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DEAR ALUMNI:

At this time of the year I feel too close to the preceding session to have much objectivity about it, but perhaps I can mention a few things which will be of interest to you.

We continue to have a long list of applicants for admission to the School, and I would like to make a generalization or two about this. One is that we are four years or more deeper into the enormous population of young people than the colleges are, and their struggles in the immediate future we believe we can foresee better even than they can. It is an extremely difficult problem to decide who should be admitted. To reduce the difficulty we have an Admissions Committee of twelve very experienced members of the faculty; before final decisions are made, they read all of the data available and make judgments on each boy's competence to meet our requirements. We are not concerned to fill the School with boys who make 90, but we do have to be sure that those who are admitted have been accustomed to working at rather full speed and are capable of achieving, and indeed have been achieving, their best grade for their ability. That we will make some mistakes about this everyone should assume, but I would hope that everyone would also assume that we try to be as self-critical as we can.

The record of admissions to the colleges is sufficiently significant and rewarding to encourage us to feel that our admissions problem here in the School has been reasonably well dealt with. We continue to maintain a first-class record on college admissions, and this year our record has in some respects been better than in other years. In the light of the enormous numbers applying to the colleges we would be foolish to assume that we shall always place well over seventy-five per cent of our boys in the colleges of their choices, particularly when their choices continue to be restricted to about six colleges and universities. Actually there are many extremely good colleges throughout the country where we could more readily place our boys, and perhaps with better results, were it not for the understandable but nevertheless difficult persuasion of many parents that only certain colleges will do. It is my hope that the alumni will do what they can to help us with this perplexing problem by interpreting to people around them and to those who send their boys here that no school can be expected to guarantee results, particularly with those boys who rank in the bottom quarter and in some cases the bottom half of their class.

It seems to me that the School needs to admit some boys who will not be able to gain admission to those universities and colleges where admission is highly competitive. Those of you who recall the School's founding principles will remember that it was in the mind of the founder that some boys would not have
college or university as their goal but would go directly from the School into industry, the military services, or whatever careers they had elected for themselves. Nowadays of course almost no boys have this in mind, but that fact does not alter the wisdom of the original principles, for which I must confess I have some real regard. Some of the finest people are not academically fine, and while St. Paul’s School cannot afford, nor can the culture afford, to spend large resources on many of them, particularly in a time when excellence is demanded for the welfare and safety of our country, still I presume we will always yield to the desire to accommodate some of the less academically gifted.

On October 24th we plan a Parents Day and are encouraging the parents of boys in School to visit the School on that week-end if they plan to visit us at all. It is our hope that through this device we will be able to acquaint all of them with the problems we have, the goals we seek, and the difficulties of achieving a higher education. It will be a great saving on us if parents are able to cooperate with the Parents Day plan, since it is not easy to get them to read the “Statement” and it is most time-consuming to acquaint all of them one by one with the actualities of secondary education and with St. Paul’s School’s program in particular. Our Parents Day plan is not one which will prevent people from visiting the School at other times if they see fit to do so, but we hope we will be able to acquaint parents with the realities, so that they will not feel they are in the dark. We hope they will ask relevant questions in open discussion, and at the same time visit with the men who are teaching and are responsible for their sons. This is a vital area in the School’s life, and I have high hopes for its success.

Faithfully yours,

MATTHEW M. WARREN, Rector

THE PROPOSED ART PROGRAM

A paper read at the Academic Forum on Anniversary, May 30, 1959

LADIES AND GENTLEMEN:

Since the Art Department is the youngest and smallest of the academic departments, it is perhaps just as well that we give an account of ourselves right at the start—openly, brashly, and loudly as befits the young and small—before we become wise and secretive and pontifical like our elder brethren.

It occurred to me that what you would like to hear is: how we stand at present, and what we propose for the future.

To tell you how we stand at present is fairly simple: art plays a very minor role in the life of the school. I would say that in any given year less than ten percent of the boys at St. Paul’s have any academic exposure to art at all, and this would be a safe estimate indeed.

There are various reasons for this state of affairs—most of them long-standing, none of them very good—but all of them sound and practical in the best reactionary tradition. You can imagine how it goes: “Art is all right in its place, but let’s not overdo it,” or “After all, what does it really have to do with getting into college?” and so forth.

Well, fortunately for the school, Mr. Warren and the administration think that it may have a lot to do with getting into college, and, as you will see shortly, the program is beginning to develop.
But, to get back to the present, art at St. Paul's operates in three main areas: there is studio art, involving drawing, painting, and some modeling in clay and plasticene. There is a workshop program, known as manual arts, operating quite independently of the studio and mainly for the benefit of First and Second Formers, who are encouraged to learn simple woodworking and ceramics; and finally there is an art history course, developed within the last few years to provide a survey of western art for interested Sixth Formers. Roughly ten to fourteen each year are interested. This is not what you would call "packing them in," but it is nevertheless encouraging, since it means that between ten and fifteen percent of the Form actually choose to take it.

Aside from these academic areas, the Art Department tries to provide suitable exhibitions. Naturally we exhibit student work, as you can see this weekend, and we also subscribe to organizations providing travelling exhibitions, and sometimes Alumni have helped us out by lending from their own collections; but, quite frankly, it has been difficult to find safe and adequate space for display which will focus the attention of the entire school and generate real interest in art. As a rule, we have to make use of corridors and common rooms, and the total effect is not very satisfactory.

As for facilities, the Studio is located in two cramped rooms on top of the Big Study, which you are welcome to visit if you feel like making the climb; the Shop on the other hand is well located in the basement of Hargate. As for history of art classes, we hold them in one of the Library reading rooms. As you can see, we are decentralized—in fact, it might even be said that we are scattered.

This, then, as briefly as I can state it, is the art situation at St. Paul's today.

Now, what do we propose to do about it? Actually, the School has already taken positive steps to make art a more important factor in the School, but before I talk about them, I would like to tell you why we think they are necessary.

Giving art a more important place in the curriculum has a potential effect in at least three directions: a) on the rest of the curriculum; b) on the individual student; and c) on society at large, once the student takes his adult place in it.

To begin with the effect on the curriculum, there is certainly at St. Paul's these days, a new sense of the educational value of art—an awareness which simply did not exist as recently as ten years ago, when art was regarded as a pleasant diversion, or at best a spare-time activity apart from the main stream of academic life, but of no particular value outside of itself. What has evolved from these complacent beginnings is a realization that art, although a disconcertingly unacademic subject, is nevertheless a fluid and pervasive one, penetrating other subjects, and giving them a unity and organization in the minds of students which they have not had before. I would go so far as to say that any academic discipline worth its salt has an artistic bias, and that a failure to perceive this bias and exploit it for the education of young people is nothing short of tragic blindness.

Now, if art is capable of vitalizing the curriculum, it is clearly going to affect the individual student. But we would maintain that the effect is likely to be more profound than one ordinarily thinks; in fact, that training in the understanding and appreciation of design will have a subtle influence upon a student's ability to cope with his general academic life; that the experience with the organization of line and form and structure will, for example, reflect itself in English or history compositions by order and balance and proportion; that the geometry
student, who has heretofore had difficulty in visualizing geometric forms, let alone perceiving their inherent relationships, will by the catalyst of art training begin to see and at last to understand. Certainly one of the most interesting facts about students in secondary schools (or students anywhere, for that matter) is the incredible amount of un-seeing that exists as part of their mental makeup. It is not exactly blindness, but it is almost that; it is the complacent and unquestioning acceptance of things as the student thinks they are, rather than as they actually are, with the result that he lacks the ability to perceive accurately, to imagine constructively, and to understand correctly. And so what we hope for is that the discipline of art, involving as it does the achievement of order and organization out of chaos, will be an experience which will throw its outline on the similar chaos of academic material that constantly confronts the student and which will give it coherence and significance. Thus, so far as the student himself is concerned, we would hope for keener visual perception and increased comprehension of the world about him.

This leads us to the effect of the student upon his community. Inevitably he is going to be a consumer, and if he has learned his lesson well, he is going to demand excellence of design in the products he uses. If he is a producer, we hope he will see to it that his product is well-designed; and unquestionably he is sooner or later going to have a voice in the appearance or arrangement of things in his particular world, and a background in art and design can make the difference between real public service and the perpetuation of confusion and ugliness.

The problem for the School, then, has been to devise an art program consistent with these ideas—a program which will supplement the existing curriculum, train the perceptions of students, and illuminate the subject matter of other courses.

The first step was to devise a basic course in art and design which could begin to meet these needs, and the second was to see that such a course became a diploma requirement. As for this second step, the Heads of Departments have already moved to make art compulsory for Third Formers, beginning next year.

This is going to put an abnormally heavy strain on both masters and facilities, but in spite of obvious difficulties, the School has decided to go ahead and see what happens. The important thing was to formulate a worthwhile course.

I have already stated that there exist within the School two separate areas of applied art; studio art, dealing with drawing, painting and modeling; and so-called manual arts, teaching the rudiments of woodworking and ceramics. In developing the basic art course, it seemed senseless simply to enlarge studio art and in effect create a situation catering solely to a talented minority of the art-minded, and it seemed equally foolish to have a well-equipped shop operating independently, almost as a kind of hobby shop for the little boys, in which there was some training in skills but no corresponding use of the imaginative faculties. We had to ask ourselves the fundamental question: What is it that we want them to do? Do we want them to draw and paint skillfully? Do we want them to become good craftsmen? Do we want them to become familiar with historical art forms, and thus become good theorists? And the answer was always: No, not necessarily. What we want them to do primarily is to improve their artistic vision and understanding, and to exercise their creative imagination, and then, if it is possible, to acquire skill in producing their own conceptions. We want them to see the underlying order and harmony, the essential unity, in all works of art, and we
have felt that the best way to go about making them see these things was to
familiarize them with what might be called the grammar of design.

The time allotted to this required Third Form course is four forty-five
minute periods per week—with no outside preparation, in other words, no home-
work—so arranged that each boy will spend two periods in the Studio and two
in the Shop. The substance of the course is to be so regulated that Studio and
Shop will be working together toward a common end, rather than independently.
The Shop will in effect become a laboratory for the testing and realization of
creative ideas developed in the Studio.

Briefly, the course will work as follows over the three terms of the school
year. We propose to begin the studio part of the course by using one period each
week for lecturing and demonstrating, step by step, the principles of design,
beginning with an introduction to simple drawing tools—pencil, charcoal,
crayon, pen and ink—and proceeding, week by week, to deal with various ele-
ments of design in turn: line, form, color, texture, pattern, proportion, rhythm,
unity, and so forth. This first period each week will primarily demand the atten-
tion of the student, rather than particular application on his part. It is to be
mainly a period of demonstration by the instructor, using any and all resources
at his command to clarify the principles with which he is dealing.

The second weekly period of the studio part of the course will then be
devoted to application. Students will be given related practice exercises, both to
improve their technique and to establish firmly the principles taught earlier.
They will also be encouraged to experiment within the limits of the particular
element they are working on.

Concurrently in the shop each set of two periods will at first be used for
instruction in tools and techniques; for, while the emphasis in the course is not
on skills, we are quick to admit that there must be some training in skills if
students are to be in a position to work out their projects later in the course. It
is thought that a series of simple productive exercises can be arranged which will
demonstrate to sections of ten or twelve students the care and use of common
woodworking tools, linoleum block cutting, wood sculpture, simple metal work-
ing, enameling, and the use of the potter’s wheel.

We hope that, by the end of this first twelve-week term, students will hav
learned some of the fundamentals of design and the use of certain tools and tech-
niques which will enable them to begin to produce work of their own design. As a
final term project they will be required to submit a carefully drawn up design
for execution the following term.

Admittedly the plan so far is rather rigid and mechanical, but it must be
remembered that we are dealing with youngsters who in most cases will have
had no previous training in this kind of work, and we simply have not the time
nor the staff to allow much un-organized “free-wheeling” on the part of the stu-
dents. This will have to be reserved for their spare time. So far as the course
itself is concerned, we are interested in a disciplined and orderly progression in
fundamentals.

In the second and third terms, however, there will begin to be a good deal
more latitude. In the Studio, the weekly lectures, demonstrations, and application
will continue, but with somewhat more emphasis on fine arts as distinguished
from design. Students will be given problems in contour drawing, perspective,
the use of light and shade, color, and composition. They will work with water-
color, poster color and possibly oils. In the last term there will be an introduction to modeling and simple architectural problems.

In the Shop students will be constantly working on projects under supervision. As soon as one project is finished, another must be designed and begun, presumably in a different medium, for we want the student to experiment as much as possible. As I have suggested earlier, we hope the Shop will begin to take on the aspect of a laboratory for the expression of design ideas, and the Studio will act both as a source for those ideas and as a place where students can develop their interests in drawing, painting, and modeling.

I have devoted space to the general outline of this particular course, because it will act as the core of the art curriculum, but I should like to add that once a student has completed it, there will still be available for him at his own option, at least two other courses which will allow him to continue his interest in the practical side of art. Each of these courses will deal on an advanced level with different aspects of the basic course. The first will be a continuation of the design aspect, and the second will be a course in advanced drawing and painting with an introduction to the graphic arts. I mention them only to show that a student whose interest has been stimulated will not suddenly be cut off from art at the end of his Third Form year.

The art history course, called *A Survey of Western Art*, will continue to be offered. It is worth noting that this course involves three periods a week of regular classes and one double period of creative work in the Studio, since we have felt that theory and practice should not be separated, and that students can learn to see by learning to draw.

It has also been thought that because art history lends itself particularly well to illustrating certain cultural aspects of other subjects, it would be worthwhile to formulate a series of illustrated lectures closely correlated with various other courses of study (notably Latin, Greek, and European history) which could then be used to supplement those courses at various times during the year.

Roughly outlined, this is the academic side of the proposed art program. We expect to have to provide for about 110 to 120 students next year, and to accommodate them we have a staff of three men: Mr. Abbe for the Studio, Mr. Healy for the Shop, and I, who have recently been added as a teacher of art history and as director of the program.

Now it is perfectly obvious to the practical eye that any art program, no matter how idealistically conceived, is simply not going to be effectual without proper facilities. I would say that the crucial factor in the development of art at a school such as ours lies in the careful arrangement of adequate facilities based on a principle of centrality—centrality without and within; that is to say, centrality in terms of easy accessibility on the school grounds, and centrality in terms of permitting the immediate interrelation of studio, shop, exhibition space, reference library, classrooms, and so forth.

I have been given to understand that for next year the art program will probably get some space in the Lower School Study, since the new Moore Building will provide enough extra classrooms to absorb the present Lower School needs. This will be most welcome, of course, but there is no guarantee of permanence. Art is still "a vagrant", and what we hope for eventually is to have a home of our own—a place—a building—an adequate art center which will give centrality, dignity, and functional efficiency to the total art program.
We have, then, the problem of developing these basic elements, curriculum and facilities, according to a stated philosophy and within certain limitations, and I have tried to present to you the plan as we now envisage it. Plans, of course, are the fruit of optimism, and undoubtedly certain parts of the program will prove unworkable and will have to be modified. This is inevitable in the process of development, but I hope that this plan has been of interest to you, if only, perhaps, as another example of academic conversion to the thesis that art and design have a role of fundamental importance to play in the education of youth.

Austin D. Higgins

PARENTS' COMMITTEE MEETING

(Reprinted from the S.P.S. News for May 1959.)

The Parents' Committee held its second annual meeting on February 21st in Concord under the direction of retiring chairman Lewis N. Lukens of Philadelphia. The Rector announced that Herbert I. Lord of Detroit will succeed Mr. Lukens as chairman. Mr. Lord, a graduate of Princeton and the Harvard Graduate School of Business Administration, is Vice-President and Treasurer of Lee & Cady Company, Detroit. He is the father of P. N. Lord, '60, and has been an active member of the Parents' Committee since its inception.

The Parents' Committee presented to the Rector $23,158 as an unrestricted gift to the School. This represented the total sum contributed by 213 non-alumni parents. Mr. Lukens commented that the increase in contributors from 83 a year ago was a particularly good sign for the future of the Parents' Fund. It is hoped that in the near future the gift from parents will exceed the $56,000 contributed to the School through the annual Alumni Fund.

Mr. Oates, Administrative Vice-Rector, discussed the financial needs of the School. The Committee members unanimously endorsed the budget presentation and expressed the hope that the School would continue to present such financial facts to the parents. The Committee felt that in the past many parents were not aware of these facts and therefore did not realize the School's urgent need for additional funds.

Mr. McDonald, head of the history department, discussed innovations in the teaching of history at St. Paul's School. He was followed by William Everdell, 3d, '33, alumni representative on the Development Council, who talked about the relationship of the parents to the Development Council and the planning of the future of St. Paul's School.

The Committee was enthusiastic about the Trustees' decision to conduct a Parents’ Day on October 24, 1959. All parents of boys presently enrolled in the School will be invited to attend. The object of Parents’ Day will be to enable parents to become better acquainted with the faculty and the school.

William S. Warren, Jr.
At Anniversary, after the Alumni meeting, everyone gathered for the dedication of the Moore Building, the gift of Mr. Paul Moore, '04, who has not only presented the School with an excellent, well-furnished class-room building but also, through an additional gift, has assured its proper maintenance in the years to come.

All the Mathematics classes in the School will be held in Moore, which, moreover, within a few steps of the School House and of the Payson Laboratory, provides sufficient additional class-room space to make possible henceforth the holding of classes in all subjects in this one part of the School grounds. No longer will boys and men scurry back and forth between periods over great stretches of paths, wondering why in all the hundred years of the School's existence the Chapel bells and the various Study clocks have never been synchronized! Whereas we have been hurried and late before, we shall now be leisurely and efficient, as we profit from the development of the academic center of the School's campus.

The class-rooms of Moore are sunny and spacious; and they are equipped with modern desk arrangements and with the ample blackboard space that is dear to the heart of a Mathematics teacher. There extends across the southern end a large handsome room which will be used for lectures given to the upper Forms by the Mathematics and English Departments. This room will also be available for the many meetings and gatherings which take place during the School year — thus freeing areas which have been overtaxed. One room in the building has been set aside for a Mathematics library where the boys can read and study, and undoubtedly the Mathematics Society will hold its meetings in the building.

Moore is a wonderful and welcome addition to the School community, and many boys over the years will appreciate its attractive qualities as a place in which to learn their lessons.

