As the world becomes increasingly inter-related, our students will encounter complex problems involving people and cultures different from their own. We want students to be eager to participate in their own society, to apply historical knowledge and thinking to the situations they encounter, and to value the particular privileges and responsibilities inherent in their own lives.



LINDSAY BROWN /// History

B.A., Williams College

M.A.L.S., Dartmouth College

What “wows” me?

After more than 30 years of teaching, I never grow tired of helping students realize that history has relevance to their lives today. When they start making connections between the past and the present, I know that they have started on a path of lifelong learning.

REVOLUTIONARY OR EVOLUTIONARY?

Nothing is inevitable about the way we currently live, or about how we will develop in the future. At Dublin, we approach the study of history in the context of time and our development over time. Dublin students come to realize that all aspects of the human experience have historical dimensions to them, and that we gain insight from literature, art, music and science as well as the more usual historical sources.

FULL YEAR COURSES

WORLD HISTORY I
WORLD HISTORY II
EUROPE FROM THE MIDDLE AGES TO
THE FRENCH REVOLUTION
DISCOVERING MUSIC: THE MUSIC OF
LATIN AMERICA
FACING THE 21ST CENTURY:
A RESEARCH SEMINAR
INTRODUCTION TO PSYCHOLOGY
TECHNOLOGY AND ETHICS
IN HISTORY

DISCOVERING MUSIC:
AFRICAN AMERICAN MUSIC
U.S. HISTORY
AP EUROPEAN HISTORY
AP U.S. HISTORY
AP PSYCHOLOGY

ELECTIVES

ADVANCED STUDIES: ANCIENT GREECE
ECONOMIC THEORY
LATIN AMERICAN HISTORY
AMERICAN CIVIL RIGHTS

ANTI-SEMITISM, THE HOLOCAUST,
AND GENOCIDE
CHINA IN THE 20TH CENTURY
COMPARATIVE RELIGIONS
ECONOMIC THEORY
EUROPEAN HISTORY: 1945-2012
GLOBAL HUMAN RIGHTS
HISTORY OF ANCIENT GREECE & ROME
HISTORY OF ARGENTINA DURING
THE 20TH CENTURY
HISTORY OF ISLAM
HISTORY OF THE VIETNAM WAR

IRAQ, SYRIA, AND ISIS: WHY?
LATIN AMERICA IN THE 20TH CENTURY
MODERN EAST ASIA
NUCLEAR ISSUES
POVERTY IN AMERICA
RACE IN AMERICA
SOCIAL MOVEMENTS IN AMERICA
STRATEGY & TACTICS IN THE
AMERICAN CIVIL WAR
TRANSFORMATIONS IN RUSSIA
VIETNAM AND THE COLD WAR
WORLD WAR I AND WORLD WAR II

COURSE DESCRIPTION /// THE WORLD OF THE 14TH CENTURY: THE ADVENTURES OF IBN BATTUTA AND HISTORICAL FICTION WRITING:

THIS FULL-YEAR COURSE COMBINES TRADITIONAL HISTORICAL STUDY WITH FICTION WRITING. THE FOCUS IS ON A REMARKABLE TRAVELER, IBN BATTUTA. IBN BATTUTA WAS A MOROCCAN EXPLORER WHOSE TRAVELS AND ADVENTURES OVER 30 YEARS TOOK HIM FROM WEST AFRICA TO EASTERN EUROPE TO CHINA TO INDIA TO EAST AFRICA AND MANY PLACES IN BETWEEN. BECAUSE HE VISITED SO MANY PLACES, THE COURSE IS A TRANSNATIONAL STUDY OF HISTORY AND ALLOWS STUDENTS TO COMPARE AND CONTRAST MULTIPLE CULTURES AND PEOPLES AT THE SAME MOMENT OF HISTORY. STUDENTS READ AND STUDY HIS JOURNALS, INVESTIGATE THE CULTURES OF THE PLACES HE VISITED, AND LEARN ABOUT THE RELIGION OF ISLAM.



ALEXANDER SCALFANO ///
English
M.F.A. (Poetry), University of Massachusetts Amherst
M.Ed. (Secondary Education), Universtiy of
Massachusetts Amherst
B.A., Emory University

English

The study of literature is at the heart of a liberal arts education. At Dublin, we believe it is more than that, though; we believe it is the study of life, and we attempt to impress upon our students the idea that only by reading and writing can we truly experience that which lies beyond the scope of ordinary existence.

