ST. PAUL’S SCHOOL
ALUMNI
Horae

SPRING 1969
Alumni Horae

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Roger W. Drury, '32 Editor
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St. Paul's School Calendar

(Events at Concord, N.H., unless otherwise noted)

April 17, Thursday through April 19, Saturday
Conroy Fellow: Charles E. Bohlen, '23,
Diplomat

May 9, Friday through May 11, Sunday
Spring Dance Weekend

May 24, Saturday

May 30, Friday through June 1, Sunday
Hundred and Thirteenth Anniversary

May 30, Friday through June 5, Thursday
Final Examinations

June 7, Saturday
Last Night

June 8, Sunday
Graduation

June 22, Sunday
Advanced Studies Program begins

Aug. 2, Saturday
Advanced Studies Program ends

Sept. 16, Tuesday
New Boys arrive
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The Cover: An abstract composition by Philip R. von Stade, Jr., '69, one of many SPS students who are eagerly exploring photography as an art form.

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THE JOURNAL OF A VISIT TO ST. PAUL'S SCHOOL - IN CONCORD, NEW HAMPSHIRE

By MARTHA ELIOT

Washington's Birth-Day, 1878

Introduction by Samuel Eliot Morison
Illustrations by William Abbe

NEW YORK - THE UPHILL PRESS
The Rector's Letter

Dear Alumni:

Charles Bispham Levey, of the Form of 1897, died on December 2, 1967. His wife, Margaret Page Levey, and sister, Margaret Bispham Levey, predeceased him by several years. Their combined estates have been left to St. Paul's School to form the Frederick Harrington Levey Fund, the principal of which is to be retained intact and the income is to be used for the School's support. Until very recently the value of the estates could not be determined. It now appears we shall receive, and indeed have begun to receive income on, a fund which will be in the neighborhood of six million dollars.

Mr. Levey felt that St. Paul's had meant more to him than any of his other associations and that his father's insistence that he go to St. Paul's School was sufficient grounds for gratitude on the son's part to warrant the bequest memorializing his father. In numerous conversations with Mr. Levey, he spoke of his experience and friendships at St. Paul's as the most cherished memory of his long life. He was deeply concerned that his resources should go towards strengthening the School's programs and provide annual income which would ease the problems of operation and maintenance.

The magnitude of the Levey bequest is unique in the School's experience. While gratefully recognizing the implications of such a large inheritance, we must also see it in the perspective of our known, present and future, commitments.

Some of these commitments are: increased faculty salaries and benefits to attract and retain the highest caliber of teachers, administrators and educational specialists and to counteract persisting inflation; an improved pension system (already instituted) for faculty and other employees; greater experimentation with and involvement in new teaching techniques and related equipment; adequate educational and travel funds for the further broadening of the faculty; maintenance of a leading and innovating position in all phases of secondary education under conditions of rapid change, both educational and social; maintenance of tuition costs at levels which, in combination with increased scholarship funds, will not exclude qualified boys from St. Paul's because of economic reasons.

For several years we have been considering our future needs. Clearly,
within the next ten years the School will require additional funds amounting to at least twenty million dollars if we are to meet the opportunities and reasonable demands which a school of the first rank must anticipate.

The Levey Fund will play an impressive part in our future and will greatly assist in meeting the needs of that future. All of St. Paul’s School, in school or out of school, have every reason to be grateful to the Levey family for their devotion to our past and their generous help for what lies before us.

Concord Academy and St. Paul’s School exchanged thirty-five girls and thirty boys for a two week period, February 24th to March 11th. Both schools wanted the experiment to see how such a mix would affect the academic and social life of the institutions. Both schools would have been satisfied if the young people and faculty had said, “This was good to do, and we are glad we did it.” Actually the results were more enthusiastic than we anticipated, and while there were many problems, academic and social, both schools are reasonably well satisfied with the venture.

At the moment of writing, a process of evaluation is getting under way with the guidance of the Administrative Vice Rector, Mr. William A. Oates. Concord Academy and St. Paul’s School will have meetings in the spring term between faculty and students to summarize and estimate and to determine what if anything will be undertaken another year.

That St. Paul’s School enjoyed and respected the students from Concord Academy, all would agree. They were good for us, and we have reason to think our students visiting in the other Concord made a good account of themselves.

The winter term has been a full one, and as usual the pleasurable relief of holiday plans warmed most of us despite the presence of record snow and ice.

Faithfully yours,

March 18, 1969

Matthew M. Warren

The School in Action

J. Alden Manley

PARADOXICALLY, the past winter term with its short and often dark days, with long work hours for both students and masters, with the usual rising concern over college admissions and, especially, following an autumn term that had not witnessed immediate solutions to the discontents of
last spring, was a term marked by many advances, large and small, and characterized to a remarkable extent by a creative and hopeful mood.

Many of us returned in January distrustful lest the term repeat the tenseness and frustrations of the fall. However, the School—especially the younger members—had come to perceive the steps necessary for progress and to realize how much still remained to be discussed and considered in depth. At the same time, evidence was accumulating that the School was changing and changing fast. It was this combination of relaxation in regard to future growth and of gratitude for accelerated progress that marked the School during the winter and made it a happy place to be.

**Bunche and Satie: a contrast**

The Hon. Ralph J. Bunche, winner in 1950 of the Nobel Peace Prize and since 1958 Undersecretary for Special Political Affairs at the United Nations, was the winter term Conroy Fellow. Delayed by a bad storm, he arrived at the School in time to join the dinner given by Mr. and Mrs. Warren and to meet approximately half the faculty and wives gathered in his honor.

His schedule for the weekend included an address to Fifth and Sixth Formers, followed by a question and answer period; lunches, supper and coffee with members of various sections of history and public affairs classes; an afternoon period at Scudder to welcome visitors, and class visits on Saturday morning.

Dr. Bunche’s visit seemed particularly timely in this period of international and social confrontations. As Chief of the Secretariat of the U.N. Palestine Commission in 1949, he spoke from long experience of that troubled area which so seriously threatens to erupt into war. As an assistant to Secretary-General Thant on Special Political Affairs, he spoke with a basic knowledge of U.N. (and U.S.) relationships to China, Vietnam, Czechoslovakia and Russia. As a black man, he vividly related stories of mental wounds dealt him by white men—often unintentionally—not only during his youth in the ghetto but even now that he has achieved distinction as a diplomat.

Possibly of most importance, as a statesman he gave us an object lesson in the facing of hard, ugly facts, calmly, firmly and positively, in order to attempt to work out acceptable solutions and avert emotional reactions.
destructive to all. The School took full advantage of the opportunity to question and learn from this remarkable guest.

For contrast, a superb sample of Dadaist surrealism was presented to SPS in an overnight student performance of Erik Satie’s “Vexations”, a 180-note tune played 841 superb times without pause, starting on the eve of the January 27 holiday, by a team of five pianists, supported on the Memorial Hall stage by a score of timekeepers, counters, and guest performers. A superb job of publicity accounted in large part for an all-night audience numbly witnessing the gallant undertaking, which reached its last superb note near noon the following day.

Student tutoring—Coeds

In the autumn, Livingston Sutro, a Sixth Former, suggested and with the advice of the Student Council and Director of Studies organized a voluntary tutoring service, under which about twenty-four boys, mostly Third Formers, have been tutored by Fifth and Sixth Formers during the winter term.

This imaginative and practical change is benefiting the School community and often relieving boys of make-up by helping them to raise their grades.

The biggest event of the winter took place the last two weeks of the term with the exchange of thirty students and two faculty members between St. Paul’s and Concord Academy of Concord, Massachusetts. Undoubtedly much of the joie de vivre of the term sprang from the pleasures of anticipation. Those Sixth and Fifth Formers not chosen to live at Concord Academy for the two weeks, had a very respectable second prize in the welcoming of thirty co-eds—indeed the pleasure was by no means theirs alone.

Dial Audio—Art Shows

A new dial-access system for listening to audio tape is now in use at the Library. A student may go at any time from early morning until 10:00 P.M. to one of twelve carrels, select from a mimeographed program the tape which he wishes to hear, dial the given number, and listen by head- phone. In addition, at two of the carrels a student can record his voice and then replay his answer in conjunction with the taped program. To illustrate, a student may listen to a poem in French, record his pronunciation of the poem, and then compare his pronunciation with that of the teaching tape. If dissatisfied, he can erase his voice from the tape and repeat the process as often as necessary.

The Art Center in Hargate continues to supply us with a variety of stimulating shows, which often attract substantial numbers of viewers from the greater Concord area.

The last show of the winter term, for example, was “The Art of John Held, Jr.”, circulated by the Smithsonian Institution. Youth calls to all ages and although John Held’s drawings may typify the Jazz Era, certainly the spirit of that age is not confined to the twenties. His gaiety and humor can be doubly appreciated in this age of concern. The show was especially appropriate in coinciding with the visit of Concord Academy.

As we have grown to expect in the past two years, the presentation was crisp and original: an excellent ar-
rangement of exhibition space, taped music of the 1920's, colorful stands interestingly placed to display several pieces of Held's sculpture, and delightful floral and green arrangements.

ISP and the Ivory Tower

During the term, 72 students elected some form of Independent Study involving 52 projects. For the first time, about a third of the approved projects included permission to spend time away from School. There is space here to comment on only one program as an example of the possibilities of this new development of the ISP.

"Elementary Education Study" was the title of the project of five Sixth Formers, Richard Hagerty, John Hasen, Stephen Post, Livingston Sutro, and Edward Trudeau. They worked as aids and tutors at the Millville School which has only four teachers for the first six grades. Each boy taught from five to ten hours a week. Subjects taught included general classes in the first grade, science in the third and fifth grades, speed-reading in the third grade, music appreciation, and the direction of a play.

In addition to teaching, two boys in the project were away for part of the term. Livingston Sutro spent several days in New York City observing methods used in the elementary school at the United Nations. Richard Hagerty worked for several weeks in the Anacostia section of Washington, D. C., at the Southeastern Settlement and with Head Start. At the end of this period, his supervisor at Head Start was taken ill, and Richard requested permission to extend his stay for the last two weeks of the term. He returned to School to present his reasons to the ISP Committee and to Mr. Kellogg, Faculty Advisor for this project. The request was granted.

Traditionally, academic communities have valued the "ivory tower" in order to study, think, and evaluate without unnecessary pressures or interruptions. New Hampshire winters have always provided the School with this atmosphere. Vitally needed at the same time is the stimulus of outside ideas brought to us by visiting lecturers, Conroy Fellows, and a wide variety of entertainment. Masters, too, have been encouraged and helped to use summers and sabbatical leaves to gain new experiences with which they can enrich the School.

As of this winter, another dimension has been added to our life as qualified students are allowed to leave the campus on projects that will provide rewarding academic experiences which, in turn, they can later share with the School. Little justification remains for calling St. Paul's School "isolated" when one considers the ISP programs, the exchange of students with Concord Academy, the Schoolboys Abroad program (which next year will have at least eight Fifth Formers and one Master as participants), a liberalized weekend policy (211 boys were away one weekend in February) and such one-shot events as eight boys playing hockey in Europe over the spring vacation. The trend is clear.

However, in order to provide the traditional time for study without distractions, and in order to be able to share with the School community the knowledge gained outside Concord, the overall amount of time away from School may have nearly reached its natural limitations in one quick spurt.
An experimental exchange of students, February 21-March 12, took thirty Fifth and Sixth Formers to Concord Academy, Concord, Massachusetts, while thirty-five girls from the two top classes of Concord Academy lived and worked at St. Paul's. Two teachers from each school also took part in the exchange.

Epitomizing in a memorable understatement the preliminaries of anticipation at SPS, the Pelican quoted one boy as saying, “I just can’t believe it—thirty girls on this campus for two weeks! It’ll be different.”

Our photographs, all taken at SPS, catch the difference, in characteristic situations and moods.
A Variant of Coeducation

The exchange was planned by St. Paul’s and Concord Academy without commitment to any future step but with the expectation that it might show a way to a good alternative to “coeducation” or “co-ordinate education.” Individual course arrangements were made for the exchanged students, within the regular curriculum. The visitors took part in extracurricular activities—student council meetings, dramatics, glee club, choir, etc.—and in every way possible were integrated into the school’s routine.

In each school, a separate dormitory was given over to the visitors’ use during the period of the exchange.
**Winter Sports**

The caliber of play fluctuated from excellent to very poor, making this on the whole a disappointing season. The high point was probably the New York Game with Choate in the new Madison Square Garden before 3,000 spectators, December 18, which ended in a 3-3 tie. Again, in the Exeter game, St. Paul’s was behind, 1-4, at the start of the last period but put out a tremendous effort, to win, 6-4. In summary, SPS defeated Newton High, St. Mark’s, Exeter, Governor Dummer and Brooks; tied Choate; lost to Concord High (twice), Deerfield, Noble & Greenough, Milton, Belmont Hill, Browne & Nichols, Yale, Andover, Middlesex and Kimball Union. Total points: SPS, 35; Opponents, 78.

In Club Hockey, the Old Hundreds took the Majority Cup by winning the first, second and third team series; the Isthmians won the fourth and fifth team series.

During the spring vacation, eight SPS players were part of an eighteen-man hockey squad, made up mostly of members of the Concord High and St. Paul’s teams, which went on a two-week tour abroad, playing matches in Norway, Sweden and Switzerland. The schedule was arranged under the auspices of the American Sports Ambassadors Program, a part of the People to People Project.

The idea of building a team from the two Concord schools was conceived by the Rev. Russell Ingersoll of the Sacred Studies Department, a former Dartmouth all-American hockey player. He coached the squad, assisted by Robert Marsolais, Concord High coach, who teaches in Rundlett Junior High School in Concord.

**Basketball**

9 won - 5 lost

For a while it seemed that SPS would be a serious contender for the Private School League title, but three losses to league teams in February killed that hope and the team’s return to winning form came too late. The final league standing of SPS was, 7 won, 4 lost. SPS defeated Berwick, Milton, St. Mark’s, Brooks, Groton, Winchendon, Governor Dummer, Middlesex and Roxbury Latin; lost to Lawrence, Rivers, Noble & Greenough, Belmont Hill and Browne & Nichols. Total points: SPS, 769; Opponents, 678.

In Club Basketball, the Delphians were champions in both the first and second team series.
A good team, better than the record suggests, turned out a winning season, with the plum of 3-2 victories over both Andover and Exeter. The team tied for third place in the New England Interscholastics. SPS defeated Milton, Brooks (twice), Andover (first meeting), Groton and Exeter; lost to Harvard Freshmen, Middlesex (twice), Andover (second meeting) and Deerfield. Total matches won: SPS, 37; Opponents, 28.

The Old Hundreds were winners of Club Squash, and the Supervisors’ Cup was won by Ford House. The Senior Champion is Gaither G. Davis; Junior Champion, Charles P. Stewart.

Squash

6 won - 5 lost

This was one of the best seasons posted by an SPS ski team in recent years. The team placed fourth out of six teams at the Kimball Union Winter Carnival; seventh out of eighteen in the New England Interscholastics. SPS defeated Andover (alpine & nordic), New Hampton, Deerfield (nordic), Dublin (alpine & nordic), Proctor (alpine), Exeter (alpine), Holderness (nordic) and Tilton (nordic); lost to Holderness (alpine) and Tilton (alpine). Total points: SPS, 1655.87; highest-scoring opponent, 1588.35.

A small number of participants bring great enthusiasm to this sport, still in its embryonic stage at St. Paul’s. Most of the team’s strength this season was in the lightweight and middleweight classes. SPS lost to Berwick (twice), Noble & Greenough and New Hampton. Total points: SPS, 62; Opponents, 113.

In Club Wrestling, the Old Hundreds topped the season with 19 points, followed by the Delphians with 15 and the Isthmians with 14.

Wrestling

0 won - 4 lost

Millville Notes

Master Players’ Fortieth

The Master Players celebrated their fortieth anniversary by presenting Shaw’s Androcles and the Lion before what Players president Richard Led-er describes as “two flu-ridden but responsive houses”, on December 6 and 8, 1968. For about fifteen years the Players’ performances have been benefits, open to the people of Concord as well as to the School. Profits from this year’s production went to the Millville School, through its Par-
ent Teacher Organization, co-sponsors of the show.

Art Catalogues Available

"Primitive to Picasso", the exhibit of art from alumni collections, shown at Knoedler's Gallery in New York, December 2-21, was a credit to all who had a hand in it. "A beautiful show," the Times critic exclaimed. Alumni and others who were unable to be in New York while the show was open will be glad to know that the School has available a large supply of the handsome and scholarly catalogue, in which all of the 139 pieces are illustrated—some in color. Because more than half of the art shown had not been seen publicly before and because of the extraordinary quality and range of the collection, this catalogue should be an important addition to the library of anyone interested in art.

Copies, available at $5 each, will be mailed by The Art Center in Hargate on receipt of a check payable to St. Paul's School. All proceeds from the sale of catalogues will benefit the School art program.