George R. Smith, '31
ALUMNI OFFICERS FOR THE FORM OF 1959

The Alumni Organization of the Form of 1959 was completed this Anniversary as follows: Form Agent, Malcolm MacKay; Princeton, David B. Atkinson; Yale, Clifford E. Clark, Jr.; Harvard, Alfred C. Harrison, Jr.; other colleges, Peter Worrall Parsons; Secretary, Ridgway M. Hall, Jr.; Reunion Chairman, Justin J. Stevenson, 3d.

The seven appointed officers of the Form had lunch on Friday, May 29th, in the Upper School dining room with Marshall J. Dodge, Jr., '29, President of the Alumni Association, and Colton P. Wagner, '37, Chairman of the Alumni Fund Committee.

W. A. OATES

ROWING—1959

It is now becoming possible to see what rowing on Turkey is going to be like in the future and I must say that the prospect is very attractive indeed. This year, for example, we were able to practice and to race proper distances (a full mile and a quarter for the first and second crews). We hope that by next spring we shall have eliminated enough of the floating bog in Little Turkey to be able once again to row the Henley distance.

A few more years should be enough for us to make Little Turkey into a delightful place for rowing. It is a gem of a pond, with its islands and varied shore line; but there is a good deal of that bog, mentioned above, which we shall have to get rid of. Also we are going to have to lower the water and, in the parts of the new pond where there used to be swamp or solid ground, cut away an-
thing that could damage a shell. This is something that some boys and I worked on last fall with great success and that we hope to finish during the coming fall term.

Some of the problems which developed in Big Turkey have already been, or are about to be, dealt with. The logs that created such havoc with the launches have already been removed and the silt which flowed back into the pond, after having been dredged out of the “Slot,” will be disposed of this summer.

The impossibility of taking proper care of our coaching launches without an expensive boathouse, and the realization that much of Big and Little Turkey would always be too shallow for them, led us last winter to retire them all and replace them with outboards. The Ariel and the Josephine, therefore, are no more—and this will sadden many a heart.* Their replacements have worked extremely well, however; and our regrets have been entirely of a sentimental nature.

One more thing remains to be done in order to get ready for the next ninety-odd years of rowing and that is to set our boathouses on the shore of Little Turkey, where they will be near the center of things, on Race Day as on every other day, where shells will not have to be carried a hundred yards to the water, and where the club officers can supervise dock and boathouse at the same time, without having to run from one to the other constantly during the afternoon. We are trying right now to figure out how best to do this and hope a solution will be forthcoming.

These physical improvements, in being and in prospect, may have something to do with the flourishing condition in which St. Paul’s rowing finds itself. On Race Day there were nine eight-oared crews in each club competing for the Dole Cup. The Halecyons managed to win the majority, as they had for the preceding two years; but the major race of the day went to the Shattucks—for the fourth straight year. The results of the races are given below.

PERCY PRESTON, ’32

RACE DAY—1959

<table>
<thead>
<tr>
<th>Crew</th>
<th>Course</th>
<th>Winner</th>
<th>Margin</th>
<th>Time</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1 1/2 m.</td>
<td>Shattuck</td>
<td>1/2 length</td>
<td>6:54.7</td>
<td>moderate headwind</td>
</tr>
<tr>
<td>2nd</td>
<td>1 1/4 m.</td>
<td>Shattuck</td>
<td>3 lengths</td>
<td>7:30.8</td>
<td>strong headwind</td>
</tr>
<tr>
<td>3rd</td>
<td>1 m.</td>
<td>Halecyon</td>
<td>1 length</td>
<td>5:40</td>
<td>light headwind</td>
</tr>
<tr>
<td>4th</td>
<td>1 m.</td>
<td>Halecyon</td>
<td>3 lengths</td>
<td>5:51.7</td>
<td>light headwind</td>
</tr>
<tr>
<td>5th</td>
<td>3/4 m.</td>
<td>Halecyon</td>
<td>2 lengths</td>
<td>4:11</td>
<td>light headwind</td>
</tr>
<tr>
<td>6th</td>
<td>3/4 m.</td>
<td>Shattuck</td>
<td>3 lengths</td>
<td>4:14</td>
<td>no wind</td>
</tr>
<tr>
<td>7th</td>
<td>1/2 m.</td>
<td>Shattuck</td>
<td>2 lengths</td>
<td>2:47.3</td>
<td>no wind</td>
</tr>
<tr>
<td>8th</td>
<td>1 1/2 m.</td>
<td>Halecyon</td>
<td>1 length</td>
<td>2:57.5</td>
<td>no wind</td>
</tr>
<tr>
<td>9th</td>
<td>1/2 m.</td>
<td>Halecyon</td>
<td>1/2 length</td>
<td>3:07.3</td>
<td>rain shower, flat</td>
</tr>
</tbody>
</table>

*No heart more than the Editor’s! Unwilling to believe the Josephine—from which he coached crews from 1917 to 1952—was literally “no more,” he addressed an anxious inquiry to Mr. Robert W. Potter, the Business Manager of the School, who, in his younger days at least, put in many an hour of over-time work maintaining the Josephine in proper condition. Mr. Potter’s sympathetic, if not altogether reassuring, reply appears on page 101 of this issue of the Alumni Horae.
CIVIS PRINCEPS

On May 2, 1959, Regis College, of Denver, Colorado, awarded its “Civis Princeps” (“First Citizen”) medal to four “pioneers of Colorado whose contributions to our state have been significant and merit recognition.” One of the four was Dr. James Grafton Rogers, ’01, whose citation follows:

Dr. James Grafton Rogers

Certainly essential to the ordered growth of any emerging society is a basic adherence to the precepts of justice and respect for legal process on the part of its citizens. That Colorado has enjoyed the blessings of an ordered growth from the time of its early years is manifest in the splendid manner in which our society has matured. He is to be honored who himself lived these precepts and, doubly honored, he who educated the community to respect their integrity. We are pleased and proud to welcome to our midst this evening a native Denverite and pioneer Colorado jurist and lawyer. Currently Mayor of Georgetown, Colorado, he can look back upon a career dedicated to the service of his state, his country and his compatriots. His professional abilities and statesmanlike qualities were early recognized in distinctions accorded him, and in important posts of trust assigned to him. His particular talents for organization and leadership in the field of jurisprudence were given expression by the University of Colorado and the University of Denver, both of whom named him as Dean of their Law Schools.

In this community, then, where the law enjoys a central position in the lives of its citizens, may distinguished upholders and defenders of the law ever be accorded proper tribute. And, so, mindful of these considerations, Regis College is happy to acknowledge the sterling personal qualities and professional integrity of an eminent Colorado lawyer by proclaiming Dr. James Grafton Rogers “Civis Princeps”—First Citizen.

CALENDAR OF SCHOOL EVENTS

1959

Saturday, August 1
Tuesday, September 22

Advanced Studies Program ends.
New boys report at Rectory before 4:00 p.m.

Friday, October 23 through Sunday, October 25
Thursday, November 26
Wednesday, December 16

Conroy Fellow: Sir Leslie Munro
Thanksgiving
End of Autumn Term

1960

Tuesday, January 5
Monday, January 25
Saturday, February 13
Sunday, February 21
Monday, March 14
Monday, April 4
Friday, June 3
Saturday, June 4
Friday, June 17

Beginning of Winter Term
Conversion of St. Paul
Mid-Winter Holiday
Confirmation
End of Winter Term
Beginning of Spring Term
Hundred and fourth Anniversary
Graduation 9:00 a.m.
There's a spire in New Hampshire
High above the woodlands there—
You can see it as you come from Keene
Before you get to Concord.

I have known this spire well;
In fact I think that I could tell
It almost anywhere, but there
It's easy, for no higher spire
Shows above the trees for miles.

I often wonder what goes on
Beneath this solitary tower,
Not on any special day,
Or at a certain hour,
But rather when just two or three
Are gathered there to pray
And offer thankful praise to God,
Each one in his own way.

I used to sit, a bit in awe,
Eight times a week or so,
Beneath that chapel tower
Not so many years ago,
Looking all about the ceiling,
Wondering, instead of feeling
What one goes to church to know.

I remember many things—
A marble warrior with wings,
A strangely empty organ loft,
And pumpkins sometimes, rows and rows
Of candles when the lights were off,
The peace of semi-darkness while
An anthem echoed down the aisle
And died among the highest arches,
Evenings when the windows framed
A radiant sun at evensong.

And yet among my memories,
Most meaningful of all,
More than the inner grandeur there—
Some words that I recall:

"O God who art in every place,
And from whose ever-watchful face
No time or distance can remove us,
Grant that those gone out from here
And who are absent from this place,
However distant from each other,
May, by drawing near to Thee, be
Drawing nearer one another."

Strange that in a world where there
Is little to inspire
Us to look beyond ourselves
And seek for something higher,
One should hear such words as these
Somewhere among New Hampshire
trees
Beneath a solitary spire.

Could it be that one would find
Such hopefulness and power
Only on a special day
Or at a certain hour?
Or is it thus when two or three
Are gathered there to pray—
I wonder; I would like to find
The answer out one day.

If so, should anybody come
On any given day,
Through Keene to get to Concord
Or to go a farther way,
And stop along the highway, they
Would not be wrong to say,
Should they chance to see a spire
High above the woodlands there:
"I know no higher spire anywhere."

LT. C. M. BROOKFIELD, '54, Fort Sill
March 1959
It is easy to get sentimental and somewhat "corny" about a 25th Reunion. Conversation comes pretty hard at first with someone you have not seen for twenty-five years and do not even recognize. You pass through the stages of "Gee, but it's great to see you again" and "What are you doing, old boy?" and "How old is your oldest?" Then you find the close friends that you had and you discuss the common experiences. You share the tragedies that have befallen some, and you laugh, and sing, and finally get more relaxed.

You note the physical changes about you—friends and places. As you approached SPS you sped over new Interstate Highways, through Connecticut, Massachusetts and even New Hampshire. No special trains, no smoking steam engines, but the hills and greenery remain the same. As you enter the School grounds you note the Alumni House is now the business office, and the old business office is gone. Conover and Foster are the same. You see the academic quadrangle with the School Building, Memorial Hall, the Payson Science Building and the Moore Building which was dedicated Saturday and will provide classroom space for the Humanities. The old Middle with creaking stairs and rattling windows has been replaced by a handsome new dormitory. The old Gym is gone, giving a delightful view of the Lower School pond. The new Gym and Cage opposite the Old Upper provide a magnificent new physical education plant—a little breath-taking, to say the least. The last change I will mention is the new rowing course at Big Turkey—a major development involving the construction of a dam at the mouth of Little Turkey which raised the level about seven feet to that of Big Turkey, cutting a channel between the two ponds, and the erection of a new bridge across
the channel as part of the new Interstate Highway system. The School now has a good rowing course—full Henley distance—and owns all the land around the ponds.

There are few of the old faces—Mr. Lorne Lea, Mr. Thayer, Mr. MacConnell, Mr. Chittenden returned for Anniversary—colorful in his Shattuck blazer.

While the particular faces are unfamiliar, everyone looks like someone you used to know and life at the School goes on much as it did when we were there. There were several boys that I thought looked very much the way I did—and acted the same too. The paradox—everything is different yet everything is the same.

The first of the returning Form showed up at the Track Meet on Friday afternoon. Dick and Pat Pearce and the Vietors, whose sons are rooming together next year at the School, John Harman, Chesty and Pony Oliver, and J. R. and Cecily Clark. I don’t remember who won what—to tell you the truth—I only noticed that the old javelin record still stands!

Johnny and Lois Jay, Sandy and Frenchy Blodget, and John and Peg Mechem arrived for dinner at the Highway Motel and Glee Club Concert, which I missed—but knowing Channing Lefebvre’s production, I know it must have been good.

Saturday—warm, cloudy and threatening (and it did)—Baseball and Lacrosse at the Lower Grounds. Mechem’s hats got distributed and it was easy to spot the young and old of ’34. Juicy Jimmy and Susan Jackson and Shelton and Anne Weeks contributed a number of young fry, which I supple-

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mented. By 11:00 the place was swarm-ing with ’34ers—Mac and Nancy Muir, J. P. and Nancy Lee, Batch and dapper Bill Clothier, Rankin Radway, the Bill Mixters, the Francis Geers, the Bill Piers, Ned and Anne Twining, Seagull and glamour gal Walker, Al and Susan Sulloway, Lang Baldwin, the Ewells; we were 42 with wives, plus an odd assortment of about 15 kids, plus five or six sons at the School. I guess that we could say we were sixty strong—including the depend­ents. Skiddy von Stade, Bayard Ewing, George Baker and Rip Van Winkle had planned to come but could not make it. Spencer Herapath sent a letter from England and a cable from India wishing to be remembered to all.

There was the traditional Alumni Association meeting, and the parade from Memorial Hall, past the Chapel to the Rectory. Lunch is now served in the Cage before the rowing. A few got drenched in a short but wet warm shower but that just gave everyone something to talk about—and put new and fresh life into those oarsmen who never say die. Resplendent in special rowing shirts, confident of their not-yet-waning virility and full of a team spirit that strives only to conquer, all as proportionately heavier as their coxswain, Blodget (1934: 120 pounds; 1939: 200 pounds), Walker, Jay, Oliver, Radway, Clark, Geer, J. P. Lee, Mix­ter rowed as never before—beautiful rhythm and power—the only trouble being a low stroke and a high bow wave. The blue oar of the Shattucks went up the flag pole following the arrival of the crews in the horse-drawn barges.

The gang moved on to Newfound Lake for refreshments and dinner at Hillside Inn, where John Nelson joined us, and then adjourned to Pasquaney
Lodge for entertainment. Vietor and Pearce got glued to the piano and really let loose with some old Rubber Band melodies. The beat was there, feet started to tap, hands to clap. The girls sang, the “old boys” rolled back the rugs and the party began.

I still don’t know how everyone made it to Chapel in the morning, but that we did. Channing Lefebvre’s “Te Deum Laudamus” composed for the Centennial Anniversary, with its modern harmonies beautifully sung by the choir, sends chills running up and down my spine. The familiar “O Pray for the Peace of Jerusalem” brought back happy memories of the School.

At the Alumni Luncheon at the New Upper the President of the Sixth Form spoke well and Billy Moore, President of the Board of Trustees, presented Mr. MacConnell with a medal on his completing twenty-five years of teaching.

That brought Anniversary to a close. From the letters I have received I conclude that all who came enjoyed themselves. We missed those who could not make it and hope you will all come next Anniversary.

We all saw the changes that have been made in physical plant. We talked with the Masters and learned of the changes that are being made in the academic life. We observed the boys and saw a group of healthy, active and keen young minds being provided with a superior education. I feel that there is definitely a place for the private school in our educational system and that St. Paul’s School with its Church background, its young and able faculty and administration is changing, perhaps, ahead of the times and maintaining its position as a top-ranking school in the Country.

JOHN R. McLANE, JR., ’34
SIXTY-FIFTH REUNION OF 1894

There were two members of the Form of 1894 present at the School for Anniversary—our sixty-fifth: Dr. Arthur B. Emmons, ’2d, of Largo, Florida; and the writer, whose home is near-by, in Franklin, New Hampshire. We simply wish to record our pleasure in renewing once again our association with the School. We are impressed with the new facilities and we believe that a very high standard of scholastic training is being maintained—a quality which, in our opinion, puts St. Paul’s in the front rank among private schools in our Country.

There are now only eight members of our Form left on our mailing list.

RICHARD W. SULLOWAY, Form Agent for ’94

SIXTIETH REUNION OF 1899

The Form of 1899 could not boast a large attendance at our 60th Reunion. When all replies to Reunion notices were in, we hoped to recruit a four-oared crew and venture forth on the high seas of Big Turkey, Race Day. However, as only Neergaard, Pier, and Donald, with Mrs. Donald, turned up, this was obviously impractical.

We met Friday evening in the Memorial Hall to hear, see, and enjoy the Glee Club’s excellent performance of Trial by Jury. Saturday, starting with the very impressive service in memory of S.P.S. War Dead at the Library, followed by baseball and lacrosse at the Lower Grounds, we attended the Alumni Association meeting and election of officers in the Memorial Hall. This was followed by the dedication of the fine new Moore Building. From the Memorial Hall we
marched three abreast in the procession past the Chapel and Rectory. Only four or five old boys, still keeping young, were ahead of us, led by the youngest of all, Pat Gordon, '87, one of our never-to-be-forgotten masters, 60 years ago.

After an excellent luncheon in the new Gym, quite uncrowded by the thousand-odd lunching together there, we joined the crowd at Turkey for the boat races. As we three had been Shattuck oarsmen, when the races were over we came with light hearts and springy steps to the Flag-staff to watch the Shattuck flag and stroke oar raised, to the tune of “Over Penacook’s Fair Waters.” The words may be changed, but the song was nostalgic.

In recent years, ninety-niners have spent Race Day evening at Sand Bank Farm on the shores of the Contoocook River, the lovely summer home of Mr. and Mrs. Bayard Pope. Each Anniversary, they have invited us through Arthur Neergaard, Mrs. Pope's brother, to dine with them there. It has never failed to be the most delightful climax to Anniversary day.

Sunday, sitting in the stalls at Chapel, hearing again “Oh, Pray For The Peace,” our hearts and souls were stirred by the beauty of the service, just as it was in our day. Whatever changes may take place in the activities and routine of the boys’ school lives, one feels sure the spirit and strength of St. Paul's will never change.

ROY PIER, '99

FIFTY-FIFTH REUNION OF 1904

The 1904 delegation, returning for its fifty-fifth reunion, assembled first at the Lower Grounds, in time to watch the track meet. Doctor Walter P. Anderton, who had just retired as Executive Secretary of the Medical Society of New York State, a position he had filled for many years in a most outstanding manner, arrived in a miniature French car, which boasted a most formidable four-way gear shift. As it was impossible to rent a “drive-it-yourself” car in Concord, I had picked up one in Manchester, N. H., which functioned very beautifully in transporting us ancients about the School, although its appearance
did not add to the dignity of the occasion. Through the kindly efforts of Colton Wagner, our chief of protocol of the Alumni Fund and its Form Agents, I was provided with a blanket parking pass for strictly medical reasons, and through the proper channels. This proved extremely helpful.

