

Milton

MILTON ACADEMY

ADMISSION CATALOGUE

2018-2019



Welcome
to Milton.

Milton at a glance

700

STUDENTS
IN THE
UPPER
SCHOOL



125

ACRES OF
CAMPUS

WHAT'S UP WITH THE ROMAN NUMERALS?

CLASS IV ▼

GRADE 9

CLASS III ▼

GRADE 10

CLASS II ▼

GRADE 11

CLASS I ▼

GRADE 12

50/50

*Percentage
Boarding / Day*



NUMBER
OF COURSES
OFFERED

8 MILES FROM BOSTON



Our Mission
**A PASSION
FOR
LEARNING**

We champion curiosity and honor scholarship. Inspired by teachers and classmates, Milton students maximize their strengths, try new things, discover fresh areas of interest—all with the support to succeed.



Mr. Emmott planned a trip to Jordan for students in his Globalization and Islam class. Learning about Jordan in the classroom is one thing, but experiencing its culture firsthand is second to none. Discussing traditional gender roles took on an entirely new meaning for me when I was sitting down for gender segregated meals during my homestay, or wearing a hijab around Desa. Researching the Syrian refugee crisis was a completely different experience when speaking to a Syrian refugee. The trip brought our learning to life in such incredible, meaningful ways.

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MARGARET AMES, Class of 2017
Dedham, Massachusetts

The students on the Sustainability Board are dedicated to the cause. I have to constantly remind myself that I'm working with high school students. They are very adept at making decisions and they work cohesively as a group, but at the same time they welcome other people's opinions and ideas, and they embrace that. They listen.

.....
JOANNA LATHAM
Science Department



Our Mission
**A RESPECT
FOR OTHERS**

I'm from a small town that is pretty homogenous. Coming to Milton was a chance to meet people from all over the world, from all different backgrounds. We also have great opportunities to go beyond campus—to get a better understanding of what's going on in the community and the world—with the speakers that come to campus, or community engagement, or trips into Boston.

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BRIE LAWSON, Class of 2017
Duxbury, Massachusetts

Milton is a safe and generous place for young people to exchange ideas. The abilities to listen, communicate, share and collaborate with others are essential life skills, honored and practiced at Milton every day.



To us, growing and learning among individuals who share widely divergent life stories, and appreciating their backgrounds and cultures, is an invaluable aspect of a true education. We believe that each of us brings a unique and important dimension to our shared experience, and that drives the relationships at Milton.

Our Mission
**EMBRACING
DIVERSITY**

Our Mission

PURSUIT OF EXCELLENCE

Seeking to meet the highest standards—in performance, athletic competition, artistic expression, leadership, intellectual exploration, and understanding our world—is part of Milton's culture, and a lifelong legacy for our students.



In Egypt, we played squash individually, not as a team. At Milton, playing on a team, I learned to care about the team's reputation and upholding the school's name. I really grew up here and became more mature. Being captain of the team taught me how to be responsible and to be a role model for the freshmen. I learned to give the advice that seniors were giving me when I was a sophomore.

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RANEEM MOHAMED EL TORKY
Class of 2017, Robbins House
Alexandria, Egypt



Our Mission

COMPETENCE, CONFIDENCE & CHARACTER

Milton students take on experiences and develop relationships that ultimately affirm their aptitudes and underscore their values, preparing them for the most competitive colleges in the country, and for the broadest array of academic and professional pursuits.



Math is my passion. By coming to Milton, I was finally able to move up to a level where I feel challenged in math. I'm working on all these great projects with my teachers and other students, I'm taking fun contest exams. I am learning so many new things and doing really well in class. I'm finally doing what I want to in math, and that experience has been so cool.

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ROMAIN SPECIEL
Class I, Forbes House
Weston, Massachusetts

Understanding that every encounter affects a young person's development, faculty surround students with opportunities for intellectual and personal growth, not only during class and during their extensive extracurricular lives, but also within their social lives.

Our Mission

AN ACTIVE LEARNING ENVIRONMENT

Our Mission
**CREATIVE
& CRITICAL
THINKERS**

Milton students are problem solvers; they think outside the box, and they apply what they learn in other disciplines to develop distinctive and sometimes surprising approaches to figuring out the task at hand. They ask good questions, and they puzzle together to discover answers.



“Dare to be true” means to be yourself unapologetically—to feel comfortable learning what that means, and sharing it. That’s something I always keep with me—wanting to be exactly who I am while also figuring out who that is, and knowing that Milton will support me.

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SOLEIL DEVONISH, Class I
Milton, Massachusetts

Our Mission

DARE TO BE TRUE

Since 1798, Milton has developed strong, independent, confident thinkers. Students graduate with a clear sense of who they are, what their world is about, and how to contribute. “Dare to be true” is not only a value that resonates through our halls: it’s the cornerstone of our School’s culture and a lifelong commitment for Milton grads.





From the Head of School WHAT TO EXPECT AT MILTON

I invite you to explore. In this catalogue, on milton.edu, on our social media platforms, I hope you will take a close look at what makes Milton tick.

The teaching and learning that happens here, the life of our School, generates a palpable energy that we feel every day. Learning at Milton is brought to life by the students and adults on campus, whose backgrounds, talents, interests, personalities and pursuits vary broadly. And that's one of the things we love about our School. It makes Milton, Milton.

Here are a few other things you can expect at Milton:

- Students here are smart, interested and invested. They work hard, but they laugh a lot, and they know how to have fun.
- Learning is discussion-based, not lecture-based. Conversation around the Harkness table is where learning comes alive.
- Your teachers have high expectations of you, because they see your potential—but they offer the support you need to succeed.
- You will have your own advisor who will stay with you throughout your Milton years. He or she will counsel you and a small group of other students in course selection and navigating School life—keeping in touch with your academic and social progress, acting as your resource and advocate.
- Your teachers, coaches, house heads and advisors will get to know you well—who you are and what you care about.
- Your friends here will inspire you, involve you, and help you find out who you really are.
- Milton is a big school, but with a small feel. Your classes have about 14 students in them. Everyone is part of the action.
- Options are plentiful—in classes and in activities. Students choose courses and extracurriculars based on well-established interests, but Milton students also love to try new things. We think that's important! Taking a safe risk is often the gateway to discovering new passions, and meeting new people.
- Life at Milton is collaborative, not competitive. People help one another, and support each other's talents and interests. We celebrate a lot.
- You won't just become prepared for college—you will develop the skills that prepare you for life.

We are delighted to share our School with you. Make this process your own, and please join us on campus to experience firsthand the joy that Milton students find in their learning, in their extracurricular pursuits, in their teachers, and in one another.

Todd B. Bland

Head of School

Our Students
**BE YOURSELF,
TO LEARN
WHO YOU ARE**

Around the table in the classroom, in laboratories, on fields, in studios, on stage and in your dorm, you'll find friends and classmates who are smart, caring, opinionated, funny and talented in so many different ways. Milton students like to create, to problem-solve, to work hard, to laugh, and to try new things. They develop confidence in themselves and pride in their classmates. They're generous, they celebrate, and they are continually surprising in the answers they develop. With so many ways to get involved at Milton, surrounded by so many encouraging people, you'll find a niche just right for you.



43%
STUDENTS OF COLOR



What I like best about the student-teacher relationship here is that it's grounded in respect. It's not a one-way street, where students simply respect the teacher. I respect them and their ideas. Milton students are so smart, so I set the bar high. They'll meet my expectations, and then they'll exceed them, which causes me to raise my game. This is good, because it keeps me on my toes!

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PETER PARISI
Performing Arts Department Chair

FROM
28 COUNTRIES

.....
27 STATES
AND TERRITORIES



13%

INTERNATIONAL
STUDENTS



The dynamic between the grades at Milton is pretty incredible. Some of my best friends are seniors, and some are in grades below me, too. I love that about Milton. There's definitely great camaraderie within your grade, but also lots of opportunities to get to know students who aren't your exact age.

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RACHEL HANDLER, Class I
Dover, Massachusetts

50/50

FEMALE MALE



Our Faculty DEEP COMMITMENT

Mr. Moore inspired my passion for science. The year that I had chemistry with him, I did an internship with a microbiology lab in Boston, and we would talk about what I did in the lab and the bigger picture. His ability to explain how there are many factors in one aspect of science intrigued me into wanting to explore more.

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PARI SHARMA, Class I
North Andover, Massachusetts

For years after high school, Milton students stay connected with faculty members who shifted the course of their lives: teachers who believed in them, supported them, developed their skills, and fueled their growth. The deep commitment of a learned and experienced group of teachers is Milton's great treasure. They get to know students well, inside and outside of class. They are consistent audience members during performances throughout the year and devoted fans on the sidelines, cheering on teams during all seasons. Inspiring, guiding, seeding ideas and passions, they care deeply, and they work hard to ensure that every student feels supported. Scholars, artists, writers, researchers in their own right, faculty members' passion for their discipline feeds their love of teaching.

At Milton, you'll have teachers who:

- Paint, juggle, perform in community theater, and compose and play music
- Compete in marathons, distance cycling, figure skating, triathlons and ultimate Frisbee
- Spend their free time cabinet-making, bee-keeping, and fly-fishing
- Instruct and practice yoga and Zumba
- Once designed seven floors of lighting in a Boston skyscraper
- Spent a year coaching the Chinese Women's National Hockey Team



NUMBER OF
FACULTY

140

5:1

ratio of students
to faculty

13

AVERAGE YEARS FACULTY
HAVE TAUGHT AT MILTON

75%

WITH POST
GRADUATE
DEGREES

10%

with doctorates

Talented teachers choose Milton because we take the craft of teaching so seriously here. Milton faculty cultivate their talents among peers who care intensely about teaching. They work with some of the most exciting, engaged, diverse students anywhere—students who help them realize their full potential as educators.

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INDU SINGH

Dean of Teaching and Learning,
and English Department



A Milton Day

ASSEMBLY.....	8:00 A.M.
PERIOD 1	8:20 A.M.
PERIOD 2	9:15 A.M.
RECESS	10:00 A.M.
PERIOD 3	10:15 A.M.
PERIOD 4	11:05 A.M.
PERIOD 5	11:55 A.M.
PERIOD 6	12:30 P.M.
PERIOD 7	1:20 P.M.
PERIOD 8	2:10 P.M.
ACTIVITIES.....	3:00 P.M.

Sports, clubs, arts and performance activities **3:30 p.m.**

For Boarders:

DINNER	6:00 P.M.
STUDY HALL	7:30–9:30 P.M.
CHECK-IN.....	10:00 P.M.
LIGHTS OUT	11:00 P.M.

On Wednesdays, classes end at **1:15 p.m.** for extended sports and afternoon activities.

The life of the mind is the pulse of the School.



At Milton, we encourage that productive mix of independence and collaboration, humility and confidence, respect for the past and enthusiasm for the future. When we do so, we help students to grow in enduring ways. Reflective and creative, they can approach new challenges with thoughtful determination, and because they learn to speak and listen with equal care, they develop the capacity to lead. Every day, in every moment, such growth takes place at Milton.

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DAVID BALL '88
Upper School Principal and History
and Social Sciences Department

Milton's environment is intellectually charged. The wide world of academic opportunity here engages students in a program of the highest quality. Students develop competence in the core subjects and feed intellectual passion through electives and independent studies. As they progress, students learn to express themselves orally and in writing. They develop analytical skills and the confidence to defend their opinions. They learn to be independent, to take initiative, to organize, and to manage their time. Preparing students not just for college, but for a future we can't predict, for careers that perhaps don't yet exist, we work to develop critical thinking and creativity, but also adaptability, resilience, self-awareness, empathy and courage.

