Editor's Note: Below are listed in capital letters the names of the S.P.S. Scorers in the Harvard-Yale games 1900 to 1960. Games where there were no S.P.S. Scorers have been omitted. The list was prepared by C. M. Chapin, '35, from the last two pages of the program for the Harvard-Yale Game of March 5, 1960. We thank E. D. Tolland, '04, for calling our attention to the list and sending us the program.

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<td>Cunningham; Giddens</td>
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Games won by Harvard 70; by Yale 45; tied 17.
Cricket Holiday 1960 at — Cord Meyer's (14) Farm
DEAR ALUMNI:

A school, like a person, needs to grow, develop, renew itself and yet remain effectively and substantially itself. There is never a static situation this side of the grave for either a person or a good school. As we consider the inward and deeper growth of our school we need to ask ourselves: are we making the most of all we have?

Some of the riches we have are these: our traditions of all kinds; our geographical and beautiful location; our impressive history of continuous emphasis upon the ancient languages, mathematics, divinity; our happy inheritance of every boy actively participating in rugged athletic training and competition; the unusual spirit of friendliness between masters, their families and the boys; the easy casualness amongst us as a community of boys and adults. As this is being written we are in the "slush season"—minus slush—and we have now the relaxation of life after organized sports have momentarily ceased. We have too our Chapel, its soaring loveliness and its ennobling length—a Chapel beautifully proportioned and gratefully used and cherished; our classroom facilities of unusual charm and interest, inviting academic liveliness.

Any alumnus or boy or master could make his own list, use his own adjectives and ask the same question: are we making the most of all we have? Are we as a school sufficiently self-critical amidst so much, so generously provided by so many devoted and liberal friends? I think we are, and as I look at my list of advantages enjoyed, I try to see what functional gratitude is evident in us, what clear growth and development comes from so rich an inheritance. Here are a few brief views:

We do reach out to others. We are not a club, a mere unit of conformity seeking to find others like ourselves. We try to keep ourselves available to all sorts and conditions of worthy boys who can best use what we have to offer and who give promise of being greatly useful to their country.

We reach out to each other in friendly support and interest. Any boy in trouble, even if expulsion is involved, at least knows the pain and distress of us all. There is a fellowship of suffering here, and it is widespread whenever one of us, man or boy, is hurt, or in disgrace, or in sorrow. A warm heart is part of a good mind.

We reach out to the world of which we are a microcosm. Twenty countries are represented here in one way or another. Every segment of American society is here. Nearly a fourth of the student body is on formal scholarship in varying amounts. Our visitors compose a vast array of the world’s people; parents, especially in their concern and enthusiasm on Parents Day; the distin-
guished Conroy Fellows; our lecturers; visiting teachers; girls for dances; students from other schools for games; well-travelled masters in increasing number (thanks to an ever-growing Masters’ Summer Travel and Sabbatical Fund); distinguished alumni; officials from colleges and schools—all these enable us to reach into the world in a personal and significant way. Then too the classroom is very sensitive to the world into which our boys go and from which they come. The vast number of boys reading the Boston and New York papers encourages us to believe boys and papers are well met. Election Day and its preceding days gave a good impression of how much the boys reach out, intelligently and thoughtfully, to grasp the meaning of our democratic processes. Then too there is the Advanced Studies Program, self-contained as it is, which contributes much to us as we reach out to it.

There may be much we should be doing and are not—perhaps much we do we should not. But, as you can see, we can take pleasure in some sense of contemporaneity, some sense of the depth of our current revolutions and social convulsions. We can with reason hope that the young men here will be adequate for the day when their personal history casts them in important and demanding roles.

Faithfully yours,

Matthew M. Warren, Rector

November 17, 1960

THE SCHOOL IN ACTION

It is not often that one has the opportunity to speak to all of St. Paul’s School; my thoughts run parallel to those of the little boy who fell into the barrel of maple syrup and emerged licking away and thinking: “May my tongue do justice to this golden opportunity.”

When one returns in the fall, especially if he is one of the early ones whose children attend Millville or one of its relatives, he walks into an atmosphere seemingly untouched by human hands. This illusion is soon dispelled, however, when he observes a painter, two painters—ten: carpenters, plumbers, electricians, surveyors—some in the middle of a job, some beginning a new one, and still others planning a future job, two jobs—ten. He walks around and sees a “new” Brewster, a “new” Foster, a “new” Peck house, shining floors and tables, wider paths and roads, etc. Now he remembers too that even in the area of academics there was no rest since the Advanced Studies Program was in full bloom not too long ago.

So if the School does not sleep in the summer, when does it sleep? The answer is obvious—never! Now that the fall term is almost over, let’s take a look at some of the highlights of this term’s contribution to this wonderful state of insomnia.

When the faculty returns in the fall, I think it is fair to say that they come ready, willing and able to “do a job.” They come as a kind of firecracker powered with new ideas, plans and aspirations—ready to explode but needing a spark. This spark is supplied in various ways: the Rector’s opening remarks, contact with eager, hungry boys, self-ignition—perhaps even the visiting lecturer. This year, no question about it, the spark was imported. We are grateful to Mrs. Conroy for placing in our midst Mr. and Mrs. Mackintosh—Scotsmen with the Irish sense of humor. Their enthusiasm for all that is St. Paul’s has
given many of us a new appreciation of what we have, of what we have to offer, and of what we have to do.

We have been blessed with exceptionally fine weather this fall; the athletic program moved along about as smoothly as one could hope for. Now that the dust has settled, we can recognize some winners; but very few of them had an easy time of it. Club soccer: in the first team series, there was a three-way tie; the Isthmians took the second series; and the Delphians won the third. Club football: the Isthmians won the first, second and fourth (Lower School) team series, and the Delphians won the third. S.P.S. soccer: the varsity, under Mr. Slesnick, gave the School a boost athletically with a winning season of 3-2-1. The J.V.'s, under Mr. Rubio, did even better with five straight wins. S.P.S. football: the varsity, under Mr. Blake, looked better than it has in the past but, unfortunately, dropped both of its games. Even our loud and fiery rally didn't help. The J.V.'s, under Mr. Church, won their two games, holding the opposition scoreless. Cross-Country: the team, under Mr. Ordoñez, did fairly well; it won two of five meets and finished fifth out of ten in the Interscholastics.

Politics, for obvious reasons, took a bigger role than usual in the fall activities. There seemed to be a healthy agreement to disagree and, on four occasions, this was expressed vociferously in morning "Reports" by staunch supporters of the respective candidates.

It is interesting to note that on Election Day the School went Nixon while their masters showed a preference for Mr. Kennedy. Election Day itself went well and, with Wednesday off, the boys had the opportunity to stay up later than usual to watch the returns on TV sets located at certain central spots throughout the campus. We all should have gone to bed earlier!

Two dances helped to pretty up the campus—a tea dance in the Upper and the regular Fall Dance in the Gates Room.

The first Birkhead Lecture of the year was given by Mr. James Fowler, an expert on the trapping, hunting and training of birds of prey. It was an interesting evening and became an exciting one as Mr. Fowler released a falcon. He assured us that he had it under control—"but, please sit still!"

We are looking forward to the annual visit of the Curtis String Quartette: then Thanksgiving and the Dramatic Club's production of "Romanoff and Juliet" featuring real live girls from Concord High School (Mr. Greaves had no trouble with "lack of interest" this year), and then the meat of the term—exams.

Some of us are looking even further ahead to Christmas vacation and then the winter term. So, what will supply the spark for the winter term? It is almost heresy, I suppose, to hint that I trust it will be something a good deal warmer than "black" ice.

JOHN F. MEHEGAN

THE NEW YORK CHURCH SERVICE

The annual St. Paul's School Church Service in New York will be held at St. James' Church, Madison Avenue and 71st Street, on Sunday afternoon, March 5th, 1961, at four o'clock. Grayson M.P. Murphy, '26, is chairman of the committee and Edward Hallam Tuck, '45, is vice chairman.
CHRISTMAS HOCKEY GAME – DECEMBER 14TH

The Christmas hockey game will be played between the Princeton Freshman team and the S. P. S., in the Madison Square Garden, on the afternoon of Wednesday, December 14th, at four o’clock. The chairman of the committee is Alexander D. Read, ’46, and the vice chairman is Harry W. Havemeyer, ’48.

Notices of the game, with ticket order forms, have been sent to Alumni and friends, and to parents of boys now at the School.

No tickets will be sold at the Alumni Association office. All applications for tickets should be addressed to the Madison Square Garden Ticket office, 307 West 49th Street, New York 19, N. Y., and accompanied by checks payable to Madison Square Garden: Loge Tickets at $5.00 each; Promenade Tickets at $4.00 each; Arena Tickets at $3.50 each for seats in Rows A, B, C, and D; and at $3.00 each for seats in the remaining rows. It is advisable to attach a self-addressed stamped envelope for the mailing of tickets.

The Hobey Baker stick will be presented to the winning team by Malcolm Kenneth Gordon, ’87.

The proceeds of the game will be given to the School for financial aid to boys at the next session of the Advanced Studies Program.*

Editor’s Note:

* One of the teachers at the 1960 Advanced Studies Program recently remarked in a letter he wrote us about his summer: “These New Hampshire boys are eager during the twenty-one lessons a week in their major course. Teaching them is so exciting, it does not seem to tire you.”

NEW BUILDING AND RENOVATION AT THE SCHOOL

Editor’s Note: We reprint below three articles from the Pelican’s excellent issue of October 19, 1960.

Center of School Chosen as Site of Houses to Replace Conover and Old Upper

Two new houses, and a possible third, are in the offing for St. Paul’s. The Trustees, in their meetings over the past weekend, turned idea into plan in approving the proposals of Mr. Edward L. Barnes, a New York architect who has been studying the building problems and needs of St. Paul’s since early this year.

The two houses whose plans are virtually set will be adjoining, forming an approximate L, one house running parallel to the main street opposite the Chapel, with the closest edge about as far back from the road as the dining room wing of the Rectory. The other house will be perpendicular to the road, its eastern edge approximately on a line with the Moore Building’s western edge. Both houses will be one-story and each will accommodate twenty boys.

The name of the house perpendicular to the road will be Twenty House, after one of the same name in approximately the same position torn down about twenty years ago. The other has come informally to be known as “Twenty One”.

The Trustees are hoping that construction can begin next spring, and they are aiming for the buildings’ be-
ing ready for use in the fall of 1962.

Mr. Barnes’ main purpose in his proposal is to keep the heart of the School, the Chapel, Rectory, Schoolhouse area, a vital and dynamic sector. If the School “moves out to the suburbs,” it could suffer the same fate as many cities: it might rot at the core. There is nothing wrong with the School’s being spacious, but it must not be rambling, and it must have unity.

It is recognized that the new houses must not divert the attention of the onlooker away from the Chapel, Schoolhouse, and Rectory, and that they must preserve the New England atmosphere of the community. For these reasons, they will be only one story high and their courtyard will be on the sluice and the meadow side.

An objective of Mr. Barnes’ and the Trustees’ is to make the main road between the Middle and the Lower a promenade, possibly closing it to automobile traffic. To this end, the small driveway on the Lower side of Hargate will be extended behind the Rectory and toward the new houses, and a new driveway will be built down the hill on the pond side of the Middle, extending behind the Chapel and the Big Study toward the Lower. These two additions can keep traffic off the main road.

Twenty and “Twenty One” will be replacing Conover, which will become a master’s cottage, and the Old Upper, which must finally be torn down. A third new house, tentatively known as Corner House and likely to be located between the Rectory and Hargate, will be needed as well, but plans for the third house are still very much speculative.

Plans for the two houses are as follows: they will be of red brick with brown copper trimmings and a flat roof. The common entrance for both will be at the vertex of the L, where the houses meet, approximately opposite the east end of the Chapel. Boys will enter a “mud room”, with a common room down a half flight of stairs on the left (facing south) and a single master’s apartment and the access to Twenty House proper up a half flight to the left. Twenty will be divided into two clusters of rooms, each for ten boys, by swinging doors at its mid-point. Back in the “mud room” facing south, to the right will be the “Twenty One” corridor, with a cluster of rooms for ten, then up a half flight of stairs to a single master’s apartment, then down a half flight to another cluster for ten. Homes for married masters will be at the west end of “Twenty One” and at the south end of Twenty. The masters’ apartments and homes will have gabled roofs to relieve the potential brutality of the straight flat roof.

The corridors will have skylights to keep them bright. Many rooms will have connecting doorways, leaving many possible arrangements for doubles and triples. All rooms will be designed for flexibility; all furniture will be movable, including a closet-bureau-mirror unit.

Mr. Barnes showed the Trustees photographs of similar one-story buildings at the University of Virginia, widely known for the beauty of its campus. He had also constructed a scale model of the School as it would look, from which it was obvious that the new buildings would fit in as planned and not detract from the Chapel, Rectory, or Schoolhouse, or the impression as a whole given as one comes over the hill by Conover.

Of course, the path between the Big Study and the Schoolhouse will have to be rerouted. One other con-
consideration, which has met with relief and thanks, is that, despite all the con-
struction, only one tree will have to be removed.

**Simpson And Manville Will Undergo Changes**

Simpson will be renovated at the end of this term, Manville in the spring, and Ford next summer, it was decided at the Trustees’ meeting last weekend.

The decision followed the Rector’s report on the meeting of Simpson and Manville in the Moore building last Thursday, when both houses voted by an overwhelming majority in favor of being moved out during this year in order to allow the work to be completed sooner.

The greatest debate was which house would move first, each house hoping for the fall term (Ford was relegated to the summer position because of its larger population). The problem was resolved by a dramatic flip of a silver dollar in the quadrangle courtyard after lunch Friday. Mr. Clark did the honors. The houses gave him the call and as the coin spun in the air, he said, “Heads, Simpson!” Heads it was, and Simpson won the right to be the first to be overhauled.

