St. Paul’s School Calendar

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

May 23, Saturday

May 29, Friday through noon, May 31, Sunday
Hundred and Fourteenth Anniversary

May 31, Sunday 2 p.m.
Graduation and departure of VI Form

June 4, Thursday
Prize-giving and Last Night Service

June 5, Friday
Forms I - V leave for Summer Vacation

June 21, Sunday
Advanced Studies Program begins

Aug. 1, Saturday
Advanced Studies Program ends

Sept. 14, Monday
All boys, new and old, arrive
Contents

THE SCHOOL:
The Rector's Letter 2
The Eighth Rector 4
Invitations to Maturity 6
The School in Action 19
Arts Month 23
Winter Sports 24
Millville Notes 26
Theater of the Absurd 27
Teaching in the Inner City 33

ALUMNI:
Anniversary 1970 39
"A Matter of Caring" 40
The Alumni Fund 42
Regional Alumni News 44

Books 45
Editorial 48
Letters 49
Clarence E. Rexford 50
George M. Conwell 52
Faculty Notes 53
Form Notes 54
Deceased 60

The Cover: As the rectorship passed to Mr. William A. Oates, left, from the Rev. Matthew M. Warren, right, the two men are shown together in the Rector's study.

The Rector's Letter

Dear Alumni:

This letter is being written three weeks before my retirement. It hardly seems credible that since as long ago as May 15, 1952, I have been a part of St. Paul's School. The first year I spent in study at Union Theological Seminary, in visiting eighteen schools in England and Scotland, and in trying to strengthen my soul for the years ahead. My second year I was in residence at the School, teaching two divisions of Sacred Studies and attempting to learn from Mr. Kittredge and others the quality of life in Millville. Then, in June 1954, I was under full sail and have been so ever since.

Such a slow start enabled me to read many Annual Reports and other writings and records of my predecessors, a discipline which taught me much. The principal learning was that change in the School, often hardly perceptible, is nevertheless constant. The one thing Rectors could count on was
change. Mr. Kittredge, after thirty-six years at St. Paul's, said, "I did not plan changes in the School; I tried to keep up with those that were taking place." This sage remark from a wise and experienced man I have never forgotten.

When some of you have urged that the School remain as it was, I felt sympathetic, but my sympathy was tempered by the knowledge that it had never from generation to generation remained "the same." Doubtless Dr. Henry's Coit's years seemed to graduates who were students in those years constant and undeviating. Yet in Dr. Coit's time we grew from three boys to 323, and Dr. Drury found a school of 340 boys when he arrived in 1910. The "roaring twenties" undoubtedly made deep impression on the School's life, and the depression of the 1930's created the well from which we draw our scholarship funds. Two world wars saw hastening changes in curriculum, in length of days spent at the School with early graduation, and the advent of "progressive education" was not lost on Dr. Drury and his times.

Our own days of affluence and increased self-indulgence combine to create a new situation which has not yet revealed its full influence and power. The problems of the Church and of education, the racial turmoil, and the war in Vietnam, are yet to find conclusive results, and we must await those results while struggling with their early effects.

Samuel Terrien has reminded us that God still loves "the rebellious child, the senseless family, the obstinate nation, even the arrogant church," and St. Paul's School must love them too. It is to God's love we must commit ourselves and our loved ones, as well as our School and its future.

With affectionate admiration for and confidence in William Oates, my wife and I enter into retirement. We will always be mindful of your kind and generous support and recall with gratitude our years at St. Paul's School.

Faithfully yours,

February 20, 1970

Matthew M. Warren

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After 15 March, 1970

The Reverend and Mrs. Matthew M. Warren

will be in residence at

33 Atlantic Avenue
North Hampton, New Hampshire 03862

TELEPHONE 603-964-8014
The Eighth Rector

WILLIAM A. OATES, A.M., Ed.D., who has served under the fifth, sixth and seventh Rectors of St. Paul's School, became their successor on March 12, 1970.

A member of the School faculty since 1942 and therefore already well known to every alumnus under forty-five years old (as well as to many others, through his presence at alumni gatherings in many parts of the country), he is also a respected figure in local and state civic affairs and in the councils of independent schools, where his energy, competence and wisdom have brought him as many consultative and committee posts as one man can fill.

The election of Mr. Oates climaxed a year of careful nationwide search by the Trustees for a successor to the Rev. Matthew M. Warren, Rector since 1954. The search could hardly have come to final focus on any man better fitted by experience and training for the task.

After high school in Aberdeen, South Dakota, where he was born in 1916, Mr. Oates earned bachelor's and master's degrees at Harvard, had a year of study in Germany and two years' novitiate on the faculty of Shady Side Academy in Pittsburgh, and came to St. Paul's in 1942 as a teacher of history and mathematics. In 1946 he became Registrar, in 1950, Director of Admissions and in 1957, Administrative Vice-Rector, the post he has held up to the present.

For the past year and a half he has supervised an extensive study of the aims and objectives of the School, and during the current School year has conducted an ISP seminar on the same topic for a dozen students.

He is a member of the Action Team on Environmental Education of "New Hampshire—Tomorrow", the Commission on Independent Secondary Schools of the New England Association of Colleges and Secondary Schools, the Research Committee of the Secondary School Admission Test Board and the National Association of Independent Schools' Committee on Administration, and he is treasurer of the New Hampshire Network of educational television stations, which he was instrumental in establishing. He is also a director of the Concord Hospital, the Bank of New Hampshire and the Advanced Studies Program.

Previously, he has been chairman of the Primary and Secondary Education Committee of the Human Development Systems, a division of New Hampshire Governor Walter Peterson's Task Force; chairman of the Test Selection Committee of the Secondary School Admission Test Board; a member of the Admission Board of the Harvard Business School, and a member of state study commissions dealing with New Hampshire schools. In the summer of 1968, he was a special con-
I am honored to have been asked by the Board of Trustees to serve as the eighth Rector of St. Paul's School. Though the task in these unquiet days is complex, helpful support abounds: in the dedication and sensitive talents of an outstanding faculty, in the caring work of the School staff which undergirds our every activity, in the powerful questing drive of able students, in the affectionate memories and continuing cooperation of alumni and parents and friends, so many of whom have written so considerately to me. To hear now from a member of "the best Sixth Delphian football team the School ever had," or from one who speaks "on behalf of the Manville House alumni association," not only takes me back to early, busy days, but also speaks once again of the lasting significance of the experiences enjoyed in this place.

Three streams of interest, originating in disparate locations, now converge as we talk about the life of the School this year and in the next few years. First, the concerns of the students who are asking, not as earlier students did, What shall I do? but rather, What shall I do with myself? and, What cause do I want to serve?, existential questions about individual meaning and purpose. Second, the concerns of friends and alumni who have spoken and written about what they believe should be the School's primary objective, the development of the individual as a person, and of the important influence of teachers and School experiences in the change from youth to adult. Third, the exhortations of many educators and professionals—Carl Rogers, Lawrence Kohlberg, businessman-educator George F. F. Lombard—for increased attention to the development of powers of sensitivity toward individuals and things.

Though each group—students, alumni, educational and intellectual leaders—has its own vocabulary, and each speaks through seemingly different concepts, I believe we shall find the objectives of these groups so similar that they may become a unifying purpose for our work together.

As we look forward to such working together, we inevitably look back to say God Speed to Matt Warren—friend, counsellor, leader. The testimony of our debt to his teaching and leadership will be the force of his attitudes and principles. A bit of ourselves will be with him and Becky at Little Boar's Head, but most important, much of both of them will remain with us in Millville.

March 7, 1970

William A. Oates
Invitations To Maturity:
The Rectorship of Matthew M. Warren

J. Carroll McDonald

IN THE very early days of St. Paul’s School, Henry Coit, the first Rector, wrote to Dr. Shattuck, “... it seems to me essential that such an institution should be gradually organized and that all details should be put to the test of experience, before we run the risk of petrifying them into an established system.”

The year of the School charter, 1855, also saw the first edition of Leaves of Grass. Four years later appeared the Origin of Species; seven years earlier, the Communist Manifesto. Five years after the first three boys arrived at St. Paul’s in 1856, the War between the States sundered the nation. In such a time it was well not to confine even a small and isolated young school within a rigid pattern.

During the one hundred and fourteen years since the modest beginnings of the School on Dr. Shattuck’s farm, successive Rectors have zealously guarded against the dangers of petrification, none more so than Matthew Warren whose rectorship fell in a period of cataclysmic change and widespread student rebellion.

Whether the century in which the School was founded was, in its ultimate quality, less revolutionary than our own, the future will have to determine, but there will be little argument over the quickened pace of change, or the greater degree to which outside events have impinged upon the School in our time.

That the School has thus far withstood, relatively unscathed, the impact of more recent events and has been able to move steadily forward in these taxing times is largely due to the care with which Matthew Warren rethought the long tradition inherited from his predecessors, and to the extent to which he made the School a more integral part of the larger community than had been the case in more isolated days.