Academic Life at a glance

14

TYPICAL
CLASS SIZE

FIVE

*Typical number of classes
taken per semester*



16

NUMBER
OF ENGLISH
ELECTIVES

16

NUMBER OF
SCIENCE
ELECTIVES



685

BIBLIOGRAPHIES
CREATED BY
STUDENTS IN
NOODLETOOLS

100%

*students enrolled in
affective education courses*

CLASS IV ► HEALTH
CLASS III ► VALUES
CLASS II ► SOCIAL AWARENESS
CLASS I ► SENIOR TRANSITIONS

FULL-TIME FACULTY
INSTRUCTIONAL
TECHNOLOGISTS

2



STUDENTS EARNING
HONORS IN THE 2018
SCHOLASTIC ART
AND WRITING AWARDS

2

*Students earned National Merit
Scholarship recognition this year*



ENGLISH

Reading, Discerning, Listening, Expressing Yourself

English at Milton offers a continuous interplay between the traditional and the innovative, the ancient and the modern, the basic skills and the imaginative creation. In intimate classrooms, students are led by deeply knowledgeable and caring faculty, passionate about the material and about sparking a love of literature in their students. Beginning in Class IV, with English workshop, students hone grammar and usage skills, and refine the art of crafting a sentence, on their way to writing complete, detailed critical essays. Electives broaden the range of authors and topics that students read and study. Around the Harkness table, students become comfortable discussing the literature and their reactions to it. Classes are not lecture-based, but discussion-based—open, democratic. Faculty synchronize curriculum with the development of the students—generating assignments around topics and themes most relevant to adolescents. Students find their voices, becoming sophisticated readers and writers. Emerging storytellers themselves, and investigators of the world around them, students leave Milton with the ability to write well and clearly; to read closely and critically.

A Sampling of Courses

Perspectives: Genre and Culture
American Literature
Man and the Natural World
Philosophy and Literature
Advanced Creative Writing
Project Story: Narrative
Journalism and Performance
The Craft of Non-Fiction
Themes in Contemporary World Literature



In English, the critical essay really pushed me to do my best. The entire year, I was striving to do one piece that I was really proud of, and my personal charge was to go out and give it my all. The teacher told us to do it our own way. That freedom had its pros and cons. It made you search deeper inside yourself and that was hard, but it paid off.

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NESHAAT BHARWANI, Class II
Belmont, Massachusetts

Student Poetry

Crabbing In Bethany, Delaware

He told me how he caught
blue crabs off the dock sinking
in wet sand and beer cans behind the beach cottage, splitting
the haul with his immigrant mother who cooked until
the pale bodies flushed red. He used to lure them with chicken
necks bought for ten cents a piece, money
from returnable Coke bottles stolen
from the neighbors' yards. He remembers still
how she ate them: slurping the soft
flesh from the inner skeleton, the hack
and hiss of screen doors shuddering in their frames,
blackened nails from umpteen packs of Merits,
the "Who's your boy?" and "What you looking at?"
Red-faced Floyd West lighting stray cats afire,
the Austin boys belt-whipped on their front porch.
This was being mixed in rural Delaware.
Sheryl wheezing in her yard, hair in curlers, bloated ticks
hanging from dogs' ears, and the ex-Green Beret who snuck boys
his homemade wine. This was to be mixed
up in rural Delaware in the '80s.
My father promises we'll go crabbing sometime, buy the necks
and stand above the marsh stream on the wooden bridge in another state.
He tells me: the trick to crabbing is tickling their white stomachs,
loosening their muscles on the net until, resigned,
they let go.

MALIA CHUNG, Class III, winner of the Smith Poetry Prize
and the 12th-annual Helen Creeley Student Poetry Prize



From the Classroom

Sample Reading List from Modern Comparative Literature

Joan Didion, *The White Album*
 Franz Kafka, *The Complete Stories*
 Gabriel García Márquez, *One Hundred Years of Solitude*
 Toni Morrison, *Beloved*
 David Mamet, *Glengarry Glen Ross*
 David Henry Hwang, *Yellow Face*

Class IV Talks

All Class IV students deliver a prepared five- to seven-minute speech to their classmates as part of the Class IV English course. Students choose their own topics, including:

- The Power of Curiosity
- Women in Science
- The Pros and Cons of Being Short
- Living with Scoliosis



Every day in my English classes, I have 12 to 15 teenagers around the Harkness table who have done the reading. They're not trying to get away from challenge, and they are truly excited about our discussion. They ask great questions. They love language. At Milton, you become a critical thinker. It's always been that way, and that's one of the things I loved as a student here. We have serious discussions about words, and how to use words powerfully. Every minute, every class period is packed.

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CAROLINE SABIN '86
 English Department Chair

Award-Winning Writing

Each year, Milton writers are recognized for exceptional achievement in their work. In the past two years, students earned national acclaim from the Foyle Young Poets of the Year Award, the Bennington College Young Writers Award, the Nancy Thorp Poetry Contest, and the Scholastic Art & Writing Awards.



HISTORY AND SOCIAL SCIENCES

Understanding Our World— Then and Now

In the classroom, Milton students develop the tools to become historians and social scientists. Faculty help students find their voices in the dynamic conversation about the people, places, events, patterns and themes of human civilization. They instill a sense of ownership in students—who come to deeply understand world events, and ultimately their own place in time.

At Milton, we treat history not as a collection of data, but as an ongoing narrative. Grounded in the reality of past events, we can work to make sense of current events. Research is a hallmark of Milton's history and social sciences curriculum, and students choose subjects that interest them, in which they become experts. Through primary source documents, students come to understand historical events from firsthand accounts; rather than judging actions of the past, they work to understand the motivations of the time. Students look at particular cultures in depth and at the interactions among cultures over broad periods of history. They test newly won insights daily in class discussions around the Harkness table. We help students understand from where they've come, and empower them to contribute to the broader world, in meaningful and important ways.

A Sampling of Courses

- African-American History
- The United States in the Modern World
- Religions of Asia
- Behavioral Economics: The Burdens of Decision-Making
- History of the Middle East
- Activism for Justice in a Digital World
- Globalization and Islam
- Principles of Economics
- Topics in Psychology
- American Government and Politics

From the Classroom

The Ethan Wyatt Bisbee Prize

Each year, faculty teaching the U.S. History and U.S. History in the Modern World courses select students whose projects represent outstanding research in United States history. The department invites prizewinners to the annual Bisbee Tea to celebrate their achievements and share their work with faculty and fellow honorees.

Course Readings, a sample

UNITED STATES IN THE MODERN WORLD I

Peter the Great, "Decree on the Invitation of Foreigners"

Simón Bolívar, "The Jamaica Letter"

Narrative of the Life of Frederick Douglass

UNITED STATES IN THE MODERN WORLD II

Joseph Stalin, "The Results of the First Five-Year Plan"

The Muslim Brotherhood, "Toward the Light"

Richard M. Nixon, "Vietnamizing the War"



My favorite subject is history, ancient history specifically, so Ancient Civilization was the perfect class for me. Ms. Starks really helps move the discussions around the Harkness table to important topics she knows we would be interested in, and we all learn from each other. People share so many different perspectives around the table. I might have a student from Japan telling me something about Japanese history that I didn't know, and that helps me understand an issue differently.

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TEDDY BEAUDOIN, Class of 2017
Dedham, Massachusetts



SCIENCE

Learning by Doing, Always

Humans have an innate curiosity about scientific exploration, about how the world works. At Milton, we fuel this spirit of inquiry—teaching sophisticated concepts and research skills—through doing science from day one. Introducing students to foundational scientific concepts and laboratory techniques, we provide the tools, shifting from teacher-directed learning to student-driven discovery. Students formulate their own research questions based on what they’ve learned; they develop experiments to test these questions—gathering evidence, analyzing data, communicating findings, and discovering the next round of important questions that rise from that work.

Through this work, students learn to deconstruct a problem, formulate a plan, observe with a critical eye, and identify what they don’t yet know. They develop the skills and confidence to execute intricate and complex research experiments that help them develop scientific knowledge and understanding that builds as they progress through the program—from Physics to Chemistry to Biology, and to advanced electives in Molecular Genetics, Organic Chemistry and Nuclear Physics.

Milton scientists bring their skills to bear in the favorite “DYO” (Design Your Own) research experiment, the culmination of all full-year science courses. Students in advanced electives hone their presentation skills in the annual Science Symposium—a showcase of capstone projects that invites the entire School community to celebrate and learn from the work of Milton’s most accomplished science students.

A Sampling of Courses

- Issues in Environmental Science
- Marine Science
- Molecular Genetics
- Neuropsychology: Influences of Brain on Behavior
- Nuclear Physics
- Observational Astronomy
- Organic Chemistry
- Architecture and Engineering 2-D and 3-D
- Human Anatomy and Physiology





Science Symposium

Every spring, Milton's annual Science Symposium showcases advanced science students' DYQ (Design Your Own) experiments. For students enrolled in Advanced Biology, Chemistry, Physics, and Environmental Science, presenting independent projects they have pursued over several weeks is their culminating achievement. Students, working as individual or group investigators, structure and conduct experiments that explore major areas of science and a range of diverse interests. The scientists design and present posters of their work, and talk with faculty, friends and parents about their processes and outcomes. Topics have examined using fluorescent dyes to detect heavy metal pollution in water; turning sound into a laser show; and applying the Magnus effect to the flight of a baseball.

Other recent research have included:

- Effect of pH on bacterial viruses
- The "bitter taste" gene DNA
- Effect of copper and magnesium on plant growth
- Zebrafish tail regeneration
- Young's double-slit experiment
- A Faraday train model

Science is fun at Milton, because you get to do so many hands-on labs. We're always trying new things and applying that knowledge in a lab environment. Lab work is exacting, and that can be tedious at times, but it's so interesting (and important!) to understand how and why professional research scientists do certain things. Each lab involves a different process or materials, so you are learning something new each time.

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ALEXANDER CHEN
Class I, Wolcott House
Berwyn, Pennsylvania

MATHEMATICS

Honing Strong Habits of Mind

At Milton, students learn the concepts and habits of mind that are key to the mastery of mathematics: analytical thought, exploration, organization—quantitative and spacial perspective; understanding numbers, abstraction logic, patterns and proofs, structure, space and change. Ultimately, students learn to speak and write the language of mathematics.

Through increasingly challenging problems—geared toward helping a broad range of students learn and succeed—and through extensive use of instructional technology and mathematical software, students experiment with higher-level mathematical exploration.

The program encourages collaboration; faculty know that *communicating* the process of mathematical problem-solving (with teachers, with classmates) further strengthens students' understanding of the concepts and enhances students' skills as mathematicians. Collaboration also opens doors to new ways of approaching a problem, and innovative paths toward solving it.

Faculty work to give students ownership of their learning, creating a foundational framework from which to launch creative application. From early courses in Geometry and Algebra II through advanced courses in Multivariable Calculus, Abstract Algebra and Group Theory, and Topology, connecting the concepts of applied mathematics to other disciplines, and to the world beyond the classroom, is a primary goal.

A Sampling of Courses

- Abstract Algebra and Group Theory
- Computer Programming 4:
- Applied Mathematics and Artificial Intelligence
- Geometry
- Multivariable Calculus
- Statistics
- Advanced Calculus and Mathematical Statistics

From the Classroom

Math Exposition Night

One evening in the spring, math and computer science students share their culminating coursework, or independent projects, in dynamic and hands-on ways. This year, student math enthusiasts showcased projects ranging from a robotics obstacle course to a stock market game; taught about sequences and series through knitting; analyzed probabilities of poker; and demonstrated a variety of computer programs involving various mathematical concepts.