Some boys from Simpson moved to the second floor of the Business Office today, where Mr. Barrett will be housemaster *pro tem*, while the other Simpson boys, and Mr. Lander, moved to the top floors of the Infirmary. Mr. Barker and Mr. Lander will continue as groupmasters for these boys, and Mr. Barker will continue as housemaster with general responsibility for the Simpson boys, though remaining in his present apartment.

It is planned that Simpson boys will be back in residence in Simpson on January 4, 1961, when the winter term begins.

Starting at eight this morning, Mr. Potter’s men moved beds and tagged furniture and belongings from Simpson to the Infirmary and the Business Office. Simpson boys who did not have a fifth period class began their personal move at noon. They had box lunches and continued working in the afternoon until the move was completed.

The renovation will be the same as that done in Brewster over the summer: new linoleum tile floors, heavy wood doors, new lights and electrical outlets, wood paneling to four feet off the floor, and everything repainted. The bathrooms will be completely redone, hall fire doors installed, the hall ceilings lined with sound-proofed board, and the desk tops refinished.

**Basement Of Lower School Study To Be Raised**

*Because of Excessive Flooding*

The basement of the Lower School Study is being renovated this year in an effort to make it more usable. The plans for the repair work were approved by the Trustees at their June meeting.

Then last Saturday the Trustees approved the use of the basement as a new location for the Manual Arts Shop. A new use for the space which the Shop now occupies has not been decided upon. The basement of the new “Art Building” will also house a dark room for the *Pictorial* and an art supply room.

Ever since the building was con-
structed, it had flooded after any sizeable rain, therefore making any use of its cellar impractical. Nothing was done about this problem until the Art Department moved in last year. Space was needed for the storage of art supplies. When waterproofing was suggested, an estimation of the cost was given by the E. W. Howell Construction Co., which did the work on Brester and Foster last summer. The estimation was reasonable and the School gave its approval.

The Lower School Study basement is lower than the water level of the Lower School Pond. Water, seeping through cracks in the cement and brick of the basement wall, collected in the center of the floor. Two drains, placed at the north and south ends of the building, were both higher than the water level in the middle of the cellar. Consequently, the water did not drain.

The floor of the basement will be raised four inches except for recessions ten inches wide along the walls, which will be left as channels for any water continuing to seep through the walls. The channels will slope towards two drains at the north and south ends of the floor. From the drains this water will pass out of the building and into a sewer pipe.

Note: The Editor thanks the Pelican for permission to reprint these fine articles, all three of which he has greatly enjoyed reading — from the interesting beginning of the first to the happy ending of the last. Until they read these articles, some may, like the Editor, not have known that Mr. Barnes had succeeded Mr. Richard Kimball as the School's architect: this change occurred because of Mr. Kimball's moving to Rome as Director of the American Academy. The building called, in the second of the above articles, the Business Office was originally the Alumni House, and more recently the Millville Inn. The Lower School Study, we infer from the third article, is (quite properly) becoming known as the Art Building.

LIST OF NEW BOYS
(Including family relationships to Alumni and to boys now in the School)

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<th>Form</th>
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<td>II</td>
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<td>Ambrose, William Albert</td>
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<td>III</td>
<td>Asvaintra, Bhanusak</td>
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<td>III</td>
<td>Atherton, Sam Muir, Jr.</td>
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<td>III</td>
<td>Bliss, David Francis</td>
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GS Van H. Cartmell, '13
b Michael R. Alford, '63
GS *Thomas F. Bayard, '85
S Alexis I. du P. Bayard, '36
S Francis R. Bliss, '36
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B Frederic C. Reynolds, 3d, '53
GS *Joshua Winslow Peirce, '00
S John H. Rice, '37
S Algernon Roberts, '28
B Nicholas A. Shoumatoff, '60
S Charles P. Stevenson, '37
b Wade Stevenson, 2d, '63
S *George C. Thayer, '23
B George C. Thayer, Jr., '51
S *Benjamin C. Tilghman, '79
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S Benjamin C. Tilghman, Jr., '37
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S Timmons L. Treadwell, 3d, '41
GS George Hunter Brown, '83
S Edmund S. Twining, Jr., '34
B Edmund S. Twining, 3d, '60
GS Sheldon E. Wardwell, '00
S J. Otis Wardwell, 2d, '39
S *Archer Harman, '09
S Frank Lee Wesson, '31
B Lee W. Wesson, '57
S *Andrew Wheeler, '81
S Alexander B. Wheeler, '32
S *Henry J. Wheelwright, '12
S Henry Jeffers Wheelwright, '40
S Alexander H. Whitman, '37
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S Stephen Whitney, '87
GS *Stephen Whitney, '05
S Stephen Whitney, Jr., '30
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III Williams, Thorndike, Jr.
III Wilmer, Stephen Elliot
II Wylie, Andrew

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b Richard H. Wilmer, 4th, '61
GGS *Henry Spencer Cram, '69
S Craig Wylie, '26

II Yang, Michael Ta-ho
II Young, Robert Harris McCarter, Jr.

S *Robert H. McC. Young, '38
step-S Charles H. Tenney, 2d, '37
b Roger A. Young, '61

III Zoller, Philip Albert, Jr.

GGS great-grandson of an Alumnus.
GS grandson of an Alumnus.
S son of an Alumnus.

B brother of an Alumnus.
b brother of a boy now at the School.
* deceased.

SMALL CLASSES, TUTORIALS, AND LECTURES

Editor's Note: On the morning of Saturday, October 22nd, the School's second annual Parents' Day, in Memorial Hall, after a brief opening statement by Mr. Warren and a talk by Mr. Clark on college admissions, Messrs. Stuckey, McDonald, and Burnham, from whose addresses we give excerpts below, spoke about some of the changes that have occurred recently in the School's methods of teaching.

Small Classes . . . DANIEL K. STUCKEY, 2d,
Head of the Classics Department

Until the 1930's, most classes in our independent secondary schools were two or three times as big as they are to-day. These classes with 25-30 boys in them were considered too large for the best possible instruction, and so the leading schools developed smaller classes in smaller class-rooms, with boys and instructor seated around a table.

This development was made possible through the generosity and insight of Edward S. Harkness, a graduate of this school in the Form of 1893 and of Yale. The hope was to get away from "emphasis on routine and scholastic mechanisms and to accentuate intellectual interest and self-reliance".*

In the old large classes, it was hard to find out individuals' problems. These would show up only through poor results on tests, or written homework, or in oral recitation. A class of 30 is really a lecture. In some situations this is all right, but, especially at the lower levels and in subjects like mathematics and beginning foreign languages, it is necessary that the students have firm control of each step before taking the next one. In English, the boys must write constantly and have their work criticized and corrected. . .
Using small classes, we can group the ablest boys and move them ahead faster than before. We can take more care with the less able students or with boys who come to us with weaker academic backgrounds. In all classes, there will be more active participation by more boys during more of the class time. The teacher can correct homework or tests every day. This means that the marks are arrived at more fairly.

The average St. Paul’s master teaches four classes of twelve boys meeting four or five times a week. We can demand more, move more swiftly, and teach more effectively than under the old system.

These classes are expensive luxuries unless they produce results that are obviously superior to those obtained by larger groups. It is the faculty’s job to see that these results are obtained.

I would like to read part of a letter from a teacher who taught under both the old and the new systems. He had this to say about the smaller classes. “I had not suspected that a merely physical change in the class-room could so influence our work as it has done. Sitting in a group of boys around a table instead of on formal rows of seats has abolished almost completely the stiff quality which used to obtain between instructor and class, when, I am afraid, his elevation on a platform tended to edge him about with too much dignity and make him somewhat unapproachable. The very naturalness of the new arrangement, besides being more comfortable, has in good part wiped out that class-consciousness. Now there is freedom of discussion, an eagerness to participate, that I never saw before, the value of which to student and instructor is incalculable. And it comes mostly from sitting around a table.”

It seems to us that this is still true. But we feel that we can have our cake and eat it too. By breaking down the individual class we can have tutorials, and by combining six or eight classes we can give a good lecture program. How this is being done will be explained by my colleagues, Mr. McDonald and Mr. Burnham.

*Both these quoted passages are taken from Mr. Myron Williams’ history of Phillips Exeter Academy. Editor.

**Tutorial Instruction**

Head of the History Department

The choice of techniques is fundamentally a matter of emphasis. For example, the History Department is using all the techniques under discussion this morning, but we are convinced that the tutorial system should be focal in our teaching methods, other techniques supplementary. In this conviction we are joined by the Sacred Studies Department.

What is the tutorial system? Essentially, it is an attempt to produce as much mind to mind combat as possible between the teacher and the individual student. . . The chief technique employed is the Socratic method of question and answer wielded with the greatest intensity commensurate with the capacity of the individual student. This offers the best guarantee, we believe, that the student will be forced to the most rigorous possible analysis of his material, and to the formulation of the most precise and accurate conclusions of which he is capable. That is to say, to the most
effective use of his mind.

Here is how the system operates at present. The tutorial experiment begins in the Fourth Form. At first, boys are divided into sections of from 12 to 15. They meet all together four periods a week until the master is able to estimate the calibre of the boys. The class is then divided into two tutorial groups. From that point on, the whole class meets the first period of the week, one tutorial group the second period, the other tutorial group the third period, and the whole class together again the fourth period.

The required number of classroom periods per week is thus dropped for each boy from four to three, without reducing the amount of work demanded. In his free period each boy is expected to cover the assigned work independently. He is thus thrown more upon his own responsibility.

In the Fifth and Sixth Forms, a class of 12 to 15 boys is divided into three tutorial groups. The whole class meets together the first period of the week, each tutorial group during one of the succeeding periods. The number of required classroom periods per week for Fifth and Sixth Formers is thus dropped from four to two. Each boy has greater freedom and greater responsibility than at the Fourth Form level.

The pattern, moreover, is capable of infinite variation. Tutorial groups are not necessarily fixed for the year, or for a term. The objective is maximum flexibility in dealing with the needs and the capacities of individual students.

For example, in Advanced European History in the Sixth Form, it is possible for the master, especially in the spring term, after boys have been exposed to various forms of group tutorial, to arrange tutorial sessions with individual boys. Such sessions might take place not more than once a week. At this stage of tutorial instruction, the student has maximum freedom and maximum responsibility.

It is evident that, as boys come up through successive forms in the tutorial system, they are progressively invited to assume more responsibility for independent thought and study.

Lectures for Fifth and Sixth Formers

Philip E. Burnham,
Head of the English Department

About nine years ago, members of the English Department were discussing what might be done in the spring term of the Sixth Form year that would be different, and yet worthwhile for more than just the difference. Out of our discussion came the Sixth Form Lecture Program in English. In the spring term, the Form meets as a whole once a week for a lecture by one of the members of the Department. For the remainder of the week, it meets in its regular sections of about twelve, once to discuss the subject of the lecture, and once for recitation on an assigned topic. During the whole of the term, each Sixth Former is doing research for, and writing, a 2,000-word paper — on a literary topic determined in conference between the student and his teacher.

Besides giving familiarity with lecture techniques and the kind of learning process they imply, this Program has enabled each Sixth Former to pursue, for the major portion of his English study time, a topic of his own interest. I might add that this Pro-
program allows each Sixth Form er to have several English teachers in one term.

Last year, the English Department began weekly lectures in the Fifth Form. In the first of the four usual meetings of the week, several sections combine and hear a lecture on the literary material which will be discussed in regular class meetings during the remainder of the week. In the second week, and every second week thereafter, the lecture is on composition — beginning with spelling and punctuation, and moving on to diction, sentence structure, paragraph organization, the verbal section of the College Entrance Examination Board aptitude test, and other writing problems, including a trial run of a letter to a college director of admissions.

For the Fifth Former, this lecture sequence has advantages similar to those of the Sixth Form Program, and it includes further advantages for all of us. There can be, for example, a diminishing return in having every class a small group. A good deal of material must be presented by the teacher without any immediate advantage of discussion. As the Fifth Former is about to read Antigone or Oedipus, there is much that needs to be said to him about the Greek idea of the theater. Better, we think, to have one teacher concentrate his energy in preparing a first-rate talk on the Greek theater, leaving the others freer to prepare the lectures they will give later in the year: on the ballads and Chaucer, on Macbeth, on Thoreau and Emerson, or whatever may be the particular topic within the Fifth Form course which suits each of them best.

Still another lecture program at the School is in Sixth Form mathematics. It has been in operation as long as the Sixth Form lecture series, and its details are interestingly different. Each week, two periods are given over to lectures for the whole group, one period is used for a test, and the remaining two periods are voluntary. Like the English lectures, the mathematics lectures help prepare the students for college teaching, and leave a good deal of initiative to them. Furthermore, the Mathematics Department finds, as does the English Department, that it is now able to cover more material, and that the lectures have been an excellent stimulus to teachers as well as to students.

This year, the Classics Department has begun a lecture program in Latin III, which is reading Cicero. A group of 25 boys meet for two lectures a week on the history of the times, on literary style, on social background. Twice a week, the boys meet in groups of approximately twelve for the practical business of translating Cicero, for the study of syntax, vocabulary, and the like.

Although between the English and Mathematics Departments there is disagreement as to which began the idea here at the School, we are happily in harmony in welcoming the Classics Department to the use of an effective teaching combination of lectures and of small group instruction.

**THE FORM AGENTS' DINNER**

The 1961 Form Agents' Dinner has been scheduled for Tuesday evening, January 24th, at the Racquet and Tennis Club, 370 Park Avenue, New York.
CALENDAR OF SCHOOL EVENTS
(At the School unless otherwise noted)

1960
Monday, December 12 . . . . Christmas Pageant, 8:00 P. M.
Wednesday, December 14 . . . . End of Autumn Term
Hockey: Princeton,
Madison Square Garden, 4:00 P. M.