N.Y. Game Benefits ASP

From proceeds of the annual New York Hockey Game, $4,698.18 has been forwarded as a contribution to the Advanced Studies Program. This is the largest gift to the ASP from this important source since 1961.

Parents Committee Meeting

A review of the work of the 1968 Curriculum Study Group and of its consequences was presented at the annual meeting of the Parents Commit-
Curriculum: The Pains of Change

In the present trying period of readjustment of schools to a new generation of students (and vice versa), there are almost as many attitudes as there are participants. The Horae prints the two articles below with no illusion that they are the last or only word on the subject. But they are responsible statements of one faculty and one student position and we believe they give revealing insight into forces which have been actively influencing life at St. Paul's over the past year.

Mr. Burnham has been a member of the English Department for more than two decades. He was one of seven faculty members taking part in the Curriculum Study last summer and he has been chairman of the steering committee charged with organizing further study of the summer group’s report.

Charles Bradshaw is vice-president of the Sixth Form.

A Faculty View

Philip E. Burnham

THIRTY-THREE years ago, I was passing through an unproctored study hall in the spring of my first year of teaching. It happened to be at the Adirondack-Florida School, where one of my predecessors was one then-unknown-to-me, Henry Crocker Kittredge, whose book, Talks to Boys, found in the school library, was liberally plagiarized by all of us who followed after him.

As I entered the study hall I saw to my astonishment that a Sixth Former, one of the brightest, mildest, gentlest, most self-effacing boys in the school, one whose manners and record were impeccable, was atop two chairs precariously set one upon the other, and he was, to the delight of all the others, advancing the official school clock some twenty minutes—to about five minutes before the end of the class period.

In the immemorial and hypocritical tradition of teachers, and perhaps of parents, I said, “Tom, what are you doing that for?” His answer was as disconcerting as it was honest: “Just to be bad, sir.”

Things are not as good as they were in the good old days—and the truth seems clearer and clearer that they never were. For we all are constantly fooled by our recollections and by the seeming validity of analogy. Students and
schools, we say, are sensitive barometers, but unlike barometers we cannot always read them accurately in the light of previous experience. The unrest of one generation is not that of another, either in causes, or actions, or results.

I am not bold enough, or foolhardy enough, to believe that I know all the causes of current student restlessness, but like others I think I recognize the destruction of balance that occurs when a war seems to so many both unjust and unjustified, when national affairs seem so increasingly chaotic.

I would readily agree with the Dean of Students at California State College at Long Beach, who wrote: “Young people are striving for answers—sometimes in a misguided way, to be sure—but the struggle must be applauded. . . . Young people are searching for authentic models. . . . But they reject the so-called establishment, and I contend that the reason young people do not emulate us is simply that we are generally poor models. This theme hardly needs elaboration, although it needs analysis. Have we muffed our opportunities any more disastrously than earlier generations? Perhaps our failings are only more obvious to a generation brought up on ‘instant communication’.”

And I would agree, too, with the substance of the questions he says we need to ask ourselves about listening to the young: “What are they saying? Is there any validity to their charges? How viable are their dreams and aspirations? You may sometimes find their viewpoints refreshing and creative if you will but listen. I do not believe young people will solve most of our problems; but I am frequently amazed at their creativity and their sense of justice, equality, and fair play.”

A search for goals that will not prove hollow

If we make a transcontinental leap—easy to do these days, a fact that has implication for all these concerns—we might consider, too, some remarks by Roger Howell, the newly-elected President of Bowdoin College, remarks as appropriate of St. Paul’s School students as of the undergraduates of whom he was talking: Some, he says, are “hurt and confused because an American dream in which they want to believe has somehow not seemed to work out. . . . The very violence of their language is a measure of their keen disappointment at discovering that something [in this nation and in this world] which they want to love is proving to be a bit hollow and a bit unloveable.”

So when seven teachers met daily last summer with six students (three of them now Sixth Formers), to consider as many aspects of school life as we could, one—at least this one—had to be ready to call into play something other than his own previous experience, as boy and of boys, including sons, for over thirty years. Rather, one had to be ready to listen, to consider, to recognize equality of concern—all of these almost without the experience of the past and what it seemed to have said about the human condition, whether adolescent or adult.

And one had to be ready, too, for the moments, in meetings or out, when the boys in the group suddenly reverted to pure boyishness that was all too familiar from experience, or when the adults (with not even one exception) reverted to boyishness that was familiar, also, but not nearly as tolerantly to
Yet by and large, the discussions of the thirteen of us were characterized, five days a week, seven hours a day, by a reasonably uniform desire to prove all things; to hold fast that which is good; and to “improve” (if the cycle of history did not betray us) those areas of school life with which we were able to deal in our almost six weeks of meetings. An outstanding characteristic of the mood engendered and of our hope and desire was that there never occurred a pure split of point of view between the seven faculty members and the six students. Several of our seemingly dozens of votes came out 7-6, but never was either group solidly on one side of the issue. We ended up in a burst of splendor on our final vote—the only unanimous one of the summer: a call for a program that we felt would help to keep St. Paul's “an educational institution innovative, experimenting, curious, and alert—anxious and willing to try what other groups may not be able to try.”

Readers will have noticed the controlling verb: “to keep St. Paul's an educational institution innovative, experimenting, curious, and alert,” for surely what had gone on before the Curriculum Study Group met this past summer, and indeed what has gone on since, are ample and pleasing evidences of innovation, experiment, curiosity, and alertness. Those which went on before include the beginnings of The Independent Study Program, vertical housing, teacher development activity, a more liberal weekend and holiday policy, interdepartmental courses, as well as the addition of new courses and the expansion of individual or tutorial instruction.

Following the submission of the Curriculum Study Group 62-page Report—heavily laden with recommendations for change or possible improvement—Mr. Warren appointed several student-faculty committees (four teachers-four students), each one charged to review a given section of the Report and then pass its judgment on, through a Steering Committee, to the faculty, which will in turn give its advice to the Rector on whether these sections should be accepted, rejected, or returned for further analysis and study.

Furthermore, a day and a half were set aside in the fall for a series of meetings open and available to any and all students and teachers who wished to hear (or to be heard in) separate discussions of each of the sections of the Curriculum Study Group Report. These meetings, conducted by the student-faculty committees, showed any who cared to see, the intricacies and complexities created by proposals that would affect the School, its 450 students, its more than 60 faculty members, and inevitably its parents and alumni.

**Committee reports to date**

How are these student-faculty committees faring, and what reports have they made to date?

*The Athletic Committee* reported favorably on a proposal that there be a program of junior varsity athletics. The faculty was nearly evenly divided on this issue. First steps in junior varsity athletics are to be made in football, soccer, basketball, and hockey. The club system will
continue for other boys.

The Coeducation Committee endorsed the recommendation that St. Paul's participate in some form of coeducation. The faculty passed on this recommendation with enthusiasm. The two-week exchange, thirty boys, thirty-five girls, with Concord Academy, from February 24th to March 9th, was received with delight by both students and teachers.

The Class and Weekend Absences Committee suggested that we stay as we are, particularly since a more flexible and liberal policy was adopted last fall, when a simpler system of securing parental as well as school permissions was instituted upon recommendation of the Summer Study Group.

The Chapel Committee, echoing the struggle of the Summer Study Group, was unable to present an acceptable, majority-supported view of the Curriculum Study Group recommendation that weekday chapel be required, Sunday chapel be voluntary. The faculty did not recommend to the Rector the adoption of the Curriculum Study Group recommendations.

The Activities Committee recommended, with some slight changes, acceptance of the Study Group proposals to make more flexible and realistic the activities of many societies.

The Schedule Committee was asked by the faculty to reconsider some of the overlapping proposals of the Report before action be taken on the recommendations.

Other committees—Term Courses, Academic Requirements, Grades and Examinations, Teacher Development, Student Responsibility, Typing, and Driver Education—are in the process of reporting to the faculty or will do so in the spring term.

Such a listing does, I hope, persuade the reader that St. Paul's is indeed innovative, experimenting, curious, and alert!

While it is true that some faculty members and some boys, as recent issues of The Pelican tediously attest, have wanted to make of this whole business a continuing and tiresome game of cops and robbers, I am pleased to report that to my critical and sometimes querulous view from what we now may call “on the scene,” those—men and boys—who would have the School do yesterday what they propose today, and those who exhibit the most puzzling aspect of student assertiveness—that what they say is so, and is to be, without room for debate or discussion—these have all been treated by Mr. Warren with more patience and understanding and willingness-to-listen than they superficially seemed to deserve and that, as a result, the School is moving in ways we would all want it to move.

As the long hair and the unusual costumes—the bangles and beards and beads—of the young and the not-so-young flourish and abound—and I personally think we should accept both hair and costume with grace and equanimity—we should remember that these things too shall pass, or else history has played us false. “Hair today, and gone tomorrow,” one is tempted to remark. Espe-
cially is this so, it seems to me, since we can so readily see that the majority of the young have an old and enviable idealism that we need to nurture and to cherish.

*A Student View*  
Charles R. Bradshaw, ’69

FROM what I know of prep schools, I would judge that it has been customary, consciously or unconsciously, to regard as "maladjusted" boys who have complaints about the food, the workload, the rules, and their situation in general.

St. Paul's has, to some extent, shared this attitude. Often the students' complaints have remained on the level of mere griping because, in an uncertain part of their lives, they were troubled by something—they were not sure what—and by trial and error hoped to find the cause of their unhappiness. At other times, however, a student seriously questioning the value of some School requirement has received as an answer, *We refuse to discuss such a trivial and tiresome subject.*

Understandably, students took this to mean that they could not question long-established aspects of the School and an atmosphere of timidity and concealment began to develop. Last spring, the Sixth Form attempted to warn the School of this feeling through a "Sixth Form Letter," to which the administration responded by announcing the addition of six students to the Curriculum Study Group that was to meet during the summer, and by inviting all interested boys and masters to stay over for about four days after Graduation and take part in a number of discussions, organized with the help of the Harvard Business School.

On the afternoon of Graduation, the sunlight in which the morning exercises had been held was replaced by rain, oppressive humidity, and darkness. The mood of many of the participants, just emerged from the Graduation festivities, became bitter and intolerant, with a compulsion to find a scapegoat for the School's ills. The blame most often fell on the "power structure." But there was a chance at the same time for thoughtful expression of conflicting points of view.

**Ingredients of debate**

Mr. Warren stated that the School, in spite of its imperfections as a human institution, was indeed first-rate, and that it would be perilous to surrender excellence for novelty. Any proposed change must offer for the future a situation as good as or better than the present one. We are, he said, responsible to both the past and the future.

Ryck King, president of the Form of 1968, declared that the existing structure was inadequate, and that the students must be allowed a
stronger voice in the affairs of the School. Personally, he said, he did not recognize any debt to the past, since today’s student is more mature and has different needs from those of the student known to the School’s founders.

Ed Resor, president of the Form of 1969, exhorted his formmates not to fall into a pattern of apathy. He saw the meetings that were about to take place as a sign of change in the attitudes of the entire School, and he hoped that the School would continue to have a progressive frame of mind.

Mr. Rodd explained the Trustees’ role in the School’s life, asserting that they were not opposed to innovation, but were in fact sympathetic toward the motives of the Sixth Form Letter and the accompanying proposal. He called for a spirit of open-mindedness and willingness to compromise.

It would not be fair to suggest that the opinions expressed by either Mr. Warren or Ryck King were the administrative, faculty, or student attitudes, for throughout the School there were varying degrees of doubt and self-examination, with sympathy for both viewpoints.

**Deliberation — rabies**

On the ground broken by these meetings, the Curriculum Study Group met during the summer and produced a great many recommendations based on consideration of “curriculum” as inclusive of every aspect of life at St. Paul’s, and on a contemplation of the most desirable situation for the School. It was announced, almost as soon as the School reopened in September, that some of the recommendations would become effective immediately—these asked for teacher-student representation on committees, greater freedom and diversity in the Independent Study Projects, class cuts, a less complicated system for taking weekends, and voluntary athletics for Sixth Formers. The rest of the Curriculum Study Group’s report was assigned to fourteen committees, each dealing with one section of the report.

In the first weeks of the fall term, the School was mildly afflicted with the rabies of Revolution. There were attempts to classify everyone as being “liberal” or “conservative”—“radical” or “reactionary.” The deliberations of the committees seemed too slow and their members fell under suspicion of having “sold out.”

In this atmosphere of mistrust, open meetings of the committees were held to allow everyone in the School to speak his mind. On most of the subjects, there was no great conflict of opinion, but on chapel requirements and a section of the report called “Student Responsibility in School Affairs,” tempers sometimes rose and emotion overpowered reason. Student “rebels,” as they chose to call themselves, dramatizing their sentiments with extreme generalizations, often provoked a response addressed to an offending form of words more than to the issue under discussion.

**Attitudes towards Progress**

Gradually, the political activity (in the bad sense of the term) subsided and the committees applied themselves to their work. In January, the combined Athletic Associations recommended introduction of a Junior Varsity system for most sports, and
after an almost evenly divided faculty vote, the Rector announced that JV would be adopted for football, hockey, soccer and basketball.

An exchange with Concord Academy was planned in order to begin to understand coeducation, and a new Spring Term Program, offering the Sixth Former an almost unlimited range of possibilities for using his last weeks at School, is being initiated. Other recommendations from the committees are soon to be considered.

It is impossible to make an all-inclusive statement about the benefits these changes have afforded.

One still finds students who are dissatisfied, who claim that all the progress has been “token change,” or who exhibit their insurgency by breaking School rules, major and minor. By some, drugs are used, whether as a symbol of defiance or as a form of escape from an unhappy situation. There are also a number of “straights” who are growing uncharitable toward these others and mutter that they should be removed from the School.

Meanwhile, the administration stands firm against being browbeaten into change and the Sixth Form is in danger of a return to the apathy against which Ed Resor warned last June.

Why the discontent?

Where do the causes of discontent lie? This has been the subject of much conjecture. Some cite the over-emphasis of minor regulations, such as those concerning personal appearance. The School has developed some tolerance of long hair, but occasionally the hair and attire of specific boys, trivial as it seems, has been debated at faculty meetings, resulting in definitions already superannuated by the multitudinous garments indulged in elsewhere in modern civilization.

A few decades ago, in like manner, the School was upset because boys were cutting their hair “too short.” Now, the universal crew-cut is old-fashioned. Experience seems to show that rules, or laws, which try to prohibit changing styles lose respect and, if they are insisted upon, can bring about a general disregard for authority.

Other theories for the unsettled state of the School were put forth at a recent meeting of the Student Council. That St. Paul’s provides a great amount of academic activity was not disputed, but the type of courses was criticized. The “human” subjects—the arts—are being starved in favor of the “drier” sciences. The School lacks a sense of community—the overly academic life has stifled the social atmosphere and created a “poverty of the emotions.” For those boys without a specific interest, not enough opportunity is given to find one; those who would like to concentrate in one area are still required to “dabble” in many.

Prognosis: good, if...

Readers of this article need not conclude that St. Paul’s is deathly ill and will soon drop in its tracks. In my opinion, the School is enduring a temporary case of indigestion; soon it will adapt itself to a new kind of student. In all times, schoolboys have tried to make schools fit their needs. Seeing the recent victories of college students using forceful methods, boys here at St. Paul’s are coming as close as they dare to upsetting the life of a School
which in their own way they love (whether or not all of them will admit it) more than any deranged mutineer at Columbia loves his university.

The School will never solve all its problems, to be sure, but it should not be reluctant to discuss any subject, no matter how ancient, in the search for a new answer. Refusal to consider one problem hampers communication on other issues too. Members of minorities “go underground,” retiring into cabalistic meetings and eventually developing a warped viewpoint.

On the other hand, the chance offered to a frustrated boy to put his feelings into words is of immense value—to the boy, who may learn that he was hunting for his problem in the wrong place; and to the School as a whole, which will continually be spurred into improving and adjusting, and will come to a better understanding of the student.
ANY serious reflection about current religious attitudes among the young is bound to raise uncomfortable questions to which there are no comfortable answers.

What are young people to make of the institution of religion today when they are confronted primarily with the Death-of-God theology and the Gospel of Christian Atheism for secular man in an age of unbelief? Where are they to find direction in matters of morality when the Playboy philosophy, Situation Ethics, and the New Morality are often linked together in the popular press? What conclusions are they to draw about the values of the older generation, who taught them the Ten Commandments, but who throw them in jail when they stand up for the sixth one?

That is the situation which anyone who attempts to be a teacher of Religion has to confront today. That is why, as I see it, a good starting point for a Religion instructor these days is a long, thoughtful look at some words of Thomas J. J. Altizer:

Theology [today] is . . . incapable either of speaking the original language of faith or of expressing a contemporary Christian vision . . . .

[I am] fully persuaded . . . that theology must never again be enclosed within the classrooms and the churches.

Whatever else such words may convey, they bring a necessary if nasty reminder of the impossibility of teaching Religion, the incredibility of an ology of theos, the irrelevancy of a course of Sacred Studies (which term suggests the profanity rather than the profundity of everyday life), the dogmatism of Christian doctrine. At the same time, those same words remind us of the possibility that these needless institutions are the very means whereby we may yet speak the one thing needful.