FIRST, A WRITER.

Good writing is more than perfect grammar and punctuation. It is an awareness of the effective use of language and the ability to move an audience via the senses, the emotions, or the intellect. At Dublin School, we prepare students to become good writers by focusing on the resources, strategies, and structures of language. Over the last several years, Dublin students have won over 15% of the awards given at the New Hampshire Scholastic Writing Awards and won 27% of the American Voices Nominations awarded to the best writing in the state.

COURSE DESCRIPTION /// **COLLAGE & DÉCOLLAGE: BUILDING AND BREAKING NARRATIVE STRUCTURES IN FILM, LITERATURE, AND PERFORMANCE:** IN THIS SERIES OF ELECTIVE OFFERINGS, STUDENTS EXPLORE HOW STORIES AND IMAGES TRANSLATE ACROSS GENRES, NAVIGATE THE TRANSITION FROM MODERNIST TO POSTMODERNIST NARRATIVE, AND ANALYZE THROUGH SPECIFIC CRITICAL LENSES HOW GREAT WORKS OF CINEMA, LITERATURE, AND PERFORMANCE CONVEY MEANING TO AN AUDIENCE. THE COURSE BEGINS BY FOCUSING ON FILM STUDIES IN THE FALL, THEN SHAKESPEARE IN PERFORMANCE IN THE WINTER, AND IN THE SPRING, “LIMINAL VOICES,” WHICH EXPLORES PLAYS THAT ADDRESS SOCIAL, CULTURAL, AND POLITICAL ISSUES.

FULL YEAR COURSES

ENGLISH 9: WORDS THAT CHANGE
THE WORLD
ENGLISH 10: GLOBAL VOICES
ENGLISH 11: AN AMERICAN CONVERSATION
AP ENGLISH LANGUAGE AND COMPOSITION
AP ENGLISH LITERATURE & COMPOSITION

ELECTIVES

AFRICAN-AMERICAN LITERATURE
ART OF THE BIOGRAPHY
CREATIVE WRITING
EARLY 20TH CENTURY
AFRICAN-AMERICAN LITERATURE
EVIL IN POSTMODERN LITERATURE
FAIRY TALES AND FOLKLORE
FILM-MAKING AND LITERATURE

GENDER IN SOCIETY
HEMINGWAY, FITZGERALD, AND
THE LOST GENERATION
HISTORY OF ENGLISH
IN THE SHADOW OF WOUNDED KNEE
INTERMEDIATE POETRY WRITING
INTRODUCTION TO CREATIVE
WRITING: POETRY
LITERATURE & THE HUMAN CONDITION

LITERATURE OF THE DEVIL & HELL
NATURE WRITING
SELF, SEXUALITY, AND SOCIETY
SHAKESPEARE: COMEDY, TRAGEDY,
AND HISTORY
THE HARLEM RENAISSANCE
THE HISTORY OF LOVE
WRITING HISTORY

“Every day my students are asked to flex their empathy muscles and regularly devote tremendous energy toward a deeper, broader understanding of the human condition; they are asked to be scientists of the heart and painters of the mind. Nothing is more wonderful than witnessing students develop into compassionate, critical, and thoughtful citizens of the world.”

- ALEXANDER SCALFANO, ENGLISH

Math & Technology

We strive to instill in students an appreciation for mathematics not only as a tool, but also as a means of appreciating the regularity and beauty of the universe. By encouraging an intellectual progression from working concretely to handling abstractions, course offerings at Dublin parallel and promote students' cognitive development.



JULIE VENNE /// Math
B.A., NSU University School
Mount Holyoke College
M.A., University of Texas

TECHNOLOGY AT DUBLIN SCHOOL

The Technology Department promotes a student-centered, project-based approach to learning the tools and techniques of effective technological problem solving through collaboration, communication, and creativity. Students are encouraged to learn by doing, applying an engineering methodology that encompasses inquiry, research, ideation, prototyping, testing, and improving. The department's goal is for students to gain confidence and independence as they progress through the curriculum and encounter increasingly complex challenges that engage and inspire.