At the Lower Grounds, we foregathered with our classmate Edward Dale Toland, '04, and his charming wife, and also with our beloved “Fanny” Moore, wife of Paul, '04, who had come up to represent him at the dedication of the new Moore Mathematics Building.

After our Old Hundreds had demonstrated their hereditary prowess on the track and field, we adjourned to the Tolands’ home en masse, for a very enjoyable “tea” party and delicious buffet supper. The Musical Club’s entertainment followed, which was also entertaining, and this was followed by an intellectual get-together with “Pat” Gordon, '87, Stuart Preston, '02, an Evarts and numerous others, which interchange of ideas lasted well into the night.

Saturday morning Walter Anderton and I breakfasted at the “New Upper”, and then watched the baseball game. As he, like Mr. Chamberlain of Munich fame, always carries an umbrella, we were not rained out, but were able to attend the annual Alumni Association meeting, the dedication, and the march in the alumni parade without a change to dry garments. Luncheon in the new enormous baseball cage was truly a revelation. Vaughan Merrick, the distinguished educator, joined our Form at lunch, and we had a real treat.

A bus to the boat-races proved very useful, and again the umbrella did a masterpiece as we watched our Shattucks win the two all-important races. The ceremony at the flagpole was impressive, as usual, and was enlivened by the master of ceremonies of the Form of 1934, who said that his form-mates all looked very well, but he was surprised that they had all married “such middle-aged wives.”

Buffet supper with the boys in Hargate was extremely interesting and delicious. It did not seem possible that each boy could consume so much food so rapidly and still have space to wash it down with four or five paper containers of juices, or milk, apiece.

The infirmities of age, plus the late hour of closing of our “intellectual” conference of the previous evening, got us into bed before nine, in order to make breakfast with Mr. Tracy, who was kind enough to arrange for coffee for us, which was not on the boys’ menu.

The service in the Chapel was as inspirational as always, with many familiar faces near us in the stalls. At the “New Upper,” Mrs. Toland maneuvered us up to a ring-side table, where we could hear all the talks easily. Seated with us were the Victor family, a younger generation of a group we had known at home and in college.

We had had a number of last-minute cancellations, accounting for our small numbers. Col. Harmar D. Denny of the Civil Aeronautics Board, had to fly to Japan by jet, at the last minute, in line of duty, to inaugurate a new jet service, while “Cherub” Holloway had to stay home to have an operation. Haliburton Fales was entertaining forty-five young friends of his teen-aged grandson in Branford, Connecticut, and Joe Dilworth, Rees Scully, and Dutton Noble could not trust their legs, or my car, to carry them around; but all plan to be back in 1964. Chubby Clement agreed to come but never showed up.

D. N. Barrows, '04
The Fiftieth Reunion of the Form of 1909 was attended by Paul Cushman, Harold Kingsland, Clarence Mitchell, Rudolph Rauch, Malcolm Read and Harold Wall.

After watching the baseball and lacrosse games in the morning, all members of the Form were present at the Alumni Meeting, the dedication of Moore Building and the Alumni Parade.

Following the Alumni Luncheon we visited the Masters' Room in the new gymnasium. This was of particular interest because it was given in memory of Archer Harman by his family and members of the Form. Arch was President of the Form and for many years a master at the School. Since several of us had not seen the crew races on the new course at Turkey Pond, it was gratifying to find such a good course with an excellent view of the races and finish line.

After the Flag Pole ceremonies, Pat Gordon, '87, joined us for our reunion dinner at the New Hampshire Highway Hotel. He thoughtfully brought with him the Baker Memorial Bowl and some fresh mint from his home in Virginia, which when adequately fortified with Bourbon added cheer to the evening. We were particularly pleased by a visit from the Rector and Mrs. Warren, and we enjoyed Pat Gordon's stories of the times he was at the School as a boy and master.

Our Form was very impressed with all the new buildings and facilities and particularly the vast improvement resulting from the removal of the old gymnasium.

Our 50th reunion was thoroughly enjoyed by us all, and we hated to bring it to a close after Chapel on Sunday.

Rudolph S. Rauch, '09
FORTY-FIFTH REUNION OF 1914

Introduction

With reference to the duty delegated to me to write up the minutes of our 45th Reunion—which, incidentally, was my first and mayhap will prove my last as I hit the skids of my declining years—I am humbly grateful for its unqualified success. There were present: Meyer, Beach, Cushman, Young, Berry, Goodrich, Kane, and Gould. The latter two did not attend the dinner. However, the other six adopted two orphans of the Forms of 1904 and 1905 whose names I have regrettably forgotten. All motions made, being duly seconded, were unanimously carried: (1) each and every member present was to be an active chairman of the committee for the promotion of our 50th Reunion; (2) all members of our 50th Reunion were to be bedded in the Infirmary; (3) separate quarters were to be arranged for wives; (4) dinner for members at the 50th Reunion was to be held at the New Hampshire Highway Hotel, Concord—wives to arrange for their own dinner separately; (5) the Form was to make up an eight-oared crew to challenge the best boat in the School in a one hundred yard race for a pearl-handled jack-knife; (6) the business session was adjourned.
Commentary

Dr. and Mrs. Warren made a lovely gesture by dropping in on us at dinner. As if over-awed by remembered authority of the position represented, no “boy” present gathered wits enough to offer them a drink—for which, in their own tension, they no doubt thirsted. Cush did a highly entertaining skit. Cord and George argued impressively on the relative merits of capital and labor. Freddie’s and John’s cogent remarks punctuated the diatribe with the staccato of machine-gun fire. We agreed we could beat “the living daylights” out of the Ruskies anywhere, any time, anyhow. I basked in the refulgent brilliance of my Form-mates. We broke up in the dawning, after what for me at least, and I hope for every one of us, was a memorably happy occasion, one to be long cherished.

(Prepared by W. O. Goodrich, Jr., '14)

CORD MEYER, '14

FORTIETH REUNION OF 1919

The Fortieth Reunion of the Form of 1919 was attended by a small but select group, as follows: Fergie Reid, who came from New York; Bob Read, from Providence; Archie Bell, from Denver; John Edmonds, from Andover, Mass.; Owen Wister, from Bryn Mawr, Pa.; Prescott Evarts, from New York; Bill Huff, from Hollidaysburg, Pa.; and Chick Brewster, from Glen Cove, Long Island. The weather was hot and sunny, except for one or two very brief light showers, and all the customary activities were accomplished in usual and proper fashion—including the winning of the first and second crew races by the Shattucks. In addition, the beautiful new Moore Building was dedicated by the Rector. On Saturday evening, we all gathered at the Eagle Hotel for a Form dinner. Reid and Read and Brewster were accompanied by their wives. I think all agreed that the ladies added zest. Oh yes, Bob Read was also accompanied by his dog, Kazmeier. Fergie Reid read aloud numerous letters received from various Formmates, all of which were of interest to us. Ridley Watts was supposed to attend in the capacity of Reunion Chairman, but at the last minute unfortunately could not come, because of the illness of his wife. A resolution of thanks was voted at the dinner to Fergie Reid for his long-continued excellent work as Form
Agent, and also to John Edmonds for his good work on the Alumni Horae. Everyone expressed regret that we could not have had a larger turnout. We all felt sorry for those who could not be there, as it was unanimously agreed that a good time was had by all.

Warren D. Brewster, '19

Editor’s Note: An interesting item of 1919 news, proper to insert here, is that Chick Brewster’s youngest son is President of next year’s Sixth Form.

THIRTY-FIFTH REUNION OF 1924

Arrangements for the thirty-fifth Reunion of the Form of 1924 were ably handled by our Form Agent, Richard M. Hurd. His ingenuity was tested by the discovery that our early reservations at the Horseshoe Tavern had been forgotten in a change of management and resold to the Form of 1929. However, with the help of Mr. Chapin, Dick was able to find accommodations at Small’s Motel in Epsom, N. H., a few miles east of Concord, where we were comfortably though not as picturesquely housed.

Including wives and children, there were nineteen of us at the motel. These were Joe and Barbara Stout; Eric and Dorothy Whitney; Larry and Angeline Pool; Dick and Helen Hurd; Sam and Nancy Riker; Joe Roby; Nick and Lillian Hoff with their children Nick, Jr. (12) and Frances (8); Nick and Virginia Biddle; Dan and Liz Cox. In addition, Ben Rowland drove up from Cambridge, Mass., for the Alumni Meeting and Race Day, but could not stay for the Reunion because of German Measles among his five daughters. Four of those present had sons in School this year: Pool, Stout, Roby and Biddle, the last two in the Sixth Form; three others, Whitney, Hurd and Riker have graduate sons; and Nick Hoff, Jr., is a prospective Third Former in two years.

Most of us had met at more than one recent anniversary. For Dan Cox, however, it was the first Reunion in many years and, I guess, Liz’s first visit to the School; and they were a great addition to the party. As Halycon judge at the finish line of the Boat Races, Dan spent a pleasant afternoon with Gerald
Chittenden, the Shattuck judge, but missed by about one second the satisfaction of signalling a victory for the Halcyon First Crew, coxswained by a son of 1924, Sam Stout. A more direct participation in School activities by our Form was provided by that man of action, Joe Roby, who awoke early to get “suited up” for a lacrosse game between the S.P.S. Team and an Alumni Team. He did more than dress the part; he played for most (maybe all) of the game, meeting on the field of battle his son, Joe Roby, Jr.

The Reunion dinner, after the Flag Pole Ceremony, was at the Concord Highway Hotel. If anything had been needed to break the ice, it would have been the surprise visit, before dinner, by the Rector and Mrs. Warren—a cordial gesture that warmed our hearts and gave the party a good start. During dinner, Dick Hurd read several letters and telegrams from absent classmates; and we prevailed on Larry Pool, a Trustee, to talk to us about the School and answer questions. The only other order of business (so we thought) was a vote of thanks to our Form Agent; but Hurd, who is pretty quick on his feet, seized the opportunity to speak for a well-earned relief. Everybody had his hands behind him while that ball was in the air, until someone with quicker wits than the rest made a nomination, which was seconded in a flash and voted with thunderous unanimity, leaving Eric Whitney stunned. One cannot doubt that his ability to match Cox’s extraordinary virtuosity in remembering middle names indicates an exceptional talent for the job. Thus disposing of business, we devoted the rest of the evening, until we broke up at about midnight, to conversation; and a very congenial gathering it was, emphasizing, incidentally, what we knew from previous years, that attendance by the wives is a major contribution to the success of these events.

N. Biddle, ’24
The advanced scouts, Dodge and Wolcott, arrived in Concord Thursday, to attend a Trustees' meeting; by midnight Friday forward echelons had seized and occupied positions surrounding the Horseshoe Tavern at Contoocook; and by noon on Saturday the main body of our Thirtieth Reunion was deployed at S.P.S., chiefly at the Lower Grounds. Mr. Chase, the new boniface of the Horseshoe, opined Saturday morning it would "turn off muggy," and so it did after a cool and lowering morning. We had some difficulty distinguishing the S.P.S. lacrosse team from the Alumni team at first, but as the game went on one team kept on running just as fast as ever, and so the boys won handily (or, should one say, leggily?).

S.P.S. had a really good baseball team this year—Al Johnson's son Tracy played a fine game on first base—and licked Concord High, 5-2.

Then came the meeting of the Alumni Association, at which Marshall Dodge presided with ease and the soul of wit. After the dedication of the new Moore building and the parade, the new and huge gym made an excellent chow hall.

During lunch a Form crisis arose. We received a challenge to an eight-oared race from the Form of 1934. (These lads, bronzed and muscular, had been in earnest training since our Twenty-fifth Reunion—then our crew was well ahead when the last white flag was passed.) At a series of hasty caucuses among 1929 ex-oarsmen, there were those who shouted "Forward!"; there were those who cried out "Back!" As all the wives were in the latter group, figurez-vous! However, John Walker was to be seen all afternoon wherrying himself up and down Turkey in a gesture of single defiance that, when he did not tip over once, made
swell our hearts. (John was also seen from the breakfast tables the next morning swimming magnificently up and down the pond at Contoocook. No 1934 challenger appeared. Later on he came in and ate a large, normal breakfast, instead of, as some anticipated, a raw herring.)

The boat races were highly satisfactory to all Shattucks. The last race was one of the best ever, the Shattucks never more than three-quarters of a length ahead, and winning by a half-length. The new Turkey course puts the spectator near the finish for all the races but the last two, and, for them, a quarter-mile away from it. On the other hand, he is much nearer the crews. It was a fine afternoon.

After the ancient and honorable ceremonies at the Flagpole, another Crisis occurred. A number of our group explained that the closing of liquor stores on Memorial Day was most embarrassing to them personally, as they had brought no medicinals, and their wives required cocktails before dinner every Saturday. This Crisis was also surmounted, through the unstrained mercifulness of Mr. and Mrs. Oates and other faculty channels.

The Banquet Hall at the Horseshoe was the scene of our Reunion Dinner. Eloquence flowed, philosophies of life were expounded and absent friends were missed. The presence of educators Coddington, Dodge, McKesson, and Walker, and the natural interest of parents in education, especially in terms of “whither my boy,” lent fire to the deliberations. Some earnest seekers after truth continued in informal symposia after the formal proceedings were ended. Perhaps some day their findings will be collected for publication; and perhaps not.

Chapel, on a brilliant Sunday morning, was more beautiful than ever. “Pray for the Peace” and “Love Divine” were more affecting than can here be well expressed. Chapel is indeed the heart of the School, whether or not the powerhouse Dr. Drury used to liken it to.

A good many took off after Chapel, and the remainder went on to lunch at the New Upper, at which Mr. Warren, Bill Moore—the President of the Trustees—and the President of the Sixth Form spoke well.

There were present at this Reunion, leaving out boys in school or with their parents, Bill Coddington, Marshall Dodge, Jerry Glenn, Mitch Hastings, Al Johnson, John Hunter Lay, Malcolm McKesson, Tony Munson, Monty Orr, Frank Phipps, John Walker and Sam Wolcott. All were accompanied by their charming wives except Bill Coddington and the undersigned. Our thanks are due Al Johnson for his work in making all the arrangements.

GARRARD W. GLENN, ’29

TWENTIETH REUNION OF 1939

Nineteen members of the Form returned for our twentieth reunion, all duly conscious of that old devil, Time, but looking little the worse for wear as we round out our second score — and surely more fit than those ancients who returned for their twentieth back in ’39.* Missing from the picture above is Turk Orr who arrived late, delayed by erratic weather on his way in from Montana.

By far the happiest note of our reunion was the large turnout of wives and

*We print this preposterous statement with extreme reluctance.—Editor, ’19.
children. Present were Mesdames Bakewell, Church, Culver, Drayton, Harry Hilliard, Hunnewell, Humes, Howland, Jones, Arthur Orr, Stelle, and Stewart, and no less than seven children, plus Class Boy Howard Means of the Second Form.

A good number of us arrived at the School on Friday and had a chance to reacquaint ourselves with the many familiar landmarks in and around the School, to gaze with pride at the new buildings that have been erected, and with nostalgia at the empty spaces where some old buildings had been removed.
That evening, John Humes was host at an informal gathering at our quarters for some, while others went in search of individual pursuits.

On Saturday, we spent the day at the traditional round of activities, including the unaccustomed sight of the boat races on the newly completed course on Turkey Pond, after which we found that the Flagpole Ceremony had lost none of its charm.

Our Reunion Dinner Saturday evening was a great success, very convivial, brightened by the appearance of the Rector and Mrs. Warren, warmed by the attentions of that accomplished bacchant, Humes, charmed by the presence of eleven pretty wives, enlivened by much good humor and mellowed by a die-hard, nameless few who kept it going into the small hours.

As we departed on our separate ways on Sunday, we were left with a definite impression of St. Paul's twenty years after our graduation. The splendid array of fine new buildings had created a promise for its future, while the continuing spirit and vigor of the School had established a link with its past.

Our thanks to John Humes for so capably arranging all the details of our weekend. We look forward with pleasure to our twenty-fifth, and to an even larger turnout.

JOHN D. STELLE, '39

FIFTEENTH REUNION OF 1944

Eleven valiant members of the Form of 1944, six accompanied by beautiful wives, proved that quality, not quantity, helps in celebrating a Fifteenth reunion. Operating out of the Barwood Manor Motel, the well-mechanized majority flowed freely from world-shaking nocturnal decision-making in Pencook to the many activities at the School.
Friday night, too late to attend the Glee Club Show, Seymour Knox and Norman Mack from Buffalo repaired with your writer to Angelo's for dinner. Later, Mr. and Mrs. R. Clark, he an ex-officio member of the Form, were kind hosts to Ralph and Marty Starr, just arrived from Philadelphia. Charlie Kinsolving, having been given a detailed and completely incorrect set of directions on how to get to the Motel, arrived gaunt but game, closely followed by Charlie Boswell from Geneva, N. Y.

The following morning was spent in watching the lacrosse and baseball games, admiring the new buildings, listening to Mr. Clark's symposium and seeing the Coley's arrive from Boston, the Henry's from Dedham, the Troxell's and Dickinson's from New York.

Ralph Starr carried our standard in the Alumni parade and the new gym was profusely admired at the following excellent luncheon.

There being a majority of ex-S.P.S. baseball players among the group and the heat being what it was, none of the Form sported the blazers to which both Mr. Gordon and Mr. Dodge referred. However, the outcome of the races and the development of Turkey, which many had heard about but had never seen, were of great interest.

Mr. and Mrs. Troxell, Tom's hospitable parents, once again were wonderful hosts to our Form at a fine cocktail party they gave at their equally fine Hopkinson home. Certainly this was one of the highspots of the week-end and we thank them for a grand time.

The Highway Hotel was the scene of the Form dinner and it was there that everyone had a chance to greet the John Boulton's who had just arrived all the way from Caracas, Venezuela.

During the dinner, Ralph Starr read the names of those members of the Form who had died. Seymour Knox discussed the contributions made by the Form to the Alumni Fund and stressed the need for regular, rather than erratic donations. As the spirits moved them, different members made toasts and speeches and the climax of the evening was reached when Mr. Clark listed the different foibles of each member present as he remembered them in 1944. The
evening ended on a cheerful note with the Coley’s and Henry’s, unfortunately, having to return to their respective baby-sitters.