No aspect of the School escaped his probing eye and clarifying mind, his determination to build more boldly on inherited strengths and to transform residual weaknesses into new sources of vitality, so that, upon his departure,
the School might approximate more closely than when he arrived to a true Christian community, one in which neither the individual nor the community would be sacrificed to a stereotyped formula—the stereotype is his bete noire—but one in which the individual and the community would be more fully mutually supporting. "What I am striving for at St. Paul's," said the Rector when interviewed by Newsweek in December, 1954, "is to help people to understand themselves and each other in the light of the Christian religion." And in his first Labor Day letter to boys in September, 1954, he had written, "Surely there is no 'self' which the School and the Church does not understand as being unique, precious, and important. So come to us with a high sense of the importance of your own 'self' and the significance of the other 'selves' who are here as part of your responsibility, remembering that the significance of 'self' is the gift of God who made us after His own image."

Matthew Warren was determined that everyone—boys, faculty, trustees, alumni, parents and friends—should understand as clearly as possible the terms of the problems with which we were all struggling.

If the self and the community were to understand each other in a more satisfying way, improved channels of communication were needed, especially in a communications-conscious age, for Matthew Warren was determined that everyone—boys, faculty, trustees, alumni, parents, and friends—should understand as clearly as possible the terms of the problems with which we were all struggling.

With this objective in mind, thorough administration reorganization was a prime necessity. Consequently in the early stages of his administration the Rector redefined the coordinate responsibilities of his Vice-Rectors, assigning to Mr. Oates the business side of the School plus admissions to St. Paul's, and to Mr. Clark college admissions and academic affairs. For purposes of closer coordination the Rector then developed a carefully worked out series of weekly meetings, seeing his administrative staff early in the week, then Heads of Departments, then the Council Wednesday evenings, the sixth form Thursday mornings in the Rectory, the faculty Friday mornings in the Moore Building. Thus information could flow logically and sequentially from one area of School life to another, and something like a coherent picture of the total operation might emerge.

Nor did the administrative reorganization remain frozen, for Matthew Warren was constantly seeking new avenues of communication with the School as, for example, his additional meetings with housemasters and with forms lower than the sixth. Thus the Rector would be in touch with all segments of the School family, something he knew to be indispensable to any sound policy. At the same time he was well aware that no efforts at communication however
resolute would be immune to periodic failure.

His ultimate desire in policy formation was to make the process as co-operative and inclusive as possible so that all elements in the community might share in the working out of School policy and be thereby the better able to play an understanding role in the unfolding program. Though he knew that the final decisions would inescapably be his, he had too much sense of humor not to feel that an authoritarian stance on the part of Rectors could have only dubious merit in the contemporary world.

"I do not recall any single group for whom I have a greater respect than the boys of this School." MMW, Annual Report, 1955.

In all his thinking about this subject he never failed to insist upon the importance of listening to boys. "I do not recall," he wrote as early as his Annual Report of 1955, "any single group for whom I have a greater respect than the boys of this School." Thus it was that throughout his administration he was careful to involve boys increasingly in the discussion and elaboration of School policy.

If on occasion he seemed somewhat ogre-like to boys or to faculty, that was partly because no Rector can forever elude the ogre’s image, since all have to make the kinds of decisions that inevitably rub individuals or groups the wrong way; and partly it was because Rectors, like the rest of us, have their temperamental weaknesses, as Matthew Warren would be the first to admit. He was never reticent about his own shortcomings or about acknowledging the fact that he was a sinner like the rest of mankind.

Intelligently conscious of the limits of his own physical and spiritual stamina, and always mindful of the ogre’s shadow, the Rector was careful to take time off to relax and refresh his spirits so that he might be as ready as possible for the gruelling tasks the head of any institution has to face. At the same time he constantly urged members of the faculty to get away from the School on periodic weekends or other occasions whenever they could manage it without interfering with their duties. He never felt that a boarding school community should hold itself unrelievedly behind the gates.

The Rector was inviting the School to greater maturity of thought and behavior, to franker dealing with each other, and to more knowledgeable awareness of the complex problems of the community in which we were all living.

In the pursuit of his constant efforts to help the community understand itself and the problems of policy-formation, he introduced in 1965 the case
studies under the direction of members of the faculty of the Harvard Business School. These studies offered boys and faculty an opportunity to discuss, both jointly and separately, cases based on the actual experience of other schools, or business institutions. Dealing with such problems as discipline, faculty appointments, managerial issues, community relations, the cases were so tightly constructed as to make a "right" decision extremely difficult.

Largely because they were so demanding, the case studies did much to sharpen and free the dialogue between faculty and boys, and to dramatize the hazards of policy-making in St. Paul's School or in any other institution. Here as elsewhere the Rector was inviting the School to greater maturity of thought and behavior, to franker dealing with each other, and to more knowledgeable awareness of the complex problems of the community in which we were all living.

Similar objectives were behind the meetings of the faculty and their wives at the Farragut Hotel, Rye Beach, New Hampshire, or in Millville, in Septembers before the opening of School. These meetings were designed to explore different facets of the teaching and learning process, again under the direction and stimulation of men and women from outside the School community, for the Rector was careful to stress the importance of drawing upon fresh sources of inspiration from outside the School gates, always with the objective of increasing the professional competence of the faculty, encouraging more active participation of faculty wives in the affairs of the School, but above all in the interest of greater knowledge of ourselves, of our relationship to each other, and of our responsibilities to the School community and the outside world.
Delightful as other sources of outside inspiration were the periodic visits of the Conroy Fellows, distinguished figures from the world of politics, journalism, letters, publishing, art, music, the dance and other professions. These visits offered to boys and to the faculty and their wives fresh insights into the world of affairs and the achievements of men, and all made their contribution to the development of a more cosmopolitan atmosphere within the School.

In addition, a program of sabbatical leaves and summer study and travel for the faculty and their wives served to broaden further the horizons of the School by enabling members of the faculty to deepen the knowledge of their own fields or of other lands and peoples, so that the classroom and the life of the School might be constantly enriched by continued study and exposure to points of view other than our own.

Increasing numbers of students from foreign lands also gave greater variety to the School population, while participation in the program of Schoolboys Abroad allowed boys to experience for a year a different culture in a foreign land, as an integral part of their education at St. Paul's School. These developments added their weight to all the forces militating against any surviving traces of provincialism within the School.

Extending further his efforts to involve all elements of the School family in an understanding of School policy, Matthew Warren introduced in 1959 the annual Parents Day. This has not only helped parents to a more intimate view of School policy, but has also provided a delightful occasion for exchange of views between parents and faculty, not only in their respective capacities as parents or teachers and group masters, but as just people.

As in all academic institutions today it was always a question in Matthew
two kinds of "integration" quietly accomplished; Conroy Fellows beckon to achievement

Warren's administration whether the students would outrun the administration or vice versa. So, for example, when the Council began to discuss the merits of vertical as against horizontal housing, Matthew Warren gave the subject his closest attention. After thorough discussion of the topic by both faculty and boys, and the approval of the faculty, the Rector decided to inaugurate vertical housing in 1965, for the thought was that under vertical housing boys from different forms might get to know each other better than when the forms were living in separate houses, and that furthermore the entire sixth form might be placed thereby in a position to assume greater responsibility for the rest of the School.

Here as in all cases the Rector was careful to avoid a sharp break with traditional practices. Vertical housing consequently was applied primarily to the fourth, fifth and sixth forms while the first, second and third forms were allowed to continue largely in the more familiar pattern. It was also characteristic of the Rector not to feel that vertical housing would necessarily provide the final answer to the problem of housing boys most satisfactorily in St. Paul's School. As with all policies, he called for periodic reassessment so that the School might not be trapped in any irrevocable position before the consequences were clear.

*He sought ways of relieving . . . tensions without sacrificing standards of performance or of social behavior, while frankly recognizing the less formal style of living increasingly favored in our day.*
Freedom to be informal; freedom to choose and carry through a piece of independent study

In his pastoral concern for the whole community Matthew Warren was continuously sensitive to the total atmosphere and state of mind of the place. Observing the increasing tensions created in our day by accelerating pressures of all kinds upon the young, and attentive to the increasing maturity of boys in analyzing their own experience, he sought ways of relieving the tensions without sacrificing standards of performance or of social behavior, while frankly recognizing the less formal style of living increasingly favored in our own day. This led to a series of modifications in our mode of life here, always with the advice of boys and faculty, and often in the light of suggestions emanating from the Council. Such modifications included, for example, the grant of unlimited weekends, elective courses for the sixth form, a mixture of cafeteria and sitdown meals in the dining rooms (though to be sure there were compelling financial reasons for the latter), more interscholastic athletics without abandoning the intramural club system, increasing opportunities for independent study, variation in the number and types of chapel services, more casual styles of dress, added town privileges, and a wider variety of films, music, lectures, and outside entertainments of various sorts.

All this added up to a more humane as well as a more maturing kind of existence, allowing greater room for each boy to express his personality and develop his own style of life. “As I understand St. Paul’s School,” wrote the Rector in his Annual Report of 1956, “it has never sought for a type, it has never striven for uniformity of product, nor has it expected that its boys should look alike, think alike, be alike.” For those who have any doubt about this point, a reading of successive issues of the Horae Scholasticae or The Pelican covering a period of years, not to mention exposure to the personalities of boys
in the classroom, or observation of boys on the playing fields, will readily dispel
the notion that there is any one type of St. Paul's boy.