FULL YEAR COURSES

ALGEBRA I
GEOMETRY
ALGEBRA II
HONORS ALGEBRA II/
TRIGONOMETRY
ADVANCED ALGEBRA WITH
TRIGONOMETRY

PRECALCULUS
AP CALCULUS
STATISTICS
ADVANCED TOPICS IN
MATHEMATICS

TECHNOLOGY ELECTIVES

TECHNOLOGY AND DESIGN
FABLAB PROJECTS
PROGRAMMING IN PYTHON
SOLAR ENERGY AND ITS APPLICATIONS
ENGINEERING AND AUTOMATION
COMPUTER AIDED DESIGN I & II
WEB DEVELOPMENT ESSENTIALS

COURSE DESCRIPTION /// INTRODUCTION TO ENGINEERING: IN MANY WAYS, ENGINEERING IS THE INTERSECTION OF THE ARTS AND SCIENCES WHEN WE APPLY CONCEPTS AND RULES TO DESIGN, BUILD, AND USE ENGINES, MACHINES, AND STRUCTURES. INTRODUCTION TO ENGINEERING EXPOSES STUDENTS TO THE ENGINEERING DESIGN PROCESS, INCLUDING RESEARCH AND ANALYSIS, TEAMWORK, COMMUNICATION SKILLS, ENGINEERING PRACTICES AND TECHNICAL DOCUMENTATION THROUGH ACTIVITY, PROJECT, AND PROBLEM-BASED LEARNING. A CAPSTONE PROJECT THEN CHALLENGES STUDENTS TO CONTINUALLY PRACTICE THEIR INTERPERSONAL SKILLS, CREATIVE ABILITIES, AND UNDERSTANDING OF THE DESIGN AND BUILDING PROCESSES.



“What I love
about teaching
computers is
that it’s secretly
math.”

Science

The Science department is committed to a program introducing all students to science in a manner promoting critical thinking, active engagement, and discovery. Problem solving, careful observation, collaboration, and thorough laboratory work are essential skills which build from year to year within the curriculum. Course offerings rely on both our abundant natural surroundings and modern facilities, including our observatory, weather station, and seismograph.



KATRI JACKSON /// Science

B.A., Connecticut College
M.S., Indiana University
What “wows” me?

There is nothing less cool than hanging out with your chemistry teacher in your free time, yet so many students arrive to evening Chemistry Club activities with enthusiasm. It’s always such a happy surprise!