My favorite class so far is Accelerated Calculus. This class challenged me, in a good way. I was inspired in a way I'd never been before in math. You learn all the material for the AP test, but in February, you do a two-week-long project where you pick any application that interests you and delve into it. It was my first exposure to self-driven research in math, and I really valued that experience. I worked on an economics project with two seniors. They had both taken an economics course, but I had not yet. I loved the topic so much that this year I took an economics class based on that great experience.

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ELINA THADANI, Class of 2017
Boston, Massachusetts



MATHEMATICS: COMPUTER PROGRAMMING

Creating With Contemporary Tools

At Milton, students learn programming as a medium for expression—as a tool to build software and to solve big problems. At the introductory level, students learn basic languages, beginning with Java and moving on to languages such as Swift, XML and Python—all through project-based learning. Once they're comfortable with the language, they learn how to collaborate on developing code together, using industry-standard organizational tools to communicate and synchronize their work—sharing responsibility and ensuring efficient workflow.

All Milton students experience an introduction to programming in Geometry classes, which sparks an interest in many students, who then take on elective courses in Advanced Programming Applications and Artificial Intelligence. In advanced courses, faculty become more team members than instructors, supporting and brainstorming along the way. Students emerge from their coursework as great problem solvers, unafraid of tackling even the most complex issues.

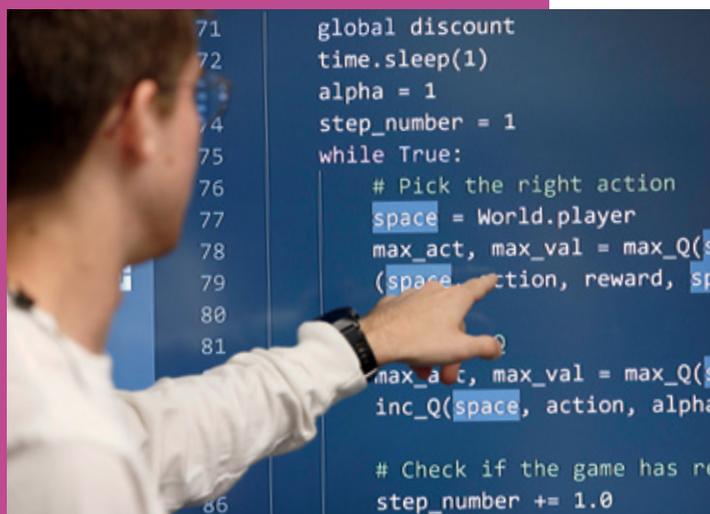
Annual competitors—and often winners!—at MIT Hackathons, students take their interests and skills to the highest levels, joining peers in further exploration outside of class, as part of Milton's student Programming Club.



From the Classroom

Final Projects in Advanced Computer Programming

- Launching a "Milton Students" app for both iOS and Android platforms, which keep students synced with weekend campus activities, dining hall menus, and mailbox access
- Developing a refrigerator that tracks its own inventory
- Building a Milton ESPN-style app that tracks game schedules, posts real-time scores, provides Google Map-based directions to athletic competitions, and collects game-related Tweets
- Creating a competitive game-trading app called "Hot Potato": pass the potato fast, gain life points, and win access to games that "drop" to your device, based on your campus location



The old stereotype of programming being male-driven and perhaps socially isolating simply is not the case anymore. Milton students involved in programming are well rounded with wide-ranging interests.

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CHRIS HALES

Computer Programming Department



MODERN LANGUAGES

Inspiring Culturally Aware, Skilled Linguists

Milton students study Spanish, French and Mandarin Chinese to become proficient in both a language and a culture that will broaden their worldly awareness. While honing listening, speaking, reading and writing skills all along, the ultimate goal for modern language students is fluency that will allow them to understand, connect, and create. Right away, students in entry-level courses speak in the target language with faculty who are native or near-native speakers themselves. Through literature, art, film, news, current events—even food!—students are immersed in conversation and exploration. Knowing it's impossible to understand the language well outside of the cultural context, faculty rely on *realia*—charging students with using their emerging linguistic skills to share literary reactions, scan international news sites and debate political events, discuss contemporary celebrations of art and music. Popular and valuable exchange programs in Spain, France and China expand students' study, deepening facility with the language and solidifying cultural competency—critical and lasting skills that Milton graduates rely on for years to come.

A Sampling of Courses

- French 4: Topics in Contemporary Culture and Literature
- Spanish 4: Topics in Hispanic Culture and Literature: Mexico Yesterday and Today
- French 5: The Francophone World
- Spanish 5: Discovering El Caribe
- Chinese 5
- Advanced Topics in Chinese



I really like my teacher, Señor Caraballo. I enjoy how in-depth we go into the texts and that we're fully immersed in the language. We don't speak any English. It's definitely helped me improve my Spanish, and I'm thinking about the texts and literature that we read in a different way than I would about an English text. I am looking forward to going on the Spanish exchange, and I feel really prepared with the language.

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SOLEIL DEVONISH, Class I
Milton, Massachusetts

CLASSICS

Honoring Enduring Works

La Voz

La Voz is a student-run Spanish newspaper that includes news, opinion and reviews, published four to five times each school year (since 1986). In 2011, the publication went online, with the launch of www.lavozdemilton.com. For each edition, eight to 10 writers are assigned stories that may cover active political, cultural or social events in Spain or Latin America; features also include a focus on relevant Milton campus life. *La Voz* also includes reviews of movies and restaurants, cartoons, profiles and interviews.

The study of classical authors, in the original language, helps students appreciate enduring literature that has had a profound impact on our cultures and civilizations. Through a linguistic-based study of Latin and classical Greek, students become independent scholars—increasingly comfortable with the language and developing strong habits of mind. Students learn to be precise and logical readers—skilled in close, textual analysis—and interpreters. Class discussions are far-ranging, drawing connections across various disciplines such as English, history, mythology and philosophy. Students who choose to study Latin and Greek can become more than just masters of vocabulary, language and syntax—they can gain a centuries-long perspective on modern civilization and languages, and develop a foundation for future study, in many fields.

A Sampling of Courses

Latin 4: Literature of the Golden Age
Roman Philosophical Writings
Roman History
Intensive Classical Greek and Latin



From the Classroom

Advanced Latin: Roman Elegy and Lyric

One of several advanced courses in Latin, this class focuses on reading and understanding Latin poetry in its literary and historical contexts. Reading works by poets such as Catullus, Horace, Sulpicia and Ovid, students trace the development of meter, diction and poetic motifs. The class also explores how Roman poets adapted the conventions of love poetry, to present an image of the Roman state under Augustus that is more personal than Vergil's vision. Topics and discussions include first person narrative, gender and poetic allusion.

As a freshman, I took Latin 2/3 with Ms. Weble. It moved at a really good pace, so I jumped right into AP as a sophomore, which was awesome. Then I took Selected Readings, where the students get to choose what the class reads. We read Cicero and Lucretius. I would sit in that class and think, "This is why I took Latin. This is the point I wanted to get to—where we're reading real authors, not readings that are chopped up and modified. This is what I want out of a Classics education." Now I am also taking Greek.

.....

RACHEL HANDLER, Class I
Dover, Massachusetts



MUSIC

Performing is the Key



Students come to Milton with a broad range of musical experience, interest and talent. Regardless of level or prior exposure, Milton students learn to love and appreciate music—and to become skilled in the art—through performance. Whether in orchestra or jazz, Glee Club or *a capella*, Milton faculty understand that music is meant to be *heard*. Students develop the skills of making music through learning a wide variety of pieces and sharing them with an audience. Exposure to many different composers and artists and practicing those pieces not only strengthens technical skills like chord progressions, but it helps students build a greater appreciation for the music, deeper interest, and remarkable skill over time.

Music is all around at Milton—in morning assembly performances by one of Milton's four *a capella* groups; at the annual spirit rally, where the talented jazz combos lead us off; at the favorite Gospel Choir assembly each spring, which gets everyone out of their chairs. Opportunities beyond campus are rich, and many students take advantage of spring break tours—to South Africa with the jazz program, or on a European tour with the Chamber Singers and Chamber Orchestra. On those trips, students often perform music in the very place it was composed—a particularly meaningful way of connecting with the art. Talented Milton musicians also take advantage of nearby resources of Boston—the New England Conservatory, and the Boston Youth Symphony Orchestras—to further their skills and expand their cultural experience. Whatever your interest, whatever your groove, you can make it happen at Milton.

A Sampling of Academic Music Courses

- Music Theory
- History of Music
- Chamber Orchestra
- Music Independent Study
- Advanced Jazz Improvisation

Music: What, When and Where?

Music and performance weave through Milton life, building on course work available from the beginner through the advanced levels. Milton offers unparalleled opportunities for students who want to pursue music seriously as part of a broad high school education.

Students take private lessons and participate in ensembles at renowned institutions, including:

The New England Conservatory of Music: Youth Symphony Orchestra, Youth Philharmonic Orchestra, Massachusetts Youth Wind Ensemble, Youth Chorale
Boston Youth Symphony Orchestras
Longy School of Music

Milton students participate in musical competitions sponsored by:

- Boston Symphony Orchestra
- Boston Pops Orchestra
- Harvard Musical Association
- Wellesley Symphony Orchestra
- Brockton Symphony Orchestra

Choral Music

More than 200 students participate in one or more of eight distinct choral ensembles:

- Class IV Glee Club
- Chamber Singers
- Four *a capella* groups: The Miltones, Octet, Three For Each of Us, and Epic
- Gospel Choir

Orchestral Music

More than 100 musicians play a string, woodwind, brass or percussion instrument for the Orchestral Music Program. Featuring many soloists, the orchestra performs two major concerts on campus each year. The orchestra is also well traveled, having toured Europe, China, the United States and Canada. The Chamber Orchestra was founded in 1993 to cater to the great number of talented orchestral musicians at Milton and is open to students by audition only.

Jazz

Using what they learn about jazz improvisation in the classroom, Milton's jazz combos, at four levels, perform both on and off campus throughout the year. The jazz combos and many of their members have won national and regional awards, performing at international jazz education conferences and at local renowned venues. The Jazz Program hosts professional guest artists who perform and work with students each year. Every other year, jazz students travel to South Africa over spring break to perform and share an appreciation for music in a meaningful cultural exchange. Milton offers all students the opportunity to learn about and perform jazz from an international perspective.

When I was looking at schools, Milton's jazz department stood out. It's an interactive jazz program, and everyone gets the chance to play and perform a lot. You can take jazz as a class credit, so it becomes part of your everyday schedule.

It doesn't feel like a chore to practice—it's a chance to relax, play, and just have fun.

I also went on the South Africa jazz trip twice, where you get to perform many times, in lots of different settings, meeting amazing people from another part of the world.

.....

ALEXANDER CHEN
Class I, Wolcott House
Berwyn, Pennsylvania



PERFORMING ARTS

Taking Risks, Reaping Rewards

Performing arts classes at Milton are grounded in collaboration and respect. Students and faculty learn together—by coming up with an idea, testing it, getting feedback, adapting, and trying again. This iterative “learning by doing” means that risk-taking is part of the plan. The ultimate goal is to share the art—acting, drama, dance, speech, design for the theatre—and to perfect the performance (in class and in rehearsal), students learn to trust one another. Faculty—skilled professionals in their field—model the work they want their students to take on, tapping into creativity and imagination, willing to fail and accept honest feedback. They create safe and exciting places—on stages and in studios—for students to take their love of performance to the highest level, or to try something new for the very first time.