Altizer makes an essential point for one who would be an instructor in Religion—that he can no longer afford
not to be skeptical of the possibility (let alone of the relevance) of his task, if for no other reason than that most of his students will be far ahead of him in that department. It is important not to discourage skepticism, not merely because student skepticism is unavoidable, but because a healthy skepticism is indispensable to a mature understanding of what it means to have faith.

Further, if students are skeptical of the relevance of the religious quest today and of the possibility of finding answers to their deepest questions within an ecclesiastical or academic framework, they also contribute to a greater understanding of what that quest is all about and to the possibility of a more effective means of expressing it.

After first admitting that Altizer is probably correct in his assumptions and indictments, I would want to add that there is more to be said on the subject, and that there are some creative ways of dealing with such objections. That is, in fact, what makes the task of a Religion Department interesting as well as threatening, and worth committing oneself to, even though it involves some impossible possibilities.

Failure does not have a wholly negative connotation for those who have failed in the teaching of Religion, partly because of the conviction that religion is not something that can, ultimately, be taught. More important, however, an awareness of the failure in that area of education has provided a hopeful challenge to those who still feel that the task is relevant as well as necessary in our time.

It has been said again and again that in the realm of religious belief ours is the age of skepticism and cynicism. The titles of recent theological and popular books reflect a common mood: The Comfortable Pew, God's Frozen People, How to Become a Bishop Without Being Religious, Games Christians Play, Never Trust a God Over Thirty, etc.

Fierce intellectual honesty
What is not said so often is that most serious young persons are not content with the emptiness of mere skepticism. They are fiercely devoted to intellectual honesty in dealing with questions of faith. If they are cynical about the simple answers they have been given for so long, they are sincere about what they cannot believe in. They are unquestionably right in refusing to accept such answers and in recognizing that if answers to their religious questions are to be found at all, they cannot be found in any one area of learning or life—including the church and the classroom.

That raises the question, What is the need for a Department of Religion if religion is not merely a compartment of life?

The dimension of depth
It is clear to me that if “religion” in the schools is understood as implementing moral instruction in the grand Sunday School manner, or merely intellectualizing about certain theological and philosophical ideas, or requiring children to go to religious services (“church” is not something adults often impose upon themselves)—if that is the case, then “Religion” Departments should be done away with.
Religion must first of all be understood in much broader terms as a way of speaking about the dimension of depth in our lives (as opposed to the immediate concerns of day-to-day living), as a way of referring to that area of human existence which is concerned with ultimate questions, with the inescapable questions of meaning, purpose, and value. If that is the presupposition in creating a “Department” of Religion, it is at least a step out of the cloister into the community, a move away from departmentalism toward the diaspora of our common life.

What, then, can a Religion Department hope to accomplish within the confines of the academic curriculum? What is the task of an instructor in Religion? What are the possibilities involved in the teaching of Religion in the schools?

“I gave up fire for form till I was cold,” wrote Robert Frost. While, unfortunately, all too often the same could be said of education in general and of religious education in particular, I am convinced that there are ways of thawing out the educational ice, of warming the individual in the midst of the academy. I am speaking about sparks that kindle, not fires that consume.

**Listening to “real” concerns**

Perhaps one of the most important tasks within such a department is to try in some way to provide an opportunity for students to talk about the things that really matter, to provide a framework in which they can dare to speak about whatever is of ultimate concern to them. That requires a willingness to hear things that many of us do not want to hear, a candid openness and honesty regardless of the issues brought up for discussion. (Here, fire can be called by another name.) The classroom should be not irrelevant to the “real” problems of life; it should be the place where those problems can be raised and explored frankly, and where their challenge to each of us as individuals can be made clear.

**Dialogue with other departments**

Second, students must be freed from the rigid “form” inherent in the traditional course in Religion (Theology, Sacred Studies, Bible, Doctrine—call it what you will). They ought to be brought to the awareness that religion is not a parochial matter of interest merely to specialists in the field, that it lies at the heart of man’s struggle to be human, that it is the subject matter of all great literature, that it is vitally important in the area of national and international as well as interpersonal relations. I know of no more compelling rationale for becoming involved in interdepartmental courses in Religion.

Further, jointly sponsored courses tend to do away with superficial departmental biases and exclusive claims. For example, the use of “religion” in connection with modern creative artistic expression (whether in literature, painting, sculpture, or music) can help to liberate the word from its artificial confinement within a system of thought or beliefs in which a Supreme Being is affirmed.

Serious effort at dialogue in the fields of Art, Music, and Anthropology, as well as in English, the Social Sciences, and the Health Services will help bring about creative possibilities,
the natural exchange of ideas, teaching opportunities, and techniques for those departments as well as for the teacher in Religion. Obviously, such joint ventures are neither easy nor comfortable at first; they will not solve all the usual problems connected with teaching, and they can create some new ones. But interdepartmental courses can begin to free students and faculty who are frozen in the departmentalized world of the academic curriculum in most schools, and kindle interest in a more noncompartmental approach to education—providing that curiosity, experimentation, and cooperation are the primary fuels.

To risk probing within

Third, one who would teach in the field of Religion must somehow interest the student in religion, convince him that it is more than the antiquated, implausible irrelevance that much of the time it is.

For me and the colleagues I have worked with, this has meant trying to confront the student with himself, attempting to shock, challenge, provoke him into questioning the blind assumptions, misconceptions, and common cliches surrounding religion. He must somehow be persuaded to risk probing within, beneath the shallower concerns of his life; to search for more profound answers to his personal problems; to be willing to confront the deeper questions to which religion claims to have answers.

Such an approach implies that religion is not a childish matter, and that, therefore, the study of Religion will probably be most successful where the greatest amount of maturity and personal experience is likely to be present.

Since the spirit within every man is the last part of him to mature (if it ever does), it is small wonder that on the level of secondary education, where there is a relative lack of experience of the world, there are a great many spiritually immature people. The Senior year, however, is a great goad to spiritual growth because by that time students cannot escape making decisions which will have lasting consequences for their lives. Students’ threshold of religious perception seems more flexible and easily accessible during the last two years of school than in the lower grades.

On their own terms

Fourth, it is essential, insofar as is possible without cheapness and compromise, to attempt to reach students on their own terms. That does not mean adopting the student vernacular or vulgarity, or requiring the Playboy philosophy to be read as an expression of the religion of modern America. It does involve the effort to take seriously what the students are taking seriously and to read books in class that are of current interest and are related to the questions that the young people of today are asking. For me, that includes (among a great many other things) being concerned with, receptive to, and reasonably knowledgeable about contemporary novels and drama; the Death-of-God theology, Situation Ethics and the New Morality, the problems and promises of the secular city; the contributions and confusions inherent in responsible humanistic and atheistic expression.

Finally, students with no small degree of intellectual maturity and an
abundance of academic acumen are entitled to, and want, a solid educational experience, regardless of the field of study.

There is no excuse for trying to water down the curriculum so as to "bring the insights of religion down to their level" (even if that could be done successfully). The task is to offer courses that will hold out to the students tough intellectual ingots, not to make the study of Religion "respectable," but to give them the opportunity to test their mental metal, as well as their personal convictions, in the fire of the competitive academic furnace.

A Comment on the foregoing

D. R. Welles, Jr.

DEFINITIONS or approach might differ, yet what Mr. Brookfield has to say is germane to our situation at St. Paul's; we share many of the same basic insights and we take seriously his diagnosis and prescription.

These are matters requiring, every fifteen years at least, the fresh appraisal which our planned 1969 summer study of "The Role of Religion and the Life of the Church at St. Paul's School" is designed to make.

Mr. Brookfield's diagnosis begins by questioning the educational attitudes and presuppositions which underlie the very idea of teaching religion (as one teaches a science) and of studying the sacred (as one studies economic theory). Medieval Scholasticism functioned quite correctly and comfortably on those assumptions. Not until the middle of the 19th century did religion teachers think to doubt the authoritative place of their discipline in western culture. Since then, they have made an adjustment of sorts, addressing themselves to the specifically Christian sub-culture (as represented, for example, in Church Schools) which still exists embedded in secular and "post-Christian" culture. But that adjustment has not merely proven inadequate; it is also a wholly untenable posture.

Reorientation of attitude and method essential today

The contemporary situation demands from the teacher a radical reorientation both of his educational attitude and his teaching method. Christianity can only be "taught" and "studied" as an historical phenomenon; its doctrines, as historically conditioned formulations. This, I believe Mr. Brookfield would agree, is an adequate and tough-minded approach to Christianity as an academic subject in secondary school. The matter of its eternal, or even enduring, truth, however, must always remain a completely open question in the classroom—regardless of the personal bias (which can and should be expressed) of teacher or student. Beyond this, to get at the reality of the Gospel in contem-

Mr. Welles is acting Head of the Sacred Studies Department.
porary terms, one must first affirm the reality of the existing culture.

The necessity for this kind of reorientation provides an exciting and liberating possibility for the teacher of religion. For one thing, both teacher and student are placed on precisely the same footing as the Christians of the first three centuries (before Christianity became an "authority figure" in western culture), who were forced to assess their understanding of Jesus' life and teaching in terms of the intellectual and moral values of their own non-Christian culture, and after that to make some basic, non-academic decisions with regard to their own lives.

The diagnosis goes on to stress the importance of healthy skepticism as a requisite to mature faith. Certainly the teacher's attitude towards skepticism should not be so much a simple acceptance (which leads to mere tolerance) as a sincere response—either sharing or challenging.

Here again there are implications with regard to teaching method. Mr. Brookfield is not talking about a controlled "shell game" which manipulates the student's skepticism with the aim of finally trapping him in his own inconsistency, thus forcing him to accept a neat formulation kept hidden by the teacher until the right moment. To state the matter flatly in traditional terms, apologetics is out in the teaching of religion today.

Though these problems are important, they are not easily recognized by many people concerned with religious education—especially those who are not involved professionally.

Ways and means: five possibilities

Perhaps the greater virtue of Mr. Brookfield's article is that he is specific and detailed about the possibilities beyond the problems. He suggests five such possibilities.

The first and third are concerned with the openness and candor of classroom expression. On the one hand, the teacher should try to provide a framework in which the students will dare to speak of their ultimate concerns; on the other hand, he should be "trying to confront the student with himself." Obviously, one of these goals without the other is flabby or useless. Equally obvious, it is no mean feat to create a classroom atmosphere in which such an exchange takes place, for it will involve deep personal concerns, which are not academic matters, and yet it must occur within an essentially academic framework in which the teacher is grading the students. The indices of mutual trust, respect and personal security must be high on both sides.

The second and fourth of Mr. Brookfield's possibilities involve an ordering of the curriculum in which the "parochial" barriers of "religion" and "sacred studies" are broken down and in which the genuine interests of students are heeded, with regard both to the course syllabus and the teacher's own outside reading.

At present, the Sacred Studies Department at SPS is involved in several interdisciplinary approaches in its curriculum, such that by the time a student reaches his Fifth and Sixth Form years he should be aware of our interest and
commitment with regard to the concerns of other disciplines.

The Sixth Form elective course in Contemporary Thought includes the study of both religious and secular thinkers. In the second half year, the students themselves design the curriculum and the student becomes the teacher in his particular area of interest. Also, we are concerned to promote the educational goals of the Independent Study Program, especially as it involves students in experience outside the academic community. In the teaching of religion there is no substitute for the intellectual and spiritual stimulus a student derives from being placed where the action is, and then returning to the School to think systematically about the experience and its implications for himself and others.

Finally, Mr. Brookfield is rightly emphatic that complexities and hard facts should not be eroded by a constant pandering to the criterion of "relevance" for its own sake. The realization of this seems to me to hinge on how much personal and academic integrity both teachers and students are able to bring to the classroom. Academically, there is an historical deposit of Christian faith to be understood on its own terms, there are tools of biblical and theological criticism to be mastered and there are Hebrew words, Greek words and weird metaphysical concepts—all to be grasped.

These are the nuggets of the religion course, if you will, which can become the tough intellectual ingots of which Mr. Brookfield speaks. It is during the process of mutual evaluation, challenge and often agonizing re-appraisal that the religion course will show its true metal. Often, at this point, the teacher concludes that he might better seek to ask the right questions than to push the "right answers."

It is a hot and risky business!

Schoolboys Abroad

André O. Hurtgen

THE Schoolboys Abroad program which St. Paul's joined last spring as a co-sponsor sends Fifth Formers to Spain and France for the academic year. The boys live with individual families, learn the foreign language, literature and culture, as well as European history, from native instructors; they are taught mathematics and English by faculty members from the sponsoring schools.

Originally conceived by Clark A. Vaughan, then head of the Language Department of Wilbraham Academy, the program was launched by Andover in the fall of 1964 when a dozen boys from various private and public schools embarked upon a school year in Barcelona.
By 1966, Exeter had joined in sharing responsibility for the program, thirty-nine boys were studying in Barcelona and plans were going ahead for setting up a second program in France. After examination of a number of possible sites the choice fell upon Rennes, the ancient capital of Brittany, where local authorities gave their whole-hearted support. Highly qualified French teachers were recruited, families signed up, and Harris H. Thomas, chairman of the Modern Languages Department at Exeter and formerly of the St. Paul’s faculty (1924-31), was appointed Director. The first group to sail for France in the fall of 1967 included two St. Paul’s boys, while three more of our boys were in Barcelona that same year.

Schoolboys Abroad had included SPS students from the start; it was clearly something that appealed to our boys. Accordingly, the School Trustees at their spring, 1968, meeting decided to join in administration of the two programs for a six-year trial period, sharing in every way and on an equal basis with Andover and Exeter. One benefit that accrues to the boys from our participation is that recipients of financial assistance may now have scholarship funds applied toward the year of study abroad in Rennes or Barcelona. For the faculty, it means new opportunities for travel and teaching in a foreign setting. George L. Carlisle of the English Department will be the first faculty member to represent St. Paul’s, when he moves to Barcelona for the academic year 1970-71.

The five SPS boys who spent last year abroad were asked to share their impressions with readers of the Alumni Horae:

**What were your first impressions upon arriving in Europe? Did you experience any sort of culture shock?**

*Gaither G. Davis:* I found it tough at first, especially as I had been seasick during the crossing on the MS *Aurelia*. It takes a lot of perseverance to adjust to Spanish food, all of which is cooked in oil!

*Richard C. Hagerty:* Of course you don’t have the comforts of home, and you have to adjust to a more Spartan way of living. My problem with the cuisine is that it was too good! The time a French housewife spends preparing a meal is incredible, but the results made my stay very worthwhile!

**What was your host family like?**

*James M. Evarts:* They had ten children, from a babe in arms to teen-agers, yet my Spanish parents spent more time worrying about me than about their own kids. They were always afraid I wasn’t eating enough or meeting enough people. The father is a lawyer, and by European standards I guess they were quite well off: they owned a car, a TV and even a small beach house where we spent many weekends.

*Bruce T. McMillan:* The Aragonés were wonderful people. The father was a very unusual man; he was former motorcycle racing champion of Spain, a former professional soccer player who had made his way somehow into the construction business. He was with a firm that makes glass bricks for use in
construction; now I'm trying to find outlets for him in this country. I'll get a commission on anything I can sell for him. The family treated me just like one of them. I should add that I was particularly lucky because there were four girls in the family.

**Did you have opportunities to observe a political scene different from the one you are accustomed to?**

*Graham G. Wisner:* I immediately noticed a general acceptance of the word "communism." The communist party in France is just as respected as any other. But the spirit of these communists is best reflected in their weekly schedule: on Mondays you are likely to find them smearing anti-US and anti-de Gaulle posters all over town and marching in protest movements. By midweek you will find them selling sausages, complimenting government officials and anyone with American cigarettes; and by Saturday night they will be watching "The Man from U.N.C.L.E." on TV.

**What did you think of your foreign teachers? How do their methods compare to those of American teachers?**

*Bruce T. McMillan:* They were great! The best I've ever had. We had exciting discussions with Senor Termes in history. (José Termes Aréval, catedratico of the University of Valencia.)

*James M. Evarts:* Vilanova was terrific! He was so good the Royal Academy took him! (Dr. Antonio Vilanova, who was elected to membership in the Real Academia Espanola de la Lengua.)

*Richard C. Hagerty:* Of course most of their teaching is in lecture form; you have to take reams of notes and then learn everything cold. It works wonders for your French, and Tanton was a superb lecturer, but I still prefer our American method based on discussion. (Monsieur Armand Tanton teaches the course in French literature and is Inspecteur d'Academie Honoraire.)

**What about the athletic program?**

*Bruce T. McMillan:* Sports are not as emphasized as over here, and by its very nature the program cannot offer a wide variety of sports, but pretty much everyone can find something he likes. I played soccer in the fall and learned to sail in the spring. I should mention that we did not fare too well against the Spanish soccer teams; they are really good.