FULL YEAR COURSES

BIOCHEMISTRY
BIOLOGY
CHEMISTRY
CLIMATE CHANGE
PHYSICS
AP BIOLOGY
AP ENVIRONMENTAL SCIENCE
AP PHYSICS

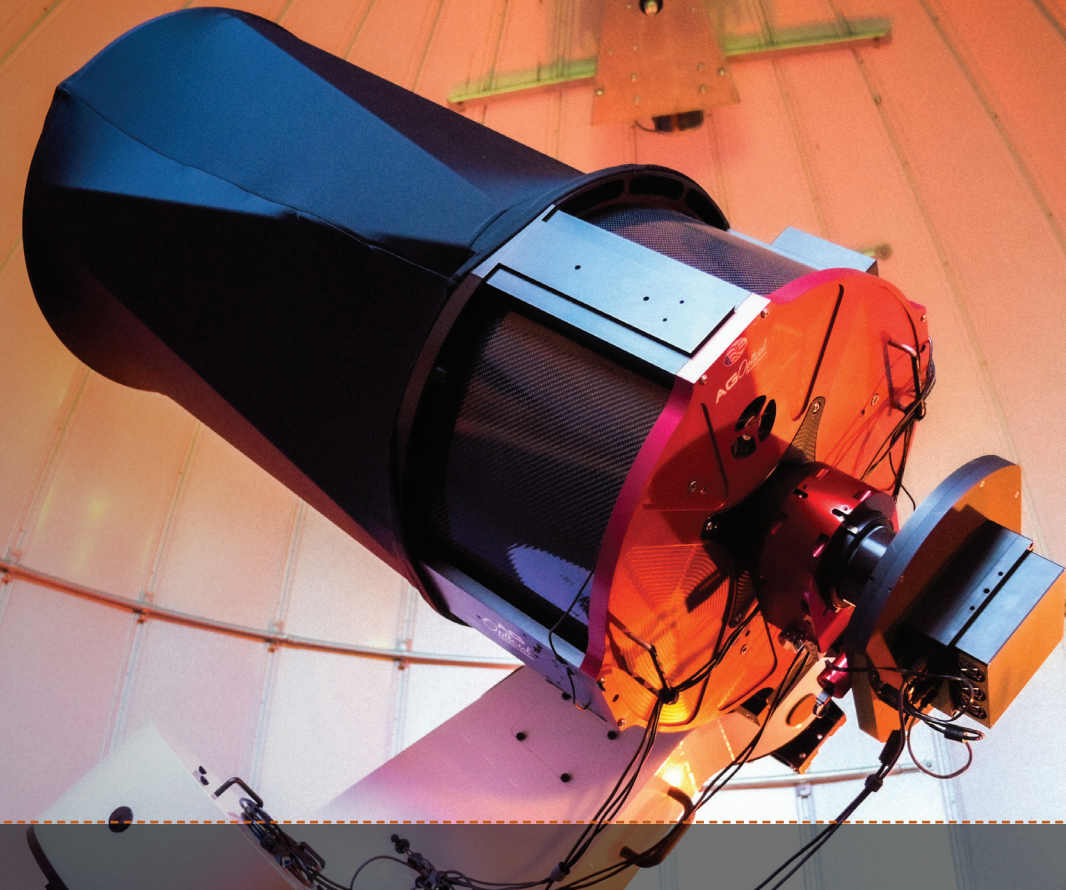
ELECTIVES

ANATOMY OF MOVEMENT
ASTRONOMICAL IMAGING
ENERGY AND THE ENVIRONMENT
GLOBAL FOOD SYSTEMS
INTRODUCTION TO ASTRONOMY
MARINE SCIENCE
NUTRITION, HEALTH, & SOCIETY

PHYSICS, ENERGY AND THE ENVIRONMENT
PHYSIOLOGY OF ENDURANCE
SPORTS
SCIENCE BEHIND EMERGENCY MEDICINE
SPORTS MEDICINE AND EMERGENCY CARE
TOXINS IN THE ENVIRONMENT

LIGHT YEARS AHEAD

Perched high atop the Dublin campus, the Perkin Observatory serves as a hub for astronomy and astrophysics education that is unparalleled in secondary education. Featuring a computer-controlled half-meter Corrected Dall-Kirkham astrograph equipped with research-grade imaging equipment, the observatory can be used during the daytime and at night and allows students to engage in real research.



COURSE DESCRIPTION /// OBSERVATIONAL ASTRONOMY: THIS ONE-SEMESTER ELECTIVE WILL FOCUS ON OUR SOLAR SYSTEM AND NEARBY STELLAR NEIGHBORS AND WILL INCLUDE LEARNING HOW TO USE THE PERKIN OBSERVATORY’S PRIMARY ASTROGRAPH AND PORTABLE TELESCOPES. USING A PROJECT-BASED APPROACH, WE WILL RETRACE SOME OF HUMANITY’S FOOTSTEPS IN THE UNDERSTANDING OF ASTRONOMY FROM TAKING SIMPLE MEASUREMENTS THAT WILL ALLOW US TO CALCULATE THE DISTANCE, SIZE, AND ORBITS OF OTHER PLANETS TO ANALYZING THE CHEMICAL COMPOSITION OF STARS JUST BY COLLECTING THEIR LIGHT. SEVERAL TIMES THROUGHOUT THE SEMESTER, THIS CLASS WILL MEET AFTER DARK AT THE OBSERVATORY INSTEAD OF DURING ITS REGULAR CLASS BLOCK. CLASSROOM TIME WILL INCLUDE TAKING A TOUR OF OUR SOLAR SYSTEM, LEARNING ABOUT JUST HOW VERY SMALL WE REALLY ARE, AND SOME OF THE MANY WAYS GRAVITY SHAPES OUR UNIVERSE AND EVERYTHING IN IT FROM TIDAL FORCES TO CURVED SPACETIME.

Español

Dublin's foreign language curriculum is designed to allow the school to collaborate around a single language and create advanced programming that will amplify and reinforce the learning taking place in the classroom.