1961
Wednesday, January 4 . . . . Beginning of Winter Term
Sunday, January 8 . . . . Third Form Tea, Sheldon Library,
5:15 P. M.
Saturday, January 14 . . . . College Board Examinations
Basketball "A" and "B": Milton
Boston Arts Festival Orchestra,
8:00 P. M.
Saturday, January 21 . . . . Basketball "A" and "B": Nobles
Skiing: Andover
Wednesday, January 25 . . . . Conversion of St. Paul
Squash "A" and "B": Andover (away)
Skiing: Exeter
Saturday, January 28 . . . . Basketball: Groton
Squash: Exeter (away)
Skiing: Kimball Union (away)
Wednesday, February 1 . . . . Skiing: Dublin (away)
Squash "A" and "B": Brooks (away)
Saturday, February 4 . . . . Hockey: Belmont Hill
Hockey "B": Proctor (away)
Basketball "A" and "B": Middlesex
Squash "A" and "B": Middlesex
Boxing: Andover (away)
John Jay, '34, 8:00 P. M.
Wednesday, February 8 . . . . Hockey "A" and "B": Exeter
Basketball "A" and "B": Belmont Hill
Skiing "B": Holderness (away)
Squash "B": Harvard (away)
Friday, February 10 . . . . Birckhead Lecture: Dr. Malcolm Miller,
"Alaska and Beyond the Pole",
8:05 P. M.
Saturday, February 11 . . . . Mid-Winter Holiday
Hockey: Yale
Dance
Wednesday, February 15 . . . . Ash Wednesday
Hockey: Harvard (away)
Hockey: Kimball Union
Basketball "A" and "B":
Governor Dummer (away)
THE PROBLEM OF COLLEGE ADMISSIONS

Editor’s Note: F. Skiddy von Stade, Jr., ’34, Dean of Freshmen at Harvard College, spoke about college admissions at the annual meeting of the Standing Committee of the Alumni Association of St. Paul’s School, November 21, 1960. The text of Mr. von Stade’s address follows.

IT IS A REAL pleasure to meet with so many old friends again in the context of our mutual esteem and affection for St. Paul’s School. It is a mixed pleasure, however, because what I have to say will undoubtedly cause concern to all of you who are interested in higher education, and dismay to those of you who have sons and daughters preparing for college.

Although I speak from intimate knowledge of Harvard only, I am sure you would hear similar views from representatives of most of the good colleges.
throughout the country—and you will soon hear it from many more.

There is no need to cite statistics at this time. We all know about the population explosion that is here—here to stay. The question is what schools and colleges can do about it.

I take it as a fact that schools like St. Paul’s, and colleges to which their graduates go, are not going to expand in any proportion significant to the vast increase of our youthful population. Were we to do so, we would unquestionably dilute the product we offer. These colleges’ mission will be therefore, as I see it, to select and train students who are most capable of benefiting from the very high standards of the institutions in question. These will hopefully be men who will take their places in the van of business and, more particularly, the traditional professions, in later years. And schools like St. Paul’s should take as their mission the task of educating boys who will go to these colleges.

When I mention high standards I may immediately be accused of talking in terms of academic excellence as our sole criterion for admission; I most certainly do not want to give that impression. Of course our academic standards must be high, but there are also the equally vital factors of character, which cover a multitude of qualifications, and originality, so rare a gift these days. The Rector’s “well-lopsided” man should certainly have every opportunity to develop his special talents in the best environment possible, be he athlete, musician, poet, or “leader.”

To give a measure of the problem I must here introduce a few Harvard figures. Last spring we had 5,200 applicants for 1200 places in the freshman class. On the basis of test scores and school records we could easily have admitted at least 4,000. We could have admitted 1,000 men with Scholastic Aptitude Verbal scores of over 700 (the 99th percentile of all the thousands of students taking the test); we had 1,500 applicants with Scholastic Aptitude Mathematical scores above 700. I am glad to say that we did not select our whole class from this group. A college of bright and facile test takers would be a pretty dull place. And yet, there is tyranny in these “little numbers” which we constantly have to fight, for they are the most tangible factors we have to deal with.

The next most tangible factor—and a far more important one—is the recommendation of the applicant’s school. Richard Gummere, a former Director of Admissions once said, not entirely facetiously, that every principal and headmaster had his own coefficient of mendacity. This is perhaps still true, but to a far lesser extent. What the school tells us about a boy as a student and as a person is undoubtedly the most vital information an admissions committee has to work with.

Finally, we try to have every applicant interviewed by a member of the staff or by an alumnus. These “first impressions” can be extremely helpful, but we make no claim that half an hour with a young stranger can produce as useful a report as one from a man who has lived with him for four years.

There are external factors which enter into the admissions picture as well, but I will dwell on them only briefly. Sons of alumni get some preference, and this is as it should be. Diversity of geographical, social, and economic background brings us in every class a variety of attitudes and experiences which makes for the lively discussions and exchanges of ideas that appear to be a vital part of each man’s education. (You may be interested to know that last year 1212 new students came from 629 schools.)
In sum we are trying to select 1200 young men whose only common possession is evidence that they have good ability and the capacity to put it to work. Once assured that a candidate possesses these attributes, we head in all directions looking for character, originality, and specialized talents, be they physical or mental.

Admissions to college, gentlemen, is getting to be a grim business, and we don't like it any better than you do. It is exhausting and heart-rending to parents, schools, and admissions committees. If any of you has a son who has been turned down by the college of his choice, I can only say he is in good company.

I would like to turn for a few minutes to the subject of St. Paul's at Harvard. I made a brief survey of St. Paul's School men who entered Harvard in our classes of 1956-60 and the news is pretty good. Each of these groups has done better than its predecessor.

During the five-year period 102 St. Paul's boys entered Harvard. As of last June, 87 had graduated, including 14 cum laude, 6 magna cum laude. Strangely enough, only 70 of these men graduated with their class. 17 underwent either enforced or voluntary rustication and returned to graduate later.

Eight men did not, and probably never will, return to complete the work for the degree. One of the eight who will never graduate transferred to West Point and won a Rhodes scholarship. Four men will probably get their degrees in the next year or two. Three died tragically in the fire in Canada in 1956.

Graduating 90% of those admitted is slightly better than the overall figures for these 5 classes of Harvard students.

There are several other interesting facts about these men. In strong contrast to their classes as a whole, only 9% concentrated in the area of the Natural Sciences, 38% in the Social Sciences, 53% in the Humanities. I was glad to see, however, that whereas 26 had majored in the field of English, a good number had ventured into Romance Languages and Fine Arts, and that several others had enrolled in Architecture and Slavic Languages. These are figures to conjure with; I find it impossible to draw conclusions.

One final figure bothers me considerably, and I would like to explain my concern. Of the 102 St. Paul's boys only 3 entered Harvard with stipendiary scholarships. Two of the three were from Japan. I am told that the School has a substantial number of scholarship students. Where do these boys go to college — and what kind of boys are they? I raise this question in the context of the enormous waste of talent among poor boys in this country. I am told that annually 100,000 young boys and girls in the top 10% of their age group academically do not even apply for college, mainly for financial reasons.

With your magnificent summer program you are doing a great service to the New Hampshire community, and I hope the idea will catch on. But if my guess is correct — and I apologize if it is not — you are spending your scholarship funds to far greater advantage in the summer program than in the regular academic year.

On this serious and possibly presumptuous statement I will close. In the years ahead schools and colleges such as ours must bear a responsibility out of all proportion to their modest enrollments. We must find and nurture, some at least of the leaders of tomorrow — in the arts, and professions, and in the community.
SUMMER LANGUAGE INSTITUTES FOR TEACHERS

Editor's Note: Mr. John S. B. Archer, Head of the School's Modern Languages Department, spent part of last summer inspecting some of the new schools the Federal Government has set up for retraining foreign language teachers, and we are indebted to him for the article which follows.

In the fall of 1958, the President signed the National Defense Education Act, which provides some seventy million dollars to be spent over a period of four years in the fields of science, mathematics, and modern languages. The Act recognized that certain national needs were not being met by the prevailing instruction in those subject areas. An ambitious program was set up to revise and reorient the content of courses, to develop new materials and methods, and to retrain teachers.

In the field of modern languages, the specific need was for Americans who could communicate abroad with people who did not speak English. The failure of our schools and colleges to teach the speaking of foreign languages became evident in the second World War: special language schools had to be started to meet immediate military needs. These needs, and the programs to meet them, continued in the period after the war: large sums were spent to do a job that schools of the nation were failing to do. The U. S. Office of Education already had plans to take steps when the advent of “sputnik” pushed Congress to pass the NDEA.

One of the provisions was the establishing of Summer Language Institutes to improve the oral competence of high school language teachers and to introduce them to new materials and methods. From an initial program of twelve such Institutes a year ago, the number was increased this past summer to thirty-seven, and a further increase is planned for 1961. Institutes are begun through applications by colleges and universities that want them. If an application is accepted, the institution that made it enters into a direct contract with the Government: the college or university furnishes the facilities, the director recruits a staff, and the budget is paid under terms of the Act. Public school teachers are given $75 a week, plus $15 per dependent, to attend. Private school teachers receive free tuition but must pay for their room and board.

From the start, there was some concern that the use of government funds might lead to federal control of education. The Language Development Section of the U. S. Office of Education was staffed with people drawn from the field of language teaching, and any control that has been exercised to date has been in the form of guidance to directors of Institutes, as to the type of program to be followed. One means of supplying such guidance has been the sending to Summer Institutes of evaluators, who are themselves language teachers, and whose reports have been used to strengthen and improve the program.

This past summer, I had the opportunity of traveling for seven weeks as an evaluator and of spending four or five days each at eight different colleges and universities, stretching across the country from Maine to Utah. This was for me an invaluable experience, as it put me in contact with the newest materials being developed and with
The aim is to teach Americans to speak, as well as to read and write, the modern foreign languages that they study. It is understood that longer sequences of study are necessary, as well as new methods. Emphasis is put, in the beginning stages, on memorizing dialogues, and on a great deal of oral pattern drill. The basic idea underlying such drill, and the drills themselves, result from the research of American linguists during the past forty years—research which produced analysis of language, in which sound and structure systems were described and compared, and in which patterns of speech characteristic of the various languages were isolated and classified. When the Armed Services, during the second World War, set up their "crash" program, designed to teach some oral command of a language in as short a time as possible, the linguists were called in to create the courses. This was because, in traditional grammar books, the analysis of language, and the exercises, were based on the written language and did not yield the desired results. Linguists who had been concerned with "pure" research were now called upon to create a branch of "applied" linguistics which should give the classroom teacher better insight into the nature of language itself, and train him both to see language in terms of patterns of speech and to construct oral drills which should lead to mastery of these patterns. A distinctly new feature in the curriculum of the Summer Language Institutes was the introduction of courses in Applied Linguistics for all participants, with training in the construction and use of these pattern drills.

These drills start from a single model sentence which is repeated around the class with slight modifications cued by the teacher. The result is a rapid exercise performed with books closed, that calls for alertness and maximum oral participation on the part of the class. The participants in the Institutes were taught to see the use of tape machines in a language laboratory as an extension of this approach, a means by which the student can review in study time the oral drills and dialogues already worked over in the classroom.

Demonstration classes were a key part of the programs. They permitted the participants to see what progress could be made by beginning pupils, in five or six weeks, using an oral approach with specially written materials. As there is no good high school text yet on the market which embodies the new methodology, the participants were encouraged to take back to their schools the experimental lesson materials now being developed at government expense. They were also taught, in a number of the Institutes, to rewrite sample lessons in their regular textbook to permit them to do some teaching in the "new key", in the interim until new materials are commercially available.

To quote one of my fellow evaluators: "The NDEA Institute program is the most encouraging development ever to occur in the history of foreign language teaching in the United States. It has permitted some twenty-five hundred teachers of modern foreign languages to improve their command of the language they teach, and to learn new methods to make their teaching more alive and more effective. Most of the teachers have become ardent missionaries for the 'new key', contributing by their zeal to a revital-
The task of revamping any segment of an educational system is a considerable one, since it involves changing established habits; but a tremendous effort is being made, and the start has been encouraging. I was privileged to see it in operation. It cannot all be done within the four-year span of the present Act. It is to be hoped that Congress will think well enough of the work so far accomplished to make further funds available, and that the public will be sufficiently informed to support the program.

NOTE ON FOREIGN LANGUAGES AT THE SCHOOL

The Modern Languages Department has two native Frenchmen, two Belgians, one German and one Spaniard out of a total of eight, the American born members being reduced to the Head of the Department and one other man. This is not a permanent situation. One of the Belgians, M. Guy Toebosch, is on a one year leave of absence from his school in Brussels, to replace Calvin Phillips who is studying in Paris. Our second Frenchman, M. Guy Sabourdy, will also be leaving at the end of this year, as he is here on a temporary visa. However, if the proportion of native born teachers, this year, marks merely a high-water mark to be recorded, it has produced one unusual episode at the Lower Grounds.

The occasion was a 2nd team Isthmian-Delphian soccer game. The coach of the Delphian team was M. Sabourdy, who has some difficulty communicating in English. The disadvantage in this situation was overcome by the fact that the captain, Philip Heckscher, speaks fluent French. Philip, unable to play in the game because of a minor injury, was largely managing the team, calling out to the players in English, consulting with the coach in French about substitutions. The referee was M. André Hurtgen, one of our two Belgians, who left graduate work in economics at Cornell to come and teach French and Spanish. He was speaking French on the sidelines, at half time, with a group that had been joined by M. Toebosch, who was taking attendance. On the Delphian bench was sitting Abdullah Lakfal of the IV Form, a Moroccan who speaks French, in addition to Arabic and English, and who was amused at the French conversation going on behind him. It should be added that Lakfal is the star pupil in Herr Schade’s 3rd year German class. Never has the presence of Europe and North Africa been so immediately felt at any one spot on the Lower Grounds. Lacking, to complete the roster, were Thierry Aube, a French boy from Paris in the 3rd Form, who was playing on another field, and Señor Rubio, of El Escorial, Spain, who was coaching the JV’s.

The school benefits in many ways from these masters and boys who, however well they may speak English, still represent their own cultures. We rely on them, as well as on our own boys who have spent a summer traveling in
Europe, particularly those who have had the chance to live with a family, to narrow the gap between life and the academic, and to make the desirability of learning of a foreign language seem more natural and less remote.