"The possibilities of the future are exciting enough and frightening enough to wilt the ivy on the venerable academic towers all over the world." MMW, Annual Report, 1966.

In reflecting upon all these matters, particularly in regard to greater opportunities for self-expression on the part of boys, and the increasing flexibility of School policy, it is important to remember that Matthew Warren was not an "academic" figure in the usual sense of that term. He was not inhibited by the more constricted modes of academic thinking. He was therefore able to transcend the kinds of surviving academic formulae that have ceased to have any applicability to the rising generations. "The possibilities of the future," he wrote in his Annual Report of 1966, "are exciting enough and frightening enough to wilt the ivy on the venerable academic towers all over the world."

Among the possibilities of the future is the fuller understanding of the human personality, including the fathomless mystery of sex; and, for St. Paul's School, how to view this grateful gift of God within Christian perspectives. In keeping with his determination to open all avenues of human understanding and communication, and anxious to see the problem of sex presented in frank and understanding ways, the Rector invited Dr. Mary Calderone to visit the School as a Conroy Fellow in 1967. Dr. Calderone was among the most rewarding in a distinguished line of Conroy visitors, and she helped to initiate in St. Paul's School a program of sex education that would be wisely oriented, and based on scientific and ethical values. Few episodes have done more to bring sanity, balance, and a sympathetic and knowledgeable approach to this core aspect of human existence.

Closely allied to this issue is the whole problem of coeducation now being so widely reconsidered in educational institutions both at the college and secondary level, in an effort to achieve more understanding relationships between the sexes in an age of increasingly egalitarian standards of life, and more spontaneous expression of the natural instincts.

In sympathetic response to this widespread demand, and to ample support on the part of both boys and the faculty and their wives, Matthew Warren negotiated on an experimental basis an exchange arrangement first with Concord Academy, Concord, Massachusetts, last year, and this year with Dana Hall in Wellesley, Massachusetts. Both experiments have been enthusiastically received and are providing valuable data for any future decisions on this intriguing question. That the School has not plunged recklessly into such a controversial issue is evident not only from the cautious nature of the recent experiments but also from the fact that St. Paul's School in recent summers has
been gathering valuable experience from the coeducational life of the Advanced Studies Program.

Scarce ly less important than the sexual life of man is the quality of his aesthetic experience. As he was profoundly convinced of the significance of the aesthetic element in the life of growing boys as well as adults, the Rector remained constantly concerned for the beauty of the surrounding woods, ponds and fields, as well as for the style and appropriateness of the architectural forms that give expression to the spirit of an institution. So he not only kept a jealous eye upon the condition of the landscape, but was resolved to restore to its proper condition the whole physical plant, parts of which were still suffering from the inadequate attention of the war period or from the simple battering of time and boys. This required not only the renovation of old buildings but the construction of new.

“Simplicity is better than anything.” MMW, Alumni Horae, Autumn, 1954.

In all his building operations, whether dormitories, gymnasium, dining rooms, art center, post office, skating rink, or new Lower School, Matthew Warren consistently sought to make the buildings genuinely expressive of the ethos of the School. While anxious to combine fresh contemporary forms with more traditional styles of architecture, he was always convinced that the dominant note both in the renovation of old buildings and in the construction of new should be one of simplicity. “Simplicity is better than anything,” he had written in his letter to the Alumni in the autumn of 1954. “Our School can and does interest itself in simplicity in all matters—our way of life, our relationships with each other, our attitude towards what is valuable.” Here the Rector gave expression to a spirit that has been continuously characteristic of St. Paul’s School since its young burgeoning days amid the simple beauties of Dr. Shattuck’s Millville farm. As all who know St. Paul’s School will testify, the emphasis on simplicity does not connote an absence of style but rather a rejection of pretentiousness.

Matthew Warren’s emphasis on the importance of the aesthetic element in education explains also his unrelenting determination to encourage art, music, the dance, and all forms of artistic expression, and to see that the School did not relax its efforts to provide more adequate facilities for the artistic predilections of boys.

While devoted to nourishing every aspect of life within the School, Matthew Warren knew that a Church School in particular has responsibilities not only to itself but to life beyond the gates, whether in city, state, nation, or the world at large. He therefore looked for specific ways in which the School might fulfill its responsibilities to the larger community.

Notable among these was the establishment, with the initial aid of the
Ford Foundation, of the Advanced Studies Program to assist boys, and later girls, of the public and parochial schools of New Hampshire to obtain during the summer more advanced instruction in various subjects than was available in their own schools, a program that has proved mutually beneficial to the state and to the School. It has provided a significant stimulus to the quality of secondary education in New Hampshire and has done much to facilitate cooperation among public, parochial, and private schools, a step too long delayed and one potentially of great service in the development of any national educational policy.

Even more pressing among the responsibilities of a Church School in the contemporary world is the problem of desegregation, and Matthew Warren characteristically took steps to involve St. Paul's School in the solution of this perplexing and so long evaded issue. Far-sighted as usual, and well served by his earlier experience as Rector of a church in Atlanta, Georgia, the Rector thought it important to secure a black member of the faculty before inviting black boys to join the School community. In its choice of the first black member of the faculty, the School was wondrously blessed, for the sensitive intelligence and warm and sympathetic personality of the Reverend John T. Walker brought measureless support to the transitional stages of the new policy.

In his concern for the integrity of the new program, the Rector was firm in his conviction that neither faculty members nor boys should be invited to come to the School merely because they were black. In the case of faculty members he insisted on professional competence, and in the case of boys upon their indicated ability to do the work of the School. There are now two black members of the faculty and eighteen black boys, and the School intends to pursue more vigorously its policy of recruiting black citizens for the St. Paul's community.

...there came the inevitable moment, as in all educational institutions in this period of boiling transition, of confrontation between boys and administration.

Despite the great advances during Matthew Warren's administration, not only in regard to relations with the outside world but also in regard to greater freedom within the walls, there came the inevitable moment, as in all educational institutions in this period of boiling transition, of confrontation between boys and administration. In the Rector's case this came with the sixth form letter in the spring of 1968, circulated by a group of sixth formers (and signed by a large number of sixth and fifth formers) outside the usual channels of communication, in that gesture of bypassing the "establishment" so familiar in the campus contretemps of our day.

What boys wanted essentially was to be treated more as equals, to have more freedom in regard to rules and regulations, to have more open relations
between faculty and boys, and to be able to participate to a greater extent than before in the policy-making decisions of the School. Ironically, it will be observed, many of the demands were in the very direction in which the School had been increasingly moving under Matthew Warren's administration; but the tempo of the policy seemed frustrating to the reforming zeal of boys.

"Such faith as we have in each other," the Rector had remarked at Parents Day in 1962, "will depend largely upon the openness with which we live together, living out as we do our lives in full view of each other; the fairness with which we meet each other in times of stress, unhappiness, or other disaster, and the constant firmness which the School maintains in order to give a boy the kind of structured life which will enable him to have as much freedom as possible within an orderly community." Drawing on such a spirit the Rector immediately sponsored a more intense dialogue between boys and faculty in response to the challenge of the sixth form letter. The net result was that boys were added to a faculty study committee, which had already been appointed the previous fall to review during the summer months the whole School program and to make recommendations the following fall. When the recommendations of this now joint committee were submitted, they were sifted by a number of ad hoc joint committees of boys and faculty and, after extensive deliberations, a number of changes in School policy were made in accord with the general tenor of the Sixth Form letter. These changes led to even greater flexibility in various areas of School life, notably, for example, in a vastly expanded and much more liberal program of independent study.

The whole episode is dramatically illustrative of the new form of culture currently evolving with such breath-taking rapidity in the increasingly rugged interaction between the generations; a culture that is not only inviting but is indeed forcing more cooperative decisions by youth and adults about the direction in which they think their societies ought to move; a culture suggestively labelled by Margaret Mead prefigurative, and analyzed with such understanding perspective in her recent book, *Culture and Commitment*. "We must learn together with the young," she warns, "how to take the next step."

For participating intelligently and cooperatively in this fast developing prefigurative culture, Matthew Warren has well prepared St. Paul's School by the depth of his respect for the character and integrity of boys' opinions, and by the extent to which he has fostered and strengthened the deep-rooted spirit of cooperation between men and boys that has been cultivated for so many generations in St. Paul's School.

Throughout the transitional trials of these days in the School, the Rector has never altered his conviction that "it is in the School's Chapel that the polarities of the old and the new, tradition and change, are brought into focus and, however unconsciously, make us what we are, deepen us where we are, and strengthen us in what God means us to be." This emphasis had been clearly proclaimed at the time of the School's Hundredth Anniversary in 1956, for the central theme of the occasion was the meaning of the Church School in our time; and the heart of the celebration was the address of Dr. Paul Tillich in
which he sought to define the role of the Church School in contemporary culture.

“In urging changes, I personally do not believe our students are trying to get out of anything; the real truth is they are trying to get more significantly into something.” MMW, Alumni Horae, Autumn, 1969.

