

Daltonians great and small, follow the link [here to sign in solidarity](#).

“Real social living is more than contact; it is co-operation and interaction. A school cannot reflect the social experience which is the fruit of community life unless all its parts, or groups, develop those intimate relations one with the other and that interdependence which, outside school, binds men and nations together.”

—Helen Parkhurst¹

Dear Dalton Community,

We, the undersigned, are concerned yet hopeful as we look to the *future* of Dalton. As representatives of different constituencies, we have been a part of Dalton and its wonderful community of teaching and learning for several decades. Though times are indeed trying, we want to move forward in the spirit of collaboration and love of learning that is so quintessentially “The Dalton Way.” Dalton’s great strengths continue to be 1) an educational philosophy that celebrates teaching and learning, independent thought, curiosity and creativity, 2) an extraordinarily dedicated and caring faculty, 3) an involved and empathetic community, and 4) an unparalleled diversity in its student body. The passion for a progressive education has not waned, but indeed nothing prepared us for the recent events that have shaken our community. No matter the intention, the “[Loving Concern @ Dalton](#)” letter reads as a slap in the face to the families of color and white allies who for decades have strived to create a more equitable and welcoming institution—an institution that aims to open its doors without the unspoken ultimatum to assimilate. The misguided perception of some of its shareholders that anti-racism is an “unknown” commodity is at best disheartening and at worst infuriating.

Recent events at the school, including the response to the proposal created by teachers, have exposed a lack of understanding as to what “anti-racism” means. Anti-racism as a term may be new to some in this community, but the work behind it is decades, even centuries, old. That’s what it is at the end of the day—continuous work. And yet the practice of anti-racism has been reduced to a buzzword; it is thrown around both by individuals who want to sound “woke” and by individuals who want to critique the “woke police.” In reality, it is not a controversial concept. To practice anti-racism merely means to fight actively against racism. The National Museum of African American History and Culture defines it as such and goes on to say that, “Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily.”² The school

¹ Helen Parkhurst, “The Plan in Principle,” *Education on the Dalton Plan*, E. P. Dutton & Company, 1922, pp. 20-21.

² National Museum of African American History and Culture, “Being Antiracist.”

itself needs to do a better job in providing a cohesive and clear vision of anti-racism and its mission to all constituencies. Nevertheless, they have begun the work in earnest.

According to the Dalton website, the anti-racist vision for the school includes a commitment to a flourishing community “free from bias and disparities,” as well as a commitment to an education that includes “deep historical understanding of racial and structural inequities in the U.S.”³ Dalton also promises to offer “opportunities to... make a positive impact addressing current societal inequities by participating in community service activities that contribute to change outside Dalton.”⁴ To us, these are not controversial concepts or commitments because (despite misinformation that expresses the contrary) anti-racism is not anti-white people. It is not anti-intellectual. It is not an attempt at indoctrination. And it is not achieved overnight. It is a messy, complex, and necessary process that strives to create an equitable, inclusive world—one that is not yet within our grasp.

There is no denying that this country has a deep history rooted in anti-blackness, and the hatred and oppression of marginalized groups. Teaching anti-racism is about recontextualizing what we think we know by embracing and interweaving the colorful voices that make up the quilt of humanity. There is pain associated with this but there is also great *joy* to be found. The former must be confronted authentically and with academic integrity before we can healthily move on. Historically, we have also seen joy and love in the resistance movements that are borne of these hardships. To say that anti-racist curriculum is joyless presents a narrow view of what can be joyful.

For example, the fall of Black Wall Street and the Tulsa massacre of 1921 has recently re-entered public consciousness.⁵ Attending this history is both painful and celebratory; it requires that we confront the destruction and devastation of the massacre while also acknowledging the hard-won prosperity and self-sufficiency of Tulsa’s Black residents. It is this kind of perspective that would best serve, and be served by, the intellectual zeal that defines the Dalton School. An anti-racist curriculum doesn’t take away from anything that already exists, but rather does more to

<https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>>

³ The Dalton School, “Commitment to Anti-Racism.”

<https://www.dalton.org/commitment-to-anti-racism/resources>>

⁴ Ibid.

⁵ Laurie Ochoa, “‘Watchmen’ revived it. But the history of the 1921 Tulsa race massacre was nearly lost,” *LA Times*, October 27, 2019.