JOHN S. B. ARCHER

A SUMMER IN FRANCE WITH THE EXPERIMENT IN INTERNATIONAL LIVING

(Reprinted from the Pelican of October 19, 1960)

I spent this past summer in France with the "Experiment in International Living". Most readers have probably heard of this organization, of which the basic function is both to send young Americans overseas and to bring foreign students to the United States. Its international role is extensive: 1200 Americans went abroad this year for the summer or for a year; 1000 students from other countries came to the United States; there were an additional 800 exchanges between other countries. The "Experiment" is not strictly limited to students, as is the American Field Service, for the age limit extends from 16 to 30. Also, one is able to choose the country to which he will be sent.

The group is the "Experiment's" principal method for sending students abroad. Each group is composed of 10 students and a group leader who is over 25 years old, and who has an extensive knowledge of the country to be visited. I have always been wary of group organizations, for, in this country, they tend to become over-supervised. The "Experiment" group, however, is much more of a co-operative unit. The leader tends to all the business arrangements and general direction, but every one has his say in the activities of the group.

Our group, composed of eight girls and three boys, aged seventeen and eighteen, from different parts of the States, left Montreal, by boat, on June 29. The trip over was very gay (as is the case on most student ships), but the good times were accompanied by serious discussions of the aims of the trip and the customs and language of France. (We spoke French as much as possible).

The first part of the summer is the "homestay." Each member of the group stays with a family. This offers the "Experimenter" the opportunity to live as a native—sharing his home, food, and—hopefully—his friendship. In general, the Experiment groups go to the larger cities, where there is a good chance of finding families—for, in Europe, it is considered a big undertaking to accept a stranger sight unseen into one's home.

After disembarkation at Le Havre, our group went to Reims, where we were to stay with our new families for three weeks. The majority of the group had families in the city of Reims proper. I was placed with a family in a tiny village outside the city. Two of the girls were also in the same village, which made life more interesting. As Reims is one of the great champagne centers, I was not surprised to find that my French father was a champagne producer, though, in the off-season, between harvests, he was a grain farmer. Our house was typical of those in the village—stone, very old, and devoid of any modern conveniences such as a refrigerator or bathroom.
There were three brothers in the family, aged seventeen, thirteen, and eleven. One of the things that most surprised me was that my oldest "brother" (four months younger than me) had already finished his education. He had spent the past two years in an "école agricole", where he studied to become a "viticulteur"—a wine producer like his father.

The three weeks passed quickly. I helped with the work in the vines and fields, took trips to see the surrounding area—one to Verdun was particularly interesting—and met the rest of the group in the city for tours of the cathedral, the museums, and the great champagne houses.

On August 1, in company with seven of our French brothers and sisters, we went by train to the Pyrenees for a three week camping-cycling trip there and on the "Côte d'Argent". Eight rainy days were spent in the mountains, and another ten sunning on the beach at Saint Jean de Luz and Biarritz. On this trip we had the opportunity to get to know our French friends better, and to increase our fluency in the language. Because we were traveling close to the land, we met many Frenchmen en route—on the road, in stores, and in camps. The tourist who rushes from monument to monument can never have the satisfaction of really knowing the people and discovering the land.

We left the French group in Paris on August 23, and from there we went to a village near Clermont Ferrand in the "Massif Central". We spent eight days in a small hotel, resting after our three weeks of uncivilized life. There again, far from the tourists, we got to know several French people very well. Another member of the group and I had one wonderful evening playing bridge with a Parisian and a teacher from Morocco. This is an example of the things we could do with the French, because the language barrier became non-existent.

The last five days of our summer were spent in Paris. Paris is, of course, fabulous, but we were all disappointed to find so much English spoken.

This summer was the most varied and enjoyable experience of my life, and the others in the group were of the same opinion. As I have stated, the summer offered us the chance to live as the French, to speak the language, and to make lasting friends. This I feel we did. At the same time, we gained a new perspective of our own country, and in some ways, this was equally important. One has to know another land to appreciate one's own. The constant talk of America's failings overshadows many of the basic things that have made this country great.

There was one major aspect of the trip that really made me appreciate the "Experiment" system. In anticipating this summer, I had looked forward to the chance of knowing France well. What I hadn't expected was the spirit within the American group itself. Without a single exception, the group became very close, and this is remarkable considering that the groups have to be put together almost at random. As a Canadian friend said, "You're all wonderful as a group, but you're still very much individuals." This is what makes the "Experiment" unique, and, in some ways, superior to other exchange programs. The home-stay separates the Americans, and they come to know the French well. The group life, on the boat and in France allows for an exchange of experiences and ideas. This increases the indi-
individual's experience ten-fold, for ten can compare and consider more extensively than one.

An "experiment" summer is definitely worth the expense and time. I highly recommend the "Experiment" to any American student, and to this school particularly, where many have the language ability, the adaptability, and the means to undertake a summer of this sort.

In applying for the "Experiment," one should write directly to Putney, Vermont, for information. The deadline is March, and, if one applies before Christmas, the choice of country is more or less assured. The acceptance (or rejection) would come before March.

J. B. Hawes

THE WINEGROWERS OF FRANCE AND THE GOVERNMENT SINCE 1875


Wine in France is not a luxury but a necessity. The production of it is, furthermore, one of the major industries of the country. Like all agricultural products, wine grapes are subject to various circumstances beyond the control of the grower, chief among which are weather and certain diseases. In some years, the quality of the wines is excellent; in others, it is inferior. Sometimes there is a scarcity, sometimes an excess which must in one way or another be taken care of. The problems connected with harvesting, storing and marketing the wines of France are, therefore, not unlike the problems with which we must deal in regard to our wheat and corn. In both cases, improved methods bring about increased yield. When surplus takes the place of scarcity, the doubtful benefit of control by government intrudes, and probably must intrude, upon competition and individual enterprise. The efforts of the French government to tame the law of supply and demand have been but little more successful than our own.

The Winegrowers of France and the Government since 1875 is a scholarly and well documented survey of the subject. Warner begins with the year 1875 because, in that year, a disease (phylloxera) destroyed not only the crop, but also the vines, leaving the industry all but dead. By various means, all of which Warner deals with in detail, it was gradually revived. By 1907, overproduction became a menace, bringing with it strikes, unemployment, bankruptcies, and incredible loss in land values. Since then, the industry has had its up and downs; since then, also, the government has, by experiment, found increasingly satisfactory ways to aid the viticulturist. Perhaps the best answer to the problem is the most recent one — to wit, emphasis on quality rather than quantity.

A thesis of this sort is aimed, of course, at a special audience of economists. To them, it should be of considerable value, for it makes progress towards the discovery of a principle that may help in dealing with an economy of abundance such as seems to be operating in all highly organized industrial societies. Warner, however, has not ignored the existence of the uninformed reader like me, who, knowing nothing of economics, bursts into tears when confronted with tables and charts. I began the book with a dim knowledge, and finished it with satisfaction and profit. Somewhere, the author learned to write. He has produced a good — and, I think, an important — document.

Gerald Chittenden

VICTORY IN THE PACIFIC is the final volume of a history begun 18 years ago, when Samuel Eliot Morison was commissioned a lieutenant commander, USNR, and given an active writing assignment by President Roosevelt. Imbued with the idea that more could be gained by writing in contact with events, the author fully implemented his theory by spending better than half his wartime service at sea, where he saw action in 11 different ships, witnessed most of the major naval operations, won 7 battle stars and attained the rank of captain.

Volume XIV recounts the famous campaigns for the capture of Iwo Jima and Okinawa. Throughout its thrilling pages one meets again the old, familiar heroes, King, Nimitz, MacArthur, Smith, Spruance, Halsey and countless others, old and young. It deals, too, with the complex matter of logistics, with sub prowls and with the loss of INDIANAPOLIS. Finally, it traces the intricate and delicate workings within and without Japan which led to the ultimate surrender on the admiral's veranda of MISSOURI.

Iwo Jima was a hard nut to crack. Its taking is told by a master story teller in simple, fast moving style that carries the reader along, almost breathlessly, until he feels himself sweating it out in the first boat wave and inching forward beside the Marines across the soft volcanic ash of the infernal island. The energy and skill of General Kuribayashi almost made Iwo impregnable. He intended to fight for every yard of ground, and did. Later, Lieutenant General Holland M. (Howlin' Mad) Smith said that the battle was the most savage and most costly in the history of the Marine Corps, and Admiral Nimitz said that, "On Iwo uncommon valor was a common virtue." Admiral Morison defends convincingly the Navy and Marine Corps decision to take the island. During the remaining months of the war, no less than 2400 B29 Superforts landed on the Iwo airfield, many in desperate straits after their raids to the northward.

Tough and wacky as was the Iwo Jima campaign, the one that followed — Operation ICEBERG — for the capture of Okinawa was even tougher and screwier. So vast and complicated were the preparations and the ensuing events, it is nothing short of miraculous that the author has succeeded in containing them within the covers of one book. He does so by confining details of organization to an appendix and by concentrating his narrative of the landings on a single transport group, Group DOG, under the command of Commodore M. O. Carlson.

How different were the beaches at Okinawa from those at Iwo! The assault was made on a bright, calm, Easter Sunday morning, 1 April 1945. Where fierce resistance was expected, none was encountered. "The island appeared to be depopulated. If the Japanese had been Christians, one might have assumed that they were all at church." But General Ushijima had followed meticulously his instructions from HQ and had prepared his defenses in depth at the most favorable location, and as far away as possible from the range of the devastating naval gunfire. The first few days ashore were relatively easy. Thereafter caveman
fighting began and continued bitterly and relentlessly for nearly three months more.

Throughout the ICEBERG campaign runs the motif of operations at sea: fast carrier strikes against the Japanese homeland; submarine hunts for ever-dwindling targets; and the bloody, furious infighting against the KIKUSUI—Floating Chrysanthemums—the deadly kamikaze raids. "Few missiles or weapons have ever spread such flaming terror, such scorching burns, such searing death, as did the kamikaze in his self-destroying onslaughts on the radar picket ships. And naval history has few parallels to the sustained courage, resourcefulness and fighting spirit that the crews of these vessels displayed day after day after day in the battle for Okinawa."

There is typhoon trouble again in June, still involving serious damage, including the unauthorized detachment of PITTSBURGH's bow, but fortunately without the heavy loss of lives and ships which occurred in the earlier December storm. Then, two weeks before the end of the war, is recorded the sinking of INDIANAPOLIS, en route from Guam to Leyte Gulf. The account of the subsequent 'snafu' in rescue operations is concise and impartial and lays before the reader the facts on which to base his own judgment of the tragic affair. Lieutenant Commander Hashimoto, C.O. of the attacking submarine, I-58, had also been in one of the subs at Pearl Harbor on December 7, 1941, and the author states simply, "One wonders whether he reflected on the futility of a war in which he had witnessed both the opening and the concluding events."

The closing days of the war and the finale of Admiral Morison's magnificent work are punctuated by the thunderous bursts of the two atomic bombs over Hiroshima and Nagasaki. Long before they exploded the world into the atomic age, the Japanese Emperor had been seeking a way to end hostilities. Admiral Morison describes with clarity and understanding the jealous struggles and devious maneuvering within the Japanese government which tended to thwart the Emperor at every turn. One comes to the conclusion with the author that, horrible as they were, nothing less than the A-bombs would have enabled Hirohito to prevail against the fanatic refusal to surrender of Generals Anami and Umezu and Admiral Toyoda.

The surrender scene on board MISSOURI is dramatic. The author pays tribute to General MacArthur and Admiral Nimitz. In the charged and frigid atmosphere around the conference table, they "entertained a feeling of compassion for the fallen foe." General MacArthur opened the proceedings on an aspiring tone, "It is my earnest hope—indeed the hope of all mankind—that from this solemn occasion a better world shall emerge out of the blood and carnage of the past, a world founded upon faith and understanding, a world dedicated to the dignity of man and the fulfillment of his most cherished wish for freedom, tolerance, and justice." At the end of the ceremony, he voiced a prayer, "Let us pray that peace be now restored to the world and that God will preserve it always."

Admiral Morison reports mission completed. In an old but never worn out phrase may we reply, "Well done, Sir, and may you long enjoy the security and happiness you so justly deserve at your old mooring buoy."

HAROLD PAYSON, JR., '27, Capt., USN
A TRIBUTE TO BENJAMIN RUSH TOLAND, ’38

Editor’s Note: The story we print below was released in September by General Features Corporation. The pencil sketch of Ben Toland was drawn by a fellow Marine in 1944 or 1945. The photographs are from the film “All the Young Men”, and we are much indebted to Mr. Isa Tulipan of Columbia Pictures Corporation for selecting and sending them to us. In addition to the story that follows, we have read an interesting article on the same subject in the Concord Monitor of October 18th. This appeared just before the film was shown in Concord—where Ben Toland was born and brought up. In this article, Carl Irving Bell well described what Hall Bartlett has done as a “subtle but effective and touching tribute”.

THE WAY THINGS ARE
Young Marine’s Story Inspires Movie Scene
By Irene Corbally Kuhn

This is a true story. It is compounded of striking coincidence and the lasting remembrance by me and a stranger, of a young Marine lieutenant who died 15 years ago on Iwo Jima.

He died. But he lives, too. For to be remembered is never really to die.

The lieutenant was Benjamin Rush Toland, of Concord, N. H. He was 24 years of age when he gave his life for his country. He had been graduated from Yale summa cum laude, in 1942, just in time for the war. In his class was Hall Bartlett, a young man from Kansas City, Mo., who made Phi Beta Kappa, and was nominated for a Rhodes scholarship. However, instead of studying in England, he joined the Navy and went off to war too.

The young men never saw each other again, but Hall Bartlett never forgot Ben Toland.

By 1960, Bartlett, now 39, was an extraordinarily successful writer, producer and director of motion pictures. He had won all kinds of awards here and abroad for his off-beat pictures. He came to New York last week for the opening of his latest film, “All the Young Men.”