The thinning ranks heard the Rector’s excellent sermon in Chapel Sunday and then most began the homeward trek. All agreed that the School had never looked more handsome and all were most thankful to St. Paul’s for an inspiring Anniversary.

Those who attended the reunion were Charlie Boswell, Mr. and Mrs. John Boulton, Mr. and Mrs. Geoffrey Coley, Mr. and Mrs. S. J. Dickinson, Mr. and Mrs. Andrew Henry, Charlie Kinsolving, Seymour Knox, Norman Mack, Mr. and Mrs. Ralph Starr, Mr. and Mrs. Thomas Troxell and Bert Van Ingen.

HERBERT P. VAN INGEN, ’44

TENTH REUNION OF 1949

Improving on our 1954 reunion record when four hardy classmates returned, the “glorious tenth” produced fifteen classmates including the same four (Coleman, Cooley, Low, and Terry) previously on hand for the fifth.

Saturday morning at the Lower Grounds was the beginning of rallying for the group. Leighton Coleman and Holly Low, up from New York, were greeted by Sam Cooley, Dorey Friend, Ted Terry, and Brad Middlebrook. Shortly thereafter Bill Stride and Carol Baine (with their respective wives) appeared, and, after seeing the S.P.S. baseball team defeat Concord, we all made our way toward the Alumni Meeting where Pete Becker, Ted Everett, Chris Beels, and Dick Woodward and wife, joined us. We soon assembled to march in the Alumni
Parade, where one member of the Form was heard to say, “I’ve waited ten years for this.”

After a very pleasant lunch in the new field house we all went to Big Turkey for the races and there Phil Bianchi, and Bliss Carnochan and wife, arrived from Boston to join our group.

During the Flag Pole ceremony George Hauser was seen recording the highlights of the ceremony on his impressive Ampez tape machine which he keeps at the School and very generously lets the School use.

That evening we gathered at our official headquarters, the Queen City Motel in Manchester, for our Form Dinner and appropriate festivities. There were many fine toasts and speeches—one being for our fair ladies present—another for those of the Form not with us, and we hope they will be up for our “reflective fifteenth reunion.”

All were extremely grateful for the fine job Leighton Coleman did in organizing and making possible such a pleasant and memorable reunion.

Sunday ended a wonderful weekend which will be long remembered by those who attended.

E. Holland Low, ’49

FIFTH REUNION OF 1954

Only seven members of the Form of 1954 returned to celebrate its Fifth Reunion. Those who did noted the physical changes, but we also noted that the old S.P.S. spirit was still there. Sam Sylvester, Ben Daume, Bill McKim, Brad Norman, and I actively celebrated the Fifth; Reeve Schley and Ward Hurd stopped in for a brief “hello”. After the crew races and the Flag Pole ceremony, the five stalwarts capped the day with a robust dinner at the Concord Highway Hotel. We all made Chapel on Sunday and enjoyed the familiar service. After Chapel, we all went our separate ways with hopes that more would return for our Tenth.

Alfred N. Beadleston, 3d, ’54
ACCEPTANCES AND REGISTRATIONS FOR ANNIVERSARY 1959

1857
Gordon, M. K.

1880
Pier, A. S.

1884
Emmons, A. B., 2d
Sulloway, R. W.

1885
Carpenter, A. B.

1886
Barry, W. T.

1898
Truxell, T. N.

1899
Donald, N. H.

1900
Staats, E. P.

1902
Brown, P. S.

1904
Anderton, W. P.

1905
Holmes, S. W.

1906
Andrews, S.

1909
Read, E. B.

1919
Bell, A. M., Jr.
Brewster, W. D.
Edmonds, J. B.
Evarts, P.
Hoff, W. A., Jr.
Read, R. O.
Reid, F., Jr.
Watts, R.
Wister, O. J.

1923
Ross, R.
Sears, F. E., Jr.

1924
Biddle, N.
Cox, D. T.
Hoff, N. R.
Hurd, R. M.
PooL, J. L.
Riker, S. Jr.
Rowland, R. Jr.
Schleifstein, G. McK.
Stout, J. S.
Whitney, H. F., Jr.

1925
MacKie, N. W.

1926
Cooke, J. W.
Davis, J. P.
Gordon, D. C.
Howells, W. W.
Webe, C.

1927
Bradley, J. L.
Chubb, P., 2d

1928
Catlin, D.

1929
Dodge, M. J., Jr.
Glen, G. W.
Hastings, T. M., Jr.
Johnson, A. T.
Jay, J. H.
Monson, T.
McKesson, M. F.

1930
Orr, M. M.
Phelps, F. H., Jr.
Walker, J. R., Jr.
Walcott, S. H., Jr.

1931
Dancy, S. S.
Garfield, I. McD., Jr.
Rodd, T.
Smith, G. R.

1932
Callaway, S. R.
Hecksher, A.
Hoyt, H. M.
Mottier, J. W., Jr.
Orr, L. H., Jr.

1933
Baldwin, L.
Blandon, E. A., Jr.
Clark, J. R.
Coffin, W. J., 2d
Ewell, J. W.

1934
Kingsland, A. E.

1935
Chapin, C. M.

1936
Duane, R. B., Jr.
Madeira, C. C., Jr.
Millar, R. G.
Nicholson, P. C., Jr.

1937
Myer, A. J., Jr.
Thigman, B. C., Jr.
Wagner, C. P.

1939
Baskewick, T. W.
Carr, J. A. H.
Culver, C. F.

1940

1941
Mellwaine, J. C.

1942
Callaway, S. R.
Hecksher, A.
Hoyt, H. M.
Mottier, J. W., Jr.

1943
Callaway, S. R.
Hecksher, A.
Hoyt, H. M.
Mottier, J. W., Jr.

1944
Bowen, C. P., 2d

1945
Dunstan, E. F., Jr.

1946
Hoppin, P. G., Jr.
Preston, P.

1947
Lamadele, J. W., Jr.

1948
Dearborn, D.
Donald, N. H., 3d
Haines, T. O.

1949
Bayne, C. S., Jr.
Becker, S. M., 3d

1950
Read, E. W.

1951
Barron, D. E.

1952
Holmes, W. G.

1953
Andrews, S.

1954
Brown, P. S.

1955
Beardston, A. N., 3d

1956
Dearborn, D.
Donald, N. H., 3d
Haines, T. O.

1957
Barron, D. E.

1958
Chamberlain, C. L.

1959
Andrews, S.

1960
White, B. M.

1961
Dickey, C. D.
Merrick, J. V., 3d

1962
Hinch, H. A.

1963
Brewster, W. D.
Edmonds, J. B.
Evarts, P.
Hoff, W. A., Jr.
Read, R. O.
Reid, F., Jr.
Watts, R.
Wister, O. J.

1964
Baldwin, L.
Blandon, E. A., Jr.
Clark, J. R.
Coffin, W. J., 2d
Ewell, J. W.

1965
Kingsland, A. E.

1966
Barron, D. E.

1967
Holmes, W. G.

1968
Andrews, S.

1969
Brown, P. S.
EDITORIAL

Last January, in planning his letter appealing for contributions to the 1959 Alumni Fund, the Form Agent for 1955, Bob Hurlbut, reflected on the problems of the Alumni Horae in connection with getting news of Alumni to print in Form Notes, and decided to draw up a questionnaire—which was mimeographed and sent out to all members of his Form, with a warning that what they reported might appear in print.

Coincidentally, the Editor of the Alumni Horae, at the suggestion of the Executive Committee of the Alumni Association, drew up a letter—finally mailed June 2nd—to all Form Agents and Regional Chairmen, in which he reiterated the importance of their communicating news of Alumni in their Forms or Regions which might not otherwise reach the Alumni Horae.

On receipt of this letter of the Editor's, the Form Agent for 1955, who had just graduated from college and was on the point of sailing for Europe, promptly sent off to the Editor the replies he had so far received from fifty-eight of the one hundred and twenty-three members of his Form—along with a letter which concludes "I hope you will find these questionnaires of value; and my congratulations on getting after the Form Agents to do a little digging of their own. There is a great unifying force in an alumni magazine, and it serves as an invaluable component of the school family."

Congratulations, rather, to 1955 and its Form Agent! It was a good idea to send out a questionnaire; the replies, which we shall attempt very briefly to summarize below, are certainly of interest.

The questionnaire—all on one side of a sheet of typewriter paper—requested information in respect to the following: college attended; expected date of graduation; scholastic awards; athletic achievements; college activities (extracurricular—dramatic, literary, political, social, etc.); military service (experienced or intended); marital status; plans for the future (graduate work, profession, etc.); miscellaneous (unusual jobs, travels, or experiences since 1955).

The replies, in the first place, exemplify the present wide distribution of St. Paul's alumni among the colleges: these fifty-eight members of 1955 have been at no less than twenty colleges, as follows: Yale (17); Princeton (11); Harvard (10); Trinity (Hartford) and Williams, two at each; and one at each of the following, Dartmouth; Universidad Católica "Andrei Bello"—Caracas; Babson Institute; Union College; Lafayette, University of Pennsylvania; University of Connecticut; Columbia School of General Studies; University of Massachusetts; Stanford University; University of Virginia; University of Vermont; Michigan State University; Brown; Hobart.

At least forty-four members of 1955, by our hasty count—and none of the figures we give here, by the way, is guaranteed for absolute accuracy—were graduating this June. The rest, delayed mainly by military service, were planning to graduate in 1960, 1961, or even 1962.
Replies to the three questions regarding college activities and honors were perhaps more distinguished by reticence and modesty than by anything else, but from those that did answer these questions one can deduce at least a normal amount of extra-curricular activity, athletic and non-athletic. On account of the early dates at which nearly all these questionnaires were filled out, there is naturally no clue as to how many of the fifty-eight may have graduated with honors—except for one magna cum laude and Phi Beta Kappa at Harvard.

In regard to military service, the questionnaires indicate that—as can already be inferred from the number graduating from college this June—the bulk of the fifty-eight have had none so far except for courses in college. On the other hand, of the sixty-five members of 1955 who had not yet returned the questionnaire it is presumably that a higher proportion were actually in the Armed Forces at the time the questionnaire went out. Of those who did reply, several were already back from two years or more in the Air Force or the Marine Corps, one (the information was sent by his father) was in Okinawa with the Marines; a half dozen received commissions in the Navy, Army, or Marine Corps at their colleges this spring; at least a dozen were to begin military service within a few months after graduation from college; and the rest were hoping to postpone it until after a year or two of graduate study.

As to the question about marital status: seven of the fifty-eight are married; and these seven report three children, one born, and two others “on the way.” In strict truth, we must add that seven additional children were reported by one unmarried member of the Form—he plans to be an artist.

“Plans for the Future,” which in a few cases as yet go no further than finishing college courses interrupted by military service, are quite various,—though not all of the fifty-eight replied to this question—for example: geology (1), teaching (3), law (11) advertising (2), Harvard Business School (3), John Hopkins School for Advanced International Studies (1), the theatre (2), banking (4), “some phase of skiing” (1), the ministry (1), architecture (4), business (5), medical school (1), publishing (1), international economics (1), slum relocation in New York City (1).

As might be expected in this day and age, the replies to the question regarding unusual jobs since 1955 brought forth some interesting replies. These include: work in Canadian uranium fields; coaching a varsity 150-lb. crew; working for the Financial and Economic Planning Board of the Venezuelan Ministry of Finance; working for a detective agency; a job as roughneck on an oil rig in Louisiana; work on a Sioux Reservation in South Dakota; participation in the Mobil Summer Abroad program—work in gas stations in France; writing plays and composing contemporary music; a summer as ranger in the Yellowstone; forest fire-fighting in Idaho; timber salvage in Lake George; writing a book Challenge to a Nation—not yet published; participation in the Advanced Studies Program at St. Paul’s School as intern in English; a door-to-door salesman’s job for Collier’s in the Louisiana bayou country; employment as a salmon trap watcher—we are not told where; work with the Lincoln Center Project in New York City.

As to travel (part of the “miscellaneous” question) twenty-three had been to Europe (six of them twice each; another to row at Henley; and another to run in the Harvard-Yale-Oxford-Cambridge track meet); five had traveled in South America (one of them twice); one had been in Mexico; an-
other in Cuba; one reported having been in both the Near East and the Far East, with the Marine Corps.

We submit that even the above hasty and imperfect statement of what these questionnaires contained does suggest a picture of vigor, enterprise, and imagination on the part of members of the Form of 1955—though we regret that, apparently, only one of them plans to go into medicine. We thank the Form Agent for his helpful activity in our behalf, and we again congratulate the Form.

EQUALITY OF OPPORTUNITY AND EQUALITY OF STATUS

In the article that follows, J. Carroll McDonald, head of the History Department at St. Paul's School, criticizes certain aspects of the recommendations made by James Bryant Conant in The American High School Today.

Americans, observed George W. Steevens, a sympathetic English visitor at the turn of the century, are “ingenious in devising possible means to attain any impossible end.” Such a device is the American comprehensive high school, designed to educate, within the same walls, all the youth of a community, the able and the less able, the “academic” and the “vocational.”

In Mr. Conant’s view the comprehensive high school is a unique American institution, without counterpart in Europe. The product of our non-feudal society, our frontier experience, and our economic development, it is the embodiment of “our devotion to the ideals of equality of opportunity and equality of status.” It is not only typical of our society, it is the key to the improvement of our public school system.

One might raise the question, suggests Mr. Conant, whether such a school can fulfil satisfactorily all of its functions. “Can a school at one and the same time provide a good general education for all the pupils as future citizens of a democracy, provide elective programs for the majority to develop useful skills, and educate adequately those with a talent for handling advanced academic subjects—particularly foreign languages and advanced mathematics?” Mr. Conant’s answer is that it can.

Buttressed by a staff of experts and a mass of statistical data, Mr. Conant set out to find one comprehensive school that was satisfactory, on the theory that this might then be used as a model for all the other schools of sufficient size in the United States. In a series of one-day visits to fifty-five schools in eighteen states Mr. Conant discovered eight comprehensive schools that seemed to meet his requirements. This convinced him that the comprehensive school is the answer to the American high school problem.

1America in Perspective, ed. by H. S. Commager, Mentor Books, N. Y., 1948, p. 164.
2Conant, J. B., The American High School Today, McGraw-Hill, N. Y., 1959, p. 8. It was evident by 1900, writes Mr. Conant, that Americans had come to believe that education would provide the means by which these ideals were to be realized. Ibid., pp. 6-7.
3Mr. Conant points out that the degree of comprehensiveness varies with the community. He chose as his test cases schools in which less than half the boys and girls were going to college, and in which the distribution of academic ability corresponded roughly to the national norm (median I.Q. 100-105). Ibid., p. 17.
4Ibid., p. 14. The investigation included 26 states, but Mr. Conant did not visit all of these.
5See Ibid., pp. 18 ff., for Mr. Conant’s criteria of evaluation.
Size, however, is important. No comprehensive school with a graduating class of less than one hundred, concluded Mr. Conant, could, without enormous expense, provide resources adequate to its mission. For this reason he recommends the elimination, by district reorganization, of the small high school wherever local conditions permit.¹

Apart from this drastic recommendation, Mr. Conant feels that "no radical alteration in the basic pattern of American education is necessary in order to improve our public high schools." All that is needed is some improvement in the curriculum and organization of the comprehensive high school.²

Mr. Conant's recommendations for the improvement of the comprehensive school hardly transcend the routine. Twenty-one in number, they include such familiar items as individualized programs planned through an efficient counseling system and designed to rescue students from "track" programs; a core general education program to be required of all students regardless of their elective studies;³ grouping students according to their ability subject by subject; vocational programs geared to employment opportunities in the school area; remedial reading for slow readers and developmental reading for competent readers; special elective courses for the academically talented and for the "highly gifted";⁴ the organization of the school day into at least 7 or 8 periods to allow greater flexibility of scheduling and a wider choice in courses, especially for academically talented students; compilation by every school of an academic inventory to see whether able students are choosing the easy or the difficult courses; four years of a foreign language instead of two years;⁵ a twelfth-grade course in American government incorporating as much economics as students can effectively handle; a summer session instead of an extended academic year, for both remedial and advanced work.

It is not surprising that the President of the Carnegie Foundation describes this as a "down-to-earth" report.⁶ Mr. Conant himself feels the need to explain: "It would be most unfortunate if the conservative recommendations in this section, necessarily presented in rather dogmatic form, should lead anyone to believe I was in favor of freezing the development of the curriculum or the organization of a high school."⁷

Notwithstanding this insistence on the "importance of experimentation and the desirability of innovation in all phases of education", literal adoption of Mr. Conant's recommendations could easily preclude any very imaginative depart-

¹Ibid., p. 38.
²"If all the high schools were functioning as well as some I have visited, the education of all American youth would be satisfactory, except for the study of foreign languages and the guidance of the more able girls." Ibid., p. 46.
³This is to consist of 4 years of English, 3 or 4 years of social studies, 1 year of mathematics, and at least 1 year of science. Ibid., p. 47.
⁴Mr. Conant discovered that in the majority of schools he visited "the majority of bright boys and girls were not working hard enough," and that "Academic studies did not cover a wide enough range." Ibid., p. 23.
⁵Mr. Conant feels that his own program for the academically talented differs from many in not being a "specialized program in either mathematics and science or in foreign languages." "If a student completes this wide program in high school, his range of choice of college majors is far greater than if he had specialized earlier." Ibid., p. 69.
⁶"Almost without exception I found a deplorable state of affairs in regard to foreign languages." Ibid., p. 69.
⁷Ibid., p. xi.
⁸Ibid., p. 42.
tures from the basic pattern of his thought. He frowns, for example, upon the establishment of any selective high schools beyond those already in existence.\(^1\) This would seem to forestall such experiments as Admiral Rickover's plan for setting up across the country a number of demonstration high schools as models for the education of talented children,\(^2\) and seemingly it assumes that the products of selective schools necessarily understand less well than those of comprehensive schools the ethos of American society. Similarly, it appears to underestimate the value of the kind of vigorous competition among schools that has forced such re-evaluations of American public education as Mr. Conant's own report. In any case, it is difficult to square with Mr. Conant's devotion to "local responsibility and community independence" in American public education.