Storytelling through performance takes many forms, both in and out of the classroom at Milton. Staging at least ten major productions each year including major ensemble musicals, the traditional Class IV Play, the beloved “1212” productions, the favorite Winter Dance Concert and Improv Night—Milton offers myriad opportunities for students to test their acting, dancing, directing or theatre design skills, and grow over their Milton years.

Students also take advantage of the time-honored and nationally recognized Milton speech and debate programs—learning the fundamentals of performance, literary interpretation, public address and debate, all as part of a supportive team. Performing in tournaments around the country, Milton “speechies” earn awards ranging from individual state and national championships to team honors.

A Sampling of Academic Performing Arts Courses

- Advanced Dance (in Modern, Ballet or Choreography)
- Acting Styles
- Design for the Theatre
- Improvisation
- Musical Theatre
- Costume Design

We are always learning. I tell the students, especially in Improv class, that you learn as much from your bombs as from your successes. I don't ask them to do something I wouldn't do myself. I always demonstrate, and I often demonstrate failure, not intentionally, but because it happens. I want them to see that I'm not going to shut down and never perform again because of a mistake.

.....

PETER PARISI, Performing Arts Department Chair





Performance Abounds, All Year Long

Theatre

A play is always in production in the Kellner Performing Arts Center. Milton productions encompass a broad cross section of theatre, both classical and contemporary. Milton's Ruth King Theatre, modeled after Shakespeare's Globe Theatre, hosts performances throughout the year. Productions like the Class IV play, spring dance concert, a popular series called the 1212 Studio Productions, and student-directed one-acts make for rich and varied options at Milton. Each play or performance relies on highly skilled technical theatre students who build sets, design lighting, incorporate media and execute the productions. Additional performances have included foreign-language plays, faculty plays, student-written and directed plays, and senior projects. The expertise of a full-time technical director helps sharpen the professionalism of each performance.

Recent Milton Productions

MAIN STAGE IN KING THEATRE:

Romeo and Juliet
Clybourne Park
Shrek The Musical

CLASS IV PLAY:

Class IV Follies

1212 PLAYS (WIGG HALL PRODUCTIONS):

Wicked Sketchy
Circle Mirror Transformation

Dance

Each year, an ensemble of Milton students presents an evening of dance to a full house for three straight nights in the popular Winter Dance Concert. The 2017 production included the work of more than 70 students from Class I through Class IV. The concert is made up of dances choreographed by students, faculty, and professional guest artists. Dancers and choreographers participate in Milton's musicals, produced jointly by the performing arts and music departments. An informal spring dance concert, an annual Arts Night, school assemblies, and various special event performances also provide many opportunities for dancers and choreographers to exhibit their work.

Speech and Debate

For many years, Milton students have taken advantage of an exciting opportunity that is legendary among Milton alumni—to learn the fundamentals of performance, literary interpretation, public address and debate as members of a supportive team. Team members perform in tournaments locally and around the country in several categories of events.

EVENTS INCLUDE:

- Interpretation (including Prose, Poetry, Dramatic, Humorous, Children's Literature, Duo Interpretation and Play Reading)
- Limited Preparation Events (including Extemporaneous Speaking, Impromptu Speaking and Radio Broadcasting)
- Public Address (including Oratory and Declamation)
- Debate (including Lincoln-Douglas Debate, Public Forum Debate and Congressional Debate)



VISUAL ARTS

Making Art, Using Every Sense



At Milton, art is everywhere, and that creation begins with a course of study incorporating hands-on learning, problem-solving, creativity and expression. Talented and passionate faculty—accomplished artists in their own right—guide students in traditional, contemporary and cross-disciplinary means of art-making. Foundational technical skills empower students to think creatively and critically, as they work through many, varied concept-and-design challenges. With introductory and advanced options in drawing, painting, printmaking, photography, architecture, sculpture and ceramics—augmented by technology-based classes in digital imaging, film and media—students focus on “making and creating” in large, state-of-the-art studio spaces, in Milton’s Art and Media Center. Faculty support both breadth and depth in their students’ learning, eliciting passion and skill in the novice artist, while challenging advanced students with sophisticated and developed artistic abilities.

Exhibition is a key part of the visual arts program. Hosting three major student art exhibitions each year, the program is enhanced by the renowned Nesto Gallery, which hosts professional and accomplished artists who also work with students in master classes throughout the year.

A Sampling of Academic Visual Arts Courses

- Filmmaking
- Photography
- Technology, Design and Media
- Advanced Drawing, Painting, Sculpture and Ceramics
- Advanced Independent Art

In the Class IV art program, we’re more interested in the process than in a particular finished product. I pose a creative problem to the students. If 12 people are in the class, I want 12 different responses. In successive courses, students narrow their focus and intensively develop certain skills crucial to a particular art discipline, working to develop one visual concept over the course of a semester. Pushing one big idea as far as it can go is an important experience for students, especially when they hit the wall and have to push through it.

.....

IAN TORNEY ’82
Visual Arts Department Chair





The Nesto Gallery

The Nesto Gallery, with its ambitious and multidisciplinary exhibit schedule, attracts viewers on the building's lower level. Open since 1972, the Nesto Gallery hosts eight exhibitions a year, two of which are student exhibitions. The gallery has garnered metropolitan press attention. *The Boston Globe* and many South Shore papers highlight the gallery schedule and review the shows each year.

Recent Nesto Gallery visiting artists

- Pulitzer Prize-winning photojournalist Lynsey Addario
- Sculptor Sachiko Akiyama
- Master carver Joseph Wheelwright
- Award-winning mixed media artist Keith MacLelland
- Painter and sculptor Elaine Spatz-Rabinowitz

Art and Media Center

Alive with the color, texture and energy of artwork, the Art and Media Center includes two common labs, split to create four spacious, natural light-filled classrooms, and a digital media lab. The 45,000 square feet of space allows faculty members to have offices that double as studios.

Legacy Artworks Series

Established in 2014, the series honors students' highest achievement in visual arts each year. Each spring, the faculty selects several of the best artworks produced across a variety of media, to be on prominent display around campus for five years. Alumni can reclaim their work at their five-year reunion, or choose to donate their pieces to the School's collection. Many selections from the series are on display in the admission hallway of Warren Hall.





ATHLETICS

Skilled coaches and teammates help students learn the great lessons of athletics: the value of hard work, preparation, risk-taking, collaboration, and winning and losing with dignity.

Through interscholastic and intramural sports (as well as physical education courses), every Milton student is involved in physically active and challenging pursuits that help form an exceptional educational experience. For the athlete interested in interscholastic play, Milton offers three levels of competition in several sports. At all levels, experienced coaches guide our athletes. We help individuals and teams improve and succeed, while providing a framework for personal growth.

Milton competes in the Independent School League (ISL), which includes 15 independent schools and enjoys a long, powerful athletic tradition. Member schools are based in Greater Boston, New Hampshire and Rhode Island, and the league is considered elite competition in many sports. Interscholastic competition beyond the ISL is available in sports such as swimming and sailing.

Who are our competitors?

Andover
BB&N
Exeter
Governor's
Groton
Lawrence
Middlesex
Noble & Greenough
Roxbury Latin
St. Mark's
Tabor Academy

The best thing about girls' basketball is the team—100 percent. I was nervous about being on varsity, but the first day I went into the locker room, the other girls had decorated all of our lockers and organized a “secret psych” for the first game. It was just this awesome, positive, welcoming atmosphere.

Playing basketball is fun, but what’s going to get you through the drills and hard practices and ups and downs of competition? That’s going to be your team, and I love my team.

.....

LYNDSEY MUGFORD, Class II
Wellesley, Massachusetts



Interscholastic Teams

Girls

FALL:

Cross Country
Field Hockey
Soccer
Volleyball

WINTER:

Alpine Skiing
Basketball
Ice Hockey
Squash
Swimming

SPRING:

Golf
Lacrosse
Sailing
Softball
Tennis
Track

Boys

FALL:

Cross Country
Football
Soccer

WINTER:

Alpine Skiing
Basketball
Ice Hockey
Squash
Swimming
Wrestling

SPRING:

Baseball
Golf
Lacrosse
Sailing
Tennis
Track

Intramural Program

FALL:

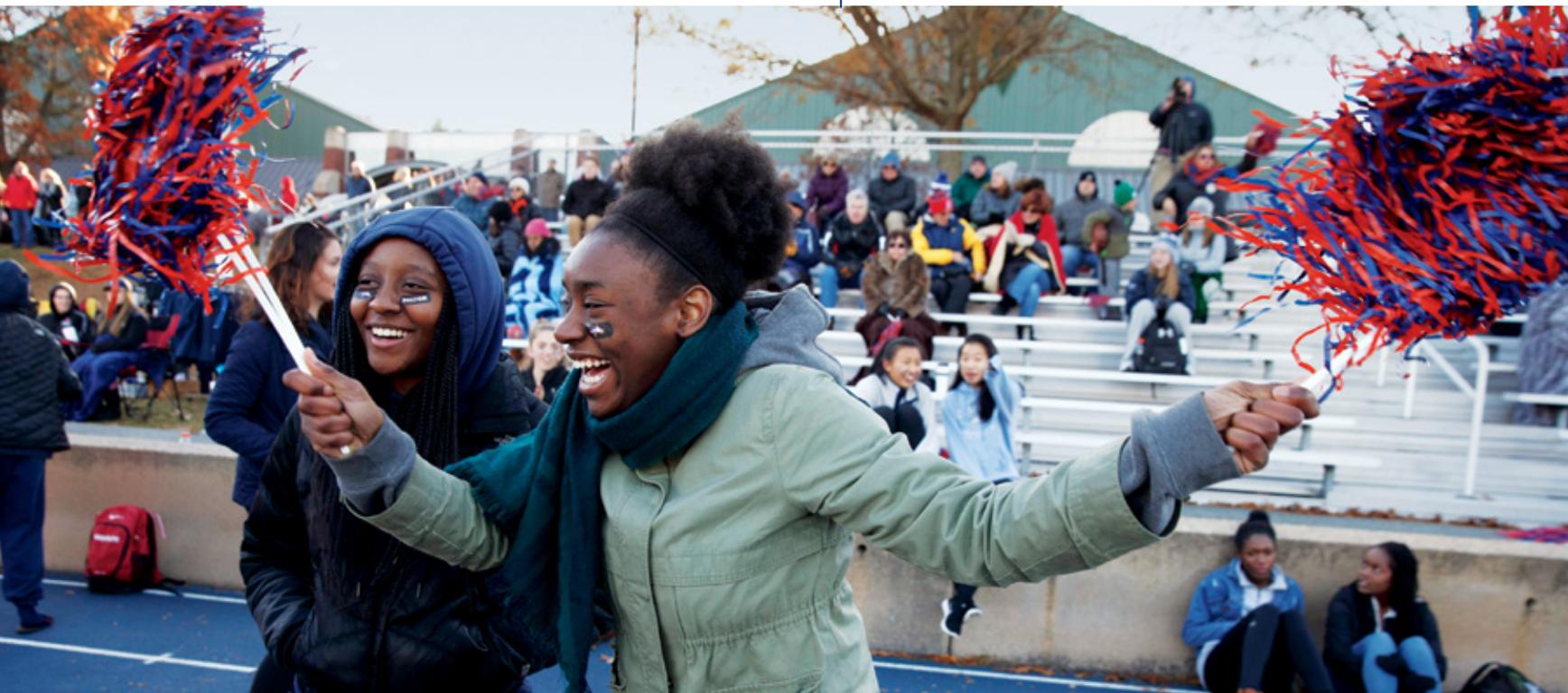
Strength Training
Outdoor Program
Tennis
Soccer
Yoga