Columbia Pictures, distributors of this new Bartlett picture, invited me to see the studio preview with other critics.

From a big, comfortable chair in a Fifth Avenue skyscraper, I watched the story unfold of an isolated action in the bleak cold of the Korean winter of 1951. An advance platoon of U.S. Marines is ambushed and cut to pieces by the Chinese Communists. Only 12 men manage to survive, hidden and camouflaged in the snowy hills. They regroup, and the dying lieutenant passes the command to the only other officer among them, Sergeant Towler, a Negro. When the lieutenant dies, the Negro sergeant removes his dog tag and holds it in his big
hand while he grieves and worries about the awful responsibility which is now his. The camera holds on the identification disk. The name on the dead lieutenant's dog tag is Toland.

The name appears only once in this brief scene. It is never heard. It is not even listed among the credits. In the cast of characters the dead man is identified only as "the lieutenant."

The name brought me up with a start. There was something about the dying lieutenant that made me think of the real Lieutenant Toland who died on Iwo Jima 15 years ago.

So strong was my feeling that next day I arranged to meet Hall Bartlett. I came right to the point and asked him how he came to choose the name of Toland for the lieutenant in his picture.

"He was a classmate of mine at Yale," he said. "He was one of the finest men I've ever known. This picture I've just made has a soul, so far as I'm concerned, and I wanted to honor Ben's memory. That's why I gave Ben's name to the lieutenant. Why do you ask me about this?"

I couldn't answer for a moment. Then I told Mr. Bartlett that Ben Toland's parents and I have been friends for 15 years. We were brought together when I came across their son's story in an obscure notice; and asked their permission to circulate it, so that his last actions would move and inspire others as they had me.

They deserve to be recounted here, to touch the hearts of all those who respond to the simple goodness of a young man's heart.

On the night before he went into action for the last time, Ben Toland wrote home to his parents and laid on them the solemn charge to "take care and nurture what we are fighting for." Then he scribbled his will. From his modest $3,000 estate he bequeathed 40 per cent to the cause of labor-management peace, giving 10 per cent each to the CIO and the AFL, and 20 per cent to the National Association of Manufacturers.
To the Congress of the U. S. for research toward "a farsighted foreign policy" and "a better government for all the people in the country, instead of merely the organized pressure-groups," he left 20 per cent. To St. Paul's School and Yale, he left 20 per cent and 10 per cent. To the N. Y. Times annual Christmas charity fund, and to the Protestant Episcopal Church, of which he was a member, he left 5 per cent each.

He gave away everything he owned and then, next day, Benjamin Rush Toland, Lt., U. S. Marines, gave his life to his country.

LETTER TO A GRANDSON

In 1929, when Francis Day Rogers, '31, was a Fourth Former, he received the following letter from his grandfather, the late Albert Morton Day, who had been a boy at St. Paul's in its very early days (1860-1862).

The Raymond
Pasadena, Southwest California
Febry. 9th, 1929

Master Frank D. Rogers
St. Paul's School, Concord, N. H.

Dear Frank:

It was very fine of you to give up enough of the time which you have, outside of your studies, to write me such a good letter as has just reached me, and it is much appreciated. Your acct. of the dedication of the War Memorial is most interesting. It would have been a great pleasure to me to be there. It may be that I am the oldest living graduate of St. Paul's, and Mr. Knox's statement has finally come true. You know he has been asserting it for at least five
years. The last time I was at the school, I hardly knew where I was, all was so changed, since my time, and doubtless other changes have been made since. None of the happy boys that are there now can get any conception of what the school was in my day. You have many luxuries which to us in those days were almost unheard of. But I doubt if the standards are any higher, or the facilities for education any better. And probably you don’t have any more fun, although you get it in a much more polished manner. You present luxurious young gentlemen would not demean yourselves, by going into what we called the gym, and squash was not heard of. But we were a pretty rugged lot and most of us managed to hold our own in the world, in a tolerably decent manner. I should like to go up and look the place over once more, and try to remember where and how so many pleasant days were passed. But that can not be. It was a good school then, and it is a good school now. Do all you can to maintain its honor and reputation.

Affy:

GRANDPA DAY

FORTY YEARS AFTER

At Anniversary 1960, the paper which follows was read at the Form of 1920’s reunion dinner.

After forty years, the pilgrim sets out for Concord questioningly, his emotions turbulent. There is the thrill of rediscovering, perhaps, the glory of morning in the glow of evening, of recapturing nostalgically some lingering ray of the dreams he had when he was eighteen, of tearing off the blindfold of sophistication and looking on the world again with the innocence of his youth. There is the fear that maybe the citadel of his young faith will prove to be a mirage, no living, throbbing, pulsating thing but brick and stone and a cemented shell peopled by pallid ghosts. There is the dread that a return to St. Paul’s will revive hopes that long since have smouldered into ashes and point to pathways which once seemed to lead to turreted bastions and festooned pastures, and to which he has lost his way.

As destiny would have it, this pilgrim returned to Concord over the rails instead of the road. And that was well. With eyes closed as the conductor twanged “Naswerway” and “Manchester Union Station” he was back in the “special” once more, joking, rollicking, roysterimg, recounting brave triumphs of the vacation period and renewing friendships which weeks and months had separated. Faces, fresh young faces, took on living form again. Voices echoed down the years, laughing voices resonant with certitude.

The conductor’s cry of “Concord” broke in upon this revery. The dome of the State House glowered sullenly across the murky railroad yards. The end was near of a long, long road which had twisted tortuously through many lands and many eons, across dark bogs of sorrow and dire sloughs of disillusionment, or up, as Icarus soared, to bask for a while in the triumphs of the morning sun.

Perhaps the school bus would be waiting at Concord station or one of King’s limousines. Instead, as if the gods were angry, thunder rolled as the pilgrim stepped into sheets of driving rain. There was no bus, no car. Explaining, the station agent drawled: “This school out Hopkinton way, St. Paul’s, is having something called Anniversary.” And so all the cabs were out. Again
this was well. It gave the pilgrim time— a long time it turned out to be—to break from the gossamer of evanescent dreams and face what was stark and real, in all humility.

Back in the teens and into 1920, St. Paul's filled the pilgrim's sack with many things, some grains of knowledge, some kernels of faith, some granules of fair play, honor and decency. It forged links of friendship and furnished a riot of memories, now mellowed by age. The pilgrim with his comrades prayed for the peace of Jerusalem, burned faltering words into the HORAE, tackled and tumbled on the Lower Grounds, dipped his oar into Penacook's fair waters. Wisdom had been unfolded to him in study and classroom and in the more intimate colloquy with "Jimmy" Knox, "Chappy" Scudder, Henry Kittredge, "Gil" Winant Ned Toland and many others. Finally, he had suffered the climactic day when "Saviour, source of every blessing" bade him solemnly to start down the dusty road which lost itself beyond the nearest horizon.

Soon the light and confident step with which the pilgrim set out became heavier as the road which had seemed so straight and so clear proved to have many turnings and blocks to stumble over and pitfalls to stagger into. The pilgrim's pack, which he had borne so lightly in the first days, had become a burden. But there had been no turning back. The road had led into nothingness, toward oases which seemed so close, suddenly to vanish, and the pilgrim had come to know that he had to trudge his road alone. In solitary communion he had to force his step, which was wearying, through the darkness of pelting storms and tempests which mounted in ferocity. To the goal. What goal? Sometimes it looked like a shimmering city. Other times, it shone like a palace of kings. Another time still it lay off the road, a quiet abode sheltered in monastic retirement. But as the days, the years, lost themselves in a kaleidoscope of racing strides and limping pauses, the certainty grew that at the road's end lay the mighty fortress that is our God.

But what of St. Paul's, you say? The pilgrim has gone full turn along the world's highways and has come back. It is afternoon in Concord. The sun has burst through the clouds. It is time to muster the courage, which had failed for a while, to go alone, before the others come, and listen to the echoes of the things St. Paul's had tried so hard to say so long ago. The last step had to be taken, and the pilgrim gripped hard as the precious landmarks rose ahead. It was past the morning hours, and there was no living thing in the silent emptiness. There was stillness only, and gentle peace. Then in a twinkling, what had seemed complex and baffling became simple and clear. St. Paul's, drowsing in the noonday sun, was the Roman atrium where the young gladiators waited to march out and break a lance against oblivion in the battle of mankind which has no end. It was Roman spiritually, too, the continuity which is called eternal, the extra dimension which is immortality.

Then, around the pilgrim, St. Paul's sprang to life. They were there—or is it "Here we are"?—older boys speculating sagely, younger boys shouting unconcernedly, boys in clusters and the solitary ones, boys animated and the quiet ones, boys strong and the milder ones. He knows them all, the pilgrim does, and longs to meet them again. The need for solitude has passed. The yearning for companionship has come. It is time to be among friends.

Robert T. Pell, '20
A TRIBUTE TO HENRY GRAFF TREvor, '16

Editor's Note: Last August, the article of which we print a translation below was published in several Mexican newspapers. We are placing it here, instead of among the other notices of deaths of St. Paul's alumni, because we believe that it has special significance. Though engaged in pursuits remote from politics, Henry Trevor did his country good in Mexico; and the article itself, in both form and content, reminds us of what good friends our country has abroad.

A GREAT PHILATELIST HAS DIED

On August 9, Mr. Henry Graff Trevor died suddenly; and he was buried on the 10th in the American Cemetery.

Mr. Trevor was born in Southhampton, Long Island, New York, and was 62 years old when he died. He studied at St. Paul's School, New Hampshire, and at Harvard University. He came to our country to settle here in 1950 with his distinguished wife, Mrs. Mary Dixon Trevor, today his widow.

Mr. Trevor devoted himself to the study of old Mexican stamps and became one of the most eminent philatelists in this field, especially in regard to cancellation marks: those that antedate the use of postage stamps and those used on the first stamps issued in our country.

Here as well as abroad, he was considered an authority because of his great competence, and his opinions were always taken into account because of his profound knowledge, his rectitude and his integrity.

For several years, he carried out investigations in relation to the falsifying of stamps, because he was always of the opinion that to eliminate the illegal traffic in them was the only way to restore the prestige of Mexican philately. Thanks to him, it acquired large proportions in all countries of the world but especially in the United States of North America. He belonged to the Mexican Philatelic Association, the Elmhurst Philatelic Society, and the American Topical Association, and together with Mr. John Bash of New York was considered the greatest expert on matters pertaining to the antique stamps of Mexico.

Although he was born in the United States, the love which he bore the country of his adoption, probably stimulated by his interest in the stamps of Mexico, made him feel like a Mexican, and consequently, he was a defender of everything connected with his adopted country.
He was known in all social circles. Everyone with whom he had dealings felt for him an unusual esteem because in all aspects of his life he was gentlemanly, obliging, prompt and generous with his help to anybody who requested it.

As a proof of this affection which he knew how to arouse in his fellowmen, people of every social circle gathered together at his funeral to say good-bye to the great friend, to the expert philatelist, and to the gentleman.

Mexican philatelists were present to manifest their esteem and their grief, commenting one to another that abroad, especially in Chicago and New York, the same painful impression of having lost someone irreplaceable would be produced when his death became known.

TO J. G. W., IN MEMORY

What about John Gilbert Winant? Why is he gone,
He who was so long a leader in freedom’s van?
Whatever has happened to him, this we may know:
That here was a man.

Living intensely through life in the grip of his will,
Guided itself by an idealistic mind,
He held to one uppermost thought every waking hour —
And that was “mankind.”

He worked himself threadbare in the service of men;
Ill and his powers gone, and with that impressed,
He set a little ahead the time he would go —
And now he's at rest.

Selfless and independent, that was our friend;
Having served always, his power to serve now done,
Becoming a drag on his friends he could not endure,
And so he is gone.

Here was a great life, filled with modest outgiving;
Why should one sad act tarnish in anyone’s mind
A record so fair, of such long, high self-denying
That he has left behind?

JAMES G. KING, '16
NEW AND RETIRING ALUMNI FUND CHAIRMEN

John P. Humes, '39, a Form Agent since 1948, is the new Fund Chairman. Graduated from the School of Public and International Affairs at Princeton in 1943 and from Fordham Law School in 1948, he is a partner of the New York law firm of Humes, Smith & Andrews. He won the New York State Squash Racquets Championship in 1951 and is a former President of the U. S. Squash Racquets Association. Humes is Vice President of the Board of Trustees of the Fay School and a Director of the Fiduciary Trust Company. He and Mrs. Humes (Vassar, 1945; Cornell Medical School, 1949) live in Locust Valley, Long Island, and have five sons.

Colton P. Wagner, '37, is retiring as Alumni Fund Chairman. The Fund (to go back a few years before he and his Committee began their three years tour) stood in 1953 at $53,000—the record up to that time. During the tenure of Colton Wagner and his Committee, the annual total has risen $27,000, from $69,763 in 1957 (the year following the Centennial Fund drive) to $97,213 in 1960, an average increase of $9,000. The Fund has not quite reached the $100,000 goal which this Committee set, but it has besides breaking the 1955 record ($90,000), resulted in what is so far the largest of the Alumni Association's annual gifts to the School.

MEETING OF THE STANDING COMMITTEE

The annual meeting of the Standing Committee of the Alumni Association of St. Paul's School was held in New York at the Racquet and Tennis Club on the evening of Monday, November 21st, 1960.

The President, William Everdell, 3d, '33, welcomed the new members of the Committee and the Association's guests, who this time included the Rector,
Mr. Forrester A. Clark, Chairman of the Parents' Committee, F. Skiddy von Stade, Jr., '34, Dean of Freshmen at Harvard, Messrs. Herbert Church, '40, and Austin P. Montgomery, both masters at the School, John P. Humes, '39, Chairman of the 1961 Alumni Fund, and Harry W. Havemeyer, '48, Co-Chairman of the Hockey Committee. In all, forty-two were present — among them six former presidents of the Association, four former chairmen of the Alumni Fund, and six of the Regional Chairmen — of whom C. P. Stevenson, '37, of Buffalo was declared by the President to merit the honor of having made the longest journey to the meeting. P. H. Watts, '27, of Washington, D. C., being the closest contender.