<https://www.latimes.com/entertainment-arts/story/2019-10-27/history-behind-the-tulsa-race-massacre-shown-in-watchmen>>

add to the big picture as we understand it. Let us engage with anti-racism with a mindset of abundance over a mindset of scarcity. *A rising tide must lift all boats.*

There are those among us who incorrectly envision the discussion about anti-racism as a zero-sum game—who claim that they are “not racist” and sit anonymously on the sidelines using seemingly innocuous language to undermine the cause, attempting to absolve themselves by hiding behind their friends, colleagues, and even family members of color.⁶ It is both tokenizing and generalizing to refer to a “Black/Asian/Desi/etc. friend” to exempt and exonerate oneself from any association with racism. The reality is this: racism is systemic and woven into the fabric of American culture. It is an inescapable piece of our history that we *all* must engage and wrestle with in order to remove its stain. If we are not actively working to dismantle it, we are participants in perpetuating it.

Naming this reality is not about blaming children “for the sins of the father” nor for the sins of society. It is about acknowledging the truth—that our children are learning about race every day just by existing in this world. Students do not arrive at Dalton—at any age—as color-blind or as blank slates. And children of color do not have the privilege of being innocent to the caveats of race. Anti-racism is about coming together to collectively share the work that must be done, rather than continuing to leave the lion's share of work that has historically been on the shoulders of marginalized communities.

The students have the opportunity to start young and because of this, they benefit the most. And from what we know, they not only *want* to learn, they are leading the charge. The anti-racism movement at Dalton has been propelled by student narrative accounts and leadership. Current students have come up with proposals and suggestions of their own that “de-center whiteness” and dismantle the “traditional canon”—points that have been folded into the school’s own anti-racism programming.⁷ What Dalton has accomplished and put forth so far hasn’t been wholly created in a vacuum. From the outpouring of student voices, both past and present, it is quite clear that Dalton necessitates a change—anti-racism must be a part of it. Dalton’s continued commitment to diversity means that inevitably the landscape must change, and as it changes so must the roles of all its constituents.

Some have expressed that they do not feel welcome at Dalton anymore. They have pointed to anti-racist curriculum changes as the source of this feeling. We, the authors and signatories of

⁶ Rebecca Ruiz, “6 ways to be anti-racist, because being 'not racist' is not enough,” *Mashable*, June 2, June 2020. <https://mashable.com/article/how-to-be-antiracist/>

⁷ Shravya Pant and Jesse Eick, “The Anti-Racist Education Dalton Students Are Looking For,” *The Daltonian*, September 2020.

this letter, highlight that constituencies of color (as well as other marginalized groups) have historically felt unwelcome in communities such as ours. An anti-racist agenda serves to be an open expression of the intention to become a welcome and safe space for those who previously shouldered hurt. In this context, the roles of white members of our community, in particular, can and must be clearly outlined. What has become apparent to us is that Dalton has yet to provide a clear understanding of those roles, which can include but are not limited to making room for the tough conversations surrounding race, both at the school and at home, and *listening* to people of color who have been integral leaders in these spaces by supporting them when they share strategies for *further* action that goes beyond simple donations. Fear of not being welcome is misplaced because there is a place for everyone in this work—yes, even white people.

For more than two decades, Dalton has laudably promoted and celebrated the diversity of its community, but that must be reflected in more than just the faces that we see in its brochures. The curriculum must reflect the diverse faces in its classrooms so that all students can see themselves mirrored in their educational forays. An anti-racist curriculum is one that celebrates the cultures of others. It teaches children to respect and engage in a multi-cultural and global perspective. An anti-racist curriculum is one rooted in socio-emotional learning. It teaches our children to engage in empathy and compassion. It empowers students to identify oppression and to fight for equity. It teaches them where to direct their efforts most effectively, and how to share space with others. We commend the direction Dalton is going in, but we also firmly and lovingly push them to aim higher, to be more transparent and communicative in their efforts and to lean on its constituency members who have put forward and continue to offer creative solutions. The legacy upon which we stand is not only open to these ideas, it *calls* for them.