By creating a universal second language on campus, opportunities exist for our students to take upper-level Spanish courses paired with history and literature courses taught in Spanish, live in housing where only Spanish is spoken, travel to a Spanish speaking country, and graduate with the skills to learn any language while developing a deep understanding of foreign cultures.

Students learn through the Organic World Language methodology, which emphasizes communication over grammar, in the same way that native speakers learn a language. The OWL classroom develops language proficiency by creating a dynamic environment focused on breaking down the boundaries that inhibit discussion in a new language. As students develop their proficiency in the language, grammar and appreciation of literature become focal points of emphasis. Multiple tracks are designed to promote fluency in different types of learners who may have different goals.



OPPORTUNITY FOR TRAVEL

Foreign travel is the most direct way to experience the power of why the study of a second language is such a critical part of an education. Dublin plans at least two trips abroad each year which may include a homestay component, lessons in foreign language, service work, cultural or adventure activities. Past and future trips include the following: China, Costa Rica, Europe (Prague, Vienna, Munich), Europe (Ancient Rome in Modern Europe), Europe (Spanish Immersion), India & Peru.

COURSES

SPANISH I, II & III
SPANISH III HONORS
SPANISH IV AP LANGUAGE & CULTURE
SPANISH V/VI – SPANISH CULTURE
& CIVILIZATION
AP SPANISH LITERATURE

ENGLISH AS A SECOND LANGUAGE

ESL I
ESL II

COURSE DESCRIPTION /// ESPAÑOL THROUGH FILM AND LITERATURE: LEARNING A LANGUAGE GOES BEYOND LEARNING THE GRAMMAR AND VOCABULARY, IT MEANS LEARNING CULTURE, HISTORY, AND MORE. IN THIS COURSE STUDENTS USE THEIR SPANISH LANGUAGE SKILLS WITH LITERATURE AND FILM TO LEARN ABOUT THE HISTORY AND CULTURE OF A VARIETY OF SPANISH-SPEAKING COUNTRIES. STUDENTS WILL ANALYZE LITERARY WORKS IN THE CONTEXT OF HISTORICAL EVENTS AND RELATED FILMS, VISUAL ARTS, MUSIC, AND CONTEMPORARY POLITICS AND SOCIETY. TOPICS AND MATERIALS DATE FROM MEDIEVAL IBERIA AND COLONIAL LATIN AMERICA TO THE CONTEMPORARY SPANISH-SPEAKING WORLD. THROUGHOUT THE YEAR, WE WILL APPROACH FILMS AND LITERATURE WITH THEMES LIKE CONSTRUCTIONS OF GENDER, RACE, SEXUALITY, AND NATIONALITY. STUDENTS WILL STRENGTHEN THEIR USE OF THE SPOKEN AND WRITTEN LANGUAGE THROUGH EXPANDING THEIR VOCABULARY AND PRACTICING COMPLEX SENTENCES. TAUGHT IN SPANISH, THE COURSE AIMS TO INSPIRE CURIOSITY, INTRODUCE STUDENTS TO DIFFERENT CULTURAL PERSPECTIVES, AND HELP STUDENTS COMMUNICATE CLEARLY AND EFFECTIVELY.

BERNARDA DEL VILLAR ///
Spanish
M.A., Spanish
Literature and
L.A. Studies



“Dublin students wow me with their confidence and their ability to express who they are—their background, their thoughts, and what makes them tick; it gives me hope for the future.”

- NELLIE HERMAN, SPANISH

Performing Arts



Dublin students perform. Formally or informally, staged, or impromptu, the performing arts are an integral part of a Dublin education. Through theater workshops, all-school musicals, dance performances, jazz or chamber music, choral groups, jam sessions, or by recording their own music, students feel the excitement of performance and hear the sound of applause. Whether you are a serious actor or musician, or someone who just wants to try it out, Dublin's performing arts curriculum will inspire you.



JENNY FOREMAN ///
Arts Department Chair
B.A., Barnard College, Columbia University
M.A., New York University

What “wows” me?
I am inspired by how readily Dublin students engage in discovering “the possible” within themselves and their dedication to playfully explore their creative, expressive, and intellectual potential.