Mr. Havemeyer reported on the Christmas hockey game to be played December 14th in New York (see page 136 for further particulars) ; and J. B. Edmunds, '19, reported optimistically on the state of the ALUMNI HORAE.

The Treasurer's Report (see the Financial Statement, page 169) was presented by John D. Souther, '53, Assistant Treasurer of the Association. The most important fact was that the 1960 Alumni Fund had broken all previous records — by over $7,000 (A full report of the 1960 Fund is enclosed with this issue of the ALUMNI HORAE).

Colton P. Wagner, '37, Chairman of the 1960 Fund, made a motion, which was seconded and unanimously carried, that the sum of $71,000 be given by the Association to the School. This is the largest amount ever given to the School by the Association.

The President appointed John P. Humes, '39, Chairman of the 1961 Alumni Fund, Harry W. Havemeyer, '48, Chairman of next year's Hockey Committee, and John B. Edmunds, '19, Editor of the ALUMNI HORAE.

Rowland Stebbins, Jr., '27, Chairman of the Nominating Committee, presented the Committee's recommendations for elections to the Association's Executive Committee. These recommendations were unanimously accepted and the new Committee was elected. (See the next to last page of this issue of the ALUMNI HORAE).

The Standing Committee next heard interesting talks by two of the masters at the School. Mr. Montgomery spoke chiefly about lectures being given in some of the courses at the School and about the long papers older boys are required to write in some of their subjects. (On pages 145 and 146, above, the reader will find some account of this matter). Mr. Church also dealt with teaching at the School, mainly in regard to the question of how much, or how little, should be done at the School for the specific purpose of preparing boys to answer the type of questions being asked in present-day College Entrance Board examinations, particularly in English, pointing out that whereas the main way to learn still was to read, the modern questions had the useful purpose of compelling teachers and students to pay meticulous attention to structure and meaning of language.

The Chairman of the Parent's Committee, Mr. F. A. Clark — father of four St. Paul's boys — reported on the work of his committee and on the current Parents' Fund, which is larger than it was at this time last year, in respect both to the number of contributors and to the sum so far raised.
F. S. von Stade, Jr., '34, spoke of the problem of admission to college as seen from the viewpoint of an admissions officer in a large university. (Rather than summarize what he said, we refer to pages 148-150, above, where we have printed what he wrote out beforehand — unfortunately without one or two amusing anecdotes he later added).

The Rector, whose remarks wound up an excellent evening, started off by taking notice of Mr. von Stade's concluding observation in regard to scholarship aid at the School (see page 150): Mr. Warren made the point that, financially speaking, the problem of parents with children in school was different to that of those with children in college — they had at least twice as long a period of strain to look forward to and cope with. He then went on to speak of what the School was trying to do and of what it stood for: he emphasized the importance of creating an atmosphere in which boys should positively wish to work hard, by their own desire and effort accelerating the pace of progress in studies. The creation of such an atmosphere, as we understood the Rector, was a task not only for schools and teachers, but also for parents and for the country as a whole: since the attitude of pupils which in the last analysis made teaching possible actually had to begin before school age and to be sustained thereafter not only by schools but by the whole tone and tenor of the mature generation and of the country's civilization. This we thought to be the burden of the Rector's remarks, which were informal and delightful, but it was by no means the whole of them: he mentioned specifically a number of interesting happenings and developments at the School and concluded with a graceful expression of his gratitude to the Trustees and to the Alumni.

After Mr. Warren had spoken, Dr. Neergaard led the singing of Salve Mater and the meeting adjourned.

THE CHURCH SERVICE ON LONG ISLAND

On Sunday, November 20th, the Rector preached at a special service held at St. John's Church in Cold Spring Harbor, Long Island. It was a beautiful fall day, and the service was well attended by alumni and friends from all over western Long Island, as well as by what appeared to be a line-up of young prospects in the front pews. The St. John's choir — including Mr. and Mrs. Richard B. McAdoo ('38) and Mr. and Mrs. Peter H. Nicholas ('35) — sang "Oh Pray for the Peace of Jerusalem" and other familiar music. After the service the Rector and Mrs. Warren met with the congregation at an informal gathering in the parish house.

The arrangements had been made by a number of alumni, headed by Peter H. Nicholas, '35, and William Everdell, 3d, '33, who took advantage of the Rector's trip to New York for the Standing Committee meeting. The Long Island group is very grateful to the Rector and Mrs. Warren for their visit; they will be hard pressed to make it an annual event.

George N. Lindsay, Jr., '37
ALUMNI ASSOCIATION FINANCIAL STATEMENT
FOR THE FISCAL YEAR ENDED SEPTEMBER 30, 1960

CASH BALANCE — beginning of fiscal year ........................................ $74,657.48

Less:

Last Year’s Transactions

Completed in the Current Fiscal Year

Donations to St. Paul’s School:

Annual alumni funds .......................................................... 63,000.00

Adjusted Cash Balance — beginning of year ................................ 11,657.48

Add:

Net Current Income

Current receipts

Contributions to alumni fund ........................................... $97,454.75
Investment income .......................................................... 1,682.20

99,136.95

Current expenditures

General office expense ..................................................... 12,218.32
Alumni fund campaign ..................................................... 2,642.51
Publications .................................................................. 10,591.67
Church service .................................................................. 220.84
Dinners and teas ............................................................... 112.23
Pension ........................................................................ 2,400.00
Miscellaneous ................................................................. 10.94

28,196.51

Net current income ............................................................. 70,940.44

Hockey Game

Gross receipts ................................................................. 6,381.44
Expenses .......................................................................... 2,720.49
Net receipts ................................................................. 3,660.95

Less: Donations to Advanced Studies Program ...................... 3,655.56

5.39

Cash Balance — close of fiscal year ........................................ $82,603.31

Note: Since the close of the fiscal year, by vote of the Standing Committee, a gift of $71,000 has been made to the School from the 1960 Alumni Fund.

As we go to press, we want to include the information, just received, that the Pelican, which, so far as finances are concerned, operates independently of the School, needs more “outside” subscriptions than it yet has — about two hundred more would “make all the difference in the world.” Subscriptions for the remainder of the year (winter and spring terms) to both the Pelican and the Pictorial cost four dollars.
EDITORIAL

The task of editing the ALUMNI HORAE is to no inconsiderable extent that of making oneself a nuisance, by letter and by telephone, to quite a large number of hard-working and long-suffering people. For weeks before an issue goes to press, we are pouring forth a stream of demands on people who are busy and on people who have earned the right not to be busy: asking for information, for articles, for pictures. Hardly a day passes without our interrupting the work of the Alumni Association’s New York office, or of its Concord office, or of the Rector’s study, to interrogate Mrs. Sheppard, or Miss King, or Mr. Spencer, on some point or other, often very minute. For it is thanks to the interest and helpfulness of many people that the ALUMNI HORAE, issue by issue, succeeds in coming into existence, and that it contains no more errors and blunders than it does. We wish here to express our gratitude for the kindly patience which our importance has invariably met.

The ALUMNI HORAE seeks, as it always has sought, to do at least two things: to give the Alumni news of each other, and to give them news of the School. In its efforts to fulfill its latter function, the ALUMNI HORAE has been supported this time, not only by an unusually large number of contributions from masters at the School, but also by the boys there, whose newspaper, the Pelican, is this year particularly interesting and well written.

In this issue of the ALUMNI HORAE, we have already reprinted four articles from autumn issues of the Pelican, and now, by way of sequel to our own editorial, we are going to include still a fifth — the Pelican’s editorial in its issue of November 11, 1960. If, at first glance, the Editor of the Pelican should seem to some ALUMNI HORAE readers to be ill-tempered, we would point out in his defense that he was replying to an attack on people whom it is but natural for him to hold dear — an attack so sweeping and contemptuous in its nature, moreover, that the chief wonder is that he could write with such civility as he has. Whether the attack was worth replying to is of less interest than the fact that he chose to reply. We think what he wrote deserves wider circulation than the Pelican can give it: here it is.

The Select Seventeen

Robert Gutwillig’s article, “The Select Seventeen: A Guide To Upper Class Education,” in the November issue of Esquire, is at best useless, and probably dangerous. It is useless because anyone who has any real understanding of the schools about which Mr. Gutwillig writes knows a lot more than he does, and those without understanding but with a little knowledge or prejudice already feel as he does. It is dangerous because those without knowledge or prejudice (if there exists anyone without prejudice on this subject) will gain from the article a distorted and incomplete picture of what Mr. Gutwillig quotes C. Wright Mills as calling “the private school . . . a
unifying influence, a force for the nationalization of the upper classes."

Like all the most devastating untruths, Mr. Gutwillig's article is based on truth. He sounds as if he has not quite made up his mind whether the select seventeen, and particularly the select six, the St. Groton schools (Groton, St. Paul's, St. Mark's, St. George's, Middlesex, and Kent), are as grand as they appear, or as rotten as many people think they are. Yet one is certain when the article is over that, despite all his affirmations of the schools' "new look," the impression left is that he still thinks they are very nasty.

We won't attempt a resume of Mr. Gutwillig's article; we are all only too familiar with the standard cries—the sick aristocracy, the snobbish selectivity, the athletic fanaticism (hardly applicable to St. Paul's, for better or for worse), the brutal but masqueraded competition among the boys.

We will say this: at most the article presents only half the picture at St. Paul's and probably at the other sixteen. On all sides a growing awareness of the troubled and demanding world and its inescapable responsibilities has forced a sobering and serious turn. We are still selective to the extent that Paulies are more likely to wear flannels than khakis, or to read the New Yorker rather than the Saturday Evening Post, but there is a distinct and rapidly growing cosmopolitan atmosphere here, greatly encouraged by our foreign students, and the School is certainly not provincial.

It is not true that "at school, there is no hero like an athletic hero." The qualities most respected at St. Paul's are integrity, intelligence, good humor, and athletic prowess, generally in that order.

Mr. Gutwillig almost betrays his emotionalism when he describes the vacationing "preppie." He seems to think that all boarding school boys live in New York City, but, as we can say to just about everything he says, it's true for a few but not for all.

The most unfortunate picture, implied throughout, is of the school as a machine, turning out products who are almost totally shaped by the school. True, every school leaves its mark, but a boy would have to be nearly brainless if a school is to be such a mold, and brainless boys, even rich brainless boys, are a rarity.

Mr. Gutwillig praises the new directions of the select seventeen; then why does he find them so distasteful? One need only to experience the open-hearted comradeship of boarding school, or the satisfaction of exerting oneself in so stimulating a society, to appreciate that what Mr. Gutwillig lacks is not knowledge, but understanding.
FORM NOTES

'03 — The Atlantic Monthly for October 1960 has for its cover a portrait of SAMUEL ELIOT MORISON and for its leading article a chapter (entitled Why Japan Surrendered) taken from the fourteenth and final volume of his History of U.S. Naval Operations in World War II, published in October by Little Brown. Last spring Admiral Morison was awarded the honorary degree of Doctor of Laws by Bucknell University—as well as by Boston College, as noted in the summer ALUMNI HORAE.

'02 — Last spring JOHN B. HOLLISTER was awarded the honorary degree of Doctor of Laws by the University of Cincinnati.

'13 — Dr. JOHN F. ENDERS received the honorary degree of Doctor of Science from Tufts University last spring.

'19 — Major General WILLIAM S. BIDDLE, deputy commander at 5th Army Headquarters, Chicago, retired October 26th. An article about Biddle was published in the Chicago Sunday Tribune for October 23rd.

'21 — PHILIP W. BONSAL, American Ambassador to Cuba, left Cuba for good on October 28th, and was reported at that time as scheduled to become U.S. Ambassador to the Organization of American States.

'23 — CHARLES F. BOHLEN is to become Assistant Secretary of State for International Organization Affairs, on January 1st, 1961. He has been Acting Assistant Secretary for International Organization Affairs since last September 26th. On September 16th, Bohlen was appointed by the Secretary of State to direct the development of U.S. tactics and strategy for the autumn session of the United Nations General Assembly. Last spring Bohlen received the honorary degree of Doctor of Laws from Michigan State University—as well as from Harvard University, as noted in the summer ALUMNI HORAE.

'25 — WINTHROP G. BROWN was appointed last summer Ambassador to Laos and promoted Career Minister in the State Department’s Foreign Service.

'28 — PHILIP K. CLOWE, American Ambassador to the Union of South Africa, was recently presented with the Yun Hui decoration by the Republic of China for his war service in China.

'31 — Dr. HENRY H. BREWSTER is Associate Professor of Psychiatry at the University of Colorado Medical School.

'31 — THOMAS ROBB was appointed in September a senior vice president of the Morgan Guaranty Trust Company of New York.

'32 — DALLAS B. PRATT is Chairman of the Halcyon Foundation, which is sponsoring the American Museum in Britain. Opening in the summer of 1961 at Claverton Manor near the city of Bath in the southwest of England, this will be the first museum of the American decorative arts ever to be established permanently outside the United States.

'34 — WILLIAM S. PIER has resigned as chief counsel for the Utah Construction and Mining Company to become attorney for the Atom Products Division of the General Electric Company. He lives in Ross, California.

'37 — Among the eight candidates proposed by the nominating committee for the office of Bishop Coadjutor of the Protestant Episcopal Diocese of Pennsylvania—to which office Suffragan Bishop Armstrong was elected on November 2nd—were the Reverend JAMES R. MACCOL, Rector of St. Thomas’ Church, Whitemarsh, and the Very Reverend PAUL MOORE, JR., Dean of Christ Cathedral, Indianapolis.

'37 — SHERWOOD ROLLINS, JR., has been elected vice president of General Public Relations, Inc., New York.


'39 — CHARLES F. CULVER has been appointed assistant secretary of the personnel department of the Connecticut General Life Insurance Company in Hartford.