WINTER:

Strength Training
Outdoor Program
Pilates

SPRING:

Strength Training
Outdoor Program
Ultimate Frisbee
Yoga





New England Championships in Last Ten Years

Boys' Tennis, 2006, 2007, 2009
Girls' Tennis, 2014, 2015, 2016
Sailing, 2007
Football, 2008, 2013
Boys' Hockey, 2011
Boys' Soccer, 2015
Boys' and Girls' Skiing, 2017, 2018

Recent ISL Championships

Girls' Squash, 2009
Boys' Tennis, 2006, 2007, 2009, 2014
Girls' Tennis, 2006, 2007, 2008, 2013, 2014, 2015, 2016, 2017, 2018
Girls' Skiing, 2010
Boys' Hockey, 2011, 2016, 2018
Girls' Cross Country, 2012
Boys' Basketball, 2013
Football, 2013, 2016
Boys' Swimming, 2014, 2016
Girls' Swimming, 2016, 2018
Boys' Track & Field, 2015, 2016
Girls' Volleyball, 2014
Boys' Baseball, 2016
Boys' Soccer, 2015





Athletics at a glance

15

INTERSCHOLASTIC
GIRLS' TEAMS

INTERSCHOLASTIC
BOYS' TEAMS

7

INTRAMURAL
OFFERINGS

4

ATHLETIC
BUILDINGS
ON CAMPUS

OUTDOOR
PLAYING
FIELDS

12

TENNIS COURTS



13

OUTDOOR

4

INDOOR

4

FULL-TIME
ATHLETIC
TRAINERS



3

LEAGUE
CHAMPIONSHIPS
IN 2017-2018



COLLEGE COUNSELING

Milton prepares young people to seek meaningful lifetime success, and that principle drives our college counseling program. We believe the college process can help students grow, both emotionally and socially. Guided by skilled and seasoned counselors, students develop the tools to take on the world with gusto, resourcefulness and joy. Over the decades, Milton students have learned through this formative process to listen to their heads and their hearts; they allow their insight to guide them.

Each year, Milton graduates enroll at some of the most highly selective colleges and universities across the country. Choosing an increasingly diverse group of institutions, students make matches between themselves and the schools where they can thrive. Milton's highly personal approach puts students at the center of their search, offering careful, informed and attentive guidance and assistance at every turn. Milton students over the years have earned the respect of college admission officers as a result of the quality of their preparation, their individuality, and their thoughtful, sophisticated approach to their applications.



Top College Matriculations from 2016–2018

Harvard College	34
University of Chicago	25
New York University	22
Brown University	21
Columbia University	19
Boston College	14

College Matriculation, Class of 2018

Amherst College 4	University of Massachusetts, Amherst 2
Bard College 1	University of Massachusetts, Lowell 1
Barnard College 2	University of Michigan 1
Bentley University 1	Middlebury College 2
Boston College 4	New York University 10
Boston University 4	Northeastern University 1
Bowdoin College 3	Northwestern University 1
Brandeis University 1	University of Notre Dame 1
Brown University 6	University of Pennsylvania 3
Bryn Mawr 1	University of Pittsburgh 1
Bucknell University 2	Pitzer College 2
California Polytechnic State University 1	Pomona College 1
University of California, Berkeley 1	Princeton University 2
University of California, Los Angeles 1	Providence College 1
Carleton College 1	Rochester Institute of Technology 1
University of Chicago 7	University of Rochester 3
Colby College 3	Santa Clara University 1
Colgate University 1	University of Southern California 2
Colorado College 2	St. Lawrence University 1
Columbia University 7	Stanford University 1
Cornell University 2	University of Toronto 2
Culinary Institute of America (CIA) 1	Trinity College 3
Dartmouth College 4	Tufts University 2
University of Denver 2	Tulane University 2
DePauw University 1	Union College 2
University of Edinburgh 1	U.S. Military Academy, West Point 1
Emmanuel College 1	University of St Andrews 2
Fordham University 3	University of Virginia 1
George Washington University 1	Wake Forest University 2
Georgetown University 6	Washington University in St. Louis 3
Gettysburg College 1	University of Washington 2
Hamilton College 2	Wellesley College 1
Harvard College 10	Wesleyan University 2
Harvey Mudd College 1	Wheaton College 3
Hobart and William Smith Colleges 1	Whitman College 1
College of the Holy Cross 1	Williams College 2
University of Illinois at Urbana-Champaign 1	University of Wisconsin, Madison 1
Indiana University Bloomington 1	Yale University 3
Kenyon College 2	
Lehigh University 2	
Macalester College 1	
Maryland Institute College of Art 1	
University of Maryland 1	
Massachusetts College of Art and Design 1	
Massachusetts Institute of Technology 1	

Accurate as of July 10, 2018



College Counseling at a glance

 **5** FULL-TIME COLLEGE COUNSELORS

183 GRADUATES

FROM THE CLASS OF 2018

MATRICULATING AT **▶ 83** DIFFERENT COLLEGES AND UNIVERSITIES

AVERAGE STANDARDIZED TEST SCORES

710 SAT: EVIDENCE-BASED READING AND WRITING

710 SAT: MATH 

31 ACT 

Top College Matriculations (four or more) 2016–2018

Amherst College 8
Babson College 7
Barnard College 5
Boston College 14
Boston University 11
Bowdoin College 10
Brandeis University 4
Brown University 21
Bucknell University 5
Carleton College 5
University of Chicago 25
Colby College 12
Colgate University 4
Colorado College 5
Columbia University 19
Connecticut College 6
Cornell University 6
Dartmouth College 8
Elon University 4
Fordham University 4
George Washington University 5
Georgetown University 13
Hamilton College 5
Harvard College 34
Kenyon College 5
University of Massachusetts, Amherst 5
Massachusetts Institute of Technology 6
University of Miami 4
University of Michigan 5
Middlebury College 6
New York University 22
Northeastern University 6
Northwestern University 4
Occidental College 4
University of Pennsylvania 7
Pitzer College 4
Princeton University 5
University of Southern California 4
Stanford University 8
University of Toronto 5
Trinity College 8
Tufts University 6
Tulane University 6
Union College 4
Villanova University 4
University of Virginia 5
Wake Forest University 4
Washington University in St. Louis 6
Wellesley College 5
Wesleyan University 11
Williams College 10
Yale University 12

Accurate as of July 10, 2018

MEANINGFUL LIFETIME SUCCESS



Irene Li '08

CORNELL UNIVERSITY
**Co-Founder of Mei Mei Street Kitchen
and Restaurant**

Irene, along with her brother and sister, turned a love of comfort food and traditional Chinese fare into a thriving business. Co-founding the award-winning Mei Mei Street Kitchen, and Mei Mei Restaurant near Fenway Park, Irene hosts hundreds of busy Bostonians for lunch and dinner each week, offering inspired and locally sourced foods, such as their signature sandwich “The Double Awesome.”

“My first exposure to food and farming was when I spent a semester at Milton Academy’s Mountain School my junior year. The Mountain School is a magical place, and that experience definitely affected my future path.”





Annie Jean-Baptiste '06

UNIVERSITY OF PENNSYLVANIA

Diversity Programs Manager for
Google's Global Diversity and Inclusion Team

In an industry built on innovation, whose work force is largely homogenous, Annie's job focuses on the important work of building and supporting the next generation of technology professionals—a cohort that, in order to serve “the next billion users” must be diverse in many ways. At Google, her team is committed to developing an inclusive work environment.

“Milton is open to everyone's opinion, to questioning, but there you learn how to actually listen, as well. At Milton, you can challenge, ask questions, ‘dare to be true,’ but you have to be respectful, too. Milton helped me find my own authentic way of questioning the status quo.”



Helson Taveras '14

COLUMBIA UNIVERSITY

Co-Founder of Swipes

At Columbia, Helson and his classmates noticed a large number of students struggling with food insecurity. A skilled programmer, Helson co-founded, developed and launched an app called Swipes, which allows students in need of meals to connect with students who have extra meals on their meal plan to share. Swipes has expanded beyond Columbia's campus, has more than 1,000 users, and has been featured in *Forbes* magazine, *USA TODAY* and *Rolling Stone*.

“Policy change will take longer than any progress we can make using technology. With Swipes, we're helping feed other people, and that's good news. The idea of being a ‘disruptor’ isn't very appealing to me. Ideally, we're looking for a win-win solution, and we believe technology is the best way to get there.”



Caroline Owens '11

UNIVERSITY OF CHICAGO

Field Ecologist

Graduating with a degree in biology, Caroline spent a year as a research assistant in the Ecosystems Center Marine Biology Laboratory at Woods Hole, studying how nitrogen loading from human and natural sources affects the health of estuarine ecosystems. Caroline then spent time at Lake Mývatn in Iceland, studying lake-to-land linkages. This year, she traveled to Adelaide, Australia, to study sexual selection in the Superb Fairy Wren. Her plans include completing a PhD program in community ecology, and ultimately teaching science at the college or high school level.

“My teachers at Milton, particularly Mr. Edgar, got me very interested in biology. I would never be doing the incredible work I am doing now if not for the dedicated and inspiring teachers I had at Milton—especially Mr. Edgar, Mr. Gagnon, and Mr. Chun.”



Once I learned about the Mountain School, I knew it was for me. I'm a big mountain biker, and my family hikes a lot, so I thought it would be my perfect environment. I never expected I would make so many close friends so fast. You become close to everyone, even faculty members. You go from sitting in a history classroom, and then right after lunch, you're working with your history teacher chopping wood for the fire to heat the dorms! You start to feel like family. I had eight other students in my dorm, and it was like having eight new brothers.

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CHRIS MEHLMAN, Class I
Boston, Massachusetts

OFF-CAMPUS PROGRAMS

The Mountain School of Milton Academy involves Class II students (juniors) in a fall or spring semester on a working 300-acre farm in Vershire, Vermont. Each semester, 45 students from more than 20 schools join a corps of faculty in a rigorous interdisciplinary program, which is centered around issues of community and the environment. Students work with faculty to help manage the farm, its gardens and animals, as well as its facilities. The semester is an ongoing exercise in individual responsibility and group cooperation. As many as nine students from Milton Academy are selected to attend the Mountain School each year.

The Maine Coast Semester is a challenging academic program for Class II students. It emphasizes the natural sciences, environmental issues and hands-on work. Community living, respect and responsibility are at the heart of this program, which is sponsored by the Chewonki Foundation.

School Year Abroad provides opportunities for students in their Class II or Class I year to spend the school year studying in Spain, France, Italy or China.

CITYterm at the Masters School in New York City is an experience-based interdisciplinary study of the city for Class II students. Students live at the Masters School and travel into New York City daily to study the tensions of public and private, commerce and culture, inherent in urban life.

The French Exchange is conducted with the Lycée Georges Duby in Aix. Approximately 20 students from Milton spend more than two weeks in Aix, attending the Lycée and living with a host family.

The Spanish Exchange is a school-to-school student exchange run jointly by Milton Academy and Colegio Pilar, a private school located in the outskirts of Madrid. A group of 14 students and two faculty members leaves Milton for Madrid in late May. Each Milton student is paired with a student from El Pilar and lives with their counterpart's family during the four-week experience, which includes cultural opportunities as well as classes.