*Richard C. Hagerty:* Our group was the first one in Rennes, so we had to solve a number of problems: it was not always easy to find facilities and opponents, though we did play the lycée in basket-ball. One wonderful thing about Rennes is that there are so many youth clubs; some boys joined local teams, some did fencing, others horseback riding. One even joined the Club de Vol a Voile (glider flying). I kept in condition by lifting weights at the Club d'haltérophilie.

**What did you do during your spare time and during vacations?**

*Graham G. Wisner:* I must have spent hundreds of hours arguing with my
French father at night; we talked politics a lot until the early hours. Then I would find that by next morning he had completely forgotten what position he had taken the night before!

*Gaither G. Davis:* My family took me on a few trips to the Costa Brava. I remember also the Sundays spent sunning in the Parque Guell, that extraordinary collection of cartoon-like constructions by Gaudi, where all of Barcelona seems to spend Sunday afternoons.

*Bruce T. McMillan:* I got a tremendous amount out of the vacation trips. It may sound bad being shoved around in a bus for days on end, but it was really great. León particularly impressed me, with its beautiful thirteenth century cathedral. And Granada with the Alhambra, and scores of other places.

**As you look back on your year abroad, in what ways has this experience been beneficial to you?**

*James M. Evarts:* The program is pretty much what you make it. You have much more freedom than at SPS, and you have to learn to use that freedom. Some boys failed in this, and they were the ones who did not feel they got much out of the program. I was determined to master the Spanish language, and I did.

*Richard C. Hagerty:* Most of all it was a maturing experience. It's like being thrown in a pond—you have to swim or you don't get out at all. I learned to get along with all sorts of people from completely different backgrounds; I learned to put up with things. Many of the customs that annoyed me at first made a lot of sense by the end of the year. I would say I got more out of my one year in Rennes than in three years at St. Paul's.

*Bruce T. McMillan:* The program does actualize all of its goals. It has matured me, opened my viewpoints. I came into close contact with another country; I
learned the language, the culture and how the people think. All of this you
don't get when you are a tourist, or even when you go and live with the Ameri­
can colony over there, the way so many Americans do. It was the most stimu­
lating year I have ever had.

The Alumni Fund

Form Agents' Dinner - January 23, 1969

THE BENEFITS of easy, two-way communication between the sectors
of the School community, and between the School and its alumni and friends,
formed a central theme of three speakers at the Form Agents' Dinner this year,
held, according to custom, at the Racquet and Tennis Club in New York City.
There was lively and generous participation by the Agents in discussions follow­
ing the talks by Mr. Warren, Philip Burnham of the English Department, and
Sanford Sistare, Director of School Information.

Mr. Burnham, a member of the Curriculum Study Group that met last
summer, described the formation, working and effects of the “ad hoc commit­
tees” established in the fall to study different aspects of School life. The twelve
committees have worked hard and slowly, only half of them reporting so far.
Results to date indicate that suggestions and changes will be very worthwhile.

Mr. Sistare said that he is trying to keep all parties who are interested in
St. Paul’s—alumni, parents, friends and other schools and organizations—
informed and up-to-date about what is going on there—activities, plans,
changes—and to widen its audience and friendships.

The Rector spoke of the troubles that face everyone in these dangerous
days and named religion and its revival and race relations as the two most
important problems. He said his experience at St. Paul’s leads him to believe
there is real religious interest among the boys and that the Church can gain
their confidence if the program of the Church is worthy of its Master and un­
afraid to follow Him.

He said that Fifth and Sixth Formers are “men” who must be heard. Their
grievances cannot be ignored or put down by power. It is easy to use the power
one has, Mr. Warren said. To be able to get along successfully without using
it is the mark of good leadership. He thinks St. Paul's has listened, adjusted and been progressive without destroying, or having had destroyed, what the School has always stood for.

During the evening, the Chairman of the Alumni Fund Committee introduced Amory Houghton, Jr., '45, President of the Board of Trustees, Lawrence Hughes, '43, President of the Alumni Association, and William A. Oates, Administrative Vice Rector, honored guests; Arthur E. Neergaard, M.D., '99, senior form agent present; P. Lyndon Dodge, '03, Deane M. Evans, '37, Allerton Cushman, Jr., '54, new form agents, and Roger A. Young, '64, a new co-agent.

The Chairman noted that the Alumni Fund for 1968 was $17,380 more than for 1967 and came to a record $207,893. He congratulated Lawrence Hughes, the 1968 Fund Chairman, on a job very well done. Taking note of a decline in the number of contributions to the Fund, he urged the form agents to do everything they could to reverse this trend. He pointed out that the School needs the support of all its alumni and that without the annual unrestricted income from the Alumni Fund it would face a deficit.

Julien D. McKee, '37

1969 Alumni Fund Committee

Julien D. McKee, '37, Chairman
Alexander T. Baldwin, '21
Francis D. Rogers, '31
Francis E. Storer, Jr., '41
A. Walker Bingham, 3d, '47
Harold P. Wilmerding, '55

Progress Report: 1969 Alumni Fund as of March 14

THE 1969 FUND is making very good progress towards a challenging $225,000 goal. To date, 603 contributors have given $40,855.48. Special efforts by the Forms of 1919 and 1944 in connection with their big anniversaries swell the totals to $92,011.93 from 651 contributors.

The Fund Committee thanks those alumni who have given to this year's Fund (still in its early stage) and those who will be giving in the coming months. The Form Agents are working diligently to reverse recent declines in the number of contributors and to raise it to 2700. We take this opportunity to thank them on behalf of the Alumni Association and the School.

Julien D. McKee, '37, Chairman
### 1969 Alumni Fund Interim Record - March 14, 1969

(Dates of Reunion Forms are in bold type)

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<td>Alvin A. Schall, 3855 St. Charles Ave.—Apt. 309, New Orleans, La. 70115</td>
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Anniversary

THE SCHOOL'S One Hundred and Thirteenth Anniversary will be celebrated on May 30 and 31 and June 1. Coolidge M. Chapin, '35, is in general charge of Anniversary plans.

Reunion Forms and their Chairmen:
1899—70th: Arthur E. Neergaard, M.D., 120 East End Ave., NYC 10028
1904—65th: (To be appointed)
1909—60th: Harold N. Kingsland, P.O. Box 72, Woodmere, N.Y. 11598
1914—55th: (To be appointed)
1919—50th: Fergus Reid, Jr., 48 Wall St., New York, N.Y. 10005
1924—45th: Howard F. Whitney, Jr., 500 Deercliff Rd., Avon, Conn. 06001
(1924—45th: Announced after May 1)
1929—40th: Townsend Munson, 101 S. Broad St., Philadelphia, Pa. 19107
and F. S. Nicholas, James Lees & Sons, Bridgeport, Pa. 19405
1934—35th: (To be appointed)
1939—30th: Francis J. Rue, Jr., Calvin Bullock, Ltd., 1 Wall St., NYC 10005
1944—25th: Norman E. Mack, 2d, 24th Floor, Main Place, Buffalo, N.Y. 14202
1949—20th: Howard M. Fry, P.O. Box 679, Reading, Pa. 19603, and
Douglas S. McKelvy, 128 East 74th St., NYC 10021
1959—10th: Nicholas Biddle, Jr., Glen Goin, N.J. 07620
1964—5th: (To be appointed)

Anniversary Program—Daylight Time
Friday, May 30
3:00 p.m. Baseball Game: SPS vs. Belmont Hill
7:30 p.m. Latin Play on Chapel lawn
8:30 p.m. Band-Glee Club Concert and one-act play
Saturday, May 31
8:45 a.m. Chapel
9:45 a.m. Track Meet and Presentation of Prizes
11:00 a.m. Academic Symposium
12:00 n. Alumni Meeting: Memorial Hall (wives welcome)
1:00 p.m. Alumni Parade
Parents and Alumni Luncheon in Gymnasium
3:00 p.m. Boat Races on Turkey Pond
Award of Prizes at Flag Pole (after races)
Sunday, June 1
8:30 a.m. Holy Communion—Old Chapel
10:30 a.m. Chapel—Address by the Rector
11:30 a.m. Buffet at the Upper for those wishing luncheon before leaving.
Regional Alumni News

N.Y. Service in Bernardsville

The SPS church service, an annual event for alumni of the Greater New York area, was held this year in St. Bernard’s Episcopal Church, Bernardsville, New Jersey, March 2, 1969, through the kindness of the Rev. Edward N. Maxwell, rector.

Mr. Warren preached eloquently on the story of the boy Christ in the temple, drawing thoughtful parallels between the situation of Joseph and Mary and that of many anguished parents of today: “Son, how could you do this to us?” The lesson was read by James C. Brady, Jr., ’53.

The service was followed by a reception and buffet supper in honor of the Rector and Mrs. Warren, at the Somerset Hills Country Club. After supper, Mr. Warren offered that happy break-through of civilization, the speechless question-period, commenting informally on matters of current interest at School. Co-chairmen of the reception were Mrs. E. Newton Cutler, Jr., Mrs. Bayard Coggeshall, Mrs. Charles H. Mellon, 3d and Mrs. John L. Newbold, 3d.

The occasion was a delightful one for the fellowship it afforded and the opportunity for immediate contact through the Rector with the School.

A. Walker Bingham, 3d, ’47

Books


Although the sea has played a major role in shaping the American destiny, until now there has been no adequate history of marine painting in America, a situation at last redressed by the publication of John Wilmerding’s impressive new volume.

Mr. Wilmerding is a first-class scholar and historian. He has been able to perceive not only the growth and, in his view, the decline of marine painting in America, but also the sources from which it arose and the special vision which distinguishes the American from other traditions of marine art.

Tracing the origins back to the early portraitists and wall decorators of the colonial and post-colonial periods, Wilmerding shows that marine painting developed in a manner parallel to the general growth of landscape painting in the Renaissance and post-Renaissance periods in Europe: first as background,
then as abstract design, finally becoming something in itself: a means whereby the artist felt freer to express his own ideas and metaphors than through the more restrictive means of the figure or the portrait. In Wilmerding’s view the process was neither sudden nor revolutionary. Some of the impetus came from the commercial interests or vanity of shipping concerns and shipowners, who wanted a record or an advertisement of their special beauties of the sea lanes. Another force was simply topographical curiosity: what does Boston (or Castine, or New York) harbor look like?

Even as our literature was influenced by European ideas of form and style, so was our marine painting, from expatriate artists like Copley and Allston to emigrant British and French painters like Robert Salmon and Michele Felice Corne. The special qualities of light and mood that characterize the Eastern seaboard, the unique ambivalence of democratic ideas, even the peculiarity of the artists’ own backgrounds combined to create an American tradition distinct from the English, Dutch, or French styles that so heavily contributed to the making of it.

Perhaps the book’s most important contribution is in Mr. Wilmerding’s rescuing from near-oblivion artists of the caliber of Robert Salmon and Fitz-Hugh Lane, American masters whose recognition has long been overdue. Clearly, the work of these two painters not only helped establish the American tradition but epitomizes the best that the tradition produced. This does not mean that the great masters have been overlooked, for the author quite properly devotes a chapter to the accomplishments of Homer, Ryder and Eakins.

In Mr. Wilmerding’s view, none of the painters after the middle of the
century were "pure" marine painters; of the "greats" only Homer came close to the purity of men like Salmon and Lane.

Because the author sees the tradition as one chiefly of the nineteenth century, fulfilling a particular need at a particular time, his chapter on the twentieth century is less satisfying than the earlier ones. With the break-up of representational form that occurred in the early twentieth century, the outward manifestation of the nineteenth century tradition did indeed die, but its inward force has not diminished. A universal mystery in the sea still impels men to use its terms to shape their forms.

This cogent and sensitive volume should generate further interest in an aspect of American art that has too long been underrated, for it is a work that is a delight both to read and to look at. The choice of plates is discerning and their number is sumptuous. Although the black and white illustrations outnumber the color plates ten to one, the plates have been judiciously chosen for the greatest range of stylistic difference within the tradition. It is a handsome volume, honoring not only the author but the joint publishers, and one that belongs in the library of everyone interested in Americana.

Thomas R. Barrett


IN THIS BOOK about the evolution of man and the growth of his consciousness, Dr. Loomis equates creation, exclusive of homo sapiens, with the spontaneous act of "GodA." This GodA is nothing more than nature. The birth of consciousness ("GodB Within") occurred when Cro-Magnon man, instead of chipping his stone tools, began to flake them. An awareness of the inevitability of death—perhaps with the dim hope of a hereafter—moved man later to bury his dead fellow, an event of significance far surpassing the worship of fertility as seen in the cave paintings of pregnant bison.

This evolution is not seen as a steady progression. It reminds us rather of the Chinese ritual dance, where two steps forward are followed by one backward. Yet it persisted, a slow dance set to the silence of advancing and the boom of receding ice, with dripping stalactites whistling in the dark of drafty caves.

The author ascribes the development of man's societal existence to the GodB-wrought evolution of the concept, "Justice", from its raw tribal distillate whose dicta applied only to intra-tribal behavior (with freedom to exact an eye for an eye from enemies) to the Sermon on the Mount. On the other hand, the State-decreed obliteration of Jericho, Carthage and Lidice—yes, even the giving of smallpox-contaminated blankets to the American Indians—bespeak outbreaks of resistance to GodB. He has indeed had a harder time than his predecessor, GodA.

Dr. Loomis's differentiation of the ens realissimum into two chronologically separate concepts, while unintentionally supporting the "God is dead" idea,
seems to stem mainly from psychological reasoning. But such revolutionary dismembering reflects only one aspect of our present culture—its complexity. The author stops short of an interpretation of the neo-medieval portent of advanced technology, mass media, the computer and the State—formidable entities already partially united in a new “Una Sancta,” with “missions” perhaps to come in the diaspora of the moon.

Subdividing the concept “God,” the aggregate of all life and phenomena which Hegel endowed with a trinity of dialectic impulses, seems risky. One wonders about the extension which GodB may take under the influence of modern thought and/or fad. The refinement of this concept could become more injurious to society than its outright and challenging negation by such past militants as Heckel (*Weltratsel*) or Feuerbach (*Das Wesen der Religion*).

The book’s final pages reveal a gentle aspect of the author’s intent. “If GodA or nature has no purpose for us on earth, GodB does. He wants us all to be conscious happy men working for the common good.” Communion must be “with other men, both present and the dead.” Finally, “love the Lord Thy God within . . . and all thy different neighbors as thyself.”

*Gerhard R. Schade*


MAN IS quickly destroying and altering the balance of nature. Against his decision to dig a mine or build a highway, respect for nature carries but little weight.

“My Rocky Mountain Valley” should do much to bring alive and awaken that respect. Dr. Rogers’ real heroes are squirrels, jays, the Engelmann spruce and all the wild life of his surroundings.

The book is divided into seasons, seasons into months, and months into days. On some days the author tells of the thirst for gold which brought the first permanent settlers to his valley; on others he writes of “the solitude in our aspen grove on the mountain side.” Reading this book reminds one that animals and plants and their environment have been here longer than man, yet man seems to have lost the time to observe and learn from nature. People now speed through the Rocky Mountains on superhighways, not knowing or caring that “sage brush, for example, thimbleberry and barberry mean foothill slopes and hot canyons. . . . The bark of most trees, especially spruces and firs, is rougher to the south or southwest. . . . At low altitudes, stream pebbles are worn round. The gravel becomes progressively sharper to the mountain tops. . . . The shores of a cirque lake, a moraine lake and a beaver pond are utterly unlike.”

Dr. Rogers depicts nature as magnificently alive, with each part having unique personality. “Our juniper is a dusty little citizen of the lower, and middle mountain slopes. . . . It favors the shaded north-facing slopes of prairie canyons.” The animals too are portrayed with personality and character: “The
Fremont Squirrel interrupted his series of trips from the feeding tray to the bird house he has appropriated. He even dropped a bread crust and scolded for fifteen minutes at something down near the fence."

Woven into the book are strands of American history. The era of boom-town gold mining has gone and with it the people representing that type of life. But the author's vivid descriptions bring to life many scenes from that adventurous time—the thrill of seeing men straining to pull the fire apparatus down the street, the threat of Indian hostility, the first Christmas dinner with a few imported luxuries from the East. These events were important in the settlement of the West, yet minuscule in relation to the history of the Rocky Mountains. Though miners stripped the forest of wood for fuel and mine props, Dr. Rogers sees that already "Nature is healing her wounds, re-establishing her own balance. Perhaps in a century or two the dank spruce woods and the beaver colonies will be at home again."

Frederick B. Beams

Visits into the Past

Henry A. Coit Letters

BAYARD LEROY KING, '40, has recently given to the School some thirty letters which Dr. Henry A. Coit wrote to his grandfather, LeRoy King, '74, and one to his father, of the same name and a member of the Form of 1901. Most of the letters are replies by the first Rector to his young friend, beginning in 1872 when King was in the Fourth Form and continuing to the end of Dr. Coit's life. The first of these letters is typical of the Rector's devotion to his charges and to his ministry. Young King had apparently written to his Rector during the holidays. In return he received the following reply:

My dear LeRoy—

I drop a line in answer to yr letter wh. only reached me yesterday. I am glad that you have had a good time, & I am sure that you have been a good boy. I came back Thursday a.m. & the School will be in readiness on the 24th. Do come back with a brave heart. Remember, if you do your part faithfully, the great blessing of Confirmation & Holy Communion may be yours before the year ends. And you are sure always of the affec. care & interest wh. I have for you.