'40 — JOHN V. LINSAY (R) was re-elected November 8th to the U.S. House of Representatives from New York’s 17th District. An article based on an interview with Mrs. Lindsay, appeared recently in the New York Herald Tribune. The article, by Priscilla Chapman, points out the “split-level life” led by Congressmen’s families and concludes that less frequent Congressional elections might be an improvement as well as a relief.

'41 — ARCHER HARMAN, JR., has been elected headmaster of St. George’s School. An article about Harm’s appointment appeared in Newsweek for September 26th.

'42 — Dr. WILLIAM T. CLOSE was described in a dispatch from Leopoldville, "The Congo” dated August 30 and printed in the New York World Telegram and Sun as one of Leopoldville’s most heroic figures: he was at that time the only regular surgeon in an 1800-bed Congolese hospital. Close, former
chief resident surgeon at the Roosevelt Hospital in New York, had gone to the Congo last spring with the Moral Rearmament Force.

'42 — Malcolm McLane, a partner in the law firm of Orr and Reno, in Concord, N.H., is legal advisor to Dow Academy, Littleton, N.H., now in process of changing into Franconia College. McLane is also a member of the Concord Board of Aldermen.

'42 — Robert S. Willies is assistant manager of the First National City Bank of New York in Bogota, Colombia.

'43 — Donald M. Culver's new address is: Suite 1116, Mile High Center, 1700 Broadway, Denver, Colorado.

'43 — Capt. Benjamin Rush, 3d, U.S.A. is stationed at Ford Ord, California.

'47 — Henry McKean Ingersoll has been elected Captain of the First Troop Philadelphia City Cavalry.

'47 — Edward Sawyer has opened a law office at 2002 Carew Tower, Cincinnati, Ohio.

'48 — Dr. Herbert Barry, 3d, is Assistant Professor of Psychology at Yale University.

'48 — The Reverend Leslie L. Laughlin, Jr., is studying at St. Augustine's College, Canterbury, England.

'48 — James H. O'Neill is vice president of Ted Bates & Company, Inc., 666 Fifth Avenue, New York.

'49 — Walter B. Carnochan received his Ph.D. degree at Harvard this year and is an instructor in English at Stanford University.

'49 — Andrew V. Stout, 3d, has been made a general partner in the firm of Dominick and Dominick, New York.

'50 — Roderick H. Cushman has been appointed vice president of Robert Winthrop and Company, 20 Exchange Place, New York.

'51 — Hovey C. Clark is in Washington, D.C., where his address is: 1544 30th Street, N.W. He is in the Foreign Service of the State Department and has been assigned to the Commodities Division of the Bureau of Economic Affairs. Clark received the degree of Master of Public Affairs last June from the Woodrow Wilson School at Princeton.

'52 — Rector K. Fox, 3d, is working with the Cooke Trust Company, Ltd., in Honolulu.

'52 — Roger F. Mills is working with the William H. Muller Shipping Corporation, 25 Broadway, New York, and living at 66 Cranberry Street, Brooklyn 1, N.Y.

'52 — Philip Price, Jr., is in his final year at the University of Pennsylvania Law School.

'53 — Paul Moore Denison's new address is: 2988 Pacific Avenue, San Francisco, California. He is working with the Crocker-Anglo National Bank.


'53 — Harmin Vischer Wood is working with the Atlantic Mutual Insurance Company in New York.

'54 — Arthur Whitney Ellsworth is an associate editor of the Atlantic Monthly. He has been assigned to the 588th Army Security Agency, an Army Reserve unit in Boston.

'54 — James R. Houghton's new address is: 459 East 51st Street, Apt. 4-D, New York 22, N.Y.

'54 — G. Edward Stevens has returned from Germany, where he was stationed two years with the Army Medical Corps, and has been working since November in the executive training program of the Manufacturers Trust Company, New York.

'54 — Duncan Whiteside is working at the Chase Manhattan Bank, New York, in a program of management training for overseas service to begin next spring. His address is: 40 West 88th Street, New York 24, N.Y. Whiteside spent three years (1953-1958) in the U.S. Army Security Agency. At Harvard he completed honors concentration in Slavic Languages and Literatures and graduated in the summer of 1960. He was a guide at the American National Exhibition in Moscow during the summer of 1959.

'55 — J. Howard Bolton is at the London School of Economics. His address is: c/o Venezuelan Consulate, London.

'55 — Nicholas W. Craw is living at 2727 P Street, N.W., Washington, D.C.

'55 — George E. Fisher, Jr., is stationed in Naples, Italy.

'55 — Charles G. Meyer, 3d, is at the Yale School of Architecture.

'55 — Lt. Peter R. Ward, U.S.M.C., is stationed on Okinawa.

'56 — R. Dean Palmer is teaching History at the Charles Wright Academy in Tacoma, Washington, and is also the academy's director of physical education.

FACULTY NOTES

Philip E. Burnham wrote one of the chapters in Essays on the Teaching of English, a book recently published by the National Council of Teachers of English.
Daniel K. Stucky has been appointed a member of the College Board’s committee preparing next year’s Latin examination. The Reverend Robert L. Curry (1939-1943), headmaster of Lenox School, received an honorary degree at Kenyon College this autumn.

**MARRIAGES**


'17 - Dr. Carnes Weeks to Miss Ellen E. Jordan, daughter of Mrs. Frances A. Phillips and Mr. Dudley Cress Jordan of Tulsa, Oklahoma, on September 22, 1960, in New York.

'24 - Harry Carter Milholland to Miss Marion Bock Kellogg, daughter of the late Mr. and Mrs. Louis C. Bock of New York.

'25 - McClure Meredith Howell to Emil Gillette Irving, widow of Peter Irving of New York and daughter of the late Mr. and Mrs. Lowry Gillett of New York, on September 14, 1960, in New York.

'27 - Harry Ingersoll Nicholas, Jr., to Mrs. Josephine Auchincloss Betner, daughter of Mr. Charles C. Auchincloss of New York and the late Rosamond Saltonstall Auchincloss, on October 3, 1960, in New York.


'31 - Richard King Thornrike to Mrs. Mercy Bours Archibald, daughter of Mr. William Alsop Bours, on October 1, 1960, in Jacksonville, Florida.

'42 - Robert Storm Willis to Miss Delaune Swendby, daughter of Mr. and Mrs. Clare Swendby of Seattle, Washington, on September 8, 1960, in Seattle, Washington.

'46 - Jeremy Belknap Whitney to Miss Anne Billington Ensworth, daughter of Dr. and Mrs. Herbert Kleber Ensworth, of Ithaca, New York, on October 22, 1960, in Ithaca, New York.

'47 - Henry Pier Clifford to Miss Judith Holbrook Adams, daughter of Mr. and Mrs. Francis W. H. Adams of New York, on September 17, 1960, in New York.

'47 - John Montefith Gates, Jr., to Miss Letitia Ambrose of New York, daughter of Mr. and Mrs. Thomas Nathaniel Ambrose of Oklahoma City, on November 11, 1960, in New York.

'48 - John Wintrop Malcom to Miss Judith Canning Walsh, daughter of Mr. and Mrs. Raymond J. Walsh of Providence, Rhode Island, on September 24, 1960, in New York.

'48 - John Wintrop Otis to Miss Geo-
gette Patrice McDonald, daughter of the late
Mr. and Mrs. George D. McDonald of New
York, on September 3, 1960, in New York.

50—PHILLIPS CLARK to Miss Joanne Balch,
daughter of Mr. and Mrs. Severns Balch of
Kalamazoo, Michigan, on August 27, 1960, in
New York.

50—NORMAN FORBES MILNE, JR., to Miss
Anne Bonnet Dwyer, daughter of Mr. and
Mrs. Douglas W. Dwyer of Darien, Connecti-
cut, on September 24, 1960, in Darien, Connect-
necticut.

50—RICHARD PARMELE PAINE to Miss Carol
Harper Frost, daughter of Mr. and Mrs.
Rufus S. Frost of Worcester, Massachusetts,
on October 1, 1960, in Worcester, Massachu-
setts.

51—EVEN THOMAS FISHER, JR., to Miss
Leith Neidlinger, daughter of Mr. and Mrs.
Kalamazoo, Michigan, on August 27,
1960, in Greenwich, Connecticut.

51—NORMAN HENDERSON DONALD, 3d, to
Miss Hope Whitney, daughter of Mrs. James Knott of
Old Westbury, Long Island, New York, and
the late Robert Bacon Whitney, and step-
daughter of James Knott, 28, on September
24, 1960, in Westbury, Long Island, New
York.

53—DOUGLAS ROBINSON, JR., to Miss
Cecilia Jeanne Halpern, daughter of Mr. and
Mrs. John M. Halpern of New York, on

53—FRANK ALDRICH EDWARDS, 2d, to Miss
Carolyn Van Vleck, daughter of Mr. and Mrs.
Howard A. Van Vleck of Montclair, New
Jersey, on September 10, 1960, in Montclair,
New Jersey.

53—GEORGE EDWARD FISHER, JR., to Miss
Anne Rulon Nichols.

BIRTHS

32—To Henry Cadwalader and Mrs.
Cadwalader (Caroline Bailey Sceley), a son,
Henry, Jr., on August 7, 1960.

44—To James Hickox and Mrs. Hickox,
their second child and first son, James, Jr.,
on June 22, 1960.

44—To Prince and Princess Edward Au-
gust Lobkowicz, their first child, a son, Ed-
ward Xavier, on October 18, 1960.

45—To Chauncey Goodrich Parker, 3d,
and Mrs. Parker, a son, Chauncey Goodrich,
4th, on August 16, 1960.

47—To the Reverend G. P. Mellick Bel-
shaw and Mrs. Belshaw (Elizabeth Wheeler),
their second child, a daughter, Elizabeth Mel-
lick, on October 2, 1960.

48—To Alfred Burton Closson, 3d, and
Mrs. Closson, a daughter, Laura, on June 30,
1960.
'87 — William Merwin Randol died May 14, 1960, in Baltimore, Maryland. Born August 11, 1869, in Passaic, New Jersey, the son of James Butterworth and Christiana Terrance Randol, he grew up in California, and entered St. Paul's in 1884. He rowed on the Halcyon crew and was Treasurer of the Mineral Club. After graduating from the School in 1887 and from Harvard in 1891, he went into the mining business in California, Colorado, and New York. He married Mary Lee of Baltimore and they lived many years in Colorado, where their six children were born. After 1925, they lived in Baltimore, and Mr. Randol was associated there with Baker, Wells and Company, a brokerage firm. Mrs. Randol died in 1958. He is survived by his daughters, Mrs. Colin MacLeod, Mrs. Halsey Barker, and Mrs. John Smoller; by his son, Dr. Charles Lee Randol; and by his sister, Mrs. Charles Carroll.

'90 — Edward Henry Wright died July 25, 1960, in South Orange, New Jersey. He was born February 13, 1873, in Newark, New Jersey, the son of Col. Edward H. Wright and Dorothea Mason Wright, entered St. Paul's in 1885, and graduated in 1890. Upon graduating from Princeton in 1894, he entered the law offices of McCarter, Williamson and McCarter in Newark, and supplemented his studies there with a course at the New York Law School. Admitted to the New Jersey Bar in 1897, he opened an office in Newark for the practice of law. In 1907 he was elected to the New Jersey State Legislature; and from 1913 to 1927 he was a member of the New Jersey Civil Service Commission. He is survived by his wife, Caroline Lesher Wright; by his son, Stevens T. M. Wright, 29; and by four grandchildren.

'91 — John Adams Chapman died January 11, 1960, in Lake Forest, Illinois. He was born in Chicago, July 29, 1873, the son of John Edwin and Mary Adams Chapman. He entered St. Paul's in 1889, graduated in 1891, and was a member of the Class of 1895 at Princeton. He was a director of the International Harvester Company—and in 1959 received from it a testimonial of fifty years of service. He was also a director of A. C. McClung and Company in Chicago and was associated with the investment firm of William Blair and Company. He is survived by his wife, Eleanor Chapman; by his daughters, Mrs. Francis Beidler, 2d, Mrs. Bernard Peyton, Mrs. J. Brooks Fanno, and Mrs. Thomas E. Wells; by his sister, Mrs. Morrill Dunn; by twelve grandchildren; and by two great-grandchildren.

'92 — David Henry Haight died September 5, 1960, in Toronto. At St. Paul's, he played on the Isthmian football team and twice broke the record for the mile run—in 1891, and again in 1892. For many years, he was in the lumber business in Canada. He is survived by his son, W. J. Haight.

'95 — Richard McCall Cadwalader, Jr., died September 21, 1960, in Chestnut Hill, Philadelphia. Graduated from St. Paul's in 1896 and from Princeton in 1900, he was for a time a member of the banking firm of Fanshawe, Cadwalader and Company in Philadelphia. He was greatly interested in yachting and in many other sports. In 1931 he built the yacht Fanavara, which he sold in 1938 to Kemal Ataturk. He married Emily Margaret Roebling, who died in 1941. His brother, Lambert Cadwalader, '95, survives him.

'95 — Donald Skelting Corson died September 23, 1954, in Oakland, California. Born March 29, 1877, at Grand Rapids, Michigan, the son of Robert S. Corson and Sarah Corson, he graduated from St. Paul's in 1895 and from Trinity College in 1899, and spent most of his life in California and Washington, engaged in lumbering and in the furniture business. He died in 1931 to Grace Pritchard, who died in 1931. He afterwards remarried and leaves a widow, a step-daughter, Mrs. Doris Langley, and a son by his first marriage, Robert M. Corson.

'96 — Herbert Reed Lawrence died July 8, 1960, in Tuxedo Park, New York. He was born in New York, August 3, 1880, the son of Frank Roberts and Eva Annette Reed Lawrence, entered St. Paul's in 1895, and graduated there in 1898. He was secretary of Douglas L. Elliman and Company in New York until his retirement in 1932. In the first World War, he was commissioned Major, Air Service, and was executive officer of the Embarkation Camp at Garden City, New York. He married Emily Foster Winslow, who died in 1943. His daughter, Mrs. Samuel S. Lionel, and his brother, Connor Lawrence, survive him.