The Outdoor Program provides opportunities for students to learn about and appreciate the backcountry, and teaches students to take responsibility, meet challenges, take intelligent risks, and to trust themselves and each other. Trained faculty and instructors lead the program, which includes two components: an after-school activity program and a trip program. The instructor-guided day and overnight trips take students to the coasts, rivers and mountains of New England. Trips may include sea kayaking, day hiking, white water rafting, stand-up paddle boarding, winter hiking, snowshoeing, skiing, ice climbing and rock climbing. The program also offers multi-day trips during school breaks. Some recent trips have included sea kayaking in the Bahamas; hiking in Bryce Canyon and Zion National Parks; climbing and hiking in Joshua Tree National Park and Red Rock Canyon; and backpacking in the White Mountains.

Spring break service trips, sponsored by the Community Engagement Program, bring student volunteers to places like the Mississippi Gulf Coast, Navajo land in Arizona, and rural Appalachia in West Virginia. Recently, the spring service trip has been to Caye Caulker, Belize, where the group has helped develop a local school. Trip members run enrichment programs for the children and complete physical work projects such as painting, yard work or installation of new playground equipment. Day trips for local sightseeing and adventure are also part of the experience.



BOSTON MAKES A DIFFERENCE

Just eight miles from campus, Boston is an extension of our classrooms, a hub for cultural exploration, and a source of weekend fun.

Boston's resources profoundly affect how we can think about educating young people. The countless options within minutes of our traditional, scenic campus mean that Boston's educational and cultural assets are an integral part of the Milton experience. Not only do we connect with the world-class universities and artistic institutions, but also with the distinguished writers, historians, scientists, musicians, scholars, artists and changemakers in this dynamic city.



As boarding students, we are lucky to be so close to Boston. I go into the city a lot. We can bike to the subway, especially when the weather is nice. In the city we like to walk around, get food and just hang out. My favorite neighborhood is Harvard Square.

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AGNIESZKA KROTZER
Class of 2017, Robbins House
Washington, D.C.



Photo by Richard Nowitz / Getty Images

Using Boston Safely

Teaching students to use the city—providing both structure and opportunities that are safe and age-appropriate—is a responsibility we take seriously. Faculty, deans and house parents plan adult-supported activities throughout the year that set clear expectations and help students become familiar with navigating Boston. With those guidelines in place, we encourage students to explore Boston’s exciting resources according to carefully outlined plans and permissions granted by parents earlier in the year. Thoughtfully considered, these parameters evolve as students get older.

Urban-Infused Academics

To Expand Our Minds

- Through programs at the Institute of Politics at Harvard University
- As delegates at Harvard’s Model Congress and Tufts’ Model UN
- Visiting labs at MIT and Boston University
- Exploring exhibitions at the Museum of Fine Arts, the Harvard Art Museums, and the Isabella Stewart Gardner Museum
- Enlisting the resources of the iconic Boston Public Library in Copley Square
- Extending the Geology and Marine Science classrooms to the Charles River Basin and the Blue Hills Reservation
- Practicing at the New England Conservatory and with the Boston Youth Symphony Orchestras
- Joining lectures and programs at Tufts, Boston University, Boston College, Harvard, MIT and Northeastern

To Just Have Fun

- Cheering on the Red Sox at Fenway Park, or the Bruins and Celtics at Boston’s TD Garden
- Browsing the shops and eateries on Newbury Street and Downtown Crossing
- Hearing a reading at one of the bookstores in Harvard Square, or an open mic session at one of the many venues in Cambridge
- Taking in a show that makes you think, laugh or cry in the Theater District
- Having dinner with friends at a favorite downtown restaurant, like Fire and Ice
- Enjoying dim sum in Chinatown
- Ice skating in the winter, or watching a free concert in the summer, at Boston Common
- Walking the cobblestones and catching some street performances at historic Quincy Market and Faneuil Hall
- Dancing the night away during the annual Class II Boat Dance, on a Boston Harbor cruise



You will find
your home away
from home.

The support and care that Milton students feel extends well beyond the classroom. Students experience a nurturing and important balance between the head and heart, living and learning among friends and classmates from across the country and around the world, supported by caring and devoted faculty members (who share their spouses, children and pets!), to create a true home. Relationships formed in this rich environment run deep, and often last a lifetime. Milton's is a thriving, 24-hour campus, with the resources students need for studies, support and fun.

Milton
Life at

Life at Milton at a glance



HOUSE SIZE

31-48

STUDENTS

FACULTY
LIVE ON
CAMPUS

80%

4:1

RESIDENTIAL
FACULTY TO
STUDENT RATIO

20

STUDENT-
SPONSORED
SOCIAL
EVENTS
EACH
MONTH

SEVEN

*student
dances on
campus*



RESIDENTIAL LIFE

A Family at School

As members of Milton's century-old boarding program, a diverse group of students from 27 states/territories and 28 countries live in eight single-sex residential "houses" that are family-style and intimate. Lots of fun is had, and lifelong friendships are formed in Milton's houses, rich with tradition and personality.

I am from Hong Kong—so Milton is far away from home!—and the first couple of weeks were an adjustment. But my dorm really helped me settle in. The older girls were so welcoming. Living in a dorm is like having a year-round sleepover with some of your best friends. People are just so friendly. It didn't take long for me to feel at home here.

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CAITLIN CHAN
Class I, Hallowell House
Hong Kong





Why You'll Love Living at Milton

- Family style is best: Milton houses include all four grades, and students live in the same house for their entire time at Milton.
- Faculty families—complete with children and pets—are connected to every house. Each house faculty member serves as academic and personal advisor to six students in the house.
- Living with older and younger house “siblings” gives students role models, personal and academic support, and a sense of belonging.
- New student orientation helps students get to know each other and appreciate cultural differences. It also offers guidance on time management, technology and campus resources.
- The residential faculty to student ratio is 1:4. Students have 24-hour access to guidance from adults they know from the classroom, sports and the arts.
- Rooming options include singles, doubles and triples.
- Houses meet for family-style dinner with the faculty three nights a week. Proctored study halls are held nightly.
- Ecumenical Chapel service is held occasionally for discussions about ethical and spiritual concerns.



Living in Forbes House, I've made six or seven of my best friends. Spending time with all of them is so enjoyable. We have a lot of time to hang out, especially on the weekends.

Coming in to Milton as a boarder can seem challenging—to separate your work time and your fun time—but it gets easier. Sometimes we go to Boston to eat, or we stay here on campus to participate in the weekend activities, or we just hang out. Just being around your best friends all the time is fun in itself.

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BUDDY MROWKA
Class of 2017, Forbes House
Duxbury, Massachusetts



There's something remarkable about getting to know a teenage boy over four years—to see him as a full person so completely that when life's key questions come up, it's natural for him to knock on my door and say, "I just don't see how it all connects." It's during the moments when they're not in class, not in a formal meeting—after check-in at night, when you're hanging out in the common room—when you get into discussions you don't have anywhere else, and you get to know the boys in a whole other way.

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JOSHUA EMMOTT
Wolcott House Head, and
History and Social Sciences Department





Where We Come From

27 States and Territories

Alabama
 Arkansas
 California
 Colorado
 Connecticut
 Florida
 Georgia
 Guam
 Illinois
 Indiana
 Maine
 Maryland
 Massachusetts
 Michigan
 Minnesota
 New Hampshire
 New Jersey
 New Mexico
 New York
 Pennsylvania
 Rhode Island
 South Carolina
 Texas
 Utah
 Vermont
 Virginia
 Washington

28 Countries

Brazil
 Canada
 China
 Egypt
 France
 Ghana
 Greece
 Hong Kong
 India
 Jamaica
 Japan
 Kazakhstan
 Korea
 Mexico
 Monaco
 Morocco
 Myanmar
 Nicaragua
 Nigeria
 Russia
 Saudi Arabia
 Singapore
 South Africa
 Switzerland
 Taiwan
 Turkey
 Ukraine
 United Kingdom

When I moved into the dorm, meeting all the other girls on my floor was so exciting. I was a little nervous at first, but I immediately felt accepted. The best part is how spontaneous we are as a dorm. When we play dorm dodge ball, we dress up in the craziest outfits. During dorm meetings, we can get a little loud, but we're always laughing and having fun. When we have dorm dinners, we sing a lot. It's probably kind of annoying, but we love it.

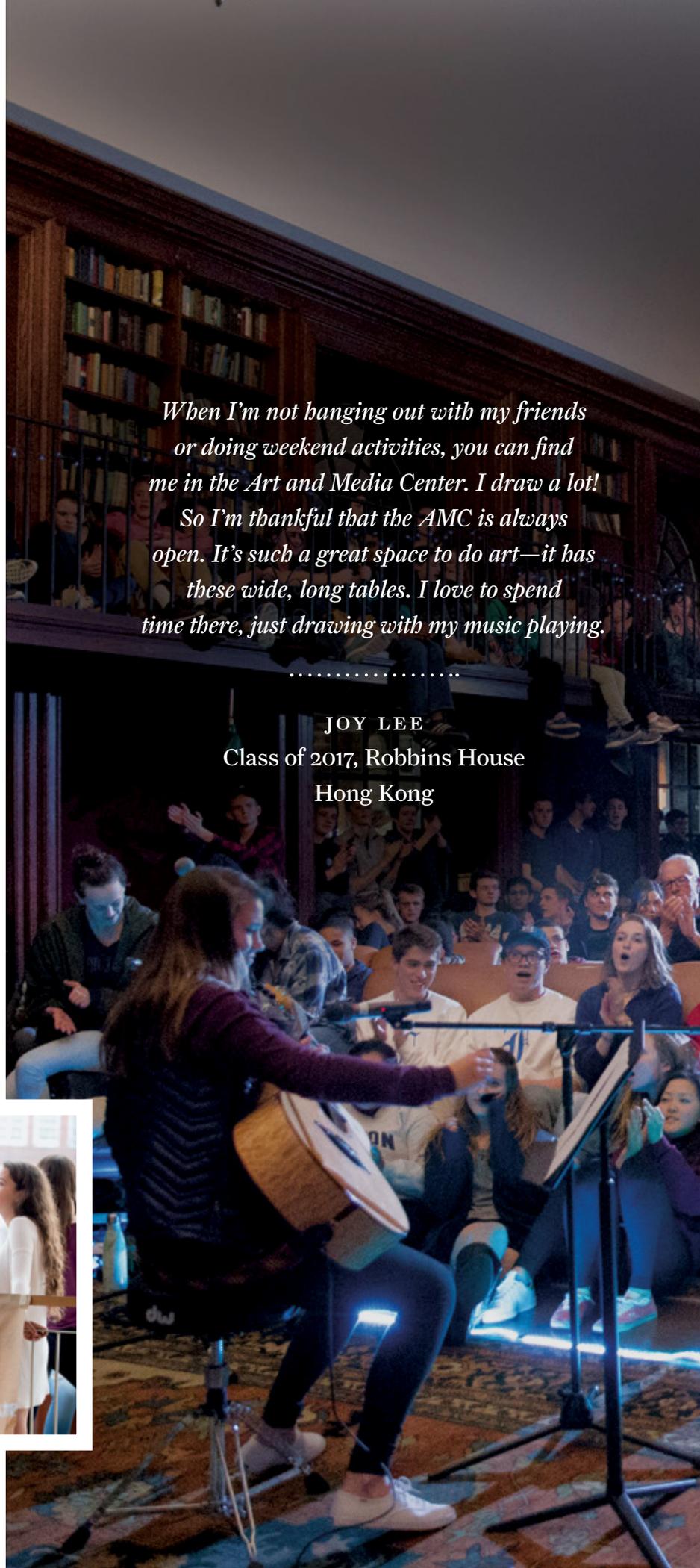
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SOPHIE CLIVIO, Class I
 Hallowell House, Kingston, Jamaica



How We Have Fun

- Entertainment from hypnotists and magicians
- Lots of dances—for Homecoming, dances sponsored by ONYX, and the Glow Dance
- Outdoor movies and s'mores on the Quad
- Trips to mini-golf, laser tag, bowling and snow tubing
- Dodge ball tournaments in the ACC
- Vans every weekend to the South Shore Plaza, and surprise trips to the movie theater, Starbucks and the Ice Cream Smith
- Open Houses in each of the dorms, with theme parties
- Buses to see theatre shows in Boston
- Big Money Bingo
- Improv Night, with live entertainment from classmates
- Salsa dance lessons
- A fall festival with candy apples, popcorn, and pumpkin painting
- Watching friends play in weekend games, or perform in plays and concerts
- Buses to college football games or local sports' teams competitions
- Culturefest—with food, music and activities, from all over the world
- Beatnik Café open-mic nights, and the outdoor Beatstock on the Quad in the spring
- A *capella* night, with Milton and college groups performing
- Movies and snacks sponsored by student groups on campus
- Senior Showcase Talent Show
- Gospel Explosion concert
- Rock Band and Guitar Hero competitions



When I'm not hanging out with my friends or doing weekend activities, you can find me in the Art and Media Center. I draw a lot! So I'm thankful that the AMC is always open. It's such a great space to do art—it has these wide, long tables. I love to spend time there, just drawing with my music playing.