Let us *all* progress with a willingness to be open and vulnerable in our efforts to better Dalton. It may not always be perfect but in this work perfection is the enemy of good. The community of respect *we* seek aims to have good conversations about best implementation and sources, but the merits of anti-racism are not up for debate. We hope we have addressed any misgivings and misconceptions. (In that spirit, we've added a resource below in the hopes of kickstarting the conversation amongst yourselves). With that said, if—even after correcting these misgivings—some community members feel much the same, perhaps it is time to find another school to call home. There are plenty of students, faculty, alum, *and* parents who are excited and ready for what is on the horizon; who want themselves and their children to be an active part of that bright future, drawn in both by the school's legacy as well as its promise of a better tomorrow.

We believe that by looking at our traditions and expanding upon them, we can move Helen Parkhurst's unique legacy and philosophy into the 21st century. Let us embody her immortal words

and go forth unafraid into a world that is not only diverse and inclusive, but equitable. Diversity without equity is not only harmful, it is traumatizing to communities of color. And at the end of the day, it casts its ugly shadow over everything we do. We cannot be strong with learning without also being strong with love. Building anti-racism and diversity into the fabric of Dalton as a feature and not an afterthought—or by relying solely on the numbers game of representation—is a part of how we imagine the school intends to actively *show* that love.

Rather than being a safe haven in which students, faculty, staff and administrators of color can flourish without the cloud of racism hanging over their heads, accounts told on social media like the Black at Dalton Instagram account prove that the culture at Dalton was and continues to be a microcosm of the injustices people experience outside its walls.⁸ That kind of damage does not disappear without intentional thought and resources being poured into the alteration of the systems that created the deficiency. Anti-racism, which requires action and structural/institutional reckoning, is not the bogeyman, it is the next logical step in our evolution.

The Dalton Song promises that, “New worlds will be made / Where we set our beacons burning.” These new worlds Nancy Cardozo ’36 writes of can be made *only* if we can make room for the unexplored horizons that are being set upon. These horizons we aim for more than continue to uphold the Dalton Plan, they take it toward a joyful conclusion that honors what we have all come to love about our school. None of the strengths of what we have come to associate with Dalton have changed. What we instead argue is that love of learning and teaching is not possible without an anti-racist curriculum and this can only add to the experience. At its best, anti-racism should encourage us to actively investigate the systems around us. At the educational level, it is about fostering an environment that develops young people into becoming citizens of the world.

Rest assured, no one benefits from this endeavor into anti-racism more than the students—across the color spectrum. No one has championed anti-racist curriculum changes as much as the students who want to learn it and the faculty who are eager to join and guide their students in that endeavor. If it is an inconvenience for some of you to call out racist behavior in both your private lives and at the institutional level, then maybe it's time to look at that feeling and question its origins.

Ms. Parkhurst said it best: “Real social living is more than contact.” It is not enough to have contact with people of color to alleviate the scourge of racism, we must also be better versed in the offerings of our marginalized communities, of which there are many. Only then can we work

⁸ Rita Kohli et al., “The ‘New Racism’ of K–12 Schools: Centering Critical Research on Racism,” *Review of Research in Education*, vol. 41, no. 1, 2017, pp. 182–202. <<https://journals.sagepub.com/doi/full/10.3102/0091732X16686949>>

together to “Go Forth Unafraid.”

*We go forth unafraid,
Strong with love and strong with learning,
New worlds will be made
Where we set our beacons burning;*

*For each child,
Great and small
Is friendly with man and beast
And world that holds them all,*

*We sing to you, this is our praise,
Flung like a banner over Dalton days.
This is the school we have worked in and made.
Here we have learned to go forth unafraid.*

—Nancy Cardozo, Class of 1936

Scaffolded Anti-Racist Resources:

<https://docs.google.com/document/d/1PrAq4iBNb4nVlCtsLcNIW8zjaQXBLkWayL8EaPlh0bc/edit?usp=sharing>

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AFTERWORD: Edited to add– The Black Students Demanding Change (BSDC) group which has a Dalton chapter released a letter of their own today (2/27). If you feel so inclined, please also raise your voices with theirs by signing in solidarity. Read and sign by following the link below:

[BSDC Response to “Loving Concern @ Dalton”](#)

Signatories:

1. ZURI WASHINGTON, Class of '09
2. ASHLEY TIEN, Class of '07
3. AMY TERPENING, Former Teacher
4. ANJALI RAGHUNATHAN, Class of '14
5. GRACE AMBROSSI, Class of '16
6. CARLA ALTARAS, Class of '10

