At Middlebury, learning happens through intensive student-faculty interaction. Because students get the full attention of their professors, they are able to cultivate meaningful relationships with them. After four undergraduate years, students are equipped to encounter their professors more as peers than as protégés; they are prepared to take on the wider world as critical thinkers and promising leaders.

**THE IMPORTANCE OF NAMED PROFESSORSHIPS**
A key priority of the Middlebury Initiative is fostering teaching and mentoring. Named professorships, which honor the relationship between professors and committed alumni, parents, and friends of the College, remain a vital source of support for Middlebury faculty.

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**At a Glance**

- Years at Middlebury: 45
- Years as pre-law adviser: 41
- Signature courses: PS 101 Intro to Political Philosophy, PS 102 The American Regime
- Current book project: *Same Sex Marriage and the Constitution*
- Degrees awarded: AB, MA, PhD, University of Chicago
- Mentors at University of Chicago: Herbert J. Storing, Leo Strauss
- Fields: American constitutional law, American political thought, political philosophy
HONORING PROFESSOR MURRAY DRY
A named professorship is the highest honor the College can confer upon a professor whose scholarship and teaching has become an integral part of the Middlebury experience. Few faculty members have contributed more to the life of the College than Charles A. Dana Professor of Political Science Murray Dry, who has been teaching political philosophy, American political thought, and constitutional law for the past 45 years. Establishing a professorship in his name will honor his dedication to scholarship and teaching, grounding the future of the College firmly in the tradition of excellence he has helped to build.

UPHOLDING A TRADITION OF MENTORING
The relationship political science major Max Nardini ’08 developed with Professor Murray Dry defined his undergraduate experience. In fact, it was sitting in on Professor Dry’s American Political Regime course as a prospective student that convinced Max to come to Middlebury in the first place. Professor Dry was the advisor for his senior thesis on the constitutional controversies surrounding government funding of religious organizations. While Max learned a lot in the courses he took with Professor Dry, the mentoring he received on this project was what helped him truly excel. “While he offered constant, invaluable advice, Professor Dry was always clear that the thesis was my project,” he says. “The result is something that would not have been possible without his tremendous support, but which is truly my own.” Today Max is a first-year student at Yale Law School.

Professor Dry’s dedication to his students is not the only source of his distinction as an educator. Over the years, his pedagogy has remained innovative and effective. In a senior seminar he developed recently on the constitution in emergency times, his students investigated the current scope of executive power, examining contemporary court documents and drawing historical comparisons. In a mock court exercise, they grappled with the constitutional issue of habeas corpus, determining whether or not suspected terrorists have the right to appear in federal court. Professor Dry is quick to point out that this was not mere play-acting. In their classroom simulation—conducted during the same week oral arguments were being heard in real court—students marshaled arguments as lawyers and made decisions as judges. This teaching method not only brought the material to life, but also made students more active participants in their own learning. The course culminated in a visit by alumnus Rob Kirsch ’79, who spoke about his experience representing six Bosnian-Algerian suspected terrorists currently interned at Guantanamo Bay.

Kirsch is one of many individuals profoundly influenced by his encounters with Professor Murray Dry, and it was his desire to both honor and give back to his mentor that brought him back to Middlebury.

Professor Murray Dry has been challenging and inspiring students to think critically and deeply since he came to Middlebury as an instructor in 1968.