PERFORMING ARTS COURSES

ACTING SHAKESPEARE
ACTING THE SONG
ADVANCED ACTING
ADVANCED THEORY
ANATOMY OF MOVEMENT
BALLET AND POINTE
CHAMBER SINGERS
CHOREOGRAPHY LAB

CLASSICAL ENSEMBLE
CULTURAL DANCES OF AFRICA, ASIA, AND THE AMERICAS
DANCE ENSEMBLE
DANCE HISTORY
DUBLINERS CHORUS
FANTASY & FOLLY, REVOLT & REVELATION:
DANCE ON THE STAGE
FROM FLAPPERS TO RAPPERS: SOCIAL DANCE IN 20TH CENTURY AMERICA



FOLLOW YOUR PASSION... OR DISCOVER ONE.

At some schools, arts are nothing more than electives. Not at Dublin. If you are a musician or performer, the pursuit of your passion can become a core part of your education, not simply reserved for extra-curricular activities. Supported by a spectacular new theater, with light and sound systems designed for maximum flexibility and creativity, Dublin's theater program fosters your artistic endeavours. Be it on our main stage, outdoor performance space, or reconfigured for theater-in-the-round experience, your inner star will definitely have its chance to shine.

FILM: HUMANITIES IN MOTION
GUITAR STUDIES: PERFORMANCE AND LITERATURE
HISTORY BY HOLLYWOOD
IMPROVISATION AND THEATER GAMES
INDEPENDENT STUDIES IN TAP, POINTE, HIP-HOP
INTRODUCTION TO ACTING: SCENE STUDY
JAZZ ENSEMBLE
MUSIC I: HISTORY, THEORY, AND PRACTICE
MUSIC PERFORMANCE LAB

MUSIC PRODUCTION
MUSIC THEORY THROUGH SONGWRITING
NEW PLAY LAB I: FORM; II: CONTENT; III: PRODUCTION
PIANO STUDIES: PERFORMANCE AND LITERATURE
SLAM POETRY
STORYTELLING WITH VIDEO
TAP AND THEATER DANCE
THEATER: BEHIND THE SCENES
VOCAL STUDIES: PERFORMANCE AND LITERATURE

COURSE DESCRIPTION /// ACTING THE SONG:
THIS COURSE FOCUSES ON SCENE STUDY FROM THE MUSICAL THEATER GENRE AS WELL AS SOME OF THE HISTORY OF AMERICAN MUSICAL COMEDY. IN PARTICULAR, WE DEVELOP METHODS FOR PRESENTING A SONG AS AN ACTING PIECE RATHER THAN JUST AN AUDITORY EXPERIENCE AND EXPLORE THE DIFFERENT WAYS SONGS FIT INTO THE CONTEXT OF STAGE PRODUCTIONS.

ART IS NOT ALTERNATIVE.

Dublin School believes that experience in the creative process is essential to the growth of all learners. Arts education involves discovering new questions and producing new ideas, objects, performances or interpretations from the study of existing works and conventions.

Our commitment to the visual arts is evident in the state-of-the-art Gillespie Hall, which houses the Putnam Gallery as well as our 2-dimensional and 3-dimensional work areas for ceramics, sculpture, painting, printing and drawing. Apart from these traditional work-spaces, Gillespie is also home to our computer design facility, which allows students and faculty to explore the ever-evolving world of arts technology.

VISUAL ARTS COURSES

ART HISTORY

DIGITAL PHOTOGRAPHY I, II, III

DRAWING I, II, III: THE ART OF SEEING

FASHION DESIGN

JUNIOR/SENIOR PORTFOLIO SEMINAR

PAINTING I, II, III: COLOR THEORY

PRINTMAKING

TEXTILES

3-D DESIGN: CARDBOARD SCULPTURE

3-D DESIGN: METAL AND OTHER MATERIALS

THREE-DIMENSIONAL DESIGN: CERAMICS

TWO-DIMENSIONAL DESIGN

WOODWORKING I, II, III: FOREST TO FINISH

PAINTING BY GIA DAL POZZO '09

Visual Arts

Our visual arts students study technique across many media, with an emphasis on drawing and painting. They study composition and the elements of art and design, using critical skills in the analysis of their own work, their peers, and master artists past and present.