Mrs. Coit & the children are now in Phila. but will be here D.V. on Tuesday next.

S.P.S. 20 Jan. 1872

41
You will not expect any more than a hurried line from me. And I am always
Your affectionate & faithful friend
Henry A. Coit

From this time on King continued to write, not frequently but with a certain regularity, and to receive Dr. Coit’s characteristically grave but warm replies. These in nearly every case are touching in their sincere interest. They contain many an exhortation; there are congratulations on the occasions of graduation from college, entering on a law career, marriage and the birth of a son. Sorrows, too, were shared and comfort offered at times of personal loss, clearly, if in formal terms, expressing their author’s sympathy.

Only the last of these letters, written just six months before Dr. Coit’s death to his ten-year-old godson, unbends to any great extent. There is, indeed, good counsel—godfathers took their responsibilities seriously in those days—but the tone is relaxed and some matters are included only because they will interest a boy. This letter reads in part:

S. Paul’s School
5 Aug. 1894

My dear LeRoy,

I have not forgotten you or your dear parents this last year, but the weeks and months go much faster with an old person than with one of your age. I have not been in Newport this summer except one night about a fortnight since. You know there was a dreadful hailstorm which came down very suddenly one July afternoon and broke nearly all the glass in all the windows in Newport . . . The hailstones were about the shape of silver dollars or large peppermints, and measured 2 to 3 inches across. One of the officers at Fort Adams told me that a hailstone fell on their steam-launch which seemed to have been made up of four or five of the smaller ones driven together, & he measured it. It was eight inches across, and if it had fallen on any one’s head, would have broken it, and he would never have measured anything again. I have been here most of the summer . . . My daughter Eleanor was visiting some friends on the coast of Maine at a place called Newcastle, and I went to bring her home. They had the brightest and most amusing parrot I ever saw. He could say a great many words, imitate a great many sounds, and every now and then come out with something which sounded as if he understood. If visitors stayed too long he would say good bye, over and over again in a loud voice. He bid the family good morning, when they came down stairs. He whistled beautifully, sometimes like a bird, & sometimes like a boy. He cleared his throat and coughed like an old man, he mewed like the cat and barked like the dog, and laughed in different voices like the servants in the kitchen . . . I hope you will find time to write me a few lines and tell me where you have been and when you are coming home, and how your dear father & mother & brother are. This evening I am to baptize a little infant in the chapel where your father used to go, when he was a boy here. When the sacred words and the water are used, and the sign of the cross has been made on the baby’s brow, he will become our Lord’s child, a little Christian, to grow up one day to love all that is good, and to hate and fight against everything bad and evil. That is what you are, the Lord’s child, and I hope that is what you are doing, growing better as you grow older . . .
Will you give my love to your parents—I think of you and your brother often . . . And I am always, my dear LeRoy, your faithful friend and godfather,

Henry A. Coit

A valuable addition to the School archives, these letters have been gratefully received and placed on deposit at the Library.

Percy Preston, '32

A Unique Book

IN THE YEAR 1878, the mother of Samuel Eliot Morison, '03, the noted historian, visited the Rectory of St. Paul’s School for an eventful, snowy Washington’s Birthday week.

Just out of her teens, Miss Eliot kept a lively journal. Perhaps nowhere else is the School of that day described so vividly. Owen Wister and other students stand out as real people; the Rector and Mrs. Coit are seen as human beings. The visit of Miss Eliot and her beautiful cousin from the South provided the School with almost as memorable and distracting an experience as the girls of Concord Academy, a dozen times more numerous, were to provide just ninety years later.

The manuscript diary was given by Professor Morison in the nineteen thirties to the SPS Library. A few years ago, August Heckscher, '32, came upon it and resolved to make it available to the present generation in a form worthy of its historical interest and literary charm. Mr. Heckscher, who has made the art of printing a hobby which he has pursued with fine taste and expertness since boyhood, was joined as printer by his son Charles, '67, now a student at Harvard.

The resulting book, offered in a limited edition of 250 copies, was printed by hand on French handmade paper at Mr. Heckscher’s Uphill Press, in his brownstone house in New York City, and is bound in boards with a linen spine. Professor Morison has written an introduction; William Abbe of the SPS Art Department has made a series of evocative cuts, most of them taken from faded photographs pasted in the original diary. These cuts are printed in a soft grey-blue, suggesting the deep snow which fell on the School during Miss Eliot’s visit and happily caused her and her friend to linger snowbound.

This unique volume is now available to the SPS family, with any financial returns beyond the printer’s out-of-pocket expenses going to the SPS Library. The price is $12.80 a copy, including postage. Orders may be sent, with a check, directly to August and Charles Heckscher, The Uphill Press, 159 East 94th Street, New York City, 10028. It is likely that the small edition will be soon exhausted.

Ed.
Editorial

ENIGMATIC, certainly; importunate, self-confident and even ominous, perhaps; a bit prickly, no doubt—the photographic abstract which appears on our cover might be tagged with any number of subjective labels to make it seem a symbol of the forces of change which have injected themselves into the life of the School during the past year and which are examined in this issue.

But the connection, if any, is "purely coincidental." As we looked over our proposed table of contents early in February, we saw with dismay that a sizable chunk of it would baffle any attempt at relevant photographic commentary, either on the cover or inside. What to do?

The circumstances seemed made to order for an excursion into irrelevance. Accordingly, we seized the opportunity to invite one of the ablest of the current crop of student photographers at St. Paul's to submit a selection of his work.

The three examples which appear in this issue, therefore, were not designed, and should not be taken, to illustrate anything; they are pictures in their own right. Inasmuch as they came to us untitled and without captions, we have printed them so—self-sufficient visual images, a part of one young man's documentation of what has caught his eye in the world about him.

THE IMPULSE to prolong by a "memorial" the resonance of a good man's life is satisfied best if the memorial can be made to express the character or to fulfill a hope of the one honored.

Aptly meeting this condition, it seems to us, is the fund begun by the family and friends of Peter W. Johnson, '62, described more fully on page 54. We commend this appeal to all who were in school with Peter Johnson and who knew and admired him, whether or not they were members of his Form.

MENTION of memorials prompts us to ask if any group among the Alumni or at the School have given thought to a fit commemoration of Channing Lefebvre's extraordinary contribution to St. Paul's.

With some vehemence, a young alumnus has expressed to us his astonishment that the School as a body has not yet put its gratitude in a form which will do lasting honor to Dr. Lefebvre's memory.

The Horae gladly offers the use of its Letters column to any group or individual wishing to take the lead in furthering this endeavor.

THE EDITOR adds his word of thanks to the Alumni Association's tireless Executive Secretary, Mrs. Sheppard, on whom we learn the Rector bestowed an SPS Bowl last fall, in recognition of her service in an increasingly demanding post for more than a decade.

To those who have not seen this human rocket-engine in action, we should explain that a routine day involves her in the roles of courier, secretary, bloodhound, memory-bank, alarm clock and good right hand for the officers of the Association, the Form Agents and the Horae.
As we go to press, Mrs. Sheppard is on a month’s vacation, visiting her family in Australia; thereby for once free from the least of her chores—spotting typographical errors in the Horae galley-proofs.

BY MARCH 1, ninety replies had been received to our Readers’ Poll printed in the Autumn Horae—eighty-two from alumni; eight from parents, masters and former masters.

These eighty-two alumni represented something less than 2% of the living graduates of the School, a number which might be thought disappointingly small; but in a time when we are all increasingly battered by poll-takers it seems to the Horae a good return. Taken together, the comments of eighty-two may be fairly thought to speak for many others who had no pen or pencil at hand or who felt they had nothing of importance to say. In any case, these replies provide a deposit of helpful comment which we expect to be mining with profit for years.

A large number took the opportunity to send in news for Form Notes. To them (including one who amused himself—and us—by pulling the Editor’s leg), as well as to all who filled out the Poll for us, with or without additional comment—our hearty thanks.

The tabulation indicated widest reader interest in “The School in Action” (83%), Obituaries, Form Notes and The Rector’s Letter, in that order. Narrowest in appeal, again in order, were Regional Alumni News (50%), Reunion Reports, Book Reviews and Sports Scores.

The printing of “in-depth reports on the concerns of boys now at SPS” was favored by a heavy vote which jumped the “generation-gap”, as also did a smaller vote in support of articles about School history. On the basis of these returns it would be rash to generalize about the interests of different age-groups of alumni—as to whether they are directed chiefly to the present life of St. Paul’s or to the past. They resist that kind of classification, each man, rather, reacting according to his own temperament.

Many brief suggestions were scattered through the replies: the Form Notes are “too social,” they should be more like those in the Yale Alumni Magazine; the Horae format is too small; use more photographs; the long lines of type would be easier to read if given wider spacing; “Millville Notes” needs a new title; etc.

Below, arranged according to the Forms of the writers, we give a sampling of the alumni comments which came in with the Poll:

1910—“More emphasis on the academic life and purpose in life; less
emphasis on the social and extra-curriculum side. Men who were examples to
us in School will be remembered, but not their wives, e.g. Mr. Dole, Scudder,
Mr. Drury, the Knox brothers, and many others. We went to school to learn
about men, and during vacations learned about women.”

1912—“Sports scores alone mean very little. I should like to see articles
on athletics with highlights of the football and other games. Get the magazine
out on time. For example, the Fall Issue this year did not appear until Jan­
uary.”

—“At least one article should be about old customs, old activities,
etc. It is very hard for me to condone the sloppiness and in fact in many cases
the uncleanliness of the boys today. It actually hurts when I see boys go into
chapel in all sorts of rigs. Of course the bc ys should have a say in what goes on
at St. Paul’s but they should be made aware of certain basic rules and customs
to which they should conform.”

1921—“Your questionnaire prompts me to comment on the obituary
column, where I am quite likely to appear next. Many of the notes read as
though constructed to formula, with little personal knowledge of the individuals
involved. In an attempt to meet this criticism, I have composed and enclose,
sealed, an obit of my own. Please file it away for future use, adapted as editorial
judgment may require.”

1923—“As an alumni magazine, I think the Horae’s first concern is with
what is going on at SPS. Secondly, news of alumni, particularly Form Notes.
Also articles about alumni who have done worth-while things.”

1924—“It’s great the way it is!”

1927—“Form Notes should be handled within each Form by its own mail­
ings. The Alumni Horae is a generous several cuts above the level of most
alumni publications of secondary schools. It is lively, well edited and balanced.
It may well consider an occasional boy-produced piece on a social theme—this
is what the kids are increasingly involved in.”

1928—“Frankly, I enjoy the Alumni Horae. I do think that articles by
distinguished alumni about their activities are interesting. Drayton Cochran,
Bill Howells and others have written good articles. I particularly like Alumni
Notes. I also know how hard they are to get. For that reason I am writing one
on the back of the poll.”

1929—“I wish in each issue you could have one or two anecdotes out of
the past. And the past does not have to be 1880—a year or two ago will do
just as well. Here is an example: an egotistical boy had just won his Isthmian
football letter and was coming down the path from the Upper when he en­
countered Mr. Scudder. Mr. Scudder locked at the red sweater with the white
‘I’ and said, ‘So-and-so, I cannot think of a more appropriate letter for you.’ ”

—“An excellent and interesting periodical.”

1932—“The Autumn Issue is absolutely tops. It makes SPS seem a many­
facetted, wonderfully complex and alive place—a vital mix of past and present,
of the cdd and the more or less expected. Hurrah for DER’s piece on Keats!”

1939—“I think the A. H. is a fine magazine. Please don’t make it any
fatter. I can always get through it easily now. Keep up the good work.”

1940—“I don’t think the Alumni want sports scores so much as accomplish­ments, pro and con. For instance, are we gaining by playing outside? Is there a lessening of club spirit and importance? I feel that the Horae can give us, with an article now and then, what is being accomplished in the whole athletic program—both for the athletes and non-athletes.”

1941—“Perhaps boys could write “The School in Action” or a regular article similar thereto. Articles on education by the faculty would be of interest to me.”

1943—“The Horae is without doubt extremely well done from all points of view. Therefore, please leave it exactly as it is.”

1944—“Perhaps the Alumni Office, through the Form Agents, could solicit more news of alumni, with a blank like this one attached to the yearly solicitation.”

1945—The Horae ought, I think, not to become a general forum, but it might welcome a little debate on subjects that closely concern the School.”

1947—“Aside from an occasional report from my former students who now attend SPS, the Alumni Horae is my only link with St. Paul’s. You publish an excellent magazine and I am grateful for it.”

1948—“I feel that there is a real need for you to reveal more about the School as it relates to the world at large. Perhaps SPS is much more than blazers and old school tie. If so, let’s hear about it—i.e. what about SPS and race; SPS and the Church today? What’s your reaction to statements about SPS in Stephen Birmingham’s, ‘The Right People?’ What is the total current endowment? What is the scholarship policy? What is SPS really trying to be to America at large?”

1950—“I am in the publishing business, read the Alumni Horae carefully and think it’s great.’

1952—“This is really a fine publication. I enjoyed Mr. Cochran’s article in the recent issue and would like to see more articles by alumni. The obits seem long and I don’t really read them. Perhaps I’m not yet at that age.”

—“A color cover would be expensive but worth it: larger photo, more imaginative lay-out, etc.”

1959—“An enlightened Rector has carried the School to the boys and has had the wisdom to accept the boys’ resultant approach to the School. Both sides seem to have benefited. The Horae aptly reflects in its imagination the true spirit of the School.”

—“It seems to me wholly in character with the better SPS traditions that the managers of an already excellent publication have taken it upon themselves to solicit suggestions for improvement.”

1960—“I am in the publishing business, read the Alumni Horae carefully and think it’s great.’

1961—“Distribution is slow. Whether I have developed a taste for your magazine or whether my interests have simply matured, I do like it.”

—“The best I’ve ever seen.”

1962—“The Horae should offer more articles of historical interest—men and physical characteristics—and serve as an outlet for faculty-alumni crea-
tivity: articles, short poems and pertinent, timely essays.”

1965—“It would be highly beneficial for the School if some good honest criticism of the place could be drawn in confident sincerity from a few of the boys and printed in the Alumni Horae. I keep getting the feeling that the Horae is a God’s-in-his-heaven-all’s-right-with-the-world-type mag.”

**FACULTY NOTES AND EMERITI**

**Dudley P. Barnard**, Controller of St. Paul’s School since 1959, has been elected secretary of the Association of Business Officers of Preparatory Schools, for a three year term.

**John H. Beust**, Farnsworth Master in Science and Head of the Science Department, has been elected president of the New Hampshire Science Teachers Association.

The Concord Boys’ Club, an affiliate of Boys Clubs of America, has elected **Ronald J. Clark**, Vice-Rector, as president. From 1946 to 1955, Mr. Clark was director of the School Camp at Danbury, now called Camp Andrews and operated by the Concord Boys’ Club.

**Richard F. Davis** of the History Department, who is also an assistant to the Director of Admissions, spent part of a week in November traveling to New York, Philadelphia and Connecticut cities, making contact with resource people through whom able black candidates might be referred to the School.

**Louis A. Grant, Jr.** of the History Department has called to the Horae’s attention that he has at no time worked for the Hudson Guild, as stated in our Autumn Issue, nor has he worked directly with Harlem youth for a number of years. His connection with Haryou-Act, Inc. in New York City, during the year before his coming to the St. Paul’s faculty, was as a research assistant in the Research and Planning Division and as a research specialist and Director of the College Entrance Information Service of Haryou-Act Neighborhood Boards.

**Kleber Hall**, a member of the Fine Arts Department from 1942 to 1946 and again in the year 1949-50, died on October 1, 1967, according to information just received.

**William O. Kellogg**, Head of the History Department, was the delegate of the New England History Teachers Association to an early winter conference in Washington, D.C. of the National Council of Social Studies.

The Rev. D. Richard Knickerbocker of the Sacred Studies Department was ordained to the priesthood of the Episcopal Church by Bishop Hall of New Hampshire, January 26, in the School Chapel.

**Bernardo Hoff Knight**, teacher of French at SPS from 1954 to 1958 and later connected with the United States Information Service, died in late December, 1968. For the past two years, he had been teaching French at Williston Academy, Easthampton, Massachusetts.

The Rev. **Francis X. Moan**, S.J., (1966-1967), a former member of the Classics Department, writes that he has become religious superior for a small group of Jesuits studying for doctorates at the University of Pennsylvania. From this work he commutes to St. Joseph’s Preparatory School, where he divides his time between teaching the Classics and serving as assistant headmaster for special academic programs.

**David W. Read**, '40, (1949-1960) is described by Mr. Gerhard R. Schade as a “one-man Peace Corps,” for his services to the community in which he lives near Taxco, Mexico. Besides reconstructing an ancient ruined hacienda, he has planned and built dams to provide year-round water, and promoted the rebuilding of the old mission church and improvement of school facilities.