7. CHRISTINA CLEMENTE, Class of '02
8. CAL BARNETT-MAYOTTE, Class of '14
9. ROXANNE HSU FELDMAN, Middle School Librarian, Parent, Class of '17
10. BAILEY EDWARDS, Class of '12
11. ALEXUS BERTRAND, Dalton Faculty
12. ZACHARY CALDAROLA, Class of '14
13. TAL RECANATI, Parent
14. CAROLYN ABRAMS, Class of '79
15. LISA ISSROFF, Parent, Class of '10, '13 and '16
16. FELICIA WASHINGTON, Former Board Member, Parent, Class of '09 and '10
17. PETER ASIMOV, Class of '10
18. GABRIELLE MAYER, Class of '12
19. LIPI RAGHUNATHAN, Class of '14
20. ANNALISA PLUMB, Class of '12
21. ALEX CHESTON, Class of '12
22. WAYNE WASHINGTON, Parent, Class of '09 and '10
23. BENJAMIN GROSS, Class of '16
24. DAVID FELDMAN, Parent, Class of '17
25. JANE KOSSTRIN, Parent, Class of '11
26. ALI FLEMING, Current Teacher
27. TANVIR GOPAL, Class of '09
28. AMALIA DELICARI, Former Parent
29. GABRIEL REDEL-TRAUB, Class of '10
30. NICHOLAS T RINEHART, Class of '10
31. GABRIELA CASTILLO, Class of '18
32. JULIETTE KESSLER, Class of '12
33. BETH BARRY, Parent, Class of '07 and '09
34. DANIELLA CAGGIANO, Class of '06
35. SANDEEP JUNNARKAR, Parent
36. AMADI WASHINGTON, Class of '10, Current Faculty
37. SHARON GITELLE, Class of '78
38. BENJAMIN ISSROFF, Class of '16
39. JACK GRABOW, Class of '12
40. ALICIA REID, Current Faculty
41. YURI IWAHARA, Class of '14
42. SHOBANA RAM, Current Faculty (FP)
43. JOSEPH D. QUAIN, MS Librarian
44. MARGERY ROSEN, Parent, Class of '01 and '07
45. CHRISTINE PAYNE, Dalton Staff

46. LYNNE SCHEURER-FOSTER, Class of '76
47. JAY GOLON, Former Teacher and Administrator
48. SARAH WALTCHER, Class of '12
49. CASPER CALDAROLA, Class of '77, Parent, Class of '14
50. SULEKHA RAM-JUNNARKAR, Class of '20
51. BLAKE PEARSON, Teacher
52. CLAIRE G. BUSHELL, Class of '20
53. JENNIFER VERMONT-DAVIS, Former Parent, Class of '07
54. MARINA KIFFERSTEIN, Class of '07
55. CHANDNI PRASAD, Parent
56. MUKESH PRASAD, Parent
57. ZACK PINTCHIK, Class of '08
58. KABIR SINGH, Class of '21
59. GABRIEL PANEK, Class of '09
60. SUSAN BENNETT, Class of '07
61. JAKE SAMUELS, Class of 2009
62. JOSH BACHRACH, Current Faculty Member, Parent, Class of '29 and '31
63. AMANDA GEDULD, Class of 2011
64. JOAN FINKELSTEIN, Parent, Class of '07
65. ALAN KIFFERSTEIN, Parent, Class of '07
66. KENT HIKIDA, Parent, Class of '18, Former Board Member
67. GRACE CAMPOS, Class of '18
68. MAYA VILAPLANA, Class of '10
69. INSIA MALIK, Class of '06
70. ROBIN REICH, Class of '08
71. ARJUN PRASAD, Class of '18
72. THOMAS G. SZABO, Class of '79
73. GEOFFREY PERRY, MS Health and Wellness teacher
74. AMY WECHSLER, Parent, Class of '17
75. JAMES ELISH, Class of '09
76. ZACH TERRELL, Current Faculty
77. DR. BILL SOLOMON, HS/MS Music Department Co-Chair
78. ELISSA BAIM, Current Faculty
79. CATHERINE EDWARDS, Current Faculty
80. LILLIAN REDL, HS Preceptor
81. MORGAN PILE - Current Faculty
82. JUSTIN GREER, Current FP Faculty
83. TIM THOM, Alum
84. PHOEBE TORCHIA, Class of '11