COURSE DESCRIPTION /// INTO THE WOODS: A SUSTAINABLE STRUCTURE PROJECT: IN THIS COURSE, STUDENTS WILL BUILD A STRUCTURE IN A NATURAL SETTING USING A BLUEPRINT OF SUSTAINABLE ARCHITECTURE. STUDENTS WILL LEARN CONSTRUCTION TECHNIQUES SUCH AS FRAMEWORK, DOOR AND WINDOW INSTALLATION, AS WELL AS DETAILING, AND HOW TO BUILD SAFELY. STUDENTS WILL APPRECIATE DIFFERENT PERSPECTIVES AS THEY FOCUS ON FUNCTION AND ACCESSIBILITY. SUSTAINABLE CHOICES FOR RENEWABLE ENERGY TECHNOLOGIES WILL BE TAUGHT AND INCORPORATED TO ACCOMMODATE A LOW CARBON FOOTPRINT. THIS COURSE MAY COLLABORATE WITH STUDENTS IN THE SOLAR ENERGY COURSE TO INFORM DECISION MAKING AND DESIGN.

EARL SCHOFIELD /// Art
B.F.A., Massachusetts College of Art
M.F.A, Art Institute of Boston

“It is my sincerest wish to help each of my students discover their own voice and to prepare them as best I can for whatever direction their journey takes them.”

- EARL SCHOFIELD, VISUAL ARTS FACULTY



EMILY CORNELL ///
Director of Learning Skills
B.S., Cornell University
M.S., Pace University

What “wows” me?
I am inspired to be part of a community with such an incredible diversity of learners, and part of a team that provides the highly-individualized support that each learner needs.

LEARNING SKILLS PROGRAM

Through a one-on-one instructional model, students who enroll in Dublin School’s Learning Skills Program receive individualized guidance and instruction directly tailored to their learning style and learning needs. Support is offered in the areas of effective learning strategies, reading and writing processes, critical thinking, organization, time management and other executive skills. The personalized nature of instruction enables students to gain an increased sense of self-awareness, confidence with self-advocacy, and ultimately the independent ability to apply effective learning strategies. The Learning Skills Program strives for students to attain higher levels of achievement while taking increasing control and ownership over the learning process.



“From the beginning, you have recognized both our daughter’s strengths and the areas where she’s needed support. You have been her constant champion. You have helped her shine and grow and increase her confidence.”

- PARENTS, CLASS OF 2017



SENIOR PROJECT

What have you been wishing you could study? What would you explore if there were no constraints? Is there a career or a project you have always been interested in but never able to pursue? The Senior Project has been developed as a way to give students the opportunity to engage in a year-long rigorous study centered around a field or fields that are of special interest. The course has a research/scholarly component as well as an applied/creative/project component through which research and learning is made manifest in a shareable form ranging from works of art, to marine research robots, to fundraising projects, to lecture-style presentations.

The course begins with a seminar to develop project proposals and train students in advanced research techniques, including experiential research techniques to explore how to apply or synthesize learning in a project-based format. Adult mentors and teachers provide assignments and structure to spur students to dive deeper at key points in the process. Students who pursue a Senior Project embark upon a truly unique journey that serves as both a culminating experience for their high school career as well as a preparatory experience for the more independent nature of college level work.

RECENT EXAMPLES OF SENIOR PROJECTS:

- NERUOMARKETING AND ETHICS
- ASTRONOMY AND CODING
- A CAPELLA SINGING TRADITIONS
- NEW ENGLAND CONTRADANCE TRADITION AND PRESERVING LIVING HISTORY
- ISAKAI STORYTELLING AND FORM/SPECIALIZED STYLE OF MANGA
- NEPALI-INSPIRED FASHION DESIGN
- FILM AS AN EXPRESSION OF IDENTITY
- BOTANY: GREENHOUSE DESIGN
- BIKE MAKING
- TINY HOUSES: ENVIRONMENTAL DESIGN
- WRITING SUSPENSE/MYSTERY
- KNITTING AND THE VARIOUS CULTURAL TRADITIONS AND IMPORTANCE OF FIBER ARTS TRADITIONS
- PHYSIOLOGY AND EXERCISE