**Peter J. Sheehan** of the English Department is the author of “Benet’s *John Brown’s Body*: for Study”, an article in the February issue of *The English Journal*. The Journal also
plans to print in a later issue a paper he delivered at the convention of the National Council of Teachers of English, held in Milwaukee last November: "Theatre of the Absurd: A Child Studies Himself."

The Rev. John T. Walker (1957-1966), canon of Washington Cathedral, has been elected a trustee of Milton Academy, Milton, Massachusetts.

Benjamin B. Warfield (1931-1935) is employed by the National Association of Secondary Schools in Washington, D.C. to keep its members informed on new or pending federal legislation affecting them.

EMERITI

Eric Ericson (1930-1945) celebrated his 89th birthday on January 9, by standing on his head for half a minute in the New York Athletic Club gymnasium. John Richards (1912-17; 1919-49), from whom we had word of it, comments that "the Swedes are wonderful in gymnastics. I shall never celebrate a birthday in that way, nor do I think you will, though I may misjudge you."

Mrs. Henry Kittredge has given us the inside story of a Cape Cod newspaper account which appeared late last summer, telling of the deeding of a piece of marsh land to the town of Barnstable. It seems that Henry Kittredge during his lifetime gave the town about 60 acres of marsh and cranberry land which he had bought earlier to shoot over—he called the marsh acres his "semi-submerged land." Then, Mrs. Kittredge writes, "this little piece that he owned with Clarence Jones was left and Clarence decided to give it also. . . . I laughed—when the Selectman called Clarence Jones and asked him to have his picture taken deeding the land to the Town, Clarence said, 'Well, Mrs. Kittredge ought to be there too; have you asked her?' and the Selectman said 'No, I thought she was probably too old to come over!' but I grabbed my cane and went!"

Clarence E. Rexford (1909-17; 1919-46) was 93 years old on December 14. A correspondent reports that he is quite well, enjoys visitors and can sit up for many hours each day, reading, at his home on Pleasant Street not far from the gate of St. Paul’s School.

FORM NOTES

1920


1922

James F. Nields, president of Ware Knitters, Inc. of Ware, Massachusetts, has been elected president of the Mary Lane Hospital Association, ending a fifty-nine year period during which a woman had traditionally presided over the hospital board.

1924

J. Lawrence Pool, M.D., reports that he is "active on two student-faculty committees at Columbia University, is completing the MS of another medical book and travelling to national and international meetings on brain surgery."

1928

George R. Clark has been chairman of the recent Philadelphia Flower Show, an all-year-round task culminating in March, when the hazards of the weather make it a financial gamble. "The growers want the show out of the way before Easter season comes. So we poor amateurs struggle to create something beautiful, different and solvent."

As part of a general effort to increase contact between students and faculty, Harvard recently formed a committee, with Professor George C. Homans as chairman, "to study and report on the role of the faculty in the Houses."

1929

In November, 1968, John B. Walker and a dozen other climbers hiked 350 miles through the mountains of Nepal from Kathmandu to Mt. Everest and back. On the
Townsend Munson, '29, first layman to serve as president of the Board of Trustees of the Divinity School of the Episcopal Church in Philadelphia, shown after his election, Oct. 31, 1968, with the Very Rev. Edward G. Harris, Dean of the School.

mountain itself, they climbed to a height of 18,000 feet before being stopped by unseasonably deep snow.

1930
William G. Foulke, president of the Provident National Bank of Philadelphia since 1962, has been designated to become chairman and chief executive officer on June 1.

1931
Richard K. Thorndike has tallied five grandchildren in the past two and a half years; two of them, he reports, are possible SPS prospects.

1932
Lewis Wynne Wister, headmaster of South Kent School since 1955, has announced his retirement as of June, 1969.

1933
Andrew Gagarin, president and director of the Torrington Manufacturing Company, Torrington, Connecticut, has been elected to the board of trustees of the Wadsworth Atheneum of Hartford. Gagarin is vice-president of the Connecticut Junior Republic and a governor of Charlotte Hungerford Hospital.

E. Coe Kerr has left the presidency of M. Knoedler & Company, art dealers, to found his own gallery in New York City. The new gallery, in which Kerr will be associated with R. F. Woolworth, is called the Coe Kerr Gallery. Andrew Wyeth, one of Knoedler's leading artists for more than sixteen years, will be represented by the Coe Kerr Gallery hereafter.

William H. Moore is serving as chairman of a new organization, the United Fund of Greater New York, Inc., which will bring together the previously competing money-raising efforts of the Greater New York Fund and the American Red Cross and possibly other charitable funds in the New York metropolitan area. Moore has served previously as chairman of the Greater New York Fund. The first United Fund appeal will start May 1.

Walter B. Terry is a trustee of St. Bernard's School, Gladstone, New Jersey.

1936
Gustavus Ober, 3d has formed a new firm of public relations consultants, Gustavus Ober Associates, in New York City.

1938
Married: John K. Williams to Miss Sandra Julia Rousseau, daughter of Mr. and Mrs. Enrique Rousseau of Palm Beach, Florida, February 22, 1969, in Palm Beach.

1939
Thomas W. Bakewell, who is a staff engineer with New Departure Hyatt, a subsidiary of General Motors Corporation, at its headquarters in Sandusky, Ohio, reports that he has four daughters and that “all girls, including wife, are much smarter than the old man.”

Robert B. Meyer, Jr. has completed the MS of “Professor Langley’s Magnificent Aero Engine of 1903,” to be published by the Smithsonian Institution this year. He spent last summer in Europe with his wife and two oldest daughters, returning with 800 feet of 16 mm. film of seven countries, and 200 slides of aero engines in European museums.

Just elected a national director of National Air Transportation Conferences, James D. Tilford, Jr. operates Tilford Flying Service
in Palm Beach, Florida, providing facilities for all sorts of aviation activity and specializing in 24-hour service on corporate jets.

1940

MARRIED: Ricard Riggs Ohrstrom to Mrs. Elizabeth R. Weaver, daughter of Mrs. James Town of Lake San Marcos, California, and M. J. Rinehart of Charlottesville, Virginia, December 26, 1968, in Memphis, Tennessee, at the home of Timmons L. Treadwell, 3d '41.

1943

Ezekiel A. Straw, Jr., president of the Manchester, New Hampshire, Savings Bank, has been named chief executive officer of the bank, in addition to his duties as chief administrative officer.

CHANGES OF ADDRESS

To simplify the keeping of up-to-date addresses in the School and Alumni files, Alumni are asked to send any change of permanent address, with Zip Code, to

Development Office
St. Paul’s School
Concord, N. H. 03301

The Development Office will be able and glad to help any alumnus locate a friend whose address has changed.

1944

MARRIED: Philip R. James to Mrs. Mai Z. Colla, daughter of Mr. Francesco A. Zara of New York City and the late Mrs. Zara, February 7, 1969, in New York City.

Charles M. Kinsolving, Jr. has recently made a trip with his wife to French West Africa and British East Africa, with a stopover in Khartoum where his brother is chargé d'affaires at the United States legation. He was a New York delegate pledged to McCarthy at the Democratic National Convention in Chicago last summer.

MARRIED: William B. Meyer to Miss Alicia Gonzalez-Pardo, daughter of Mrs. Piper Humphreys and Mr. Vicente Gonzalez-Pardo, February 16, 1969, in Palm Beach, Florida.

1945


William H. Painter, professor of law at the University of Missouri-Kansas City, has completed his first book, “Federal Regulation of Insider Trading,” a 600 page treatise which includes a detailed analysis of the Texas Gulf Sulphur Case.

1946

Alexander Aldrich left his post as executive director of the Hudson River Valley Commission on January 1 to become president of the Brooklyn Center of Long Island University.

Stephen C. Chandler is teaching mathematics and coaching tennis and squash at Mercersburg Academy. He received his M.A. degree from Bowdoin College in 1968.

Lt. Col. John A. Hambleton was awarded his third Distinguished Flying Cross last autumn, in recognition of his heroism in January, 1968, in keeping his malfunctioning A-1 Skyraider over a heavily defended area in North Vietnam, to provide cover for helicopters rescuing downed aircraft crew members.

1947

James Hollyday has been appointed to the new post of director of marketing for the American Can Company household and industrial packaging group. He was previously a marketing group manager for the Nestle Company, Inc.

1948

Albert R. Gurney, Jr. is an associate professor of literature at Massachusetts Institute of Technology. He is the author of numerous short plays, some of which have been published in anthologies and others produced at the Tanglewood Festival, in New York and elsewhere.

1950

Charles R. Kinnaird has been admitted to partnership in the Detroit law firm of Long, Preston & Evans, and the firm's name has been changed to Long, Preston, Evans & Kinnaird.
1951

Varick M. Bacon, who has been head of the Institutional Research Department for J. Barth & Company, brokers, became a general partner of the firm on February 1.

On November 1, 1968, Charles W. Baker, 3d became a general partner in the brokerage firm of Butcher & Sherrerd and a representative of the firm on the floor of the New York Stock Exchange.

Born: to George L. Caldwell and his wife, Jean, their third child and second daughter, Alexandra, July 18, 1968. Caldwell has been named minority whip of the Republican delegation in the Florida House of Representatives, following his reelection to the Legislature.

David H. Carter has become a vice-president of Standard & Poor’s Planned Investing Corporation, a subsidiary of a new company called Standard & Poor’s/InterCapital Inc. The division in which he is working handles all the investment advisory business of Standard & Poor’s.

Born: to Peter B. Elliman and his wife, Julia, their third child, a son, Peter Bogert, Jr., January 4, 1969, in Houston, Texas.

William G. Prime has been elected executive vice-president of Equity Research Associates, Inc., an investment advisory and brokerage firm on Wall Street. He has been with the firm since its founding in 1962.

Born: to Fergus Reid, 3d and his wife, Anne, their third child and second daughter, Brooke, early in the summer of 1968.

1952

Born: to J. Truman Bidwell, Jr. and Mrs. Bidwell, a son, Kinberley Wade, November 18, 1968.

Thomas J. Charlton, Jr. has joined Williams Bros. Overseas Ltd. and will work on various projects in Libya.

F. Whiting Hays, M.D., completed a year’s service in Vietnam in October, 1968, having spent the greater part of his time there at the 18th Surgical Hospital in Quang Tri, 14 miles south of the DMZ. For some months he “held the questionably enviable distinction of being the furthest north placed army chest surgeon in Vietnam.”

1953

Rutgers Barclay, marketing manager of Squaw Valley USA, Olympic Valley, California, ski resort, served as chief of press for the International Cup Races held at Squaw Valley at the end of February.

Hugh Clark, M.D. is an instructor in the University of Washington School of Medicine, doing research in infectious diseases. Last July he became director of the medical outpatient department of the King County Hospital. He is a member of the Health and Welfare Committee of the Seattle Urban League and of the Health Task Force of the O.E.O. Model Cities Program. His wife, Suzanne, is the mother of two young Clarks. He describes his pleasures as “hiking and skiing in the Cascade Mts.; trout fishing with minimal success; Seattle Symphony.”

Edward N. Dane has been elected a trust officer of Old Colony Trust Co., Boston.

Randall W. Hackett has been appointed general advertising manager of the ITT Continental Baking Company.


Married: Joseph Outerbridge to Miss Hedy Wong, daughter of Mr. and Mrs. King-Son Wong of Hong Kong and Shanghai, China, November 26, 1968, in Hong Kong. Outerbridge is in the export-import business in Macao.

Benjamin D. Williams, 3d, a member of the faculty of Pomfret School for several years, has been appointed headmaster of The Lawrence Academy, Groton, Massachusetts, to succeed Arthur W. Ferguson who will retire on July 1. Williams and his wife, Nancy, have three sons.

1954

Selden B. Daume, Jr. is manager and investment representative of Apache Oil Programs, Inc. in Detroit, Michigan.

G. Edward Stevens, Jr. was recently pro-
moted to assistant vice-president in the Wall Street Department of Manufacturers Hanover Trust Co.

1955

Married: Rowland Stebbins, 3d to Miss Alison Morgan Henning, daughter of Mr. and Mrs. Basil Duke Henning of New Haven, Connecticut, March 22, 1969, in New Haven. Stebbins is an associate in the New York law firm of Winthrop, Stimson, Putnam and Roberts.

Ogden White, Jr. has been elected a vice-president in the international division of The First National Bank of Boston. His responsibilities will include travel to Australia and New Zealand and throughout the United States on international business.

1956

Born: to John S. Pillsbury, 3d and his wife, Ellen, a daughter, Anne White, October 10, 1968.


1957

Married: Samuel S. Beard to Miss Patricia Dranow, daughter of Mr. and Mrs. Harry Dranow of New York City, January 18, 1969, in New York City. Beard, a student at New York University Law School, is president of Capital Formation, an organization which helps to develop businesses owned by members of minority groups.


Capt. Anthony H. Horan, M.D., USAF, completed a year’s service in Vietnam in September and has been stationed since that time at Mather Air Base, Sacramento, California.

Talton F. Ray has recently joined the staff of the Ford Foundation in New York City. He is the author of “The Politics of the Barrios of Venezuela,” published in February by the University of California Press.

1958

Lawrence G. D’Oench has left the U. S. Coast Guard with the rank of lieutenant and is now working in Dallas, Texas, as a pilot for Braniff International Airlines.

Posthumous awards of the Bronze Star with "V" Device and Second Oak Leaf Cluster have been made to the late Capt. James Hunter Shotwell, who died of wounds received in action in Vietnam in May, 1968. Mrs. Jean B. Shotwell accepted the awards on behalf of her husband at a private ceremony in Bridgeport, Connecticut, October 15, 1968. The presentation was accompanied by a citation which paid tribute to Captain Shotwell’s "outstanding display of personal courage, unselfish concern for his men and devotion to duty."

1959

From Fort Yukon, Alaska, Wilfred C. Files, Jr. writes, “It was a pleasure to entertain two Paulies this past summer while they were learning and living in our community. We were glad to share pizza with them in our farthest-north-in-the-world (so we believe) A-frame, constructed of styrofoam.”

In his losing run as a Republican candidate for the New York State Assembly last fall, Malcolm MacKay received 33% of the vote from a district in South Brooklyn.

Born: to Stewart G. Shimoda and Mrs. Shimoda, a son, Brian Ashley, October 25, 1968.

Justin Jason Stevenson, 3d is on leave of absence from Shearman & Sterling, in the U. S. Army.

Engaged: the Rev. Robert W. Woodroofe, 3d to Miss Sarah N. Waterman, daughter of Mr. and Mrs. John Irville Waterman of Pittsburgh, Pennsylvania. Woodroofe is an assistant at Calvary Episcopal Church, Pittsburgh.

1960

Married: Thomas Trowbridge Elliman to Miss Elizabeth Morris King, daughter of Mr. and Mrs. Edward O. King of Darien, Connecticut, November 30, 1968, in Noroton, Connecticut. Elliman is with Radio Station WPOR in Portland, Maine.

The Rt. Rev. Charles F. Hall, Bishop of New Hampshire, recently ordained his son, the Rev. Tod L. Hall, to the Episcopal priesthood at St. George's Church, Dayton, Ohio, where Hall serves as an assistant.

James G. R. Hart has been teaching at The Kent School for Girls, Englewood, Colorado, for the past three years. He hopes to return to school himself next year for a degree of Ed.M. and maybe a Ph.D. at Harvard or Stanford. His special interest is in administration and the application of technology to education.

Eugene H. Pool, 2d has recently been appointed head of the English Department at Browne and Nichols School.

Married: Bradley H. Wells to Miss Vesta Kordas, daughter of Mr. Charles Kordas of Jackson Heights, New York, December 14, 1968, in New York City. Wells is employed by Young & Rubicam, Inc., New York City.

1962

Nathaniel C. Bradley is stationed at the 67th Evacuation Hospital in Vietnam.

Engaged: Seaman Elton W. Hall, USNR, to Miss Jennifer S. McCormick, daughter of Mr. and Mrs. W. Stanley McCormick of Manchester, Connecticut.

1961


First Lt. Curtis Lynch, USA, returned from service in Vietnam in October, 1968, and has been stationed since then at Arlington Hall, Virginia, headquarters of the Army Security Agency.

Engaged: Thomas F. Vietor, 3d to Miss Melissa N. Hickey, daughter of Mr. and Mrs. Edward V. Hickey of West Newton, Massachusetts.
Married: Stephen N. Hart to Miss Kathleen Ann Butler, daughter of Mr. Jerry B. Butler of Fullerton, California, and the late Mrs. Butler, November 30, 1968, in New York City. Hart is a copywriter and account executive with the Reach, McClinton Advertising Agency. He is also working at inventing new products on a free-lance basis.

Richard E. Schade entered the Army in February as a 2d Lieutenant in the Intelligence. During the academic year 1967-68, he completed his studies for the M.A. degree at the University of Marburg, Germany, helping to finance the year by working as co-director of the University of New Hampshire's Junior Year Abroad and Graduate Studies Program in Marburg. In the waiting period before induction into the Army, he coached Isthmian hockey at SPS.