'99 — George Thompson Lane died July 25, 1960, in New York. He graduated from St. Paul's in 1900 and from Yale in 1904, and was for many years a partner in the New York brokerage firm of Hallowell and Henry, later renamed Henry and Lane. He is survived by his wife, Dorothy S. Lane; by his
daughter, Mrs. Grace Pugh; by his sister, Miss Mary T. Lane; by a grandson; and by a great-grandson.

'01 — CHARLES STONE BULKLEY died October 22, 1960, in Summit, New Jersey. Graduated from St. Paul's in 1901, from Yale in 1905, and from the Columbia Law School in 1908, he practiced law in New York until his retirement twelve years ago: he was a member of the firm of Rounds, Dillingham, Mcade and Nagle. He was one of the founders of the Nantucket Yacht Club, and a summer resident of Nantucket for fifty years. He is survived by his widow, Marian Bulkley; by his daughter, Mrs. Barbara B. Watkins; by his son, Charles W. Bulkley, '35; and by four grandchildren.

'06 — ROBERT WOODWARD MORGAN died July 28, 1968, in East Islip, Long Island, New York. Born in Bordentown, New Jersey, the son of Charles and Clara Woodward Morgan, he entered St. Paul's in 1901, graduated in 1906, and was a member of the Class of 1910 at Harvard. In the first World War, he was a 1st Lieutenant in the Machine Gun Company of the 305th Infantry, 77th Division, in the Oise-Aisne and Meuse-Argonne offensives. He had been a member of the New York Stock Exchange since 1915, and was vice president of the Mohawk Valley Investment Company of Utica. Robert W. Morgan was the younger brother of the late Charles Morgan, '06. He is survived by his wife: Carol Robbe Morgan; by his sons, Robert W. Morgan, Jr., '32, and Matthew Morgan; and by four grandchildren.

'07 — JOHN CHEEVER COWDIN died September 15, 1960, in New York. The son of John E. Cowdin, he entered St. Paul's in 1900 and spent five years there, after which he went to work in New York as a messenger for J. P. Morgan and Company. He later became a bond salesman on the Pacific Coast for Bond and Goodwin, and was made manager of the firm's San Francisco office, and a partner. After the first World War — during which he was a Major in the Army and had a Washington assignment connected with aircraft production — he came back to New York, and there in 1920 he helped found Blair and Company, a large investment banking firm. Later he was one of the founders also of the Standard Capital Corporation; and he headed the negotiations by which this corporation bought control of Universal Pictures Corporation, of which he was board chairman from 1930 to 1939. He was chairman of the National Association of Manufacturers committee on government finance in 1942, and he became a director of NAM in 1943. In 1946 he was awarded the Stevens Institute medalion for "notable achievement in industrial finance and management". At the time of his death, he was financial adviser and vice president of the Pension Corporation, and a director of Curtiss Wright and various other corporations, most of them dealing in aircraft and in aviation products. When young, Mr. Cowdin was well known as a polo player — he had an 8-goal rating in the 1920's. He was a brother of the late Eliot Cowdin, '05, and the father of the late John Cheever Cowdin, Jr., '31. His wife, Katharine Andrea Cowdin, and his sister, Mrs. Charles Morgan, survive him.

'07 — KENNETH GOODING McCONNELL died September 4, 1959, in La Jolla, California. Born in Chicago, November 24, 1887, the son of John and Kathryn Gooding McConnell, he came to St. Paul's in 1901. He was a member of the Forestry Club, captain of the Shattuck crew, and vice president of his Form. On graduation in 1907, he went to the Biltmore Forestry School in North Carolina and there studied under Dr. Carl Schenk of Germany. Having finished his forestry course in 1909, he worked several years in Georgia and in Canada. He enlisted in the Navy in 1917, received a commission, and served two years on the Great Lakes. After the war, he was manager of the Paducah, Kentucky, plant of the Joyce Watkins Company of Chicago. From 1933 to his retirement in 1953, he worked in the Division of Forestry of the State of Kentucky — as Director of Forestry much of that time; he was also for three years (1944-1947) regional timber adviser in New Orleans for the O.P. A. and the War Production Board. When he retired, he spent a year travelling in the Caribbean, then settled in California, fulfilling a life-long desire to be near the sea. He is survived by his wife, Anita Thomas McConnell; by his daughter, Mrs. Patricia McConnell Endicot; by his son, Gus T. McConnell; by his brother, George Malcolm McConnell; by his sister, Mrs. Kathryn Ludlow; and by three grandchildren.

'12 — CHARLES EDWARD SCHALL died November 1, 1960. Graduated from St. Paul's in 1912 and from Harvard in 1916, he had been in business in California. He leaves a son, Gordon W. Schall, '35, and a grandson, Alvin A. Schall of the Fifth Form.

'12 — ABBOT TREADWELL, JR., died November 24, 1969, in New York. The son of Abbot Treadwell, '81, who was a master at the School from 1902 to 1935, he entered St.
Paul's in 1906, graduated in 1913, entered Harvard, and received an A.B. degree there in 1917. He was commissioned a 2nd lieutenant in the first World War, served in France with the 23rd Infantry, 2nd Division, and was awarded the Croix de Guerre and a Divisional Citation for gallantry at Saint Etienne. He had retired in 1959 as head cashier at the office in the Empire State Building of the American Viscose Corporation, having previously worked with Lee, Higgenson and Company, members of the New York Stock Exchange. He is survived by his wife, Grace Badger Treadwell.

13 - Joseph Murphy Gazzam, Jr., died March 16, 1960. Graduated from St. Paul's in 1913, from Harvard in 1917, and from the Law School of the University of Pennsylvania in 1921, he was admitted to the Bar of Philadelphia County and of the Supreme Court of Pennsylvania, and practiced law in Philadelphia up to the time of his death. He was in the U.S. Army in both World Wars: 1st Lieutenant, Field Artillery in the first, and Captain, USAAF, in the second. He is survived by his wife, Laura Garrison Gazzam; and by his son, Joseph M. Gazzam, 3d, '48.

13 - William Gibbs McAdoo died in New York, N. Y., November 28, 1960. He graduated from Princeton in 1917 and was a Navy pilot in the first World War. In recent years he had been operating a farm near Centreville, Maryland, until taken ill about a year ago. He is survived by his wife, Valerie Vernam McAdoo; by his daughters, Marguerite McAdoo and Mrs. Richard Wheatland, 2d; by his sisters, Mrs. Clayton Platt and Mrs. Darragh Park; and by his brother, Francis H. McAdoo, '06.

15 - Henry Percival Glendinning died July 17, 1960, in Chestnut Hill, Philadelphia. He graduated from St. Paul's in 1915 and from the University of Pennsylvania, where he was Class Treasurer, in 1919. He enlisted in the Marine Corps in 1917, served in France in the 5th Marine Regiment, 2nd Division, U. S. Army, and took part in many major engagements; he received a battlefield commission in July 1918, was promoted to 1st Lieutenant a month later, and was awarded the Croix de Guerre, the Navy Cross, and several Divisional Citations. After the war, and after completing college, he went into the brokerage business in Philadelphia; up to his retirement in 1950, he was a partner in Robert Glendinning and Company. For twenty-two years he was a trustee of the Chestnut Hill Hospital— he was the Hospital's president for six of those years, and administrator as well as president for three years during the second World War. Glendinning is survived by his wife, Virginia Roberts Glendinning; by his sons, Henry Percival Glendinning, Jr., '43, and Robert Glendinning, 2d; by his daughter, Mrs. John E. Zimmerman; by his first cousins, Robert Glendinning, Jr., '23, and Mrs. Lucius Ordway; and by five grandchildren.

15 - John Lee Merrill died November 5, 1960, in Boston, Massachusetts. Born in Boston, he studied at St. Paul's and at Noble and Greenough's and was a member of the Class of 1919 at Harvard. In both World Wars he was in the U. S. Navy: a Lieutenant in the Atlantic in the first and a Commander in the Pacific in the second. He lived in Boston and in Maine and was all his life interested in sailing. His occupation was banking; he was president and director of the First National Bank of Augusta, Maine, and a director of the Union Investment Company of Augusta. He was also a director of the Augusta General Hospital. In 1957 he was appointed by Pope Pius XII a Knight of the Holy Sepulchre. He is survived by his wife, Katherine Hill Merrill; by his son, John Merrill; by his daughter, Mary D. Merrill; and by five grandchildren.

16 - Henry Graff Trevor died August 9, 1960, in Mexico City. An article about him that appeared in several Mexican newspapers is reprinted on page 164 of this issue of the ALUMNI HORAE. Trevor is survived by his widow, Mary Dixon Trevor; by his daughters, Mrs. George F. Victor (wife of George F. Victor, '36) and Mrs. Howell F. Nommer; and by eight grandchildren, of whom one, George F. Victor, Jr., is entered for St. Paul's in 1969.

21 - Robert Vandenburg McKim died November 14, 1960, in New York. Born December 1, 1900, in Short Hills, New Jersey, the son of Mr. and Mrs. William J. A. McKim, he entered St. Paul's in 1914 and was there five years. He formerly lived in Westbury, Long Island, and more recently in New York City, and he had a winter house in Aiken, South Carolina. Throughout World War II he worked in the Grumman Aircraft Company on Long Island. Among his hobbies were shooting, fishing, and golf. He is survived by his wife, Nancy Potter Bourne McKim; by three daughters of his first marriage, Marie Maud McKim, Mrs. Herbert Pulitzer, Jr., and Mrs. Nelson Doubleday, Jr.; by five grandchildren; by his
sister, Mrs. James M. Symington; and by his brothers, William L. McKim and Anthony L. McKim, '15.

'25—ROBERT PINKERTON GIBB died November 5, 1960, in New York, N.Y. For the last three years he had been Form Agent for the Form of 1925. Graduated from the School in 1925 and from Harvard in 1929, he was in the export and import firm of Leonard J. Buck, New York, and lived in Oldwick, New Jersey. In the second World War, he worked in the Consolidated VulTEE Company, airplane manufacturers. He is survived by his wife, Hannah Gibb; by his sons, Allan Pinkerton Gibb, '60, and John Gibb; and by his brother, Lewis M. Gibb, '21.

'26—NAHUM EDWARD JENNISON died June 8, 1960, in Shelburne, Vermont. Born in La Grange, Illinois, March 28, 1908, the son of the late Clark Saxe Jennison and of Louise Jennison, he entered St. Paul's in 1921 and graduated in 1926. He was hockey captain in his Sixth Form year, and also quarterback of the school football team and pitcher on the baseball team. He graduated from Yale in 1930, and had since been engaged in engineering, successively with Gilbert and Barker in Springfield, Massachusetts, with the Penn-Electric Switch Company in Indiana, Maryland, Georgia, and New York, and with the Jennison Engineering Company in Burlington, Vermont. He is survived by his wife, Catharine Starbird Dalton Jennison; by his daughter, Emily; by his stepdaughters, Elizabeth and Catharine; by his mother; by his sister, Katharine Pratt; and by his brothers, Keith W. Jennison, '31, and Peter Jennison.

'41—JOHN PERNET KING died August 5, 1960, in Catskill, New York. He was born in Baltimore, September 26, 1922, the son of Dr. James J. King and Virginia Pernet King. He entered St. Paul's in 1936 and graduated in 1941. In the second World War he was a Lieutenant (j.g.) in the U.S.N.R. and he was Communications Officer aboard USS Chemung in the invasion of Southern France. He graduated from Yale and took a law degree. At the time of his death, he was flying his own plane from New Haven to Lake Placid, New York, when the accident occurred which took his life. He is survived by his wife, Barbara B. King, and by the five children of his previous marriage, James, John, Virginia, Katherine, and Austin King.

'46—DR. ROBERT STEWART McGRAW died October 24, 1960, in New York, N.Y. He graduated from St. Paul's in 1946, from Yale in 1950, and first in his class from the Johns Hopkins Medical School in 1954. Since completing his internship in Detroit, he had been Resident in Psychiatry at the New York State Psychiatric Institute. He is survived by his wife, Miranda Redfield McGraw; by his daughter, Laura Hamilton McGraw; by his mother, Mrs. A. B. McGraw; by his brother, Dr. Thomas A. McGraw; and by his sisters, Mrs. Fernando Cinelli and Mrs. Robert Parr.

'58—MARK HUNTINGTON HIGGINS died in the Congo last summer. He had gone to Africa in 1959 after graduating from Milton Academy (he was at St. Paul's but one year, 1952-1953) and planned to return this autumn to enter M.I.T. He had worked for a year in Lamboréne, Gabon, at Dr. Albert Schweitzer's hospital there, and then last summer had set off by boat from Leopoldville for what was to have been a long journey, continued by box car, truck, and jeep, to Israel. His last letter home was postmarked July 25, and nothing further was heard from him, nor are the circumstances of his death clearly known: only that in October the consulate at Elisabethville received a report that near Kasongo, in west central Congo, an unknown white man had been shot by a mutinous Congolese soldier; and that, shortly after that, a body, later positively identified as Higgins', was found near Kasongo, on a bar along the bank of the Lualaba River. Higgins was the son of Carter C. Higgins, '33, and the brother of Richard Carter Higgins, '50. He was survived also by his mother and stepfather, Mr. and Mrs. Nicholas R. Doman; by his sister, Elisabeth Higgins; by his stepbrothers, Daniel and Sandra Doman; and by his grandfathers, John Woodman Higgins and Mason H. Bigelow.
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Princeton, N. J .... Gilbert Lea, '32
Providence

Paul C. Nicholson, Jr., '36
Rochester, N. Y.

Daniel M. Beach, Jr., '20
St. Louis .... Henry F. Langenberg, '27
Salt Lake City .... James E. Hogle, '31
San Francisco .... John L. Bradley, '27
Seattle ......... William S. Bucknall, '41
Washington, D. C.

Philip H. Watts, '27
Wilmington

A. Felix du Pont, Jr., '25