Mr. Conant is likewise opposed to the provision of separate vocational schools. Here his reasons are largely social rather than educational, as he himself says:

> I believe it is important for the future of American democracy to have as close a relationship as possible in high school between the future professional man, the future craftsman, the future manager of industry, the future labor leader, the future salesman, and the future engineer. As I have often stressed in my writings and earlier in this report, I am convinced that one of the fundamental doctrines of American society is equality of status in all forms of honest labor as well as equality of opportunity.\(^3\)

This view has led Mortimer Smith to conclude, in *The Diminished Mind*, that Mr. Conant "betrays a wholly social conception of education."\(^4\) It is not necessary to accept this verdict entirely to see the dangers of Mr. Conant's position, and to note his persistent failure to recognize that equality of status and equality of opportunity are infinitely subtler problems than his writings on education seem to suggest. Indeed this is perhaps the chief defect of his thinking. It raises the question as to whether he fully understands the genius of American society or the needs of American education, however often he may use such phrases as equality of status and equality of opportunity.

May it not be that over-simplification of his own ideals has led Mr. Conant to give too little attention to what appears to me the most pressing need in American secondary education today: namely, to produce as rapidly as possible as many individuals as possible with habits of disciplined and independent thought?\(^5\) For it is upon this that the vitality of a democratic society depends, and, without it, neither equality of opportunity nor equality of status could have much genuine meaning. Moreover, it is in this area of secondary education that the greatest lag now exists, and the greatest failure to exploit existing potentialities.

\(^{1}\)"The improvement of the comprehensive high school would seem to offer far more promise for the improvement of American education than the introduction of selective academic high schools into communities where, hitherto, they have not existed." Ibid., p. 91.


\(^{3}\)Conant, ibid., p. 127.


\(^{5}\)Mr. Conant does not ignore this question entirely, as his suggestion about the importance of free discussion in the twelfth-grade course in American problems makes clear. See Conant, op. cit., p. 75.
By way of contrast, the necessity for encouraging habits of independent thought and study is clearly brought out in *Images of the Future.* This is the work of a commission appointed by The National Association of Secondary School Principals, and supported by the Ford Foundation. It is perhaps the most imaginative document recently published in the field of American secondary education, whether private or public, and possibly reflects more directly than Mr. Conant's document the experience and ideas of classroom teachers.

Sensing more acutely than Mr. Conant not only the basic needs of secondary education, but its underlying tendencies at mid-century, the report emphasizes that "Study activities will require students to take more responsibility for self-direction."\(^2\)

Increased capacity for self-direction accordingly becomes more than a matter of curricula, academic inventories, and individualized programs in Mr. Conant's narrower sense of the term. It is rather a matter of finding ways and means to emancipate both students and teachers from a too rigorous timetable of classroom periods, and to break through the sanctified pattern whether of large classes or small classes to a more individualized relationship between teacher and student.\(^3\)*Images of the Future* faces this necessity by proposing that the teacher become more of a "consultant" and less of a "taskmaster,"\(^4\) and by suggesting that something like 40 percent of the student's time be allotted to independent study.\(^5\)

Is this not, in effect, a description of what the tutorial form of instruction, already familiar in British and American college practice, amounts to? And does it not point to some form of tutorial instruction as the natural solution of our problem?\(^6\) In this connection it is important to note that the report does not hesitate to recommend its proposed technique for both able and less able students,\(^7\) though the degree to which this system can be applied will have to vary with the capacity of the individual student.

Lest this scheme of education seem chimerical to some, the report is careful to point out that "The ideas presented here are not unique and untried. Nearly every proposal may be found today in some American secondary school or schools. In fact, many of the ideas have grown out of experiences of schools working on Commission-sponsored projects."\(^8\) It is worth noting that some of the more important experiments in tutorial instruction are being carried out in private schools not acting under Commission auspices.

It is curious that Mr. Conant, President-Emeritus of Harvard University, should seem so little convinced of the virtues of tutorial instruction. While treating it as an acceptable instrument for dealing with the very able in schools where it is in use,\(^9\) he seems reluctant to recommend it except in schools where

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2. Ibid., p. 10.
3. A variety of ways of achieving this through imaginative and flexible combinations of large group instruction, small group instruction, and individual instruction is suggested in *Images of the Future.*
4. Ibid., p. 19.
5. Ibid., p. 10.
6. Readers of the *Alumni Horae* will be interested to know that the tutorial approach used by the History Department of St. Paul's School in the regular academic year is being applied in the summer session (The Advanced Studies Program), for the second successive time, to a group of able boys, from the public schools of New Hampshire, who are studying modern European history.
8. Ibid., p. 6.
there are too few gifted students to warrant putting them in a special class. Under these circumstances he suggests that "a special guidance officer should be assigned to the group as a tutor and should keep in close touch with these students throughout their four years of senior high school work. The tutor should see to it that these students are challenged not only by course work but by the development of their special interests as well."\(^1\)

This lukewarm prescription of tutorial instruction by Mr. Conant suggests that he does not see the full implications of the tutorial system and its potential role at the present stage of American secondary education. In this respect his view is symptomatic of the disposition of many professional educators to toy with the present crisis while it rolls over them. Fortunately, as *Images of the Future* makes abundantly clear, the pressures of American life seem to be conspiring to drive the secondary schools in the tutorial direction,\(^2\) and are likely to sweep even reluctant educators with them.

Mr. Conant's suggestions for dealing with gifted students run on all fours with his attitude towards the tutorial system. Admitting that the problem of dealing with gifted students is highly controversial, he merely opts for segregating the gifted in special classes subject by subject, except in the twelfth-grade course in American problems where the gifted and the less gifted are to mingle in a limbo of social integration.\(^3\) There is little appreciation of the broader and deeper responsibilities of the gifted to the less gifted, or of the terms on which they must associate if equality of opportunity and equality of status are to be achieved, and if the kind of social integration in which Mr. Conant is interested is to take place in any vital sense.

For it is obvious that equality of opportunity and equality of status are not to be achieved if the gifted and the less gifted communicate with each other chiefly in homerooms, athletics, clubs, student councils, and, by a curious dispensation, in a twelfth-grade course in American problems,\(^4\) that is to say, for the most part, on every plane except the one where cross-fertilization of mind and spirit should be most effective.

In dealing with the problem of the gifted student Mr. Conant has done little to clarify American thinking on a topic where there is much confusion. Suspicious at the suggestion of an aristocratic elite, and bedevilled by the conflicting nuances of the Hamiltonian, Jeffersonian and Jacksonian viewpoints in their own tradition, Americans have been grooping for a solution to this problem that would satisfy their conscientious pursuit of equality of opportunity and equality of status.

Here again *Images of the Future* is a more comprehensive guide than *The American High School Today*. In the former the same opportunities to develop their potentialities are offered to both the gifted and the less gifted. Communication on the intellectual plane is not circumscribed by a too rigid pattern, and sufficiently flexible arrangements are suggested to guard against the dangers of retarding alike the talented and the less talented. "There will be frequent regroupings of students," says the report, "in order to cope with the differences

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\(^1\)Ibid., pp. 62-63.
\(^2\)*Images of the Future* is an attempt to cope realistically with these pressures.
\(^3\)Conant, op. cit., p. 75.
\(^4\)See ibid., pp. 75-76, for example.
in abilities, interests, and needs. Flexibility of grouping will be a key characteristic. Individuals will not necessarily be placed in a single group for an entire year, nor for a semester."

It follows from this that maximum flexibility in the relations between the gifted and the less gifted must be maintained in all directions if both of these groups are to reach the level achievable through their own powers, without truncating the potentialities of either group or impeding the communication between them that is vital to the health and integrity of our own society. Such a regime seems more likely than Mr. Conant’s to enable Americans to dissipate the dangers conjured up in The Power Elite, The Organization Man, and The Status Seekers. In fact, Mr. Conant’s recommendations might conceivably retard the improvement of American public secondary education he aims at, for there is in his book rather much of that conventional wisdom described by J. K. Galbraith, in The Affluent Society, as the chief obstacle to the solution of America’s problems.

For this reason, I, at least, find it as difficult to place unreserved confidence in Mr. Conant’s judgment on the American high school as to accept his “personal appraisal” of the German problem in his recent book, Germany and Freedom. Possibly the explanation in each case lies in a certain want of imagination in Mr. Conant’s approach to the broad problem involved.

J. CARROLL MCDONALD

1 Trump, op. cit., pp. 10, 38.
2 Editor’s note. Mr. McDonald developed these thoughts more fully in an address on The Education of the Gifted, delivered at a conference of the Secondary Education Board in New York, March, 1955, and printed in the Spring, 1955, issue of the ALUMNI HORAE.
7 In more than one place in his book Mr. Conant states that, had his visits lasted longer than one day, it might have been necessary to alter his opinion about some of the schools he visited. Conant, op. cit., pp. 102 and 107, for example.
The Annual Meeting of the Alumni Association was called to order by the President at the School in the Memorial Hall on Saturday, May 30th, at 12:10 p.m.

After the invocation by Bishop Hall, the President asked that to expedite the dispatch of business the reading of the minutes of last year’s meeting be waived since they were printed in the Summer 1958 ALUMNI HORAE.

The Rector read the names of the Alumni who had died since the last meeting and there followed prayers for them and for the School.

The President, after welcoming the Alumni and the guests of the Association, presented the report of the Committee on Honorary Members, Messrs. Paul F. Fenton, Warren O. Hulser, William O. Kellogg, John F. Mehegan, Angel Rubio, John G. Shoemaker, Frank N. Treuchet, and Henry W. Wegiel—all of whom have been masters at the School for the past five years—were thereupon duly elected Honorary Members of the Association.

William G. Foulke, Jr., '30, a member of the Committee on Nominations, presented the Committee’s report. Officers of the Association and members of the Standing Committee for the coming year were elected. (See the last two pages of this issue of the ALUMNI HORAE.)

The President expressed thanks and appreciation for the splendid work and co-operation of the various officers and committees of the Association throughout the past year. He announced that there would be a St. Paul’s School Church Service, at which the Rector would preach the sermon, in St. John’s Church, Beverly Farms, Massachusetts, Sunday, June 14th, at 11:00 a.m.—one of the first St. Paul’s School Church Services to be held in Massachusetts. The service was being planned by Evans R. Dick, Jr., '07, and a committee of Boston Alumni.

The Chairman of the Alumni Fund Committee presented his report as follows:

*Report of the Alumni Fund Committee*

It is a pleasure and an honor to make the following report on behalf of the excellent 1959 Alumni Fund Committee, consisting of Stuart D. Preston, '02, Robert E. Strawbridge, Jr., '15, Edward C. Brewster, '28, E. Laurence White, Jr., '36, Lawrence Hughes, '43, and Henry A. Barclay, '52.

This report is also made on behalf of the other Form Agents who are doing a truly great job this year. And, of course, the fact of utmost importance is that what follows is a result of the great generosity of all of you, the Alumni.

The 25th Anniversary Form of 1934 under Bayard Ewing’s leadership has made an excellent contribution of $3,441 from 57 of the Form. Congratulations and thanks to all of 1934.

The 50th Anniversary Form of 1909 has given $2,281 from 22 of the Form, including Paul Cushman, their efficient Agent—an outstanding 50th.

The other reunion Agents have achieved very good results. With their help and that of all the non-reunion Agents your Anniversary total
is $75,021 from 2,035 Alumni. This is $8,500 better than last year's report and only $2,000 under the banner year—1955.

It is a pleasure to introduce and welcome Malcolm Mackay, Agent for the graduating Form of 1959.

Again it is emphasized that this is a report of your generosity for which we are all extremely grateful—the Alumni Association and St. Paul's.

COLTON P. WAGNER, '37

The Treasurer of the Association reported as follows:

Treasurer's Report

This report covers the first seven months of the Alumni Association's fiscal year from October 1, 1958, through April 30, 1959. You have already heard from Coltie Wagner that the results of the Alumni Fund solicitation are running well ahead of last year. The expenses of the Alumni Association during this period have been held to about the same as last year, so that it looks as though the full increase in contributions will be available for distribution to the School. At the end of April our net income was about $7,000 ahead of the comparable time last year.

The most important financial event during this year was the transfer of $56,000 to the School as a gift out of the contributions to the 1958 Alumni Fund. This was an increase of $10,000 over the previous year. In addition, the School received a check of approximately $2,700 representing the net proceeds of the hockey game in Philadelphia between the School team and Lawrenceville, so that as a result of the efforts of the Alumni Association, the School has received almost $59,000.

The financial position of the Alumni Association remains strong. The reserve fund amounts to approximately $48,000 at the current market values of the securities held in it.

SAMUEL R. CALLAWAY, '32, Treasurer

The President, after thanking the Rector and the President of the School's Board of Trustees for their hospitality over the Anniversary week-end, called upon the Secretary and Clerk to read the Roll of Reunion Forms. The oldest Forms represented at this meeting were 1887, by Malcolm Kenneth Gordon; and 1890, by Arthur Stanwood Pier.

The President announced that the Rector had an important statement to make. Mr. Warren stated that with great reluctance the Trustees of the School, on recommendation of the Trustees of the School Camp, had authorized the closing of the Camp after the coming 1959 season. (The Rector's statement, which gives the reasons for this decision, is printed on page 94 of this issue of the ALUMNI HOREAE.)

After the Rector had made his statement about the Camp, the President pointed out that the Association now had the responsibility of choosing a suc-
cessor beneficiary of the proceeds of the annual Christmas Hockey Game; and that in this connection the Treasurer had prepared a resolution. Mr. Callaway moved: "That the net proceeds of the St. Paul's School Hockey Game in the winter of 1959-60 be given to the Advanced Studies Program for scholarship aid to outstanding New Hampshire high school students." This motion was seconded and adopted.

The Rector presented St. Paul's School Bowls to E. Esty Stowell, '30, who was completing a four-year term on the Board of Trustees, and to Colton P. Wagner, '37, Chairman of the 1958 and 1959 Alumni Fund Committees.

The meeting adjourned at 12:45 p.m.

COOLIDGE M. CHAPIN, '35, Secretary and Clerk

THE RECTOR'S STATEMENT IN REGARD TO THE SCHOOL CAMP

There follows the statement made by Mr. Warren at the Alumni Association Meeting of May 30, 1959, about the decision to close the School Camp.

Reluctance is the word I have in mind to describe the announcement I am now prepared to make. After a great deal of consideration on the part of the Trustees of the School Camp, they have recommended to the Trustees of the School that we discontinue the operation of this camp. This is done for the following reasons:

1. The standards for operation of summer camps all over the country have gradually become so demanding that we cannot really feel secure in the operation of our camp on the basis we have operated in years past. The camping people with whom I have conferred all indicate that within the last five years more and more professional training is required to meet the unique problems of young boys in this period.

2. In a period of considerable prosperity more and more boys who turn up at this camp are obviously from families not in need of charity.

3. We have found it increasingly difficult each year to find appropriate people to run the Camp, and while we have managed to find such a person, the Camp Committee is constantly apprehensive as to whether or not we will be able in a given year to open the Camp at all.

4. The salaries of staff and personnel have become increasingly higher so that the cost of operation is becoming all but prohibitive.

5. There has been a noticeable falling off of applications on the part of boys from St. Paul's School to be Councillors in the Camp, and I judge that this is partially caused by the brief nature of the period for our boys and the conflict with family plans for travel, and more especially boys' need to work in the summer to supplement their incomes.

6. Other, and be it said, larger and more effective camps professionally operated are meeting the need which formerly camps such as ours once met. This is a task for professional persons.

The Board of Trustees of the School have authorized the closing of the Camp after this coming season, and disposition of the property and plans for the future of it will be announced at a later time.
We are reluctant to close this camp, it having been a School institution for a long time, but it is our honest conviction that we are not in a good position for operating it. The time has come when we should discontinue it. In the event of untoward events or anything reflecting ill on the Camp we must bear in mind the School's name and connection with such trouble.

AN ANDOVER VIEW OF THE ST. PAUL’S ADVANCED STUDIES PROGRAM

The following short excerpt from an article in the Winter 1959 issue of the Andover Bulletin (Phillips Academy, Andover) is printed by permission of the Bulletin’s editor, Francis B. McCarthy. It is taken from an article by Mr. McCarthy about the Andover Summer Session—founded in 1942. We present it here as of particular interest in connection with the decision taken at the 1959 Anniversary meeting of the Alumni Association of St. Paul’s School—recorded elsewhere in this issue of the ALUMNI HORAE—that following the closing of the School Camp at Danbury, New Hampshire, the beneficiaries of the Christmas Hockey Game, and other such Alumni Association undertakings, should be boys in need of financial aid at the School’s Summer Session.

There is a feeling abroad these days that schools and faculties accustomed to training the unusually able boy (whose needs were, until Sputnik, too widely disregarded in public educational thinking) should now devote all their efforts to him in the summer as well as the winter. The great foundations, and even the federal government, are now looking with favor upon this area of educational endeavor.

St. Paul’s School last summer held the first meeting of its Advanced Studies Program, a notable pioneering effort to bring the finest kind of secondary education to the ablest pupils of a rural state whose public schools generally lack the means to give such students the courses, teaching, and facilities needed to develop their potentialities to the full. With the assistance of a grant from the Fund for the Advancement of Education, a program was set up offering in part Advanced Placement courses for college, and in part just courses not available in most public schools—such as Greek, Latin, German, and advanced mathematics. One hundred bright New Hampshire boys from all over the state attended on scholarships, and fellowships enabled several teacher-interns to get valuable training by participating in the program. St. Paul’s teachers planned the courses and taught and advised both students and interns. Co-operation between the school and the New Hampshire Department of Education was enthusiastic and effective on both sides, perhaps the first example of co-operation on such a scale between public schools and an independent school. In initiating and carrying the program through, St. Paul’s School has performed a noteworthy service not only for the public school children of New Hampshire but for the repute of independent schools as well.

There is great admiration on the Hill for what St. Paul’s School has done...
THE 1959 GRADUATION ADDRESS

There follows the prepared text of the speech delivered at the School, June 12th, by Frederick B. Adams, Jr., ’28.

The main difficulty with graduation addresses is that they have to be delivered at graduation, when many pleasures beckon, and the moment of release has almost arrived. Coleridge’s ancient mariner succeeded in stopping only one of the trio of gallants on their way to the wedding-feast, and even this victim had to be held for a time with a skinny hand and a glittering eye. I detain you, though briefly, as a captive audience with no hope of being able to reward you as well as Coleridge did the wedding-guest.