Engaged: William H. Simonds to Miss Jane G. Farley, daughter of Mr. and Mrs. Edward I. Farley of New York City. Simonds is a teacher at the Green Vale School, Roslyn, L.I.

1963

From a handful of recent letters to Form Agent Brooke Pearson, received since his assignment to training at Fort Dix and lent to the *Horae* by Brooke's wife, we have compiled the following thumbnail report of the activities of nineteen members of 1963:—Henry F. Atherton, 3d, with the Army in Vietnam; Dudley F. Blodget, teaching at Choate; William G. Crane, graduated from Army Engineer OCS in May, 1968, now in Vietnam; 1st Lt. Charles W. Eliason, 3d, in Vietnam piloting a CH 54 helicopter, "the flying crane"; Lt. Robert Emmet, USMC, having completed an artillery course at Fort Sill, Oklahoma, now in Vietnam; Peter Gagarin, in Army Finance Corps, in Washington, D.C.; John E. Groman, a teaching assistant, working on doctorate at Harvard Business School; Richard H. Hawkins, 3d, enrolled in OCS at Fort Benning, Georgia; Ensign Henry H. Livingston, Jr., USMC, in basic flight training at Pensacola, Florida; M. D. Maura, credit manager for Maura Lumber Co., Nassau; John H. McDade, expecting assignment to Thresher-class submarine, USS Dace; D. W. Muir, at seminary; Stephen H. Orr, supply officer on an active reserve Navy destroyer based in Philadelphia; Ensign Richard H. Pierpont, married to Miss Renee Ballenger, July 27, 1968, recently returned to U.S. from service in the Far East on the destroyer, USS Ingersoll; A. E. Schroeter, teaching at St. David's School; Peter F. Smith, with the Peace Corps in Korea since 1967; Lt. R. A. Tilghman, Jr., an aerial observer in Quang Tri, Vietnam; J. N. Walden, Jr. and W. M. Wright, 3d, at Navy OCS.

Married: John H. Chamberlain to Miss Robbin Evans, daughter of Mr. and Mrs. Robert Lewis Evans of Gallipolis, Ohio, March 1, 1969, at Gallipolis.

Engaged: John Gardner Hartley to Miss Susan Lee Hildebrand, daughter of Mr. and Mrs. Francis B. Hildebrand of Wellesley Hills, Massachusetts.

John B. Reigeluth, Jr., a sophomore in the Miami University College of Arts and Sciences, Oxford, Ohio, is one of about a hundred students certified to serve as a tutor in the university's new freshman tutorial service. The program will provide funds for tutorial assistance to freshman students having financial need.

H. Lawrence Scott, Jr. is a student at the Episcopal Theological School, Cambridge, Massachusetts.

Engaged: Richard C. L. Webb to Miss Anne S. Newbegin, daughter of Mr. and Mrs. Robert Newbegin of Washington, D. C. and Jaffrey Center, New Hampshire. Both Webb and his fiancee are attending the Episcopal Theological School in Cambridge, Massachusetts.

1964

Engaged: Charles Pillsbury Coggeshall to Miss Mina Breaux Peabody, daughter of Mrs. Mina Jones Peabody and James R. Peabody, Jr. of Louisville, Kentucky. Coggeshall is a pre-medical student at Columbia University.

M. Andrew Johnston graduated *cum laude* from Yale in June, 1968, and is now on the faculty of The Choate School.

Haven N. B. Pell is serving as an ensign on a destroyer based at Newport, Rhode Island. "My boss," he writes, "is Jim Barney, '62.
Due to an autonomous shoulder which is only rarely in its socket, I was thrown out of flight training and sent to a ship which spends 9 of the next 12 months in the Caribbean and the Mediterranean.”

Married: William Kimball Purdy to Miss Mary W. Rush, daughter of Dr. and Mrs. Alexander Rush of Radnor, Pennsylvania, January 18, 1969, at Ithan, Pennsylvania. Purdy rowed on the University of Pennsylvania crew representing the United States at the Olympic Games in Mexico City last summer. He and Mrs. Purdy will serve with the Peace Corps in Uruguay.

1965
Engaged: Edmund Bartlett, 3d to Miss Lula B. Dortch, daughter of Mr. and Mrs. William B. Dortch of Chevy Chase, Maryland.

Engaged: David C. Eklund to Miss Louise Carol Glatz, daughter of Mr. and Mrs. Charles Glatz of Mt. Lebanon, Pennsylvania.

John C. Foss has been active in sailing during his undergraduate years at Bowdoin College; he won freshman numerals in the sport and has earned his varsity letter for three successive years. Last year he was secretary-treasurer of the college sailing team and, this year, is commodore.

Married: Christian A. Herter, 3d to Miss Virginia W. Arnold, daughter of Mr. and Mrs. David B. Arnold, Jr. of Concord, Massachusetts, December 7, 1968, in Concord.

Engaged: David B. H. Martin, Jr. to Miss Martha Bacon, daughter of Dr. and Mrs. William B. Bacon of Beverly, Massachusetts. Martin is a senior at Yale.

1966
Engaged: Michael Ross Blake to Miss Robin E. Winsor, daughter of Mr. and Mrs. Leonard M. Winsor of Concord, New Hampshire. Both Blake and his fiancee are students at Baldwin Wallace College, Berea, Ohio.

Nicholas Gagarin has been appointed executive editor of the Harvard Crimson for 1969-70.

Lawrence P. Terrell, sixth ranked squash player in the United States, played an exhibition match with world champion Mohibullah Khan at the National Junior Singles Squash Championship tournament, at SPS in December.

1967
David O. Rea is a member of the Colby College varsity lacrosse team and has been writing for the Colby Echo. He is president of the college Christian Science organization.

DECEASED

Word of the death of the following alumni was received too late for preparation of notices in this issue:

'03—Martin J. Keogh, Jr. died Jan. 18, 1969
'05—Wells S. Dickinson died Jan. 15, 1969
'08—John S. Childs died Feb. 23, 1969
'27—Lytttleton Fox, Jr. died March 11, 1969
'35—Ernest V. Hubbard, Jr. died Aug. 15, 1968

'98—Edward Shippen Willing died June 29, 1968, in his eighty-eighth year. Our information about his career is scanty, but the fact that he was Form Agent for the Form of 1898 for the last sixteen years of his life suggests that his two years at St. Paul’s were pleasantly remembered. Horae of the time record his membership in the Glee Club and on the executive committee of the Athletic Association. For two years he played in the Old Hundred football line and in his last spring at School he rowed No. 4 on the Halcyon crew. According to “St. Paul’s School in the Great War,” he
was commissioned in the Marine Corps in March, 1906; held the rank of captain at the outbreak of World War I and was promoted to major in April, 1917. He served in the Virgin Islands, at Quantico, Virginia, and at Marine Headquarters in France. Later, as shown by the occupation he listed for the Alumni Directory of 1934, he was in the insurance business. A Form picture shows him, at his Fiftieth Reunion at SPS in 1948, a broad-shouldered man, tallest of the group of five, standing in the center holding the numerals of 1898.

'99—John Eastman Woodruff, retired since 1933, died November 1, 1968, in Vero Beach, Florida. He was the son of Timothy Lester and Clara Woodruff, born in Brooklyn, New York, January 8, 1881. He attended St. Paul's for five years, playing on the Delphian and SPS hockey and cricket teams. In the fall and spring of 1897-98 he won the handicap racquet tournaments and in 1899 was racquet champion. He went from St. Paul's to Yale, graduating there with the Class of 1904. During World War I, he was a first lieutenant in the Quartermaster Corps, serving in the office of the Purchasing Agent in London and Paris. He was engaged in various businesses over the next thirty years, and a year after his retirement to Florida suffered the loss of his wife, Eugenie Woodruff, to whom he had been married in 1905. A kind and generous man, he was one of the oldest members of the Angler's Club and was a noted fly fisherman. He is survived by his second wife, Geraldine W. Woodruff; a son, Timothy Lester Woodruff; a daughter, Mrs. Sayre MacLeod, 3d, and three grandchildren.

'02—Donald Defrees, a corporation lawyer for sixty years in his native city of Chicago, died suddenly at home, October 6, 1968. The son of Joseph H. and Harriet McNaughton Defrees, he was born February 25, 1883. After two years at St. Paul's, he attended the Sheffield Scientific School at Yale, graduating with the Class of 1905, and received the degree of L.L. B. cum laude from Harvard Law School in 1908. Of his long career in the legal profession, fifty-three years were spent in Defrees, Fiske, Thomson & Simmons, a firm originally founded by his father in 1884. At the time of his death he had been senior partner for many years. He served in the Judge Advocate General's Department in World War I as a lieutenant, and in 1934 was a member of a federal board appointed by the Attorney General to study criminal procedure and the administration of justice. He was president of the Illinois Health Foundation and a director of the Glenwood School for Boys and had formerly been counsel for the Infant Welfare Society of Chicago. Surviving are his wife, Florence B. Defrees; a daughter, Mrs. James H. Kellogg; two grandchildren and three great-grandchildren.

'02—Edward Dimock King died suddenly, July 16, 1968, as he was leaving his yacht at City Island on Long Island Sound. A collector and yachtsman who was interned in France throughout the Second World War, he was born July 10, 1884, the son of Jose Berre and Louise Wooster King, and attended St. Paul's for four years. After graduation from Harvard in 1906, he had two years of travel in Europe, upon his return entering the employ of his father's gypsum products concern, J. B. King & Co., and continuing that connection until the business was sold in 1923. In 1931, he disposed of all his property in the United States and bought an island in the Seine above Paris, where he lived until the outbreak of World War II, pursuing his hobbies of collecting such items as sword guards, ancient firearms and swords, jade, netsukes and crystal balls. When France was overrun, his home was quickly seized and he was sent to an internment camp for the duration. He returned to this country after the war, living on his boat in Florida in the winter and in the waters about Cape Cod in the summer. He had been a member of the Century Association since 1950 and was valued as a companion for his knowledge of books, his modesty and the diversity of his experiences.

'02—Augustus Whittemore Soule, retired Boston investment banker and long a leader in the civic and social life of Brookline, Massachusetts, died suddenly on a visit to Monterey, California, November 28, 1968. In 1961, in tribute to his thirty-five years of devoted work towards the development of recreation in Brookline, the city named in his honor the Augustus W. Soule Recreation Center. He had been senior warden of the Church of Our Saviour in Longwood for forty-four years, had served as treasurer of the New
England Home for Little Wanderers, and at his summer home in Duxbury, Massachusetts, where he was an ardent competitor in the Beetle Cat sailboat races up to and including the last summer of his life, he had been commodore of the yacht club. He was born in Frankfort, New York, February 4, 1885, the son of Richard H. and Ida Whittemore Soule. He and his older brother, the late Winsor Soule, ’02, went through St. Paul’s together, often on the same teams or in the same classes, now one and now the other taking the higher honors, scholastic or athletic. He wrote for the Horae and became an assistant editor, was treasurer of the Library Association, quarter-back and captain of the Old Hundred football team and stroke of the Shattuck crew. He was also chosen as stroke of the SPS eight which raced a junior crew from Yale on Long Pond in 1902, and he was runner-up for the Gordon Medal. He entered Harvard with the Class of 1906, but completed the course in three years and graduated, cum laude, in 1905. After graduation, he started work in the firm of Blodgett & Company, which later merged into Stone & Webster Securities Corporation, staying with that firm until his retirement in 1954. For a number of years after his retirement he served as president of the Brookline Savings Bank. A loyal alumnus of Harvard and St. Paul’s, he was secretary of his college class until his death and was a frequent and enthusiastic visitor at Anniversaries at St. Paul’s. Surviving are his wife, Marjorie R. Soule; two sons, Augustus W., Jr., ’36, and Richard H. Soule, ’45; a daughter, Mrs. Andrew D. Orrick, and twelve grandchildren.

’04—William Warfield Holloway, long a leader of the Ohio Valley steel industry, died in Wheeling, West Virginia, January 9, 1969. He was born in Wheeling, the son of Jacob J. and Mary Patterson DuBois Holloway, June 22, 1886. He won a wide range of distinctions in his years at St. Paul’s, from high praise for his part in School dramatics and an award for the best English declamation in 1904, to positions on the Delphian and SPS football teams and the Haleyon and SPS crews. In competitions in the spring of 1904, he was the winner of shot-put, heavy weight wrestling and hammer-throw. He graduated from the Sheffield Scientific School of Yale University in 1907 and soon after that began a career in the steel industry which led him through a variety of positions with the predecessor companies of Wheeling Steel Corporation to the presidency of that firm in 1930. From 1941-48 he was chairman of the board of directors and continued on the board until 1964. He was a director and member of the executive committee of the American Iron & Steel Institute from 1931 to 1938, when he was made an honorary vice-president of the Institute. He also served as a director of the National Association of Manufacturers and of the United States Chamber of Commerce. During World War I, he became a captain in the Army Ordnance Department, inspecting steel produced for Army use in the United States. For much of his life, golf was his chief recreation, but in the last twenty years he took up the sport of lawn bowls, developed considerable skill and was considered to be something of an authority on the game, such that he was asked to supervise the installation and first playing on a bowling green at the Pike Run Country Club, at Jones Mills, Pennsylvania. He is survived by his wife, Margaret Glass Holloway; two sons, William W., Jr., ’32, and James A. Holloway, ’32, and a daughter, Mrs. Sallie Campbell.

’07—Philip Burt Fisher, investment banker and security analyst, died in Philadelphia, July 13, 1968. He was the son of Elstner and Sarah Burt Fisher and was born in Detroit, Michigan, June 1, 1887. He attended St. Paul’s for four years, graduating in 1907, and went on to graduate from Cornell University in 1911. Until his retirement in 1956, he was in the investment business in Philadelphia. He worked first for Lowber, Stokes & Co., helped found the firm of Brooke, Stokes & Co., investment bankers, and finally formed his own firm, Security Research Bureau, in 1935. He served with the First Troop Philadelphia City Cavalry on the Mexican border in 1916-17, later being commissioned captain of Field Artillery and serving in France as adjutant of the 2nd Battalion, 310th Field Artillery. He loved the outdoors, chiefly sailing and canoeing. After World War I, he spent several months cod-fishing on the Grand Banks in sailing vessels out of Gloucester, and he had made many canoe trips on United States and Canadian rivers. He is survived by his wife, the former Mrs. Emily
Thayer Dixon; two sons, Philip B., Jr., '45, and Sydney Thayer Fisher; two grandchildren and two step-children, Mrs. G. G. Bennett and T. Henry Dixon.

'07—Theodore Morris Greer died in Jefferson County, Colorado, May 7, 1968. A retired investment banker, he was born December 26, 1888, in Saguache County, Colorado, the son of George Morris and Lena Dell Greer. From St. Paul's he went to the Sheffield Scientific School at Yale in the Class of 1910 and subsequently for a short time attended the Colorado School of Mines. During World War I, he served in France with the 157th Infantry. The greater part of his adult life was spent in the investment banking business in Denver, and after retirement he moved to a farm in Golden, Colorado, continuing to serve on the boards of several charitable institutions in the Denver area. He is survived by his wife, Lilian Emery Greer; by his adopted son and daughter, Gilbert D. Borthick and Mrs. Jacquelyn B. Kircher, and by five grandchildren.

'09—Douglas Lawson died in Boston, Massachusetts, January 12, 1969, at the age of seventy-eight. A lifelong Bostonian, the son of Thomas W. Lawson, he attended St. Paul's from 1906 to 1909 and went on to Harvard, where he was a member of the undefeated football team of 1912. This distinction led to his employment in the twenties, first as assistant football coach at Columbia and Brown Universities and then as head coach at Williams College. Later he owned and operated the Lawson Insurance Agency. An eager yachtsman, he was chairman of the sailing committee of the Community Recreation Service of Boston and founder of the Charles River Association. He was founder of the State Club, a lively non-partisan political discussion group, and a member of other clubs, including the Baker Street Irregulars and the Speckled Band, for Conan Doyle enthusiasts. During World War I, he served as a captain in the Field Artillery in the United States and overseas. He is survived by his wife, Dorothea B. Lawson, and two sisters, Mrs. Karl Wickerhauser and Mrs. Henry McCall.

'10—Sturges Dillwyn Cook died in La Grange, Illinois, July 16, 1968. A native of Chicago, he was born on April 2, 1891, came to St. Paul's in the fall of 1906, graduated in 1910 and attended Princeton for a year in the Class of 1914. He served as a chief machinist's mate in the Naval Aviation during World War I at Brooklyn, New York, and the Great Lakes Training Station and subsequently worked in the Engineering Department of Solar Sturges Manufacturing Company at Bellwood, Illinois. For the decade before his retirement in 1953, he was in partnership with his wife in Manor Personnel, Chicago. He is survived by his wife, Gladys Cook; two daughters, Mrs. Prudence Marquardt and Mrs. Deborah Richardson, and four grandchildren.