Acutely conscious of the significance for the Church and for Church Schools of the interacting technological and theological revolutions of our day, the Rector wholeheartedly agrees with Dr. Tillich’s reminder that “the problem is infinite and must be solved in every generation again.” It is not surprising therefore that the Rector last spring appointed a joint committee of boys and faculty to re-examine during the summer the whole religious situation in the School. The report of that committee has been under discussion during the year and has led to further experimentation in the religious life and practices of the School such, for example, as a qualified form of voluntary Chapel, and greater variety in Chapel services, the latter involving much greater participation on the part of boys. Referring to the critical attitude of many boys on the religious issue, and to his support of experimental changes in the religious life of the School, the Rector declared in a recent letter in the Alumni Horae, “... in urging changes, I personally do not believe our students are trying to get out of anything; the real truth is they are trying to get more significantly into something.”

Providentially, in meeting the successive challenges of his rectorship, Matthew Warren has had the valiant support of his wife, Rebecca, whose vibrant spirit is so clearly reflected in the series of articles she wrote for the Alumni Horae. Readers of those articles will recall Rebecca’s wry acceptance of the trials of running the Rectory (“I’d rather be a rug keeper in such a household than to dwell in the tents of the less interesting”); her spontaneous joy in the aesthetic pleasures of the School (“The musical sound... of many skates striking ice,” or “a birch tree’s branches bent low with snow and ice and grosbeaks” as “a proper Christmas tree for New Hampshire”); her poignant sympathy with the pains of growing boys (who “want so badly to be finished, to feel complete”); her vigorous championing of faculty wives (“Of the ladies I sing.”) All this and more have not only helped to ease the burdens of the Rector’s tasks but have encouraged all of us in the School to more spontaneous, natural and informal ways of living, as against the formal and the stylized.

Perhaps best of all, Rebecca and Matthew Warren have offered to both youth and adults a shining example of an enduring partnership in marriage and in life, sustained by understanding love, humor, and mutual forbearance. This is because they both have embraced the philosophy of marriage so well
put in *The Slow of Heart* by the Rector, with the characteristic candor which he thought life deserved; "What all married people know, if they are conscious of the depth of their relationship, is that it is always a state in which the parties concerned maintain a considerable degree of incompatibility and individuality which calls for a struggle if there is to be fulfillment."

Who would understand Matthew Warren on his own terms must reread *The Slow of Heart*, which the Rector published in 1958. There the reader will find the temper of Matthew Warren’s Christianity, his deep humanitarian instincts, his wisdom and his humor; the stringent clarity of his mind and the organic style of his thought; his rejection of sentimentality and his predisposition for the real; his unclouded view of the relation of the religious to the secular, the individual to the institution and, most of all, of the head to the heart. The Rector writes with compassion of "man’s profound need for belonging and knowing that he belongs," for "it is a crowded world in terms of population trends, but it is a sparsely populated world to the lonely man or woman in large centers, seeking understanding, affection, and friends."

"The student looking back on the (educational) experience is at a loss to understand what has happened, except that he is a new and more productive person and is warmly committed forever after in loyalty and gratitude." MMW, "The Slow of Heart," 1958.

With his strong aversion to dogmatic views, the Rector wrote of the contemporary world: "The solution, if there be one in our time, is not in human hands, though there are many who would doubtless be glad to have their particular solution imposed on each and all." And speculating about the impact of educational institutions upon the student, he well understood that "The student looking back on the experience is at a loss to understand what has happened except that he is a new and more productive person and is warmly committed forever after in loyalty and gratitude."

When all is said and done, the point of view and the policies of Matthew Warren have moved St. Paul’s School measurably closer to a genuine Christian community than was the case when he arrived, a community which offers greater protection to the integrity of the individual boy or girl, and the individual man or woman, while leading all to greater awareness of their relationship to each other and to the rest of the community.

Matthew Warren has been able to achieve this because he believes, as he wrote in *The Slow of Heart*, that "The Gospels are not historical or psychological narratives. They compose a true love story of destiny."

18
IT IS ironic that King Henry VI founded his school at Eton in 1440 for seventy poor scholars and that today, with twelve hundred and twenty boys, it is under attack from a Labour government as a bastion of privilege. It is stranger perhaps that in this age of revolt against authority and discipline so many students do not appreciate the privilege of private boarding education. Privilege it undoubtedly is, one which so few can enjoy (although every effort is being made to widen entry) that it is alarming to find some who feel they are being deprived of what they call a normal upbringing by being sent away to school.

Personally, I think there will always be those who want their children educated in private boarding schools; there are countless cliches which many of us are liable to use too glibly about the advantages. But there may come a time, in the not too distant future, when such schools will not attract so large a clientele, and when it will be even more necessary—for survival, perhaps, in the case of some schools—to prove the excellence of the academic standards they so proudly claim.

David Guilford

Old School Tie ravelled

Eton and St. Paul's need have no such problems, although there should be no complacency, as even now the Old School Tie influence is waning. Boys from both schools, for instance, are finding tougher competition than ever in their search for places at the college or university of their choice: such is the shortage of university places in Britain that often competent boys do not get in at all. The alumni, even of the best private schools, do not today have the automatic entry to Oxford and Harvard they once had. Certainly in England growing emphasis is being given to the academic
prowess and interests of a student and much less to the qualities which in the past have 'served to make leaders.' The authorities are afraid that the jack-of-all-trades will finish as master of none.

The academic side of St. Paul's life is better known to the Alumni than to me. However, the Independent Study Program for Sixth Formers is attracting more boys for their final one or two terms and the Dana Hall exchange has certainly enlivened the campus: perhaps Eton could learn from both of these. It is too early to say how the boys and girls on the exchange have fared in their work; perhaps a fully coeducational system would prove somewhat different from ten weeks of a temporary nature. I await keenly the official verdict on the exchange, and will be interested to learn if St. Paul's becomes coeducational.

As boys may enter St. Paul's in different grades, they do not necessarily work by the Form, and it is interesting to teach a class in which there is a member of the varsity football squad and boys from the First Form.

At Eton, no graduation

At Eton, the pattern is different. Virtually all boys enter at the age of thirteen. For two years they follow a fixed curriculum: the third year syllabus allows four choices out of eight courses. In these three years, a boy is in school for all twenty-nine classes in the week. Thus there is no need for Study Hall, and assignments are restricted to two or three a night. In the fourth, fifth and sixth years, boys specialize in three courses, each of which meets seven times a week: these are usually related to the subject they intend to study at university. There are national examinations at the end of their third and fifth years and university entrance examinations are taken in the sixth. There is no graduation. A boy may leave when he has satisfied himself and his mentors that he has achieved all he can at this stage in his education—and by no means all go on to university.

Music plays a greater part in the community life at Eton. A large College Chapel choir of boys and masters is preserving the standard it had before the choir school closed two years ago; there are two full orchestras and regular concerts, both by visiting artists and local talent. A new theatre has led to increased drama activity. The Drawing Schools provide the same facilities as Hargate for the artists. Extracurricular special-interest societies range from Angling to Amnesty, Motor Cycle to Magic Circle. A Cadet Corps, limited to about two hundred boys, parades once a week, and annual camps are held, recently alternating between Norway and Scotland.

One very significant difference between the schools is in their view of athletics. Of all the wonderful facilities at St. Paul's, the gymnasium would be the envy of almost every English school. American private schools have a much more professional approach to sport than their English counterparts. Eton, for instance, has no Director of Athletics and no Trainer, and masters-in-charge are responsible for the administration and coaching of their own game—even for the finding of colleagues to help them. Matches are played at all levels and no substitutes are allowed.
At St. Paul's there is much more training, and greater spectator interest, too. Many of the same games are played in both schools, often to a different code, and it is good to find that even the most English of them all survives here, in spirit only, in Cricket Holiday!

Wet-bobs on Turkey?

I have had to learn a new vocabulary: I wonder whether an Etonian would be surprised to be told to hustle, for instance. Likewise, was a cricketer in the old days at St. Paul's called a dry-bob? May I introduce wet-bob and slack-bob to the local scene for the boy who takes crew and the boy who plays tennis?

With such great numbers at Eton, many of the boys take part in sports at house level only, and it is, in fact, the house, rather than the Form, by which a boy is known.

A master takes over one of the twenty-five houses after he has been at Eton for about twelve years, and he keeps his house, not necessarily in the same building, for fifteen years. Applications are made by the parents directly to the future housemasters, generally as soon as a boy is born. Thus there is often a close connection between the family and the housemaster for some twenty years. The housemaster deals with all the problems of his boys, from the day each boy arrives to the day he leaves, including his university entrance, but he commits much of the day to day running of the house to his Dame, who is responsible for domestic welfare, and to senior boys, who see that the junior boys behave and carry out their duties. (Serious breaches of discipline alone are taken to the Head Master.) The seventy elected scholars live in their own quarters in College itself.

As at St. Paul's, boys have individual rooms, but each house has its own dining room where, at lunch only, the housemaster presides. How much Eton needs a central dining room like the new one at St. Paul's, for the entertaining of guests and for kitchen crises in the houses!

In addition to house officers there are school officers, but, as yet, no Student Council.

The problems of chapel—still compulsory in all three chapels seven days a week, except for the occasional Sunday—and of personal appearance—the boys still wear tail-coats, but not top hats—are just the same to the rebellious there as here. Eton, however, perhaps needs to maintain a stricter dress code as the school is on a public bus route to London.