You who have graduated from St. Paul’s today have stayed the course and earned your diplomas. This is an achievement you and your parents and your teachers can all be proud of for the rest of your lives.

At the moment your minds are jammed to the gunwales with facts that you needed for school and college entrance examinations. You cannot possibly carry all these details in your heads forever, but this is not as much of a disaster as it sounds, because, as an Eton master said a century ago, “the shadow of lost knowledge at least protects you from many illusions.” And you can retrieve the facts again from reference books, now that you know what to look for.

What then have you learned at St. Paul’s that will stay with you for a lifetime? Habits of attention and concentration; some facility in expressing yourself; an awareness and even some understanding of points of view contrary to your own; an ability to accept criticism and defeat without collapsing into self-pity; some concern for the importance of detail, for which you will be grateful whether you become lawyers, doctors, architects, or accountants; the practice of working out a problem against a time limit; and the acceptance of patient drudgery as a necessary ingredient of all work. As you realize, you did not learn all these things in the classroom; some part of all of them you learned in football, track, hockey, or rowing, in the Chapel, in the literary societies, and in producing plays and concerts in the Memorial Hall. That is the difference between instruction and education; during school years, education goes on all the time, and some of it is absorbed unconsciously.

Graduation from here marks the end of your apprenticeship in education. Now you take your leave of the pelican in her piety, and become more responsible for your own destiny. Since fortunately no welfare state exists that will offer you total security from the cradle to the grave, you must live through action, and every action requires choice. Every choice requires that you know yourself and that you think for yourself. You had better not rely on your parents (I know some of them), or your friends, or your community, to tell you what kind of a person you are, or to do your thinking for you, though their guidance can often be helpful.

One group of choices you have to make involves what you do in life, your career or profession. For many of you it is still too early to decide, and no decision needs to be irrevocable. One of my classmates who was an architect is now an excellent school-teacher. I know a senior who entered college holding a Westinghouse scientific scholarship and who is going out as a writer and literary editor.
I myself spent sixteen years in business before I switched to running a combination library and museum. The main point is that whatever you do must be done wholeheartedly, with conviction. One of your recent visitors, Robert Frost, expresses it this way in a poem:

Only where love and need are one
And the work is play for mortal stakes,
Is the deed ever really done
For Heaven and the future’s sakes.

He phrased it another way in conversation when he says, “you must let go with the heart,” and “you must bet your bottom dollar.” Nothing less will do. The danger is that we may be beguiled by sheer activity or a fancy salary into supposing that we are doing the work for which we are best fitted by temperament and ability.

Another group of choices you have to make concerns your public attitude, your life as a citizen. Here social pressures invade your privacy with great insistence. You run the risk of devoting all your spare time to doing what other people think you ought to want to do instead of what you should be doing on your own initiative. A certain amount of unselfish work for the benefit of your fellows is necessary to your moral health, but it is nonsense to sacrifice your own enthusiasms to other people’s causes, no matter how worthy. Your chief protection is the education that taught you to know your own mind and do your own thinking.

Other important choices you will need to make are what to read and how, because, next to experience, reading will be the chief source of your continuing education after college. I hope you will never have to make a confession like this to an interviewer: “I am not bookish, but one of the things I regret I no longer have time to do is read. When I was younger I used to read enormously. Perhaps it was my age.” This was said recently by a much-in-the-public-eye figure, Mlle Brigitte Bardot.

I certainly don’t mean that after college anyone should force himself to read. Dr. Samuel Johnson said that “a man should read just as inclination leads him, for what he reads as a task will do him little good.” But it is becoming increasingly necessary to make time for reading, because the air is alive with menacing distractions. And we are deluged with such a tidal wave of newsprint that it is too easy to bustle through our reading without comprehending the point. We have become so accustomed to digests and profiles and abstracts, that we often stop at the headlines and omit the details which might tell us a different story. The governor of a southern state recognized this when he said recently: “Let me but write the nation’s headlines, and I care not who writes its laws.”

Mass literacy can be used for perverted ends by the mass opinion-makers. We must refuse to let ourselves be duped while we struggle to keep our mental balance under a perpetual shower of press releases, of syndicated opinions, and of “educational campaigns” (formerly called advertising) that offer us new status symbols in the shape of hundreds of artifacts that we do not really need. There are such strong pressures for conformity and togetherness that almost any unorthodox attitude is glibly attacked as “left-wing.” The “beat generation” escapes and stays outside, but it is much braver to stay inside and fight for the
rule of reason. In a time when it is no longer permissible to refer simply to writing and teaching and play, but we must always say creative writing, and creative teaching, and creative play, perhaps what I am pleading for is creative thinking; an attempt to formulate attitudes and conclusions by rational processes.

Let me end with a critical look at two clichés about the mind, which are being generously used in the several thousand baccalaureate and commencement addresses delivered this June. We are often told that it is important to keep an open mind, but it is worth remarking that if a mind is wide open, everything will spill out of it—too much tolerance may indicate simply a lack of standards. And we are also told that peace of mind is a worthy ideal. On the contrary, the mind should be as busy as the stock exchange, except when you finally put it to sleep at night. The peace you want is peace of spirit, which depends on belief, dedication, and a sense of moral capacity.

Peace of spirit is not produced by book-learning, or protective love, or tranquillizers. Nobody can teach it or impose it, and yet it can develop powerfully in the process of growing up in this school. It comes from the woods and ponds and brooks, from accepting challenge and surviving defeat, from throwing yourself completely into some activity, from the words that are sung and said in Chapel, and from the grace of friendship.

And now, graduates of the Form of 1959, as you proceed to new scenes and fresh experiences, may you be guided and strengthened by what you learned at St. Paul’s, and may God be with you always.

THE ST. PAUL’S SCHOOL CHURCH SERVICE IN THE BOSTON AREA

History was made on Sunday, June 14th, when the first St. Paul’s School Church Service ever to be held in the Boston area took place at 11 o’clock at St. John’s Church in Beverly Farms.

In spite of frightful weather, the Church was filled and about one hundred and seventy-five Alumni and friends of the School were present. Had the weather been kindly, there probably would have been standing room only.

Our Rector, Dr. Warren, preached a truly powerful sermon and the Reverend Frederick W. Phinney, Rector of St. John’s, and Dr. Warren conducted a beautiful and impressive service.

St. John’s organist and choir master, Paul Stanton, served at St. Paul’s School as Teacher of Music, Assistant Organist and Assistant Choir Master from 1935 to 1941 and under his direction “O Pray for the Peace of Jerusalem” was rendered magnificently. In honor of this occasion, St. John’s Junior Choir, which sings only at the 9:30 Family Service, remained over and not only sang their own anthem, “O Lord Most Holy” (Franck) but did full justice to the Knox Version of “Love Divine”, as well as all the other hymns and chants.

Immediately following the service, a reception was held in the Parish Hall in honor of our Rector and Mrs. Warren, and coffee and cakes were served by the young S.P.S. wives of St. John’s Parish.

It was indeed a successful and happy occasion and let us hope that it is but the beginning of a series of S.P.S. Church Services in the Boston area.

Evans R. Dick, ’07
Dear Mr. Edmonds:

I enclose herewith $1.00 for which please send me two copies of the latest Alumni Horae.

This last issue, in my opinion, is one of the best that I have received. I enjoyed so much Mrs. Warren's article. It brought back so many nostalgic memories of the days when I was a boy at St. Paul's, and I also enjoyed the articles on education, over which there is so much controversy today. One is led to believe that our youngsters cannot read or write or spell and I think perhaps there is some truth in a lot of it, so I suggest that the Horae have some articles from time to time about what we lack in education as well as what we have and what we need. Both sides of the argument can be presented.

One of the first masters I met when I came to St. Paul's School was Malcolm Kenneth Gordon and it is nice to know that he has lived for his ninety-first birthday. He was a splendid man. Kindly send me his address.

Yours sincerely,

Lee McC. Ford, '03

The Andover Bulletin
Phillips Academy
Andover, Massachusetts

Dear Mr. Edmonds:

Along with this letter I am sending you a copy of the Winter issue of our alumni Bulletin. This contains the article on the Summer Session, about which I spoke to you and with which you were kind enough to help me by sending the materials about the St. Paul's School [Advanced Studies Program] and the Mark Twain Summer Institute.* . . . You will find in it an admiring reference to what St. Paul's School has done. [See page 95.] I simply did not have space to mention the Mark Twain Summer Institute. Without this material about the St. Paul's School experiment, which you sent me, I should have been pretty much in the dark on the subject. So, thank you again for your cooperation, and please excuse me for taking so long to send back to you the catalogue of the Mark Twain Summer Institute.

Sincerely yours,

Francis B. McCarthy

*The Mark Twain Summer Institute is beginning this summer in Clayton, Missouri, where Francis V. Lloyd, Jr., formerly Vice Rector of St. Paul's, is now Superintendent of Schools. Editor.
Editor: ALUMNI HORAE
DEAR SIR,

A brief supplement to the picture in your last issue of "The First Baseball Team ever Allowed at St. Paul's"!

As a new-kid, I watched the last club cricket matches played at the School. That was in the spring of 1901. We were forbidden to play baseball as a recognized club sport; and since cricket was dead, we played informal baseball every spring, until my graduation.

Dr. Joseph Coit, following the ex-cathedra pontifications of Brother Henry, held the view that baseball was "vulgar and degrading"; and he likewise discouraged any contacts with Concord (another of Henry Augustus Coit's prohibitions to masters and boys alike!).

How wholesome and different it is now, when we have joint concerts with Concord High School, have several Concord boys enrolled in the school each year; and have for many years competed with Concord High School Teams, in almost all branches of sport—baseball for the last 30 years.

Well, during my Sixth Form Year, I went to Dr. Joseph Coit, who was then very old and infirm, and made an impassioned plea for Club Baseball, arguing that the game was played in all other schools; and that it was unfair to send St. Paul's boys to the colleges without adequate experience and coaching—which fact disqualified them from playing baseball on college teams.

The old man listened to me with his eyes closed, rocking slowly backward and forward in his chair; and then, slowly uttered these exact words: "No... Edward...if we allowed club baseball, there would be an agitation for a school baseball team; and then..." (he opened his eyes with a horrified look, and repeated) "and then, the Rip Roarers of Concord would challenge us"!!!

DEAR JOHN:

E. D. Toland, '04
New York, N. Y.
June 9, 1959

In cleaning out some old papers recently I came across the enclosed vital statistics about Millville as of February 1916. These were collected by yours truly in the hours of 3:00 a.m. to 5:00 a.m. over a one-week period during my initiation into one of the then existing secret societies.

If for any reason you see fit to print them in the ALUMNI HORAE I would just as soon the author be kept anonymous.

Very kindest regards.

Sincerely,

"VITAL STATISTICS"

The statistics are written in pencil on one side of a sheet of paper carefully folded twice and bearing on the outside the injunction, "Please mind your own business and don't read what is on the inside of this paper. (over) Please do not open."
63 poles on Goldmine
11 Houses between G.M. and Long Pond
384 windows in New Upper
520 " in School
28 " in Pie House
25 " in House on top of Fiske
no " in Ice House at Long Pond
6 " in Blacksmiths
289 graves in grave yard
156 boards in S.P.S. Rink
1008 bolts in Study Stairs.

The letter which follows relates to Mr. Preston's article in this issue of the Alumni Horae, "Rowing — 1959." See footnote on page 60.

St. Paul's School
Concord, N. H.

June 26, 1959

DEAR JOHN:

It was very nice to hear from you. I am sorry that I have been delayed in answering your letter but we have been in the midst of closing School and getting ready for Summer School to open so we have really been out straight.

Regarding the boats: We turned in the Ariel, the Josephine, the Petor, and the Princeton toward the new outboard motor. Of these boats which the Goodhue Hawkins Company accepted in trade, the Josephine and the Petor have gone to Wolfeboro and I saw them reeding in cradles on the shore of Lake Winnipesaukee only two weeks ago. In all probability they will salvage what they can of them.

The Ariel and the Princeton are still here at the School and are stored in the Hill Farm Barn until such time as Mr. Goodhue can make arrangements to take them to Wolfeboro. What their final fate will be, I cannot tell.

The Princeton undoubtedly is a sailable boat and the Ariel could be but her hull is very, very old.

If there is anything else I can add I will be very glad to do so.

Best regards.

Sincerely yours,

Bob

(Robert W. Potter)
The forty-sixth annual meeting of the St. Paul's School Alumni Association of Pittsburgh was called to order by President G. C. Burgwin, at 8:05 p.m. on Wednesday, January 21, 1959, at the Pittsburgh Golf Club. The following gentlemen were present: J. Dilworth, L. N. Murray, J. C. Hays, A. L. Robinson, Jr., T. M. Nimick, C. L. Childs, C. L. Snowdon, T. J. Hilliard, Jr., R. N. McVeigh, J. T. Fownes, A. M. Scully, Jr., R. T. Scully, W. H. Schoen, Jr., L. Schoen, J. C. McKay, H. Chalfant, G. C. Burgwin, F. M. Gring, L. Dilworth, G. H. Blaxter, B. Schiller, Alan M. Hall.

The first order of business was the reading of the minutes of the previous meeting which were approved after corrections were noted in the membership that had attended.

The treasurer then reported a balance of $427.30 and indicated that, as usual, payment of dues was somewhat slower than desirable. After a searching investigation by Mr. W. H. Schoen, the treasurer's report was accepted.

The nominating committee, headed by Henry Chalfant, presented the following candidates for election as officers of the Association for the coming year: President, Clinton L. Childs; Vice-President, Arthur M. Scully; Secretary-Treasurer, A. L. Robinson, Jr. There being no further nominations, it was moved, seconded, and unanimously adopted that the nominations be closed and that the secretary be instructed to cast a ballot unanimously electing the officers nominated.

In the absence of Mr. G. S. Oliver, Mr. Schiller presented the Alumni Golf Trophy to Mr. Lawrence Dilworth despite a rumor that Mr. Dilworth had competed for the trophy without the benefit of an Alumni partner to attest his score. After some discussion from the floor, it was agreed that during the summer of 1959, Mr. Oliver would select a day on which the Alumni would again compete for a trophy at their home club, in the same fashion as in 1958.

There being no further business, the meeting was adjourned for dinner. The speaker of the evening was Mr. Alan M. Hall, Director of the Advanced Studies Program at St. Paul's. Mr. Hall combined fact and humor in an extremely interesting presentation of the St. Paul's Advanced Studies Program. His remarks brought forth an extended question and answer period in which the Alumni reassured themselves that St. Paul's continues to place the welfare of its regular students foremost, while taking on the important job of providing additional opportunity for outstanding high school students from New Hampshire.

Mr. Burgwin closed the meeting after acknowledging the Alumni's appreciation of Mr. Hall's visit.

Blair Schiller, '41
FORM NOTES

'75—Trinity College, Hartford, Connecticut, on June 14th dedicated two carved pew ends—at opposite ends of the same pew—the one in memory of the Reverend Lorin Webster and the other to commemorate the long and continuing association between Trinity College and the Holderness School of Plymouth, New Hampshire. Mr. Webster, who graduated from St. Paul's in 1876, and from Trinity, first in his class, in 1880, was for thirty years Rector of Holderness School, which was founded in 1879 by the Reverend Henry A. Coit, first Rector of St. Paul's School, and Bishop Niles of New Hampshire; he afterwards was head of the Department of English and professor of Modern Languages at the Peking Union Medical College, in China, where he died of a heart attack in 1923. The carvings on the pew ends include the seal of St. Paul's School and record that Mr. Webster was an oarsman, a raiser of race horses, a composer of music, and a gymnast who could chin himself with one arm.

'08—Walter Irving Badger has been elected President of the Boston Bar Association. For a number of years, Badger has also been President of the National Braille Press.

'18—On March 10th the World Publishing Company brought out The Byzantines by Thomas Caldecot Chubb. This book, one of a series to introduce the world’s great civilizations to young readers, was described by The New York Times Book Review as “a brilliant tapestry portraying a people long gone who influenced our civilization more than we realize.”

'21—Ronald Freeland has been made Associate Director of the Asian Society, New York, an organization whose purpose is to make Americans better informed about the culture of Asian countries.

'21—Eric S. Hatch contributed an article, “I Bet My Shirt on Thin Air,” to the Saturday Evening Post for June 27, 1959, about his trying early days as owner and manager of Radio Station WBIS in Bristol, Connecticut.

'22—James F. Nields, president of Ware Knitters, Ware, Massachusetts, has been elected president of the American Knitted Outerwear Association.

'24—Archibald S. Alexander was elected chairman of the Rutgers University Board of Governors on July 1st.

'24—Charles B. Delafield was elected in May to the Board of Managers of the Seamen’s Church Institute, 25 South Street, New York; and in June he was elected to the Board of Directors of the Associated Hospitals Service (Blue Cross) of New York.

'25—Arthur A. Houghton, Jr., has been elected to the board of directors of the New York Life Insurance Company.

'26—Craig Wylie judged the poems, stories, and articles published in Horae Scholasticae during the school year 1957-1958 for the award of the Williamson Medals. His report appears in the Horae for May 1959.

'28—Frederick B. Adams, Jr., was elected to a four-year term on the School’s Board of Trustees this spring, and on June 12th he gave the graduation address at the School—the text of the speech appears on page 96 of this issue of the Alumni Horae. Adams has been awarded two honorary degrees this year: the degree of Litt.D. by Hofstra, and that of Doctor of Fine Arts by Union College.

'28—Drayton Cochran has organized and is in command of an expedition sponsored by the Imir Museum of
Turkey to explore under-water wrecks of ancient Greek, Roman, and Venetian vessels in the Aegean Sea. John Drayton Cochran, '53, is accompanying the expedition as photographer.

'29—Marshall J. Dodge, Jr., has been appointed Director of the Office of University Development at Yale. One of the three Associate Directors of this Office is Gerard S. Swords, '34, and the Chairman of the Yale Development Committee is B. Brewster Jennings, '16.

'30—The New York Herald Tribune's Sunday section, This Week, for April 25, 1959, contained an article, "Don't Tell Me I'm Not An Alcoholic," by John Boit Morse as told to Arthur Gordon. Morse attended the Yale School of Alcohol Studies in 1956 and is a member of the National Council on Alcoholism. He was chairman of the Santa Barbara Committee on Alcoholism and one of the founders of the New House in that city; he was a delegate-at-large to the World Health Organization's Committee on Alcoholism and a member of the Southern California Episcopal Committee on Alcohol Studies.