'10—Ralph Royden White, civil and mining engineer, died at San Fernando, California, September 2, 1968. The son of William and Ellen White, he was born in Cleveland, Ohio, April 20, 1890. He entered St. Paul's at the age of ten in the fall of 1901 and was enrolled for nine years, playing on the Old Hundred football team for the last four and on SPS football for two. In his final year, also, he was a member of his club baseball team. He majored in mineralogy and geology at Western Reserve University, graduating in 1914. After a year under General Pershing in the Mexican Expeditionary Force, he entered World War I service in 1917, rising to the rank of captain in the 112th Engineers, and being wounded in action in the Meuse-Argonne offensive. He worked as highway engineer for Cuyahoga County, Ohio, after the war, during that time being active in the Ohio National Guard. From 1928 to 1935 he was superintendent of mining companies in this country and Canada, and from then until the outbreak of World War II he supervised construction of public works in the State of Washington. His last major engineering assignment was for the Army Engineers, as inspector of tunnels on the Alaska Railroad at Portage Junction in the bitter winter of 1941-2. For several years he ran a small apple orchard in the State of Washington; then moved to California in 1950. He is survived by his wife, Clara M. White; a son, Ralph R. White, Jr., and several grandchildren.
'12—Newbold Trotter Lawrence, a retired executive of United States Lines, died at Huntington, L. I., New York, November 18, 1968, at the age of seventy-five. His career in shipping began with submarine service in World War I, when he was an executive officer and commander of submarines operating off the Irish coast and in the Bristol and English Channels, and it extended through two years of post-war service in the Merchant Marine, two years as an executive with the Pacific Mail Steamship Company, and a final thirty-four years with United States Lines. During the latter period, he was employed in the Lines’ operating department, serving at overseas ports and in this country. He had been vice-president in charge of operations from 1951 to 1958, the year of his retirement. A native of Lawrence, L. I., where his ancestors, for whom the town was named, had settled early in the seventeenth century, he attended St. Paul’s for four years. He was a good student and athlete, but left the School before graduating to undertake special study for admission to the Naval Academy at Annapolis, where he graduated in the Class of 1916. He was a past president and director of the Maritime Association of the Port of New York and of the Security Bureau, and had been actively associated with many other maritime groups. Surviving are his sons, Newbold, Jr. and Richard Lawrence, and five grandchildren.

'14—ErI Clinton Barker Gould, retired rear admiral in the United States Navy, died in Pittsburgh, Pennsylvania, October 30, 1968. He was born in Baltimore, Maryland, October 3, 1895, the son of Mary Hurst Purnell and Elgin R. L. Gould, and entered St. Paul’s in 1911. A member of the Old Hundred football and hockey teams (he was captain of the latter) and of the SPS hockey team, he was also winner of the President’s Challenge Cup for Golf in 1914, the year of his graduation. At Yale, where he was in the Class of 1918, he was a member of the First Yale Unit of Naval Aviation. He served for a year in the Air Forces as an instructor and flight commander in the United States and as commanding officer at Key West, Florida, ending World War I with the rank of lieutenant commander. In World War II, he was commandant of cadets and executive officer of the Naval Air Station in Corpus Christi, Texas, later taking part in the invasion of Tarawa, and serving at island stations in the western Pacific. By the end of the war he was a commodore and a recipient of the Legion of Merit and Commendation Ribbons. He was a member of country clubs in Pittsburgh, New York and the British West Indies. Surviving are his wife, Katharine L. Gould, with whom he celebrated his golden wedding anniversary last June; his brother, John H. P. Gould, ’21; four sons, Curtis E. L., Erl C. B., Jr., ’45 George M. L., ’46, and John D. B. Gould, ’50, twenty-two grandchildren and two great-grandchildren. One of his grandsons, Andrew M. L. Gould, is now a Fourth Former.

'14—Henry Wilbur Paret, Jr. died in Hartford, Connecticut, July 19, 1968. He was a native New Yorker, born on October 5, 1896, the son of Henry Wilbur and Hanna Booth Paret. After his four years at St. Paul’s, he attended the Sheffield Scientific School at Yale, graduating with the Class of 1917. He served in World War I in the 11th Marine Regiment in the United States and France, rising to the rank of captain at the time of his discharge. During his working life, he was a sales representative for industrial heating equipment, chiefly in the Pittsburg area. He retired in 1962 and moved to Thompsonville, Connecticut, where his wife, the former Anna L. Kasten, died a little less than a year before him. His greatest recreational pleasure was in sailing, but he had had little opportunity for it in recent years. Surviving are his daughter, Mrs. William P. Mosley, and one grandson.

'18—Alexander Perry Morgan, architect, died in New York City, December 19, 1968. The son of Junius Spencer and Josephine Perry Morgan, he was born in Princeton, New Jersey, October 23, 1900. He spent six years at St. Paul’s, played the violin in the orchestra and became a member of the Old Hundred hockey team and the Shattuck crew in his Sixth Form year. Graduating in 1918, he went into the Class of 1922 at Princeton, where he roved on the freshman crew and for two years on the varsity. His architectural career was preceded by study at the Ecole des Beaux Arts in Paris, and his first professional connection after receiving his diploma in 1928...
was with the firm of Shreve, Lamb and Harmon. Nine years later he formed a partnership with Robert I. Powell. During that period and after World War II, when he practiced the profession independently, his architectural commissions were chiefly in the New York area. They included a research laboratory for Johnson & Johnson, the Cohen Research Building for the Flower Fifth Avenue Hospital and major alterations on the Morgan Library. His specialty, however, was residential work. He was a member of the American Institute of Architects and in a great variety of other organizations served his profession and church. During World War II, he spent four years in the Navy, including a period when he was harbor defense officer at Le Havre during the campaign of Northern France. Sailing was his great hobby. He had been commodore of the Seawanaha Corinthian Yacht Club and was a member of the New York Yacht Club, the Cruising Club of America and yacht clubs in Scandinavia. He is survived by his wife, Janet Croll Morgan; a son, A. Perry Morgan, Jr., ’42; two daughters, Mrs. David L. Frothingham and Mrs. John Macomber and nine grandchildren.

’19—Owen Jones Wister died in Philadelphia, July 4, 1968. He was born in Philadelphia, September 20, 1902, the son of Owen and Mary Channing Wister (a cousin), and attended St. Paul’s for the Fifth and Sixth Form years, having membership in the Cadmean and the Scientific Association, playing a violin in the School Orchestra and winning places on the Isthmian football team and the second Halcyon crew. In 1923 he graduated from Harvard. From 1927, when he received the LL.B. degree from the University of Pennsylvania Law School, until 1936, he was associated with the Philadelphia law firm of Barnes, Biddle & Morris, and after that time he confined himself to legal work and posts of responsibility in organized charities in the Philadelphia area. He served for three and a half years with the Army in World War II, being with the 34th Cavalry Reconnaissance Troop in the North Africa and Salerno landings and in the campaigns of Tunisia and Naples-Foggia. Surviving is his younger brother, William W. Wister, ’23.

’21—John L. Lawrence, Jr. died in Westfield, Massachusetts, January 6, 1969. He was born in New York City, May 2, 1902, the son of John L. and Alice Work Lawrence, and came to St. Paul’s in the fall of 1916. He was a member of the Concordian and the Scientific Association and in the year of his graduation he was fullback on the Isthmian football team. He rowed for two years on the Halcyon crew. After attending Yale in the Class of 1925, he worked for the National Meter Company in Brooklyn, New York, and during World War II was employed at the Hamilton Standard Propeller Company in Hartford, Connecticut. An enthusiast of boating, in recent years he had lived in retirement on the edge of Lake Congamond in Southwick, Massachusetts. He is survived by his brother, Alfred Newbold Lawrence, ’22, and sister, Alice Lawrence.

’22—Rensselaer Wardwell Bartram, Jr. died in a traffic accident at Westport, Connecticut, December 13, 1968. Secretary of his Form at St. Paul’s and winner of the School Medal in 1922, he had, for the better part of the last twenty years, been closely associated with the Mystic Seaport, Mystic, Connecticut, as a volunteer in the curatorial department, as a trustee and as a member of the operating committee which guides development of the Seaport. He was born March 12, 1906, in New York City, the son of Rensselaer W. and Alice Booth Bartram. At St. Paul’s, his activities were manifold. He was vice-president of the Athletic Association and secretary-treasurer of the Old Hundred Club, took part in the Cadmean and the Dramatic Club and played on club teams in hockey, football and baseball—the latter two for two years each—captaining Old Hundred baseball in 1921 and 1922 and football in 1922. He graduated from Yale in 1926. During the period before World War II, he was in the securities business, being a co-founder of the New York Stock Exchange firm of Stevenson & Bartram in the late 1930’s. He served as a navigation officer at naval air stations in the United States during the war, reaching the rank of lieutenant commander. His interest in Mystic Seaport began after the war, an outgrowth of his consuming enthusiasm for all things having to do with the sea, and continued unabated to the end of his life. Surviving are his wife, Muriel York Bartram; his son,
Rensselaer W. Bartram, 3d, ’48; two stepdaughters, Miss Kyle T. Sheffield and Mrs. George Spencer, and four grandchildren.

’25—Peter Baldwin, a pioneer in the agricultural and industrial development of Afghanistan, died in Kabul, December 30, 1968. More than half his adult life was spent in Asia, beginning with World War II service as a major in the United States Air Force in India which led him to break away from the career as an odd-lot stockbroker which he had pursued for a dozen years before the war, on Wall Street. In 1945, he returned to India heading a United States mission for disposal of surplus aircraft; two years later he had founded in Bombay an Indian-American sales agency for small planes and airport equipment. By 1950, he had built up a non-scheduled airline, flying thirteen DC 3’s all over India, the Middle East and Africa and including “Haj Flights” for transport of Moslem pilgrims to Mecca. In this manner he got his introduction to Afghanistan and when, in 1955, the Royal Afghan Government formed a partnership with him for the formation of Ariana Afghan Airlines, he became convinced he had a part to play in the country’s future. He moved to Kabul in 1958, sold his interest in Ariana to Pan American Airlines, founded the Indamer Afghan Industries, Inc. and immersed himself in a variety of projects designed to develop Afghan agriculture. These filled the remaining years of his life and made a permanent contribution to the economy of Afghanistan. Baldwin was born in Bedford, New York, September 30, 1906, the son of Joseph C. Baldwin, Jr., ’89, and Mrs. Baldwin. His career at St. Paul’s proved him a remarkable athlete, as well as a leader to whom his formmates were devoted. A born hockey player, he was a star of the Delphian and SPS teams for two years, capturing both in 1925 and leading the SPS to a memorably narrow 1-0 victory over the unbeaten Kent team—a game which gave rise to the report that Dr. Drury and Father Sill had wagered certain chapel fittings on the outcome. In addition, he played on the Delphian and SPS football teams and, in the spring of 1925, not only rowed on the second Halcyon crew but scored enough points in track events to give the Delphians victory at the Anniversary meet. Not surprisingly, he was the winner of the 1903 Hockey Medal and of the Gordon Medal. He attended Harvard for only two years, then entered the brokerage business in New York, first with Harriman & Co. and finally with DeCoppet & Doremus. A warm, outgoing man with a strong sense of the ridiculous, he made friends wherever he went and retained to the end of his life his affection for them, his family and his School. He is survived by his wife, Myrtle S. Baldwin, and their three sons, Stuart, Taylor and James Baldwin; also by one son and four daughters of previous marriages, Peter Baldwin, Jr., Mrs. Paul Birdsall, Mrs. Joseph H. Williams, Mrs. Frank Bonsal and Miss Nina Baldwin; by several grandchildren; by his brothers, Alexander T., ’21, and Ian Baldwin, ’29, and by his sisters, Mrs. E. D. Morgan, Mrs. Robert Pease, Mrs. Phyllis Lutgens, Mrs. Baldwin Preston and Mrs. C. W. Gillespie. He was also the brother of the late Joseph C. Baldwin, ’16.

’32—William Lincoln Clark, a key staff member of the United States Information Agency since its independent establishment in 1953, died November 6, 1968, in Chestnut Hill, Pennsylvania. For various periods in the last fifteen years, he had had charge of USIA activities in Latin America and in eastern and western Europe, his longest assignment being as counsellor for public affairs at the American Embassy in London from 1959 to 1965. In 1965-66 he served as acting United States Commissioner General at the International Exposition at Montreal, Canada, and since then had been special assistant for public affairs to the Assistant Secretary of State for International Organization Affairs. Born June 7, 1914, the son of Percy Hamilton and Elizabeth Roberts Clark, he was the fourth of six brothers to graduate from St. Paul’s between 1926 and 1938. He was president of the Missionary Society, registrar of the Library Association, chairman of the executive committee of the Squash Racquets Association, captain of the Old Hundred squash team in 1932 and a councillor at the School Camp in Danbury. Graduating cum laude in 1932, he went to Harvard where he earned his A.B. in 1936. After college, he spent five years as a reporter and administrative aide for the magazine, U. S. News; then worked during the war in the office of the Coordinator of Inter-American Affairs, resuming his magazine work after the war, when he had a hand in,
establishment of World Report, which later merged with U. S. News. In 1953 he was asked to help set up a separate U. S. Information Agency—thus being led into the work which filled the remainder of his life. An avid reader and gardener, he most of all relished talking with people, an art in which he was greatly talented both as speaker and listener. He is survived by two daughters, Jennifer and Lucy Peabody Clark; five brothers, Percy H., Jr., ’26, George R., ’28, Thomas W., ’30, John R., ’34, and David W. Clark, ’38, and two sisters, Mrs. Philip Wallis and Mrs. Mary Clark Rockefeller. His marriage to the former Sylvia Mitchell ended in divorce.

’32—John Franklin Wilkins, Jr. died in Fort Lauderdale, Florida, June 14, 1968. Born in Geneva, Switzerland, August 24, 1913, he came to St. Paul’s in 1927 and graduated magna cum laude in 1932, entering Princeton with the Class of 1936. He left college before graduation to be married and worked for several years for the Fruit Growers Express, in North Carolina, St. Louis, Missouri, and Toledo, Ohio. Later he was associated with the Merchants Transfer & Storage Company of Washington, D. C. In 1949, he moved to Fort Lauderdale and lived there in retirement, taking a keen interest in boating, until his death. He is survived by Mary Suttles Wilkins, his third wife, to whom he was married in 1951, and his sister, Katharine W. Newbold. His two earlier marriages ended in divorce.

’35—Washington Irving died at his home in Providence, Rhode Island, November 23, 1968. A great-great-grandnephew of the author, he was born, February 21, 1917, at “Sunnyside”, the Irving home on the Hudson River. At St. Paul’s he was a member of the Cadmean, Deutscher Verein and Chess Club, played on the Old Hundred hockey team in his Sixth Form year and became a assistant editor of the Horae, for which he wrote with variety and skill. He was graduated in 1939 from Princeton. During World War II, he was in the Army for four years, becoming a captain and serving with the 860th Signal Service Company in Ecuador and the Canal Zone. For fifteen years after the war he was associated with a leading gold firm, Englehard Industries, and was a vice-president at the time of his retirement in 1961. The last seven years, he had lived in Providence, devoting himself largely to civic enterprises. As president of the Providence Preservation Society he was connected with many projects involving the restoration of historic homes and areas of the city from 1962 until his death. He was a vestryman of St. Stephen’s Church, Providence, and a trustee of Moses Brown School and of Nashotah House. Some months before his death he received the Keble Award of the Church Union. He was a member of clubs in Rhode Island and New York City and was a former commodore of the Dublin Sailing Club in Dublin, New Hampshire. Recently he had been studying for a master’s degree in history at Brown University. Surviving are his wife, Frances D. Irving; his mother, Mrs. Louis du Pont Irving, and three sons, Pierre du P., Washington, 3d, and Christopher Irving.

’65—Timothy Pierrepont Kuhn died in New Haven, November 9, 1968, of injuries received a week earlier in an automobile accident. The son of Fentress H. Kuhn, ’28, and the brother of John Kuhn, ’60, he was born in Reno, Nevada, and spent the first part of his life in Idaho. When he was eleven, his family moved to Europe and Tim learned the first of his several languages. He came to St. Paul’s in 1962, learned more languages, played Old Hundred soccer and tennis, acted in plays, was president of the Cercle Francais, began writing (an interest that continued through Yale) and graduated cum laude. He chose to live as full and diverse a life as possible. Every experience challenged his curiosity and had its own meaning—Tolkien, electronic music, fishing, skiing, travel. He was a great traveling companion who could get along with anyone, from an Australian sheep-herder to an Italian countess. But with all his curiosity he remained a little detached from his surroundings and his ironic charm covered a deep sensitivity. He saw life as a puzzle meant for us to struggle with, but knew there were parts of it we must not expect to find. In the face of man’s essential helplessness, his response was to seize the moment while it was there. He made no artificial distinctions—he loved good food as much as great literature, good wine as much as good music, and good conversation above all. He treasured friendship, and it is that in him which will be most greatly missed.

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