At the daily meeting of masters, boys may be discussed by individuals, and by the Head Master, if a case is taken to him. Here the routine business of the school is transacted, as there is no administrative office for studies or activities. It is at Chambers, as the meeting is called, that the boys facetiously say the masters drink port!

In fact, Eton is probably the only school which has no morning coffee break—there has never been a common room. Experiments are being made for the first time with a small dining room for masters.

Most of the masters who are not housemasters live in school houses, the bachelors forming 'colonies' of four or five. A boy regularly visits a private house for sessions with his Tutor, who is responsible to the house-
master for his work. All bad work has to be shown to both these masters: likewise good work may be 'shown up'.

There is a firmer control, too, on boys' movements at night—the senior boys' pub is closed at lock-up, and a later evening meal precludes the necessity of a Coffee House, much though I am sure Etonians would appreciate one. A graded system of 'lights out' operates in most houses, but all boys have to be in by 10 p.m. If this seems restricting to Americans, it should be remembered that the Eton day is very full, and boys are sometimes with their Tutors or on the river until 7:45 p.m., and in the summer there is a class before breakfast.

**SPS can do better!**

In an effort to take back to Eton the widest experience of New England schools, it has been valuable to visit many other schools, among them Exeter, Andover, St. Mark's and Groton. I found the same friendliness among the boys and faculty at them all. At Andover, I was particularly impressed by a performance of Plautus's *Menaechmi*, produced by a former St. Paul's master, but I was promptly put in my place by a colleague who said that St. Paul's could do better! I look forward, then, to the spring production, to say nothing of Anniversary Week-end and Graduation. At the moment, the excitement of Arts' Month and the Conroy Fellows are fresh in mind and it is good to know that there is more to come.

My experience of serving at two famous schools under four headmasters in five terms could well be unique. That the schools are linked by the stained glass in Chapel is felicitous and the link will, I hope, be strengthened by further exchanges. (This year's exchange of two boys for one master, some may consider a bit unfair!) To follow in the steps of Sir Robert Birley, who was at St. Paul's in 1956, is hard indeed for anyone from an English school.

It is, however, appropriate to pass from the mention of one great headmaster to another. It has not been possible to live at St. Paul's for a week or two, let alone six months, without knowing how much Mr. Warren has done for the School in so many varied fields that it would be indigous to single out any one of them. The Rector and Mrs. Warren are warm people, good people; for all they represent, they will be sorely missed, but after such unstinted service they deserve a lessening of the load. I join all alumni in bidding them a fond farewell and wishing them a peaceful retirement. No school could be luckier than St. Paul's to have such an able deputy as Mr. Oates already on the faculty, to take over as Rector at this critical time and to provide the strong leadership needed for the seventies.

On facing page, four distinguished winter visitors to SPS have personal encounters with the boys: top, Edward L. Barnes, architect of Conover, Twenty, Corner and Kittredge, with Lower Schoolers; middle, Marcel Marceau, pantomimist, with VI Form Speech, Drama and Interpretation class; bottom right, Michael Posnick of the Yale School of Drama with Amory Houghton, 3d, who has been directing a student production of "The Fantasticks"; bottom left, Aldo Parisot, cellist, with members of the Band. Other Conroy Fellows not shown here were Robert Motherwell, artist, and the Yale Russian Chorus.
Person to person from a Quartet of Conroy Fellows

February 1970
Winter Sports

Varsity hockey enjoyed one of its best seasons in several years, ending in a tie for fourth place in the Private School League. Sheer determination and spirit made possible many of our fine wins, such as the victories over Browne & Nichols, Exeter and Middlesex. Although we lost to the Yale Freshmen, 3-2, in a sudden death overtime, this was probably the team's finest moment. SPS defeated: M. I. T., Concord High (twice), Groton, Exeter, Browne & Nichols, Governor Dummer, Middlesex, Kimball Union and Brooks; lost to: Taft, (New York Game) Yale, Deerfield, Noble & Greenough, Milton, St. Mark's, Belmont Hill and Andover. Total points: SPS, 68; Opponents, 52.

For the first time we had a full schedule of games for JV hockey. Their record (9 wins and 4 losses; 81 points, to the opponents' 38) speaks for itself. Coming from behind to tie the Exeter game and then win it in overtime, 6-5, was one of the high spots, along with the 6-4 defeat of the Berwick Academy varsity, for this young, spirited team which will be depended on for next year's varsity.

For the last few years we have scheduled a few games for the best players from the three Lower School Club teams—the Lower School "All Stars." This year we had a more formal schedule of seven games. Considering the lack of practice as a team, they showed they were capable of some fine hockey.

In Club Hockey, the Old Hundreds won the Davis Cup, as winners of the first, second and third team series.

Basketball

With only three experienced returning players, and none of the starting five, the varsity team knew they had plenty of work to do before they would be playing good basketball. The win/lost record should be amended by the statement that five of the games were lost by a total of 12 points. The big win was over Browne & Nichols who at the time were the league leaders. SPS defeated: Berwick, St. Mark's, Noble & Greenough and Browne & Nichols; lost to: Winchendon, Milton, Lawrence, Brooks, Groton, Rivers, Belmont Hill, Governor Dummer, Middlesex and Roxbury Latin. Total points: SPS, 888; Opponents, 731.

Our first JV team, a young group with plenty of spirit, won 4
games and lost 8, scoring 505 points against the opponents' 575.
There were no Club teams.

The squash team came through a tough schedule with a winning season. Some of our young players improved rapidly, to give the team a better depth. In the New England Interscholastics, held annually at St. Paul's, we were tied for fourth place out of twelve schools. SPS defeated: Belmont Hill, Milton, Dartmouth Freshmen, Brooks (twice), Groton, Middlesex and M. I. T.; lost to: Andover (twice), Exeter, Deerfield and Middlesex. Total matches won: SPS, 34; Opponents, 35.

The JV team was composed of many young beginners who gained valuable experience but did not have the necessary know-how to win many matches. They won 2 meets and lost 6; winning 11 matches to their opponents' 29.

Club Squash was won by the Isthmians, and the Supervisors' Cup, by Simpson House. The Senior Champion is James M. Evarts; Junior Champion, Christopher P. Trott; Lower School Champion, Phillip L. Laird

Squash
8 won-5 lost

Skiing
3 won-6 lost

Graduation took its toll from last year's good team. This was a building year, devoted to bringing along our young skiers. The Interscholastics were held at Middlebury College, where the team made a remarkable showing, placing third out of the eighteen participating schools in the Alpine events. However, we were not able to hold our position in the Nordic events (jumping and cross-country) and finished eleventh in the final scoring. SPS defeated: Dublin, Exeter and Concord; lost to: Andover, (twice) New Hampton, Deerfield and Holderness (twice). Total points: SPS, 1606.84; highest-scoring opponent, 1634.17.

The grapplers started from scratch but, through devotion to their sport plus hard work, steadily improved. After losing their first six meets, they won the last four. Their brightest moment was almost an upset of Noble & Greenough, a school noted for good wrestling. SPS defeated: Berwick (twice) and Holderness (twice); lost to: Exeter JV (twice), Governor Dummer, Brooks, New Hampton, Exeter JV and Noble & Greenough. Total points: SPS, 265; Opponents, 232.

Wrestling
4 won-6 lost
Millville Notes

Graduation, May 31
Last Night, June 4

Graduation exercises this year will be held on the Chapel lawn (north of the Chapel) at 2 p.m. on Sunday, May 31—the last day of the Anniversary weekend. In case of rain, the exercises will take place in Memorial Hall. The graduation address will be given by Edward Dudley Johnson, ’30, Professor of English at Princeton University.

After the Sixth Form’s departure, the rest of the School will stay in session through Last Night and prize-giving on Thursday evening, June 4, leaving for the summer holidays on Friday morning, the 5th.

Deipnosophistae

Added to the treasures of the Library near the opening of the present School year, was a first edition of Deipnosophistae (Dinner - table Philosophers) by Athenaeus, printed and bound in Venice in 1514. This fine copy of one of the rarest and most desirable publications of Aldus Manutius, in the original contemporary binding, was the gift of Charles Scribner, Jr., ’39.

ISP 1970

Half of the VI Form spent all or part of the Winter Term on Independent Study projects of their own selection, ranging from translation of modern Greek short stories to spending six weeks with the Dartmouth Outward Bound winter program. The most popular area of study was the creative arts. Other projects which involved the energies of several students each were “New Hampshire—Tomorrow,” a study directed to the strengthening of agencies concerned with development and use of the New Hampshire environment; and supplemental teaching at the Millville elementary school.

Dana Hall Exchange

Feminine by-lines blossoming over some articles in The Pelican in February were one evidence of the integration of sixty-five girls from Dana Hall School, Wellesley, Massachusetts, into the academic and extracurricular life of St. Paul’s for the Winter Term, as a similar group of Fifth and Sixth Formers completed the School’s second coeducational exchange by taking the girls’ places at Dana Hall.

“16 ft. high—3 ft. wide—& gorgeous! Erected from midnight to 4 a.m. for dance weekend. Total surprise.” So ran the Rector’s delighted memo to the Trustees, accompanying the snapshot above of the Art Association’s mammoth November “sculpture” on the Chapel lawn.
Parents Committee Meets

School budgetary problems were the theme of William A. Oates, Administrative Vice-Rector, in a talk to the annual midwinter meeting of the Parents Committee, in the Reading Room of the Schoolhouse on February 21.