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JOY LEE
Class of 2017, Robbins House
Hong Kong

Weekends at Milton

Play, or watch and cheer at athletic contests; perform or watch your friends perform in King Theatre; read your poem at the Beatnik Café; work out at the fitness center; sit around talking in the Schwarz Student Center; hike, rock climb or kayak with the Outdoor Program; bake cookies or make soup and watch a movie with your housemates; play pickup basketball or Frisbee; sleep in and then go to brunch; visit friends' rooms and listen to music; meet your friends at a dance; catch a game in Boston; watch a college comedy improv group at a dorm open house; get to know someone you don't know well yet; relax and laugh.



Six Favorite Milton Traditions

The Harkness Table

In English and history classes, learning stems from conversation around the Harkness table, focusing on discussions with your peers, not lectures from your teacher. "I love the Harkness table. It's very different from what I'd experienced in classrooms at my old school, which was more of a traditional setting. I think it creates a bond between the teacher and student, rather than having the teacher simply lecture to the student. It makes for more of a creative and engaging discussion." —Sophie Clivio, Class I

Class IV Talks

A rite of passage. A distinct memory for most alumni. Five- to seven-minutes on a subject you choose. Classmates vote on which talks they want to hear again at an annual "Best of" event in May. Topics range from being the oldest of eight children to China's one-child policy, from hiking Mount Washington to breaking a *Breaking Bad* addiction. "Class IV Talks are one of the most valuable things we do here," says English Department Chair Caroline Sabin '86. "Putting students in front of their peers and asking them to talk about what is important to them creates breathtaking moments. We are sharing with each other, not just around academics, or abstractions, but around the ways in which we see our world."



Beatnik Café

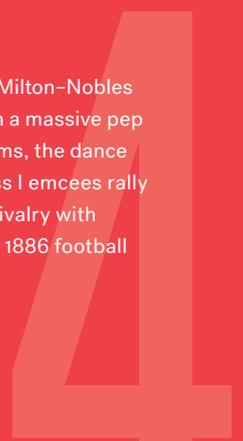
Live entertainment, for and by students, Beatnik Café is Milton's own open-mic night. *Magus/Mabus* hosts the popular event several times each year. Launched by Colin Cheney '96, Beatnik fills Straus Library. On couches and beanbag chairs, or dangling feet between the rails of the second-floor balcony, students watch classmates perform. Music of all kinds—classic guitar, rap, rock, hip-hop, acoustic—along with original poetry and improv comedy—round out the night's performances.





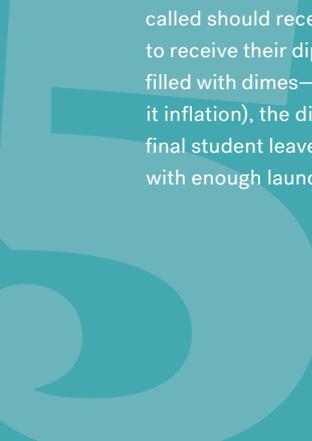
Milton–Nobles Weekend

Each athletic season culminates in the beloved Milton–Nobles Weekend. In the fall, the weekend kicks off with a massive pep rally. The jazz band plays, the step team performs, the dance team and the Mustang mascot dance, and Class I emcees rally students, decked out in blue and orange. The rivalry with Noble and Greenough School dates back to an 1886 football game, and it's alive and well today.



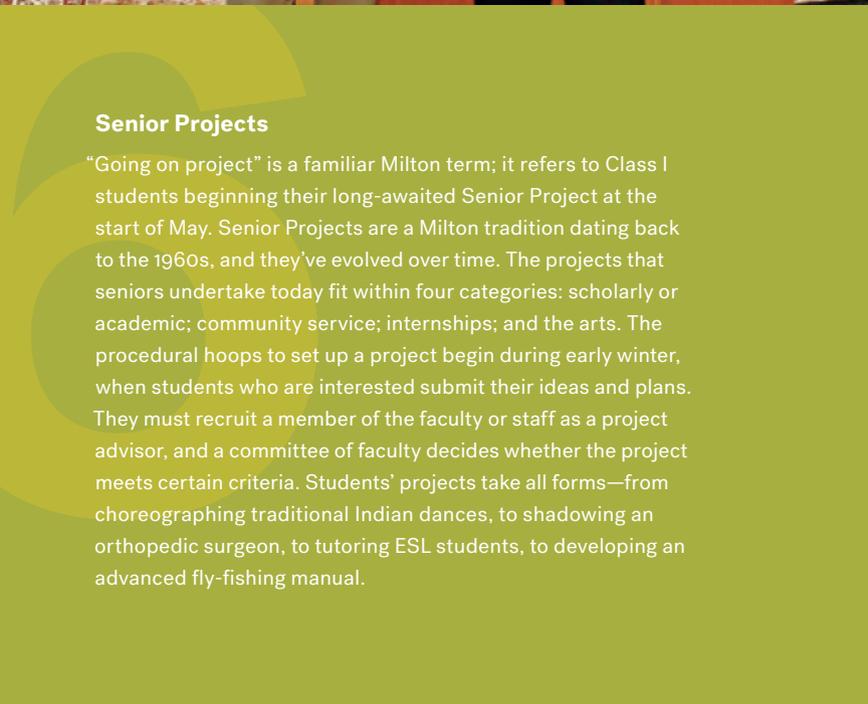
Sock of Quarters at Graduation

Commencement is full of tradition: the white dresses, the blue jackets, the bagpiper, and speakers chosen by the class are followed, finally, by diplomas, in random order. In 1986, then dean of students John Mackenzie decided that the last student called should receive a “prize” for waiting until the very end to receive their diploma. That prize was a Milton athletic sock, filled with dimes—one from each senior. Over the years (call it inflation), the dimes became quarters, and to this day, the final student leaves Milton not only with a diploma, but also with enough laundry money for the first few months of college.



Senior Projects

“Going on project” is a familiar Milton term; it refers to Class I students beginning their long-awaited Senior Project at the start of May. Senior Projects are a Milton tradition dating back to the 1960s, and they’ve evolved over time. The projects that seniors undertake today fit within four categories: scholarly or academic; community service; internships; and the arts. The procedural hoops to set up a project begin during early winter, when students who are interested submit their ideas and plans. They must recruit a member of the faculty or staff as a project advisor, and a committee of faculty decides whether the project meets certain criteria. Students’ projects take all forms—from choreographing traditional Indian dances, to shadowing an orthopedic surgeon, to tutoring ESL students, to developing an advanced fly-fishing manual.



CLUBS AND ORGANIZATIONS

Make your mark

Would you like to see your writing in print, organize support for an environmental idea, or run a mock election? Do you want to film a student production, compete with other high schools in math, or promote the visual arts all over campus? Whatever your inclination, whatever you'd like to try, Milton has opportunities for you. Milton's wide range of clubs and activities profoundly affects students' lives; students experience leadership, teamwork, performance and service.



Campus and Community Service

Your Milton experience will be enriched by service opportunities both on and off campus. Programs begin right here at Milton, extend into the Greater Boston area, and even include Milton Academy chapters of national and global service organizations.

- Amnesty International
- Community Engagement Board
- Habitat for Humanity
- Individual Student Support (advanced peer counseling)
- Lorax (environmental organization)
- Orange and Blue Key tour guide program
- Peer Tutoring
- Public Issues Board (current events educators and programmers)
- Reach to Teach (raise awareness about education inequality)
- SECS (Students Educating the Community about Sex)
- Students Against Destructive Decisions (SADD)
- Sustainability Board
- World Health Organization (WHO)

Student Leadership Opportunities

As a student-elected leader, your input can have a real impact on life at Milton. Strengthen your public-speaking skills, learn diplomacy and organization, get to know your school administrators, and translate your ideas and your classmates' ideas into action.

- Self-Governing Association
- Boarding Council
- Day Council
- Student Activities Association
- Athletic Association

Cultural Groups

Share in the diversity at Milton by joining one of the active cultural groups on campus. Each group warmly welcomes students of all backgrounds.

- Asian Society
- Caribbean Students Association
- Christian Fellowship
- French Club
- GASP! (Gender and Sexuality Perspectives)
- Jewish Student Union
- Latino Association
- Muslim Student Association
- ONYX (African-American culture)
- Spanish Club
- SAGE (Students Advocating for Gender Equity)
- SIMA (Students Interested in Middle Eastern Affairs)
- South Asian Society



Special Interest Clubs

Interests at Milton extend beyond the classroom, fields or stage. Anyone can join, and anyone can bring their own interests and hobbies to share with classmates.

- Film Club
- A/V (Audio/Visual) Club
- Arts Board
- Chess Club
- Hip-Hop Club
- Improv Club
- Invest in Girls
- Math Club
- Model UN
- Programming Club
- Robotics Team
- Science and Engineering Club
- Speech and Debate Team
- Step Club

Student Publications

Poet, journalist, or critic, you can become a published writer at Milton. No prior experience required!

- *The Milton Paper* (weekly newspaper)
- *The Milton Measure* (biweekly newspaper)
- *The Milton Academy Yearbook*
- *Magus/Mabus* (literary magazine)
- *Mille-Tonnes* (French newspaper)
- *La Voz* (Spanish newspaper)
- *Loose-leaf* (Asian magazine)
- *Helix* (science magazine)
- *Aché* (celebrating diverse cultures)
- *The F-Word* (feminist magazine)
- *Azaad* (identity quarterly)
- *Gaia*



I debate and I work on the Milton Paper as layout editor. I'm involved with the Student Wellness Association and the Muslim Student Association, where we focus on making sure Muslim students are supported on campus. We plan assemblies to teach the community about Islam. I like to be involved in making everyone feel comfortable here, because there were people who made me feel that way when I first came here.

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JENAB DIALLO, Class II
Robbins House, Bronx, New York



COMMUNITY ENGAGEMENT

Powerful Learning

The Community Engagement Board partners with 25 service sites in Greater Boston, in addition to projects on campus. Every other year, the board plans an all-School service day that engages all students and faculty in service projects, supporting organizations in the city and in neighborhoods around campus. The board includes students from all grades. Nearly 300 students each year volunteer for community service at Milton, either through weekly commitments or special projects—events such as the Special Olympics, American Red Cross blood drives, and the annual Brookview House holiday party, supporting children from a local shelter.



Community service is a big part of my life both inside and outside of school.