'32—Gilbert Lea has been elected a director of the Visiting Nurse Service of New York.

'32—S. Dillon Ripley spoke to the Yale Club of New Hampshire on April 23rd.

'32—Oscar S. Straus became a partner May 1st in the mining and metallurgical firm of Guggenheim Brothers.

'33—E. Newton Cutler, Jr., has been made chairman of the 1960 Red Cross Fund campaign in New York to be undertaken next March.

'34—The Beacon Press has recently published a new book by Alvah W. Sulloway, Birth Control and the Catholic Doctrine.

'35—An October 1958 issue of The New York Herald Tribune contained an interesting article about Charles W. Engelhard, Jr. Engelhard heads directly or indirectly eighty companies, most of them grouped under the Engelhard Industries and many of them with interests in South Africa.

'36—Louis O. Coxe, Pierce Professor of English at Bowdoin College, will be on leave of absence for the coming year to give a course in American Literature at Trinity College, Dublin, Ireland. Coxe has been awarded a Fulbright Fellowship.

'38—David W. Clark has been appointed assistant to the president in charge of new products administration, Smith, Kline and French Laboratories, Philadelphia.

'39—C. Morgan Aldrich, Jr., is vice president of Munsingwear, Inc., and general manager of its Men's and Boys' Division.

'39—Robert B. Meyer, Jr., last March became a Junior Curator of the National Air Museum of the Smithsonian Institution.

'40—The Daily News Record for June 2nd has an article by A. T. Pedersen about Frederick B. Dent's career as a cotton mill executive. Dent is now president of Mayfair Mills. This Spring he was appointed co-chairman of the Textile Division in a campaign to raise a million dollars for building a Y.M.C.A. Family Center in Spartanburg, South Carolina.

'40—Henry N. Platt, Jr., has become a partner in the law firm of Ballard, Spahr, Andrews and Ingersoll, Philadelphia.

'40—The Reverend Stanley B. Smith is Rector of St. Margaret's Church in Hazel Park, Michigan. St. Margaret's, formerly a Mission, became a Parish last February, and has recently co-sponsored a new mission at St. Patrick's, Michigan.

'42—Besides being Representative
Daniel B. Brewster operating his cattle and grain farm near Glyndon, Md., and practicing law in Baltimore County as a partner in the firm of Turnbull and Brewster.

'42—Osborn Elliott has been made Managing Editor of Newsweek.

'42—The Reverend Paul M. van Buren is Assistant Professor of Theology at the Episcopal Theological Seminary of the Southwest, in Austin, Texas.

'43—Capt. Randolph Catlin, Jr., U.S.A.F., is serving with the Strategic Air Command in England.

'43—Lawrence Hughes has recently been made Senior Editor of Pocket Books, Inc., and elected a Vice President of Washington Square Press, Inc., a subsidiary of Pocket Books.

'43—Benjamin Rush, 3d, is Assistant Army Attaché at the American Embassy in Djakarta, Indonesia.

'43—W. G. Brooks Thomas is working in the Commercial Research Department of the Stanley Works in New Britain, Connecticut.

'43—Francis L. Whitmarsh joined the National Biscuit Company, May 25th, in an executive capacity, having previously been vice president, treasurer, and a director of Francis H. Leggett and Company.

'45—E. M. Parker Thomas is teaching this summer at the Manter Hall Summer School at Wianno, Massachusetts (on Cape Cod). The rest of the year, he teaches at the Tuxedo Park School.


'49—Nicholas Sellers is entering his last year at the University of Vir-
ginia Law School and upon graduation will practice law in Philadelphia.

'50—Henry Allen Holmes began a three-months training program last May at the Foreign Service Institute.

'50—Norman F. Milne, Jr., is working as an insurance broker in Manchester, New Hampshire.

'52—Thomas S. Brewster is in the U. S. Army and is stationed near Istanbul, Turkey.

'52—David S. Ingalls, Jr., is in Naval Aviation and is flying the F8U Crusader, which travels at over 1,000 miles per hour.

'52—William P. Laughlin has been appointed director of new product development for the chemical firm of J. H. Winn Co., Inc., New York.

'52—The Reverend F. Hugh Magee will be ordained Deacon in England this summer and is to spend the next three years in England as curate.

'53—Lt. (j.g.) Rutgers Barclay has ended his two-year tour of active duty in the Navy. His address is: 168 East 74th Street, New York 21, N. Y.

'53—John Drayton Cochran is a member of the expedition, commanded by his father, Drayton Cochran, '28, which is exploring underwater wrecks of ancient vessels in the Aegean Sea.

'54—Alfred N. Beadleston, 3d, is working in the Chase Manhattan Bank, at 18 Pine Street, New York.

'54—John Paschall Davis, Jr., is studying at the Union Theological Seminary.

'54—John R. McGinley, Jr., has been working since last December with the First National City Bank of New York.

'54—John R. Todd, 2d, has been elected captain of the Cambridge University ice hockey team.

'54—Duncan Whiteside has been appointed one of the seventy-five guides at the American National Exhibition in Moscow.

'55—Samuel S. Adams, chairman of the Dartmouth Outing Club, received honorable mention in the awarding of the Ray W. Smith Trophy.

'55—Charles Leslie Glenn, Jr., graduated from Harvard magna cum laude in English, and a member of Phi Beta Kappa, on June 11th.

'55—Frank Tracy Griswold, 3d, will enter the General Theological Seminary next September.

'55—Donald L. McLeod received the degree of Bachelor of Business Administration from the University of Massachusetts this June and is to report in November at Fort Knox, Kentucky, for Armor Officers Basic Training.

'56—Douglas Clyde Burger, who is at Wooster College, has been elected treasurer of Eta Sigma Phi, the national classics honor society.

'56—Three of the eighteen “interns” participating in the 1959 session of the School’s Advanced Studies Program are: A. J. Donelson Morrow, R. Dean Palmer, and John E. Parsons, Jr.

'58—Stewart S. Richmond has been made business associate of the staff of The Amherst Student.

'59—Glen A. Rowell has received an appointment to the U. S. Air Force Academy.

FACULTY NOTES

David B. Enbody has been awarded a scholarship by the National Science Foundation for a year’s study of mathematics at Louisiana State University, Baton Rouge. The mathematics institute to take place there in 1959-1960 is part of the National Science Foundation’s program to improve science and
mathematics teaching in the secondary schools.

WILLIAM A. OATES was elected chairman of the School Scholarship Service in March. He has for the past three years been chairman of the Test Selection Committee of the Secondary School Admission Test Program, and for the past two years a member of the College Scholarship Committee of the College Entrance Examination Board. In April, as a member of a committee appointed by the New England Association of Colleges and Secondary Schools, he participated in the evaluation of Phillips Academy, Andover.

The Reverend JOHN G. SHOEMAKER read a paper March 21st at the annual meeting of the Association of Chaplains in Secondary Schools, at Seabury House, Greenwich, Connecticut. Mr. Shoemaker is a member of the Association’s Committee for Curriculum Study.

ENGAGEMENTS

'46 — Capt. T ORR WAGNER HARMER, Jr., U.S.A.F., to Miss Elizabeth Quarrier Morrow, daughter of Mrs. Thosnton Quarrier Morrow of Chestnut Hill, Philadelphia.

'48 — WALDO HAYWARD BROWN to Miss Joanne Forsyth Burrows, daughter of Mr. and Mrs. Stuart Alexander Burrows of Blomidon, Fairylands, Pembroke, Bermuda.

'48 — G ILBERT HART KINNEY to Miss Ann Baker Rasmussen, daughter of Col. and Mrs. Kai E. Rasmussen of Washington, D.C.

'53 — KEENE TAYLOR to Miss Nancy Hoyt Day, daughter of Mr. and Mrs. Lawrence William Day of Fairfield, Connecticut.

'55 — OGDEN WHITE, JR., to Miss Bonnie Donnell Richardson, daughter of Mr. and Mrs. Henry Ferguson Richardson, Jr., of Palm Beach, Florida.

MARRIAGES

'00 — CHARLES SCHUVELDT DEWEY to Mrs. Elizabeth Zolnay Smith, daughter of Mrs. George Julian Zolnay of New York, on June 3, 1959, in Washington, D.C.

'17 — WILLIAMSON HOWE to Mrs. Margaret Lee Gourd of Charleston, South Carolina, daughter of the late Mr. Ben Ali Haggard and the late Mrs. Joseph Eugene Corrigan, on April 11, 1959, in Charleston.

'21 — WILLIAM CONRAD KOPPER, JR., to Mrs. Edward Livingston Center of New York, on July 1, 1959, in New York.

'38 — HENRY SCHOFIELD STREEPER to Miss Mary Ann Dexter, daughter of Mrs. William Dexter of Boston and the late Mr. Dexter, on May 16, 1959, in Lancaster, Massachusetts.

'40 — The Reverend STANLEY BLANCHARD SMITH to Mrs. George C. Dunn of Royal Oak, Michigan, on March 31, 1959.

'43 — DR. RANDOLPH CATLIN, JR., to Dr. Marian Woolston, daughter of Dr. and Mrs. Howard B. Woolston of Seattle, Washington, on July 5, 1959, in Seattle.

'45 — LEA MARSH GRISWOLD to Miss Marie-Noelle Thouvenin, daughter of Mr. and Mrs. Maurice Thouvenin of Vierzon, France, on May 30, 1959, in Old Lyme, Connecticut.

'45 — IRA HEDGES WASHBURN, JR., to Miss Calista Sayre, daughter of Mr.

'48—William Tufts Crocker to Miss Aki Maria Stoetzer, daughter of Mrs. Friederike Stoetzer of Graz, Austria, on April 4, 1959, in Graz, Austria.

'48—Hope Norton Stevens to Miss Susan Metz, daughter of Mr. and Mrs. Donald A. Metz of Chester Springs, Pennsylvania, on June 27, 1959, at Chester Springs, Pennsylvania.

'49—Antonio Ponvert, Jr., to Miss Phyllis Randolph Wood, daughter of Mr. and Mrs. Eric Wilmer Wood of New York, on June 13, 1959, at Oyster Bay, New York.

'49—David Watts to Miss Susan Tabb Armstrong, daughter of Mr. and Mrs. Thomas Newton Armstrong of Summit, New Jersey, on April 18, 1959, in Summit, New Jersey.

'49—Howard Frederic Whitney, 3d, to Miss Jane Allyn Robinson, daughter of Mrs. Rairigh Robinson of St. Louis, Missouri, on May 28, 1959, in New York, N. Y.

'50—Dr. Edwin Dagobert Bransom, Jr., to Miss Janet Lee Williams, daughter of Mr. Walter Williams of Fair Haven, New Jersey, on June 27, 1959, at Rumson, New Jersey.

'50—Montague Horace Hackett, Jr., to Miss Linda Laughlin, daughter of William K. Laughlin, '22, and Mrs. Laughlin, on June 20, 1959, in Southampton, Long Island, New York.

'51—Charles William Baker, 3d, to Miss Sandra Jane Waddell, daughter of Mr. and Mrs. James Waddell of Wilmington, Delaware, on June 27, 1959, in Wilmington, Delaware.

'51—Peter Bogert Elliman to Miss Julia May Cunningham, daughter of Mr. and Mrs. Albert Erhard Cunningham of Huntsville, Texas, on July 18, 1959, in Huntsville, Texas.

'51—Alan Stephenson Humphreys, Jr., to Miss Valerie Denham Fleitas, daughter of Mr. and Mrs. Alanson F. Fleitas of Greenville, Delaware, on June 26, 1959, in Wilmington, Delaware.

'53—Harris Strickland Colt to Miss Hope Cheney Learned, daughter of Mr. and Mrs. Horace Bushnell Learned of Manchester, Connecticut, on April 11, 1959, in Hartford, Connecticut.

'53—Lieutenant (j.g.) John Lowe Newbold, 3d, U.S.N.R., to Miss Judith Allen Bourne, daughter of Mr. and Mrs. Donald Bourne of Far Hills, New Jersey, on June 20, 1959, in Gladstone, New Jersey.

'54—John Paschall Davis, Jr., to Miss Mary Dee Walker, daughter of Mr. and Mrs. William B. Walker of Rosemont, Pennsylvania, on June 12, 1959, in Bryn Mawr, Pennsylvania.

'54—Robert Bennett Eppes to Miss Cynthia Anne Carpinella, daughter of Dr. and Mrs. Michael J. Carpinella of Branford, Connecticut, on June 13, 1959, in New Haven, Connecticut.

'55—Don Lock McLeod to Miss Nancy Mae Campbell of Ware, Massachusetts, on June 13, 1959, in Ware, Massachusetts.
'56—Morris Lloyd, Jr., to Miss Eleanor Roth Price, daughter of Mrs. John O’Connell Price, on June 18, 1959, in Saint Louis, Missouri.

'56—Benjamin Reath Neilson to Miss Judith Rawle, daughter of Mr. and Mrs. Marshall Rawle of Noroton, Connecticut, on June 20, 1959, in Noroton, Connecticut.

BIRTHS

'38—To Peter Frederick Rothermel, 4th, and Mrs. Rothermel (Beatrice Downing Alexander), a son, Peter Frederick, Jr., on April 28, 1959.

'39—To John Amos Henry Carver and Mrs. Carver (Cecile Parker), their second daughter, Leslie Marie, on June 26, 1959.

'40—To James Douglas Hurd and Mrs. Hurd (Nancy Elinor Schwartz), their third child and second son, Christopher, on March 29, 1959.

'41—To Barrie Moseley White, Jr., and Mrs. White (Daphne Milbank), their fourth child and first son, Barrie Milbank, on April 26, 1959.

'42—To Jerome Edson Andrews, Jr., and Mrs. Andrews (Joyce Bisbee), their third child and third son, Jerome Edson, 3d, on April 14, 1959.

'46—To Wilmot Whitney, Jr., and Mrs. Whitney (Martha Walker), their third child and second daughter, Martha Hale, on March 10, 1959.

'48—To Peter Hoadley Sellers and Mrs. Sellers (Lucy Bell Newlin), a son, Martin Newlin, on April 21, 1959.

'48—To Oliver Wolcott, Jr., and Mrs. Wolcott, their third son, Randolph Appleton, on May 28, 1959.

'49—To John Henry Farrell Haskell, Jr., and Mrs. Haskell, a son, Christopher Edouard, their second child, on January 27, 1959.

'51—To William Lord Brookfield, Jr., and Mrs. Brookfield (Frances Fisher), a son, William Lord, 3d, on May 26, 1939.

'55—To Gunnar Ives Baldwin and Mrs. Baldwin (Leila Emory), a son, Gunnar Ives, Jr., on December 10, 1958.

DECEASED

'95—James Cunningham Gray died January 5, 1959, in Boston, Massachusetts. He was born in Dorchester, Massachusetts, December 12, 1878, the son of William Gray and Katherine Hays Cunningham Gray, and entered St. Paul’s in 1892. On graduation from the School in 1895 at the age of sixteen, he went directly to work, at first in the brokerage business with Mr. Isaac Jackson. He later established the interior decorating firm of Brett, Gray and Hartwell. About twenty years ago he retired from business. He was very fond of sailing—a great skipper, and also an authority on the laying out of courses for racing boats of all sizes and types; he was for fifteen years chairman of the race committee of the Eastern Yacht Club, of Marblehead, Massachusetts. He was married in 1903 to Grace Elvira Freeman, who died in 1947. They are survived by their daughter, Mrs. Rutherfurd Bingham.

'95—Henry Capen Francis Staunton died October 15, 1957, in Binghamton, New York. Born at Skaneateles, New York, December 10, 1877, the son of John A. Staunton and Florence Isabel Capen Staunton, he entered St. Paul’s in 1891 and graduated in
1895. He was a member of the S.P.S. Bicycle Club and he won the prizes for the best collections of wild flowers and of native ferns; he was also awarded the Whipple Medal for the best written examination on a subject in English Literature. He received a B.A. degree at Columbia University in 1899, an M.S. in 1902, and continued graduate study there until 1905. For the next five years, he taught at Trinity High School, New York, of which he was Acting Principal in 1909-1910. He entered the ministry of the Protestant Episcopal Church, and was Rector of the Church of the Good Shepherd in Binghamton, New York, for nine years, and of All Saints' in Syracuse for six. The Union Theological Seminary conferred on him the degree of Doctor of Divinity. In 1925, he was converted to Catholicism; from then until his retirement, he was a member of the Faculty of the University of Notre Dame: Assistant Professor of English, 1926-1929; Associate Professor, 1929-1935; Professor, 1935-1950. He was national president of the Alpha Chi Rho Fraternity, president of the Indiana Colleges English Association, president of the Catholic Forum, and the author of numerous magazine articles on subjects in his field. He is survived by his wife, Florence Eliza Jameson Staunton; by his five children: Mrs. Elizabeth Florence Kennedy; John Joseph Jameson Staunton; Helen Mary Staunton; Henry Armitage Staunton; and Mrs. Mary Virginia Manning; and by twenty-nine grandchildren.

'95—John Thomas Stewart, 2d, died at the age of eighty-two, March 23, 1959, in Omaha, Nebraska. He was born in Council Bluffs, Nebraska, and entered St. Paul's in 1892. At the School, he was S.P.S. quarterback, Halycon stroke, and one of the head editors of the Horae. He graduated in 1895 and went to Yale. For over thirty years he was in the automobile business in Omaha; and afterwards, till he retired in 1956, he was associated with Midstate Fire Underwriters, Inc. He was one of the founders of the Omaha Figure Skating Club, one of the best golfers in his part of the country, and an early member of the Omaha Community Playhouse. He is survived by his sons, John Thomas Stewart, 3d, '21, and Gordon Stewart; by his daughter, Mrs. Ira L. Couch; by three grandchildren; and by three great-grandchildren. His wife, Gertrude Kountze Stewart, died in 1942.