The meeting, which followed the Andover hockey and Browne & Nichols basketball games, heard earlier from the Rector and John Martin, President of the Sixth Form. Those attending, in addition to Ernest E. Monrad, chairman, were Byron E. Besse, Jr., M.D., Felix J. Freeman, Jr., George N. Hale, Jr., Judge Frank R. Kenison, Robert P. Masland, Jr., M.D., James L. Phillips, Richard H. Sampson, Roy G. Shorter, M.D., Henry C. Stockman and Mark T. Walsh.

Voluntary Sunday Chapel

An experiment with voluntary Sunday Chapel, begun in January, will run to the end of the School year and then be evaluated in terms of gain or loss to the overall expression of religious commitment at St. Paul’s.

Limited in both duration and scope, the experiment is an outgrowth of last summer’s study of the role of religion at the School, which concluded that “free response . . . has always been the ultimate goal of the worship experience and . . . should now become the immediate goal for worship at St. Paul’s School.”

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Readers of this article are urged to imagine themselves part of the audience at the convention of the National Council of Teachers of English (NCTE) before whom Mr. Sheehan presented it at Milwaukee in 1968—colleagues with whom he is sharing professional shop-talk. We reprint the article from The English Journal, April, 1969, with the permission of the NCTE and Peter J. Sheehan. Peter Sheehan has taught English at St. Paul’s since 1965.

Theater of the Absurd:
A Child Studies Himself

Peter J. Sheehan

IN a paper read at the American Studies meeting of the Modern Language Association conference in New York and subsequently published in the April 1968 issue of College English, Herbert Blau remarked that we live in
an age more dramatic than any which preceded it. In the present age, he said, “The illusion of reality has been replaced by the reality of illusion”; it is an age wherein both the rapidity and the fluidity of events in our daily lives have forced us into the game of constant “role playing.”

Furthermore, as a result of television’s success, and the ad men’s selling us on the doctrine of instant gratification, our culture has produced what I call the “to be or not to be” children, for whom the easy kick of “turning on, tuning in, and dropping out” with drugs is an exciting game of suicide, a religion in which one worships by repeatedly enduring one’s own crucifixion. For me, the frightening part of the service is that the devotees participate willingly, indeed piously and dramatically.

An uncle of one of my students once likened this process of repeated exits and entrances to a life of open doors, all of them unmarked. Our students run around, frantically, trying the various doors, while we merely decry the fact that someone has removed the signs over those doors. Just as Alice in Wonderland came across a tiny bottle labeled “DRINK ME,” which she proceeded to do, so too, in effect, do our students confront doors which bear green neon signs which say “TRY ME.” What we need to do is to admit that we are the ones who allowed the signs to be removed, and that now, given that fact, the only way we can save Alice is to follow her down the rabbit hole vicariously, through our imaginative powers.

As concerned teachers, we all have our own various ways of following Alice, and it is my purpose here to explain one of mine.

As a teacher of English, one of my concerns is to open the minds of my students to the variables of human nature and so teach them to express their own natures intelligently and effectively. My main instruments are short stories, novels, plays, and poems, though I see no reason why any medium, be it Oriental music or Eskimo statuary, is invalid if the main concerns of awareness and coherent expression are adhered to. The key element in whatever I do is “Interest,” with a capital “I.” My students must have a lively, personal interest in what they’re learning. Otherwise, there’s no point in my being in the classroom save the mechanical one of riding herd over boredom.

With this in mind, my favorite way of following Alice is to teach the plays of Absurdist Theater. My doing so depends, of course, upon certain premises regarding the teacher-student relationship.

Four premises

The first of these premises is that the “to be or not to be” children, unlike Hamlet, want to find their own solution now and are willing to seek that solution anywhere. Rejecting apathy, the vice they abhor in adults, they deeply and sincerely care. Modern role playing has made the identity crisis never-ending for them, and they want to cope with it creatively, so much so that, as never before, they’ve created their own separate culture.

Second, just as I cannot fully comprehend their culture, so too, is it impossible for them to fully understand mine. What I must try to do, therefore, is to find a common ground
where my students and I can agree to share mutual points of interest, points whereon each of us has some meaningful things to communicate to the other. Essential in achieving this rapport is my need to escape the various pejorative connotations of being an adult. Students are quick to discover what a dogmatic teacher wants and to respond accordingly—their very existence heavily depends upon successfully doing so. They know that such a response stifles their creative search; they occasionally rebel against it as they did at Columbia and elsewhere last spring; but in the main they swallow their pride and pretend to live with it, while seeking any escape from it in their free time. It is, therefore, imperative that I not have all the answers, and, indeed, that I not have all the questions. I must be human and fallible; I must not be a machine, nor an oracle, nor a system.

My third premise is that, while demonstrating an active interest in their culture, I must get them interested in my own, in my humanity. They must learn that although the structures of adult life are often hard to put up with, those structures do permit constant, invigorating, and creative individuality. Their own culture is one wherein the individual strives to have no illusions, yet that whole culture at present is based upon created illusions. They attempt to "turn on, tune in, and drop out" on the grounds that adult life is a state of vapid, hypocritical, and trivial non-being; the only way to change their view is to convince them that adult life can be, and should be, a constantly creative process of self-discovery, a journey into consciousness through an acceptance, rather than a rejection, of that consciousness. In short, I must show them that my life is no different from theirs, that beyond the adult mystique lie the same problems and the same pleasures. The best meeting place that I have found for our minds is our mutual study of the plays of the Theater of the Absurd.

My fourth, and final premise, is that, of the various literary genres, drama is the most instructive. The reasons for this are twofold: first, drama is a study of human nature directed at the common denominator, everyman. Serious novels require adult experience for complete empathy, while poetry usually grabs only those sensitive to it. Anyone doubting the universal power of drama should read the introduction to Martin Esslin's study, The Theatre of the Absurd (Anchor Books, Doubleday, 1961), wherein he describes the enthusiastic reception given Beckett's Waiting for Godot by the inmates of San Quentin penitentiary when it was performed there in November 1957. Second, drama makes the most intensive and creative demands on the imagination, drawing from the individual a more or less total commitment of the self, whereas poetry hits a limited part of the mind, and novels often leave the mind untouched.

Fascination of the contemporary

In light of these premises, then, and given my belief in the power of drama as a teaching medium, what special advantages are inherent in the plays of Absurdist Theater? Why do Absurdist plays, in particular, facilitate the location of an exploratory, creative middle-earth, a land where both
teacher and student must rely on the other for enlightenment and collective growth?

First let me state that my definition of Theater of the Absurd encompasses more than the school of French drama which succeeded Existentialist Theater. While centered around Beckett, Ionesco, and Genet, it also includes Pinter, the early Albee, and isolated plays such as Giraudoux's *Ondine* and Betti's *Corruption in the Palace of Justice*, as well as plays influenced by Absurdist dramatic techniques, such as Stoppard's *Rosencrantz and Guildenstern Are Dead*. The oversimplified definition I give my students is that Theater of the Absurd is a form of drama which originated in the French theater of Alfred Jarry and Antonin Artaud in which the thesis that the human condition is absurd is presented by means which reflect that absurdity. I do not say, of course, that I wholly concur with the absurdist thesis, but merely that its thesis does make a few cogent points about the nature of our existence.

The main value of Absurdist drama is that it possesses the fascination of the contemporary. Although our students may become mildly interested in *Macbeth* or *Tess of the D'Urbervilles*, they will not become very involved, partly because these works represent past history, and partly because they are written by adults for adults. To the immediacy of the contemporary, however, our students feel they have a great deal to contribute, and they do so with great delight. Further, Absurdist Theater shares a view often entertained by the young—that adult life is, indeed, absurd. That adults can have the same opinion of life as their children often comes as a surprise to those children. Delighted to share a common reaction to life with adults, students tend to bubble over with their own observations.

**The task of making sense**

Another advantage inherent in the plays of the Theater of the Absurd is that, to understand any of these plays, the audience is forced to react creatively to the stimuli presented on the stage. The Absurdist playwright supplies the elements in a confusing manner, thus leaving to the beholder the task of making sense out of them. The audience must create a meaning for the play, and, when used in the classroom, such plays force the teacher and his students to share in a collective, creative response. What I find even more fascinating is that my students' reception and comprehension of Absurdist plays is a great deal faster and more complete than my own. They quickly realize this, and their resulting discussion of the plays becomes a thoroughly absorbing experience.

Several weeks ago one of my sophomore classes read Pinter’s *The Dumb Waiter*. They walked into class expecting me to summarize definitively the meaning of the play. Instead, I came in, wrote the title of the play on the board, put a question mark after it, and sat down without saying a word. Since I planned to remain silent for the entire forty-five minute class period, it was up to them to derive a meaning from the play.

Four times, when their discussion began to get repetitive or trivial, I put the name of an object in the play on the board, an object such as the
"speaking - tube" or the "twelve matches," an act which led them to consider the play from a new perspective.