Milton's community engagement program hosts the Special Olympics every Sunday—soccer in the fall, basketball in the winter, and track in the spring. I started that as my weekly service in my freshman year.

This year, I added weekly visits to the Taylor Elementary School and a childcare center. I also sometimes go to the Epiphany House to make dinner.

I love that Milton doesn't require community service hours, because it should be something that people want to do naturally.

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KENYA MATHIEU, Class II
Milton, Massachusetts

TWENTY-FIVE

SERVICE
SITES IN
GREATER
BOSTON

220

STUDENTS
VOLUNTEER
WEEKLY

175

*volunteers for
one-time
special events*

700

SPECIAL OLYMPICS
ATHLETES CELEBRATED
ON CAMPUS EACH YEAR

FUNDS RAISED
FOR HAITIAN
HURRICANE RELIEF

\$5,000

43

*pints collected
at Red Cross
blood drive*

GIFTS WRAPPED
AND DELIVERED
AT THE HOLIDAYS

 **95**

A sampling of popular Community Engagement sites

- Tutoring in six Boston and Milton public elementary schools
- ESL tutoring for Latina and Chinese immigrants
- Milton Animal Shelter
- Boston Home (residence for adults with multiple sclerosis)
- Greater Boston Food Bank
- Five daycare centers in Mattapan, Randolph and Milton
- Four programs for elderly and disabled individuals
- Special Olympics team coaching, and on-campus events in basketball and track and field
- Higashi School for youth with autism



30

9

29

28

BROOK ROAD

33

7

6

11

12

13

10

8

4

5

3

17

16

15

14

RANDOLPH AVENUE

CENTRE STREET

1

18

19

21

22

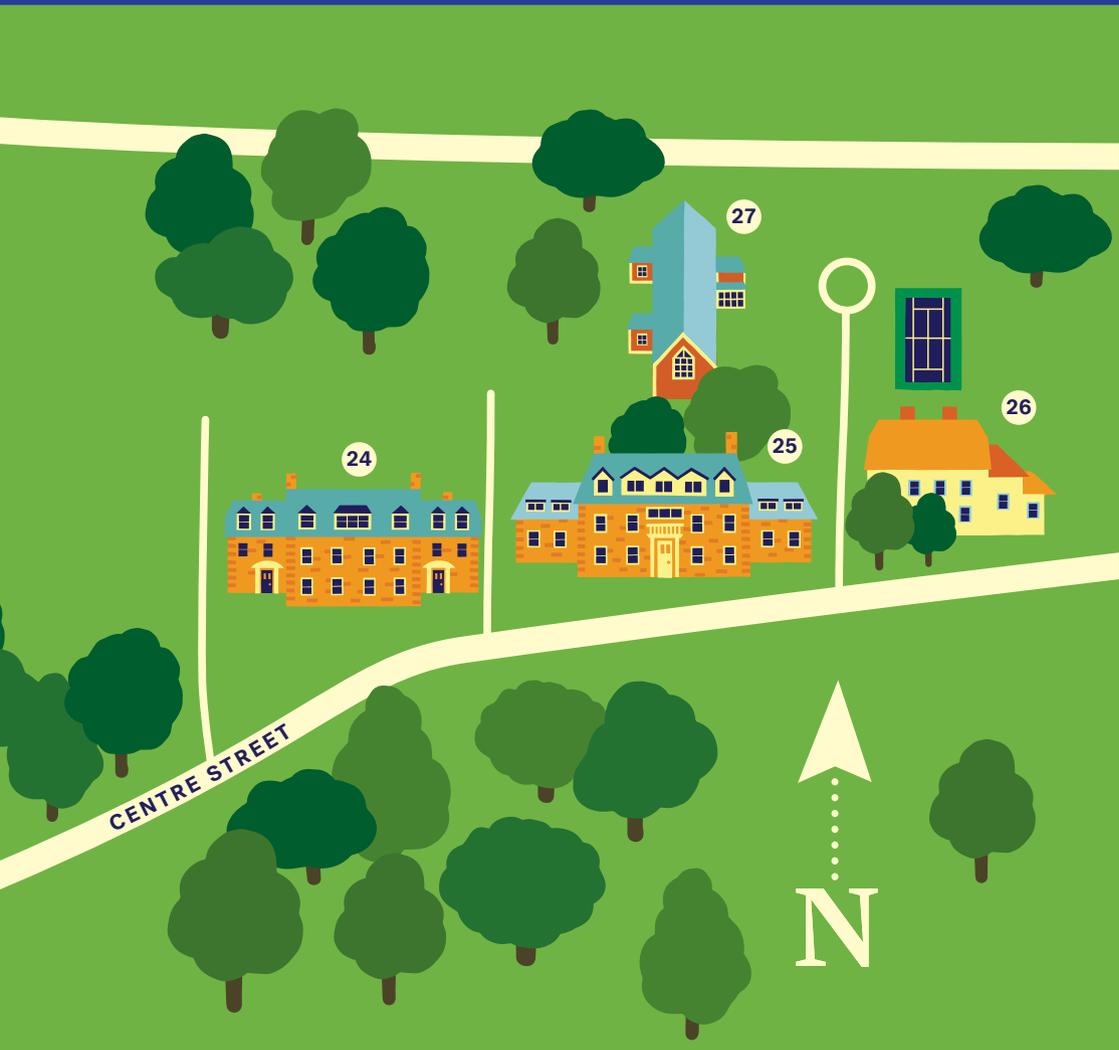
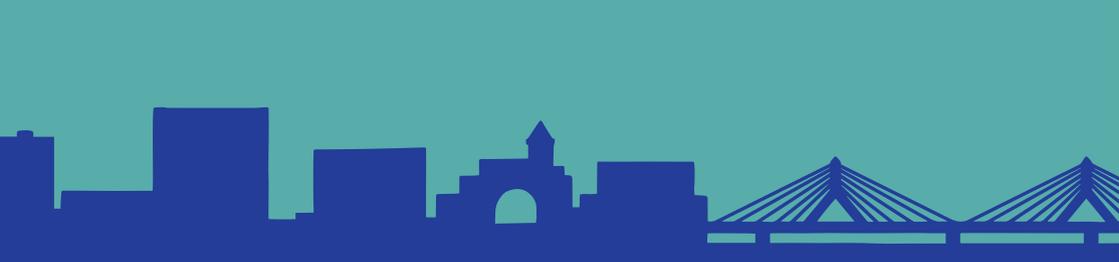
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20

23

31

32



1. Pritzker Science Center
2. Junior Building
3. Hallowell House
4. Norris House
5. Millet House
6. Athletic and Convocation Center
7. Williams Squash Courts
8. Apthorp Chapel
9. Ayer Observatory
10. Robert Saltonstall Gymnasium
11. Wolcott House
12. Robbins House
13. Forbes House
14. Warren Hall
15. Schwarz Student Center
16. Wigglesworth Hall
17. Straus Library
18. Kellner Performing Arts Center
19. Cox Library
20. Art and Media Center
21. Ware Hall
22. Greenleaf Hall
23. Caroline Saltonstall Building
24. Goodwin House
25. Hathaway House
26. Health and Counseling Center
27. Children's Center
28. Dennis Field
29. Stokinger Field
30. Nash Field
31. Faulkner Field
32. Outdoor Swimming Pool
33. Facilities Building

We want
to get to
know you!

Complete the Request Information form online at www.milton.edu or call the admission office at 617-898-2227.

We'll send you information on how to apply online, as well as how to schedule your personal interview.

Milton welcomes applications for admission to Grades 9, 10 and 11.

We enroll the following number of new students, in a typical year:

	BOARDING	DAY
CLASS IV (GRADE 9)	60	40
CLASS III (GRADE 10)	20	5
CLASS II (GRADE 11)	15	0

Admission at a glance

1,700 APPLICATIONS
IN 2017-2018

ACCEPTANCE
RATE

15%

149

STUDENTS
NEWLY
ENROLLED

PERCENTAGE OF
NEWLY ENROLLED
STUDENTS
OF COLOR

41%

\$59,560

2018-2019
TUITION
BOARDING

\$49,500

2018-2019
TUITION
DAY

\$10.8M FINANCIAL
AID BUDGET

STUDENTS ON
FINANCIAL AID

35%

Admission and Financial Aid Process

Visit Milton Academy

Your visit to campus is an important part of the application process. The Office of Admission is open from September through mid-January for tours and interviews. Call us, and we'll help you schedule your visit during the fall semester at one of these times:

Monday, Tuesday, Thursday and Friday

8:15 a.m., 10:15 a.m., 1:15 p.m. and 2:15 p.m.

Wednesdays

8:00 a.m. and 10:15 a.m.

We welcome those who cannot visit during the school year at select times during the summer months. Please contact our office for more information.

Campus Tour

Get to know campus, from the pros. Your visit includes a personal, 45-minute campus tour with a student guide.

Personal Interview

All candidates for admission and their parents or guardians participate in a two-part personal interview with a member of the admission team. Informative and evaluative, the interview is a lively, often relaxed conversation between visiting families and the admission officer. (Students meet one-on-one with an interviewer prior to the parent discussion.) This is an opportunity for applicants to discuss special interests and accomplishments. We evaluate students on academic achievement, intellectual curiosity, maturity, personality, character, confidence, commitment to or leadership in extracurricular activities, and citizenship. Interviewers also consider a student's "fit" for Milton's academic program and, for boarding students, its residential program.

Special Interest

During your visit, you might also want the chance to meet with a department chair, coach or faculty member who directs a special program that interests you. (If you are interested in such a meeting, please inform the Office of Admission when you schedule your campus visit.)

Standardized Testing

All applicants are required to submit their Secondary School Admission Test (SSAT) results, an important supporting element of a student's academic record. Applicants for Grade 11 may instead submit either the PSAT, SAT-I Reasoning Test, or ACT. For international applicants, or students for whom English is not their first language, the Test of English as a Foreign Language (TOEFL) is required.

Financial Aid

Milton Academy values diversity in all forms and maintains a generous financial aid budget of \$10.8 million to support this goal.

Aid is need-based, and we strive to meet 100 percent of students' demonstrated need. Awards are made annually, and returning students must reapply for aid each year. Except in the case of a significant change in financial circumstances, a family can expect a comparable aid package for the duration of their time at Milton.

The deadline for applying for financial aid is **January 31, 2019**. For detailed information about the application procedures, criteria and assessment, please read the brochure "Financial Aid at Milton Academy." If you have questions, call the Office of Financial Aid at 617-898-2239.

Application Timeline

Interviews

By January 15, 2019 to guarantee a March 10 decision

Standardized Testing

Schedule and take by January 2019

Application Deadline

January 15, 2019

Financial Aid Deadline

January 31, 2019

Admission Decisions

March 10, 2019

Deposit Deadline

April 10, 2019

Final Application

Complete your application online using the Gateway to Prep Schools application.* Applying by January 15 ensures a March 10 decision. (Late applications are considered only as space allows.) The application is available at www.gatewaytoprepschools.com.

**Note: Milton also accepts the SSAT Standard Application Online.*

PART 1

- Candidate Profile (begins your application and should be submitted well before the January 15 deadline)
- Application Fee (\$65 for domestic applicants or \$125 USD for applicants with an international mailing address)

PART 2

- Short Answers and Essays
- Parent Statement
- Graded Writing Sample*

PART 3

- Recommendations (submitted online by current teachers/administrators)
 - School Administrator Recommendation
 - English Teacher Recommendation
 - Math Teacher Recommendation
 - Transcript Form (submitted with):
 - > Current fall term or semester grades
 - > Final grades for the past two years
 - Personal Recommendation*
 - Special Interest Recommendation*

**Optional*

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#daretobemilton

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