RECENT COLLEGE ACCEPTANCES

BARNARD COLLEGE
BATES COLLEGE
BERKELEE SCHOOL OF MUSIC
BOSTON COLLEGE
BOWDOIN COLLEGE
CARLETON COLLEGE
COLBY COLLEGE
CORNELL UNIVERSITY
CONNECTICUT COLLEGE
DARTMOUTH COLLEGE
DENISON UNIVERSITY
DICKINSON COLLEGE
EMORY UNIVERSITY
HAMILTON COLLEGE
JOHNS HOPKINS UNIVERSITY
MIDDLEBURY COLLEGE
MOUNT HOLYOKE COLLEGE
NEW YORK UNIVERSITY
OBERLIN COLLEGE
POMONA COLLEGE
RENSSELAER POLYTECHNIC INSTITUTE
RHODE ISLAND SCHOOL OF DESIGN
ROCHESTER INSTITUTE OF TECHNOLOGY
SAVANNAH COLLEGE OF ART & DESIGN
SKIDMORE COLLEGE
ST. LAWRENCE UNIVERSITY
ST. OLAF COLLEGE
SYRACUSE UNIVERSITY
UNIVERSITY OF CHICAGO
UNIVERSITY OF MICHIGAN
UNIVERSITY OF PENNSYLVANIA
UNIVERSITY OF VIRGINIA
VILLANOVA UNIVERSITY
WELLESLEY COLLEGE
WESLEYAN UNIVERSITY
WILLIAMS COLLEGE
WORCESTER POLYTECHNIC INSTITUTE



COLLEGE COUNSELING

The process of college counseling has become even more complex in the increasingly competitive area of post-secondary placement. True to Dublin School’s mission, the College Counseling Office offers an individualized and supportive counseling experience that fits interests, accomplishments, and ambitions of individual students. Faculty support ensures that students will develop as informed decision makers, take full responsibility for meeting deadlines, learn self-advocacy skills, and compose personal writing through self reflection. We’re extremely proud of our list of college acceptances each spring, and more importantly, that students report back to us on how well they are prepared for all that college has to offer.

INDEPENDENT STUDY

We believe that when their curiosity is fueled, our students experience some of their greatest learning moments. Through independent study opportunities, students work with a faculty mentor to design and develop a course that allows them to pursue a specialized interest beyond the electives offered in our curriculum.

RECENT INDEPENDENT STUDY SUBJECTS INCLUDE:

- ADVANCED MUSIC THEORY
- LITERARY PUBLISHING
- COMPARATIVE RELIGIONS
- ADVANCED NETWORKING
- VISUAL POETRY
- HIP HOP CULTURE
- THE EMPIRE STRIKES BACK
- ADVANCED MANDARIN

ADVANCED PLACEMENT

Dublin School offers a selection of Advanced Placement (AP) courses that are recognized by the College Board and transferable to many undergraduate degree programs. In addition to the courses listed, highly motivated students may independently prepare for AP exams in specialty topics.

AP OFFERINGS INCLUDE:

- | | |
|-------------------------------------|-------------------------------|
| AP BIOLOGY | AP EUROPEAN HISTORY |
| AP CALCULUS | AP PHYSICS |
| AP CHEMISTRY | AP SPANISH LANGUAGE & CULTURE |
| AP ENGLISH LANGUAGE & COMPOSITION | AP SPANISH LITERATURE |
| AP ENGLISH LITERATURE & COMPOSITION | AP U.S. HISTORY |
| AP ENVIRONMENTAL SCIENCE | AP U.S. GOVERNMENT & POLITICS |



{ TRUTH AND COURAGE }

AT DUBLIN SCHOOL, WE STRIVE TO AWAKEN A CURIOSITY FOR KNOWLEDGE AND A PASSION FOR LEARNING. /// WE INSTILL THE VALUES OF DISCIPLINE AND MEANINGFUL WORK THAT ARE NECESSARY FOR THE GOOD OF SELF AND COMMUNITY. /// WE RESPECT THE INDIVIDUAL LEARNING STYLE AND THE POTENTIAL EACH STUDENT BRINGS TO OUR SCHOOL. /// WITH OUR GUIDANCE, DUBLIN STUDENTS BECOME PEOPLE WHO SEEK TRUTH AND ACT WITH COURAGE.

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