85. DEBORAH ALTARAS, Class of '21
86. JILL FRANCO, Parent, Class of '17 and '20
87. JESSICA JOINER, Science Research Coordinator
88. JAZZ ADAM, Dalton Drop-out, Exited '07
89. LAUREN FRANCO, Class of '20
90. SCOTT SHAPIRO, Class of '09
91. SOPHIE CHESTON, Class of '14
92. ZACH FARNSWORTH, Class of '17
93. JEREMY SHPIZNER, Class of '09
94. DEBORAH REILLY, Parent, Class of '02, Retired Faculty (Current for '20/'21 School Year)
95. CHRISTOPHER M. HOOD, Director of Creative Writing Program
96. DANIEL ISSROFF, Class of '10
97. JACK LAWRENCE, Class of '14
98. MYKEL NAIRNE, Class of '12
99. PAMELA NEWKIRK, Parent, Class of '09 and '12
100. LUCAS CARMEL, Class of '14
101. IMAN THIAM, Class of '21
102. LORENZO POZZOLINI, Class of '10
103. ROBIN BERNSTEIN, Parent, Class of '09 and '15
104. JARED MANDELBAUM, Class of '14
105. LUKE EVANS, Class of '05
106. KAREEM ALSTON, Class of '10
107. JACQUELINE (ARCHER) NELSON, Former Teacher
108. ERI NOGUCHI, Parent of Alum C'20
109. SAMANTHA GARFIELD, Class of '05
110. ELIZABETH ALMANZAR-WRIGHT, Parent, Class of '13 and '16
111. FLO WEN, Class of '11
112. SONIA MITTAL, Class of '14
113. SAM ASA PRATT, Class of '10
114. CLYDE LAWRENCE, Class of 2011
115. KIERAN RAINES, Current Faculty
116. PRIYA MITTAL, Class of '18
117. JESSE BIRDSALL, Class of '10
118. SASHA NEMECEK, Parent, Class of '24
119. CHARLOTTE ROSENBERG. Class of '10
120. HANNAH GROSS, Class of '10
121. RAELLA RAYSIDE, Class of '10
122. CYDNEY CORT, Parent, Class of '10
123. DEVIN PLUMB, Class of '16

124. ELIO FOX, Class of '05
125. KEENAN A. RAMSEY, Class of '13
126. SARAH GROSS, Class of '13
127. DOUG BERNS, Class of '06, Dalton Staff
128. SCOTT ROSENBERG, Parent, Class of '10
129. AMELIA BIENSTOCK, Class of '07
130. MAGGIE ROSENTHAL, Class of '10
131. JILLY HOROWITZ, Class of '13
132. KUNIHICO NAGAKURA, Class of '10
133. MEIYING THAI, Class of '10
134. ARMANI COTTON, Class of '10
135. BECCA STOLL, Class of '10
136. TEJASHREE GOPAL, Class of '14
137. TOBI FINEBERG, HS Librarian
138. MOLLY KELLER, Class of '15
139. REBECCA NEWMAN, Class of '15
140. HEIDI L. GUZMÁN, Class of '10
141. SCOTT SPIZER, Class of '76
142. AVA FEUER MCCARTNEY, Class of '07
143. ALLISON MISHKIN, Class of '07
144. HATTIE SAAL, Class of '24
145. TARIK CUMMINGS, Class of '11
146. STEVE PIERRE-JEAN, Class of '10
147. HARPER MAKOWSKY, Class of '10
148. ABIGAIL KASDIN, Class of '14
149. MARGERET HEFTLER, Class of '14
150. ERIC HELFGOTT, Class of '14
151. JULIAN PAVLIN, Class of '10
152. ANNA HITCHCOCK, Class of '14
153. RACHEL PELLEGRINI, Current Teacher
154. JULIA PILCER, Class of '05
155. TAYLOR WRIGHT, Class of '13
156. EMILY MEI, Class of '17
157. OLIVIA MILLER, Class of '16
158. SAM HOLLAND, Class of '16
159. AASHA S GOPAL, Parent, Class of '09 and '14
160. SARA VASQUEZ IRIZARRY, Class of '10
161. DAVID WALTCHER, Class of '14
162. MARTHA EDELSON, Retired Faculty