By the end of the class period they had decided that the play was a commentary upon the ineffectiveness of religion in the life of modern man, that modern man couldn't accept the "God's up there, I'm down here, and all's right with the world" philosophy, that Ben's confrontation of Gus at the end of the play related in some way to man's conception of the afterlife, and that the twelve matches represented the twelve apostles. Still without a word on my part, they departed at the end of the period.

The next day I began the class by reading one critic's banalities about the play, showing them that the conclusions they had reached through discussion were much more to the point than his had been. I then offered my own interpretation of the play, and the remainder of the period was spent in a joint discussion. Out of this complicated experience they derived a great deal, mainly in the area of self-knowledge. Because almost everything in the play is debatable, they learned to listen to each other, and to demand reasons for any and every opinion, including mine.

A climate of free exchange

These students taught themselves a most important lesson, the one which explains my title, "Theater of the Absurd: A Child Studies Himself." I have discovered that the range and freedom of stimuli presented in Absurdist Theater put pressure on the student to examine his own nature and to respect the natures and expressions of others. Since it is difficult for a teacher to dominate the interpretation of an Absurdist play when he himself is a bit unsure of its meaning, a climate is created for the free exchange of opinion, a climate which stimulates all kinds of collective learning experiences.

Such an experience occurred last spring when my senior section was having trouble conceptualizing Ionesco's The Chairs. We decided that the play was heavily dependent upon the audience's reaction to the fact that the Old Man and the Old Woman were talking to an increasing number of empty chairs, and that the only way to "feel" this reaction was to experience it. One of the boys suggested the simple expedient of setting up three chairs in a semi-circle, with a boy in each of the two end chairs, and having these two boys carry on a conversation with the personified void of the empty, middle chair. We began with a simple personification — the middle chair was "occupied" by a retired sea captain with a wooden leg, a grizzled and bearded face, and a gold earring in his left ear. The one rule we set was that the two boys must talk with the empty chair. At no time might one boy address the other.

The result was all we had hoped for — and more. Various boys took turns, and we filled the middle chair with more and more difficult "personified" voids, ending up spending the whole class period in this experience. The following day our discussion of the play was deeply meaningful and thoroughly stimulating.

Another method of employing the virtues of Absurdist drama in the classroom is to combine several plays
with a more traditional play. A year ago I had my first experience of teaching a senior section. I quickly noticed that my seniors were pretty sure of themselves and not very much interested either in thinking new thoughts or in listening to the opinions of others. As a result, it took me over two months to get them up to a level of performance appropriate to their age. This year I decided to try a new approach. We began by spending eight class periods on Hamlet, then followed with four on Stoppard’s Rosencrantz and Guildenstern Are Dead. Our common theme was man’s attempt to understand the nature of his existence, and as part of this we spent several classes reading and acting parts in both plays to get a feeling for the tones and moods of each. Then we jumped into three short plays by Pinter—A Slight Ache, The Collection, and The Dwarfs, the latter being by far the most effective of the three. By the time we got to the Pinter plays, the discussions were lively, penetrating, and constructive. Finally, as a summary, we examined Hamlet’s “To be or not to be” speech, the final speeches by Rosencrantz and Guildenstern, and Len’s final speech in The Dwarfs.

The major results were that, first, we concluded in our wisdom that human nature doesn’t change; second, that the speeches did, however, reflect the context of their times; and finally, much to our surprise, that Pinter’s play was far more optimistic and affirmative about the nature of human existence than were Shakespeare’s or Stoppard’s plays. The key result of this “set,” so to speak, was that I now have a class greatly superior in awareness, judgment, and interest to that evinced at this stage by last year’s group. I worked to complement and excite their intelligence, and they responded far beyond my hopes, to the point where now I really have to work to keep up to their level of interest, a task well worth the effort.

Learning together

In summary, then, what are the greatest advantages of using the plays of the Theater of the Absurd in the secondary school? They stimulate imaginative interest, they permit the teacher to achieve a common ground where he can communicate with his students through collective learning experiences, and they permit a teen-ager to examine his own nature through his introspective reaction to the plays, and through the give-and-take occurring when excited students discuss materials relevant to their own contemporary world.

A further benefit, I’ve discovered, is that the introvert gets excited and loses his inhibitions, while the slow learner discovers his imaginative powers, a discovery which often stimulates a rapid improvement of his overall performance.

We teachers all know that there is a great difference between the expression which parrots a teacher and that which is the passionate outpouring of a growing involvement in conscious life. I have found, and I firmly believe, that there is far greater merit in teaching students the real lessons of life through the things they enjoy studying, than there is in continuing to bore them with material they feel is irrelevant. They should read Julius Caesar and Death Comes for the Arch-
bishop, certainly; but they should also encounter the contemporary medium of Absurdist Theater.

The plays of Beckett, Ionesco, Genet, Pinter, and Albee have a great deal to offer, and I have only begun to explore the teaching possibilities which they present. To date, they have allowed Alice and me to journey down the rabbit hole together.

In the process we have taught each other much, and above all we have learned to communicate more effectively with one another, which is, after all, what we teachers hope to accomplish.

Through the engagement of its faculty in the wider issues of education in our times, a school like St. Paul’s is helped to see its own function with proper humility and perspective and with a better-founded respect. The following account of a faculty member’s experience in Philadelphia shows a part of this process in action. The perceptive reader can judge for himself the benefits which will be directly available to Richard Lederer’s future students as a result of the deepening described here.

Teaching in the Inner City:
Thoughts at the Halfway Point

Richard H. Lederer

THURSDAY, February 12.

In commemoration of Abraham Lincoln’s birthday, we have a school holiday in Philadelphia. And the schools will stay closed tomorrow, our fourth “heat holiday”; by keeping the furnaces idle and making up two of the days in warmer, less costly weather, the system will save about $160,000. So I have a four day weekend to sort out impressions of my leave of absence from St. Paul’s, during which I’ve been teaching English in a North Philadelphia inner-city high school.

I’m not sure that my busman’s holiday will be as “refreshing” as a year of travel or academic study, but I can’t think of another experience that could have shown me as much about myself. Teaching at Simon Gratz High School has been the best course I’ve ever had.

I am indebted to Dr. Frederick Holliday, Gratz High School principal, for many of the facts and statistics that support my discussion and a great deal of the philosophy that shapes it. Unless otherwise indicated, the quoted passages are products of my tenth graders at Gratz. I have corrected spelling and punctuation.
Gratz sits on the corner of its boundaries. If you happen to live across the street (in which case you might be white or middle class), you don’t go to Gratz. So, whether or not gerrymandering aforethought is at work in such a set-up, the results are the same: our student body is 100% black (the three Oriental students and one Caucasian on our rolls are too few to dent that percentage) and 95% poor, and the kind of social mix that raises achievement levels is taken out.

One begins to feel the political facts of life at Gratz; one begins to see that the way things are hooked up produces a lot of built-in failure. While two sexually segregated schools sit underutilized just outside our boundaries, we bulge with 4500 students who are processed in two sequential shifts—7:50 a.m. - 12:05 p.m., then 12:15-4:30 p.m. (I, like most of the rookies, work the afternoon, tenth grade shift.) Our kids are with us at least an hour less than most youngsters in other schools, and they spend their shifts going straight through classes, without any breaks for lunch, study hall, or just plain rapping. When two of my “slow” classes come to me each day for sixth and seventh periods (3:10-4:30), many are numbed, hungry and anxious to get out of the place.

And it is apathy that is the most formidable opponent to education at Gratz, not, despite the extravagant rumors that buzz through Philadelphia (‘‘Gee, you teachers are like soldiers in Viet Nam!’’), danger to the teacher’s physical person or disruption in the classroom. Those rounded metal handles sticking out of back pockets are attached to combs, not knives. True, there were close to fifty gang-related homicides in Philadelphia in 1969; true, one of my young men is currently charged with murder and conspiracy for passing a knife to four girls who punched and stabbed to death a Gratz girl. But the school turf itself is very seldom the scene of such tragedies.

According to their collective reading and Math scores, our tenth graders come to us with sixth grade academic heads; they grow at seventwelfths rate and leave us with more than a year’s additional retardation, a total of four and a half years behind.

Books
Not Nice.
I don’t like them
Help

Only one-third of these tenth graders will graduate from Gratz—a distressingly low figure, but what bread and butter reasons can the school offer its students to complete their senior year? We at Gratz affect our students’ social mobility hardly at all. When we tell our kids that studying and staying in school will help them get a better job and a higher salary, we are saying something that is barely true, as the table below illustrates:

Median Income of Men 25-54 Years Old,
by Educational Attainment, 1968

<table>
<thead>
<tr>
<th></th>
<th>Negro Income as a % of white</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negro</td>
</tr>
<tr>
<td>Elementary:</td>
<td></td>
</tr>
<tr>
<td>less than 8 yrs:</td>
<td>$3,558</td>
</tr>
<tr>
<td>8 years:</td>
<td>4,499</td>
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<tr>
<td>High School:</td>
<td></td>
</tr>
<tr>
<td>1 to 3 years:</td>
<td>5,255</td>
</tr>
<tr>
<td>4 years:</td>
<td>5,801</td>
</tr>
</tbody>
</table>

Perhaps the most striking comparison in the chart is that the median income of Negro men, 25 to 54 years old, who have completed four years of high school is lower than that for white men in this age group who have completed only eight years of elementary school.