'96—Reginald Wright Kauffman died April 25, 1959, in Roanoke, Virginia. He lived in Sebasco, Maine. As a boy at St. Paul's, he played on the school football team and was one of the head editors of Horae Scholasticae. In the first World War, he was a war correspondent in Europe; at first in 1914-1915 for The New York Times and several other newspapers; and again in 1917-1918 as Accredited Correspondent with the British, Belgian, French, and U. S. Armies, and as sole Accredited Correspondent to the U. S. Navy operating in French waters. His career in journalism had begun in 1897; at nineteen, after one year at Harvard, he became a reporter for the Philadelphia Press. He was afterwards an associate editor of the Saturday Evening Post, managing editor of Hampton's magazine, editorial writer for the Boston Evening Transcript, chief correspondent in Geneva for the New York Herald-Tribune (1931-1937), and editor of the Bangor Daily News (1941-1947). He was the author of thirty-five novels, including "House of Bondage," which was translated into five languages, and "The Spider's Web," which was made into a motion picture. His wife, Ruth Hammitt Kauffman, died in 1952. He is survived by his son, Andrew John
Kauffman, 2d, '39; by his daughters, Mrs. B. Umbach and Mrs. Jesse Eldin; by three grandchildren; and by five great-grandchildren.

'96—Bennett Bernard Schneider Jr., died March 4, 1959, in South Orange, New Jersey. Born in New York, January 6, 1879, the son of Bennett Bernard and Elizabeth Steele Schneider, he entered St. Paul's in 1891 and spent three years there. He then began work in New York and after holding various positions joined the brokerage firm of De Coppel and Doremus, in which he became a partner and with which he was associated up to his retirement in 1927. He married Anna Colquitt in 1908; they had no children, and Mrs. Schneider died in 1955. He is survived by his niece, Mrs. Harry Hatcher; and by his nephews, William S. Rodie, Douglas H. Rodie, Bennett Schneider, and Douglas Schneider.

'00—John Van Vorst Vredenburgh died April 11, 1959, in Lucbardez, Landes, France. He was the son of James Brinckerhoff Vredenburgh and Emily H. Van Vorst Vredenburgh, of Freehold, New Jersey. In the first World War, he was in the U.S. Army; he specialized in aerial photography and served with the 42nd Division from Château Thierry to the Argonne. He had lived in France, at Lucbardez, since the 1920's, except for the years 1940-1947, during which he worked in Washington, D.C., with the Maritime Commission. He is survived by his wife, Hélène Vredenburgh; and by his son, John F. V. Vredenburgh.

'01—Hall Harrison died October 25, 1938, in Owings Mills, Maryland. He was the son of the late Mr. and Mrs. Charles K. Harrison of Baltimore—one of twelve children—and a cousin of the Reverend Hall Harrison, who was a master at St. Paul's from 1864 to 1879. He entered the School in 1891 and was there four years. In the first World War, he was a Major in the Army and served overseas with the 313th Field Artillery. In 1919 he was married to Theodora Feltwell Wistar, widow of Dr. Thomas Wistar, of Germantown, Pa. He engaged in various business occupations—including the selling of land in Texas for the Kansas City, Texas and Orient Railroad, was an enthusiastic hunter and fisherman, enjoyed the reputation of a skilled gardener and chef, and occasionally wrote expressive and beautiful verses, the last, as he was dying, in memory of his wife. He is survived by his brother, Hartman K. Harrison of Baltimore. One of his nephews is John T. Harrison, Jr., '31.

'02—Guy Turner Arms died January 18, 1959, in New London, Connecticut. He was born in Boston, Massachusetts, April 5, 1882, the son of Frank H. Arms and Grace Turner Arms, and the younger brother of Frank Thornton Arms, '85. At St. Paul's, Guy Arms played on the Ithmian football team, sang tenor in the Choir, and rowed on the second Halycon crew. At Yale, where he graduated in 1906, he was tenor soloist for the Glee Club and a member of the Hogans, forerunners of the Whiffenpoofs. He took his law degree at Columbia in 1909 and practiced law for a short time, but gave it up in favor of farming. In the first World War he was in the Navy and he was active in Civil Defense during the second World War. He was a member of St. James' Church, New London, and a trustee of the Learned Mission Board. His niece, Mrs. C. Philip Donnel, Jr., of New London, survives him.

'03—Sumner Thomas McKnight died June 1, 1959, at Palm Beach, Florida. He was born in Milwaukee, Wisconsin, April 6, 1884, the son of Sumner T. McKnight and Mary Eugenie Manville McKnight. He grad-
uated from St. Paul's in 1903 and from Yale in 1907; from 1931 to 1935 he was a member of the School's Board of Trustees. In the first World War, he was commissioned Captain and commanded Company I of the 351st Infantry Regiment, 88th Division, in France from September 1918 to the Armistice. In the course of a long and successful business career in Minneapolis—he was Chairman of the Board of S. T. McKnight Company and at the time of his death a director of two banks and of the Northwestern Bell Telephone Company—he became one of his city's most useful and most respected citizens. He served as President and Treasurer of the Orchestral Association of Minneapolis, as President of the Minneapolis Council of Social Agencies, as President of the Family Welfare Association, and as President of the Legal Aid Society of Minneapolis. For many years he was a director of the Minneapolis Foundation and a director of St. Barnabas Hospital. He was an adviser for the Minneapolis United Hospital Fund Drive in 1957. In 1958 he was named "Man of the Year" by the Community Chest and Council for his outstanding contributions to Minneapolis. He is survived by his wife, Helen Shevlin McKnight; by his son, Henry T. McKnight, '32; by his daughter, Mrs. William H. Moore; and by six grandchildren.

'05—Charles Meigs Biddle Cadwalader died June 18, 1959. He was born June 3, 1885, at Fort Washington, Pennsylvania, the son of Richard M. and Christine Biddle Cadwalader, and was educated at the Penn Charter School in Philadelphia and at St. Paul's (1901-1905). For a quarter-century he devoted all his time and much of his money to the Academy of Natural Sciences of Philadelphia; he was Managing Director from 1928 until 1947, when H. Radcliffe Roberts, '25, the present Managing Director, succeeded him; and also (for ten years concurrently) President, from 1937 to his retirement at the end of 1950. His administration was characterized by energy, imagination, and capacity to inspire others with his own enthusiastic and self-sacrificing interest. Important expeditions to remote lands were carried out while he was Director, among them those by the late Brooke Dolan, '26, who at his own expense went twice to upland wildernesses in China to collect specimens of such rare animals as the Giant Panda and the Giant Yak. Mr. Cadwalader received the Philadelphia Award in 1935 for distinguished and disinterested service to his city, and in 1937 the University of Pennsylvania conferred on him the honorary degree of Master of Science. He is survived by his brothers, Richard McCall Cadwalader, '95, and Lambert Cadwalader, '01.

'06—Ralph Martin Lane died February 27, 1959, in Detroit, Michigan. He was born in Darien, Georgia, April 14, 1888, entered St. Paul's in 1900 and graduated there in 1904. He rowed on the Shattuck and S.P.S. crews. After graduating from Yale, he spent many years in the lumber business in the South until his retirement, after which he became a timber consultant. He married Elizabeth Fitzhugh Ficklen of New Orleans, who survives him. He is also survived by three children and by seven grandchildren.
ried Marguerite Mather of Detroit. For many years he was in the tire business; in later life, he joined the Veterans’ Administration, and was an active member of the American Legion, Aviation Post 257. He is survived by his wife; and by his brother, Francis A. Lane.

'06—Robert Weir La Montagne died March 15, 1959, in Monterrey, N. L., Mexico. He was born August 12, 1888, entered St. Paul’s in 1901, and graduated there in 1906. He was an Assistant Editor of the Horae and one of the best short-distance runners in the school. On graduating in 1909 from the Sheffield Scientific School at Yale (where he won his varsity letter in track), he settled for two years at Guanajuato, Mexico, working as a mining engineer. In 1911 he became Chief Engineer at the Cia. Real del Monte y Pachuca, S. A. He was married in 1915 to Eliza Rangel. During the war years he mined for himself; later he joined the San Francisco Mines of Mexico, Ltd., by which company he was employed at the time of his death. He is survived by his wife; by his sons, Robert and Maurice; by his daughter, Mrs. Alice Marvin; and by eleven grandchildren.

'12—Frank Simpson Graydon died April 9, 1959, in Cincinnati, Ohio. He graduated from Harvard in 1916, and practiced law in Cincinnati. He is survived by his wife, Lucy Wilson Graydon, and by two daughters, Mrs. Frances Graydon Fisher and Mrs. Lucy Graydon Ratliff.

'14—Ernesto de Gonzáles-Fariño died in March 1957, at Torreon, Coahuila, Mexico. He was born in the city of Parras, Coahuila, July 16, 1895, one of the eleven children of Colonel Carlos Gonzáles Montes de Oca, dueño of the Hacienda del Torreon, and of Señora Maria Fariño. He entered St. Paul’s at the age of twelve, spent two years there (1907-1909), completed his secondary education at a military school in Hamburg, Germany, and afterwards studied at Cornell University. He returned to Mexico in 1918, was married the same year in Mexico City to Señorita Magdalena Bourillon, and with his brothers set about the administration of the family property in Torreon, which included cotton and wheat plantations. He is survived by his widow; by his son, Dr. Carlos de Gonzáles-Fariño; and by two married daughters.

'18—Dudley Olcott, 3d, died May 4, 1959, in Corning, New York. He entered St. Paul’s in 1912. In 1917, at the end of his Fifth Form year, he was awarded the Gordon Medal for the best all-around athlete and sportsman. He graduated from Yale in 1922 and for the next twenty years operated the Olcott Farms, at Big Flats, New York. In 1942 he joined the Corning Glass Works, and since 1950 he had been manager of the Corning Glass Center. He was a director of the First National Bank and Trust Company of Corning and a vestryman of Christ Episcopal Church, Corning. He is survived by his wife, Lois Olcott; by his sons, Dudley and Robert S. Olcott; by six grandchildren; and by three sisters.

'24—David Aiken Reed, Jr., died September 28, 1958, in Denver, Colorado. He was born in Pittsburgh, the son of the late David A. Reed, at one time U. S. Senator from Pennsylvania. He was at St. Paul’s five years (1917-1922) and was a member of the Class of 1927 at Princeton. For a number of years he was associated with the Aluminum Company of America and lived in St. Louis and in Kansas City. Though long an invalid, he never lost his interest in world affairs and he read widely till his death. He is survived by his wife, Nancy Bell Reed; by his daughters, Mrs. William Benight and Mrs. Robert Benight; by his step-
mother, Mrs. David A. Reed; by his sister, Mrs. Charles Denby; and by three grandchildren.

'28—René Chéronnet Champollion died May 7, 1959, in Lawrence, Massachusetts. He was born at Rumson, New Jersey, September 21, 1909, the son of André Chéronnet Champollion, '98, and of Adelaide Knox Champollion. Through his father, he was descended from Jean François Champollion, who deciphered the inscriptions on the Rosetta Stone. At St. Paul’s, René Champollion was one of a group of Sixth Formers who with the help and advice of Mr. Henry M. Fiske founded Le Cercle Français. He graduated from the School in 1928 and from Harvard in 1932. From May 1941 to November 1945, he was in the U.S. Army. He was engaged in Counter-Intelligence work with the C.I.C. and the Air Force in North Africa and with the O.S.S. in Southern France and in Germany. He returned to publishing after the war—before it, he had worked for Time and Cue magazines—lived for a number of years in California, and there helped found a new magazine, Fortnight. He was married in 1949 to Stella Mallet Yates. In 1954, he returned with his wife to live at his family place near Newport, New Hampshire; and since 1957 he had been teaching French and German at Brooks School; he also taught Russian at the North Andover High School. He is survived by his wife.

'34—Roger Conant Mixter died April 3, 1959, in Milwaukee, Wisconsin. He was born in Brookline, Massachusetts, October 21, 1915, the son of Dr. and Mrs. Charles G. Mixter. He graduated from St. Paul’s in 1934 and from Harvard in 1938; in 1939, he moved to Milwaukee (where he had family connections, through his mother) and in 1939 also, he married Elizabeth Long of Chattanooga, Tennessee. He succeeded rapidly in business; he was president, successively, of three or four manufacturing concerns in the Milwaukee area and in Chicago; and a month before his death he had joined Mortgage Associates, Inc., a Milwaukee mortgage company, as Vice President in charge of finance. He was a Trustee of Carroll College and Chairman of the Board of Trustees of the Milwaukee Downer Seminary, one of the best girls’ schools in the area. He directed the Waukesha Community Chest drive in 1949; and in 1950, though he was then not a Waukesha resident, the Waukesha Junior Chamber of Commerce named him “Man of the Year.” For a number of years, he was one of the River Hill village trustees and a member of its planning commission. He was a director of the Waukesha Association of Commerce and of the Waukesha Rotary Club, and a member of the Waukesha Symphony organization. Roger Mixter is survived by his wife; by his parents; by his children, Joan, Pamela, and Roger; by his brothers, Dr. Charles G. Mixter, Jr., ’31, and Worthington Mixter; and by his sister, Mrs. Edmund T. Skinner.

'42—Grant Barney Schley died April 24, 1959, in Locust Valley, Long Island, New York. The son of the late Grant B. Schley, ’99, he entered St. Paul’s in 1937 and graduated in 1942. In February 1943 he joined the American Field Service: he was a volunteer ambulance driver with the British Eighth Army in Tunisia and in the Italian campaigns of Naples-Foggia and the Po Valley, till November 1944. He served in the U.S. Army, with the Medical Corps, from January to November 1945. He graduated from Yale in 1949. At the time of his death he was a general partner in the New York brokerage firm of Moore and Schley. He is survived by his mother, Mrs. J. Frederic Byers; and by his sisters, Mrs. Schley Rhinelander, Mrs. Schley Clark, and Miss Gertrude Schley.
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Samuel H. Wolcott, Jr., A.B. ................................. Boston
Marshall J. Dodge, Jr., B.A. ..................................... New York
John R. McLane, Jr., A.B., LL.B., Clerk .................. Manchester, N. H.

THE ALUMNI ASSOCIATION

452 Fifth Avenue, New York 18, N. Y.

President, Marshall J. Dodge, Jr., ’29, 320 East 72 St., New York 21, N. Y.
Vice-Presidents

William Everdell, 3d, ’33 ..................................... New York
John G. Williams, ’32 ......................................... Philadelphia
George C. Burgwin, 3d, ’40 .................................... Pittsburgh
E. Newton Cutler, Jr., ’33 .................................. New York
Treasurer, Samuel R. Callaway, ’32 ........................ New York
Assistant Treasurer, Robert Van C. Lindsay, ’43 ...... New York
Secretary and Clerk, Coolidge M. Chapin, ’35 .......... Concord, N. H.
Assistant Secretary and Clerk, Percy Preston, ’32 .... Concord, N. H.
Executive Secretary, Ruby L. Sheppard .................. 452 Fifth Ave., New York

EXECUTIVE COMMITTEE

Marshall J. Dodge, Jr., ’29, Chairman

Ranald H. Macdonald, ’11 ..................................... Samuel R. Callaway, ’32
Arthur W. Bingham, Jr., ’18 ................................ R. Stewart Rauch, Jr., ’32
David M. Keiser, ’23 ......................................... John G. Williams, ’32
Grayson M-P. Murphy, ’26 ................................... E. Newton Cutler, Jr., ’33
John Holbrook, ’27 ............................................ William Everdell, 3d, ’33
Rowland Stebbins, Jr., ’27 ................................... Colton P. Wagner, ’37
William G. Foulke, ’30 ....................................... Edward H. Tuck, ’45

1959 ALUMNI FUND COMMITTEE

Colton P. Wagner, ’37, Chairman

Stuart D. Preston, ’02 ......................................... E. Laurence White, Jr., ’36
Robert E. Strawbridge, ’15 ................................ Lawrence Hughes, ’43
Henry A. Barclay, Jr., ’52 ...................................

COMMITTEE ON NOMINATIONS

Rowland Stebbins, Jr., ’27, Chairman

Grayson M-P. Murphy, ’26 ................................... William G. Foulke, ’30
Coolidge M. Chapin, ’35 ..................................... C. Newton Cutler, Jr., ’33
**STANDING COMMITTEE**

*Former Presidents*

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Reeve Schley, '99</td>
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<td>Arthur E. Neergaard, '99</td>
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**Henry Chalfant, '27**  
**William H. Chisholm, '36**  
**George R. Clark, '28**  
**Bertram D. Coleman, '3d, '38**  
**John B. Edmonds, '19**  

*ex-officio*

<table>
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<td>John C. Jay, '34</td>
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<td>E. Coe Kerr, Jr., '33</td>
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<td>Seymour H. Knox, '3d, '44</td>
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<td>Alexander M. Laughlin, '43</td>
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**Gilbert Lea, '32**  
**John V. Lindsay, '40**  
**Morris Lloyd, '31**  
**Edmund C. J. Lynch, Jr., '45**  
**Malcolm Muir, Jr., '34**  
**Frederick S. Nicholas, Jr., '33**  
**George S. Patterson, '27**  
**R. Stewart Rauch, Jr., '32**  
**Alexander D. Read, '46**  
**Francis D. Rogers, '31**  
**James A. Rousmaniere, '36**  
**Oscar S. Straus, 2d, '32**  
**Edmund Q. Sylvester, 2d, '31**  
**Edward D. Toland, Jr., '36**  
**Edward H. Tuck, '45**  
**Francis L. Van Dusen, '30**  
**Colton P. Wagner, '37**  

*ex-officio*

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<td>Philip H. Watts, '27</td>
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**And the officers of the Association**

**REGIONAL CHAIRMEN**

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<th>Region</th>
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<tr>
<td>Baltimore</td>
<td>Donald M. Culver, '43</td>
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<td>Boston</td>
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<td>Buffalo</td>
<td>Charles P. Stevenson, '37</td>
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<td>Chicago</td>
<td>John P. Wilson, '24</td>
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<td>Cincinnati</td>
<td>Rev. Luther Tucker, '27</td>
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<td>Columbus</td>
<td>Emil W. Hoster, Jr., '33</td>
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<td>Detroit</td>
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<td>Greenwich, Conn.</td>
<td>Aver Rockefeller, Jr., '43</td>
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<td>Houston</td>
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<td>Indianapolis</td>
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<td>Long Island, N. Y.</td>
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<td>Louisville</td>
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<td>Timmons L. Treadwell, 3d, '41</td>
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<td>Rochester, N. Y.</td>
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