163. JEMMA ISSROFF, Class of '13
164. EVE LEVIN, Class of 2010
165. CAREN DECTER, Parent, Class of '32 and '34
166. ANNIE PARDOE, Class of '11
167. DANIELLE RECANATI, Class of '13
168. JAMIE BIGMAN, Class of '14
169. SAM BRESLOW, Class of '10
170. DIANE OSHIN, Parent, Class of '11 and '14
171. ARIANNA MASTRO, Class of '14
172. EMMA HITCHCOCK, Class of '10
173. EMILY MADOFF, Class of '14
174. ZOE MATCH SUNA, Class of '10
175. TANVI AGRAWAL, Class of '14
176. MAX SOLOTAR, Class of '16
177. BRETT SAVAGLIO, Class of '10
178. ALI WENDROFF, Class of '10
179. ELANA SIMON, Class of '14
180. GRAHAM OXMAN, Class of '10
181. TESS PINTCHIK, Class of '10
182. SOPHIE RACINE, Class of '09
183. HAYLEY DONER, Class of '09
184. ZARA CHAPPLE, Class of '21
185. COLETTE MIDULLA, Class of '14
186. JULIÁN MESRI, Class of '05
187. LINDSAY SOLOTAR, Class of '12
188. JOSHUA FIELDING, Class of '19
189. EMILY SALTAN, Class of '12
190. CHRIS BLACKETT, Class of '09
191. ZACK KRONSTAT, Former Teacher
192. REBECCA WERTHEIMER, Class of '15
193. AMY BERMAN, Parent, Class of '10
194. DEEPTI MITTAL, Former Parent
195. SUNEET MITTAL, Former Parent
196. ROXANA REID, Former Parent
197. ADAM TURKEL, Class of '14
198. KEITH TURKEL, Former parent Class '14
199. TARIK PATTERSON, Class of '09
200. TESSA SHAPIRO, Class of '12
201. MARGOT TAFT STERN, Parent, Class of '12, '14, '19

202. AMANDA NG, Class of '17
203. MARC HEINRICH, Class of '12
204. DAVID MANDELBAUM, Class of '11
205. DAVID RUBIN, Current Teacher and Parent
206. RACHEL CHAIT, Class of '09
207. CELENA KOPINSKI, Class of '10
208. LAURA PINTCHIK, Parent, Class of '08 and '10
209. MICHAEL PINTCHIK, Parent, Class of '08 and '10
210. BIRGITTA RUBIN, Current Parent
211. JENNY HALLIDAY, Current Teacher
212. TARIKA COLEMAN, Current Faculty and Parent, Class of '14
213. COLLEEN CUMBERPATCH, Current Teacher
214. WYATT CRANE, Current Teacher
215. SHERRI HAYS MANCUSI, Class of '76
216. LOIS PERELSON-GROSS, Parent, Class of '10, '13 and '16
217. NINA MASTERS, Class of '10
218. ROSIE NELSON, Class of '10
219. MINGMING FENG, Class of '10
220. EMILY WEISS-COOK, Class of '10
221. IVO CRNKOVIC-RUBSAMEN, Class of '10
222. HENRY ELLIMAN, Class of '10
223. SAM SHAPIRO, Class of '10
224. LAEO CRNKOVIC-RUBSAMEN, Class of '18
225. ALI WENDROFF, Class of '10
226. JEN BETTS, Class of '10
227. EMMA BROCHES, Class of '10
228. TALYA LOCKMAN-FINE, Class of '11
229. NICOLE ALLINA, Class of '20
230. ISADORA DANNIN, Class of '10
231. JAMES KENNEDY, Class of '10
232. MARK KOPINSKI, Parent, Class of '10
233. DEBORAH KOPINSKI, Parent, Class of '10
234. ELISABETH HOLM, Class of '05
235. CECILIA MAGNUSSON, Class of '05
236. MARGARET MINTZ, Parent, Class of '10
237. JOHN BIRDSALL, Parent, Class of '10
238. KEBA M. ROGERS, MS Psychologist and Administrator
239. LUKECUS KING, Class of '10
240. DOUGLAS MELVIN, Exited early, Class of '09

241. M. LOCKMAN-FINE, Class of '14