A perilous dependency

The hurly-burly of the double shift hook-up also has its effects on the teachers, most of whom have but one forty minute "prep period" break which is generally taken up with drudgerous but necessary paperwork. Since there is virtually no time to reach out to other teachers for warmth, comfort, and stimulation, our satisfactions must come almost entirely from contacts and relationships with the students. For me, and I think for many others, this is a perilous dependency, especially if your ego is inextricably bound to your job, as mine most certainly is. At St. Paul's I think I had come to the point where my self-concept floated along with relative serenity. At Gratz the kids quickly unlock your deepest weaknesses and needs, and your ego soars and dips like a mad kite. A student can give you the biggest hello in the halls and skip your class later in the day.

Mr. Lederer isn't bad, just the teacher for Gratz. He has a very nice appearance. Sometimes he tells the kids to behave but it just don't seem to come out right. Some kids say he's funny, while others say he's dumb, while still others say he's a fool.

When you work with youngsters, many of whom have never learned in school, you really find out if you can teach. At a place like St. Paul's you know that there has been and will be relatively continuous progress in academic skills. Seldom do you worry about such progress and your relation to it. But in the Gratz situation it really matters whether or not learning has taken place in a given period of time, and you are haunted by your failures. It's a lot easier to be relevant than it is to be instructional.

Hooky and cutting

To a boarding school master, the attendance patterns at Gratz are appalling. In December our average daily attendance figure for the tenth grade was 64% (69% schoolwide). And once inside the building the student body collectively cuts thousands of classes a week. Tracking down the cutters by searching through the endless daily lists of homeroom absentees is one of the omnipresent paper labors I mentioned earlier. Chronic absence and cutting are related to a number of complex causes, and illness is not a
primary factor. When a compulsory school program is imposed on the life of the ghetto, weird things happen.

So you telephone the homes, and almost inevitably you talk to the mother, who tells you she is unaware that her child has been hookying or cutting for the past three months. These strong, beautiful mothers go off to work early each day, leave streetcar tokens, and seldom call the school about their children’s attendance—in part, because the school seems like such a frighteningly large institution. A typical Home and School Association evening meeting draws an average of twenty parents out of 8,000.

Sometimes the parent is aware of the attendance problem and explains that her child has been home taking care of younger brothers and sisters, or has been running with a gang, or has not been home for a month, or is a foster child who has been spending school hours with his natural mother, or has reached seventeen and has dropped out, or is under legal age and has dropped out anyway.

The telephone calls confirm what you have already suspected in class: that school is a very small part of so many of the kids’ lives—an enormous contrast to my seven years of community living at St. Paul’s School. Compared with the student’s family, race, social class, and the kids he hangs out with, the socializing effect of the school is minimal indeed. For so many Gratz is a building that hardly exists except as a place to go to stay out of trouble, to keep warm, and to look over 3200 girls. Until the black family becomes more stable, until there are more fathers at home as role models, and until the gang structure ceases to be the chief purveyor of masculinity for ghetto men, the system of compulsory public education that we know is not going to make much difference to the very economic class of people for whom it was originally set up.

My Father is nice.
My Mother is better.
What do you expect?

One of the reasons there is a hold back of constant progress of Black Men in the White Man’s world is gang war affairs. Really I think this is a very senseless thing, black brothers shooting and killing each other for no specific reason. One reason for such a senseless thing is a lot of them fellows want to have a reputation. I cannot see why a brother who wants a rep can’t do something to help the black man instead of hurting us just to get a little rep.

Black students—white teachers

I must mention one last component of the system at Simon Gratz. Our black student body comes to school to be taught by a 72% white faculty. Our 28% representation of black teachers is the highest in a city whose student population is 59% black, but we cannot increase our black staff until other schools get up to the official “integration” figure of 10%.

At West Philadelphia High School, from which I was graduated in 1955, the issue of the white teacher in the black classroom flared up last October. A number of black students began boycotting a history class taught by a white teacher, charging that his methods and materials were “irrelevant” to them. When the West Philly principal acceded to the students’ demands that the teacher be transferred, an imminent city-wide
teachers strike was threatened and tension ran through all the black schools. Ultimately the Board of Education reversed the principal’s decision and a strike was averted.

It would be presumptuous for me to make any pronouncements about this prominent and fiery issue, but I will offer a few scattered observations. Again and again in their writing my students questioned their place in and control over the universe, as in these haiku:

Why have I risen
From the bosom of life
Into this world of hatred?

I am lost in a river—
The river of prejudice.
What am I doing here?

The birds sing with beauty.
Blood stains the soil of the turning earth.
What does it all mean?

There’s a hand
Behind that star.
Where did it come from?

Where is the key to education?
What will I find
When the door is opened?

and this cinquain:

Lights
So bright
Shining on everyone
Why not on me?
Please!!

and this quatrain:

DILEMMA
Mama’s sick.
Daddy’s drunk.
Brother’s in jail
And I just flunked.

and this free verse:

Thoughts
Running freely,

According to the Coleman Report (Equality of Educational Opportunity, 1966, based on 600,000 school-age children), this sense of relationship to environment, what our principal calls the student’s sense of “fate control,” is crucial to his ability to learn. One of the conclusions of the Report is that “Negroes and other minority children show a much lower sense of control of their environment than do whites.” We can only ask ourselves what happens to a black student’s sense of life’s promises when he comes to school and sees white teachers in the obvious majority.

The black ghetto has been excluded from the larger society for so long that, as a white person, I often have trouble finding a cultural overlap with my students’ values and goals. In an early lesson we began working up to my first writing assignment, something that seemed pretty important to me: “If you had been the first person on the moon, what would you have said or done?”

It quickly emerged that a few of my students did not know that the Apollo 11 mission had taken place and almost none of them identified with it. A number of students in each class felt that the whole thing was a
fake "planned by some white guys out on the desert for profit," while others maintained that the excessive rain we had in Philadelphia last summer was a punishment for going to the moon.

Well, I am not really interested in the Moon. So I would get out and say: "Are you satisfied? Because what's wrong with the earth? Why don't they leave that Moon alone? Somebody always wants to do something they don't have no business. That's why I'm not really interested. God made the earth for men, not the moon. So leave it alone. Thank you!!!"

Still, when I put aside theories and turn to direct observation, all around me I see and feel a great deal of love. Most of my colleagues, black and white, have chosen to work at Gratz. Many are top-notch, passionate, resilient people who hustle the funds for their innovative programs, who buy presents for their students, who tutor on their own time, who are committed to a life after birth for the kids. Most of the white teachers are aware of the race of the students without being racist. They are aware of the damage that has been done to the kids and the damage they can do. But there are skills to be taught, and one must avoid getting so hung up on his whiteness that he becomes paralyzed.

For my department chairman and assistant chairman, the school is a ruling passion. They are always firm and fair with the problem students who endlessly stream into the office. Through the extended efforts of my chairman we have a store of books, records, and other materials that are abundant, varied, useful, and gutsy.

For their class trip our seniors draw up a list of favorite teachers to accompany them, and the list is far from all black.

Teachers: they teach me what I need to know and that's good enough. Whether they are white or black they are all right with me.

Still, I think that any white person who goes to work in a black setting should keep one thing in mind. The black community is a politically weak group that is going to exercise its voice with increasing frequency and volume, and the ears it shouts into will be those closest at hand, those of the white liberals.

Doing what one can

By emphasizing the skimpier life chances that the Gratz system and ghetto existence generate, I may be sounding pretty grim. Quite often I think of the Middle East legend about a sparrow that was lying on its back in the middle of the road with its legs up. Along comes a horseman who, seeing the sparrow, dismounts and inquires, "Why are you lying on your back in the middle of the road?"

"Because I have heard that the heavens will fall today."

"I see. And you think you can hold them up with those spindly legs of yours?"

And the bird answers: "One must do what one can."

Sometimes Simon Gratz High School seems to be like a pair of sparrow's legs thrust up against the falling heavens.

But as I recollect in the tranquility of this long weekend, the dominant vibrations I feel are good ones and joyous ones. I don't often feel like shouting, "wow, teaching is so rewarding!", but the joy does come in
subtle ways. If education means change, then I know that some of my students have had at least a day of education in my classroom. I know I have touched some of them and they have touched each other. Years from now it will be the faces that I’ll remember best, faces often vacant, hostile, and weary of the ritual. But almost everyday something beautiful happens in some of those faces, and then the heavens open.

Last year, as part of their Independent Study at SPS, Richard Hagerty, Craig McNamara and Graham Wisner—all from the Form of 1969—worked in the New York and Washington ghettos. They told me that when you go into the ghetto, you go to learn all you can and you mustn’t delude yourself into thinking you are going to do good. I have tried to follow this wise injunction. Still, it doesn’t seem fair that most of the time I am the one who has been doing all the learning.

Anniversary

THE SCHOOL'S One Hundred and Fourteenth Anniversary will be celebrated on May 29, 30 and 31. Coolidge M. Chapin, '35, is in general charge of Anniversary plans.

Reunion Forms and Their Chairmen

1895—75th: Frank N. Chessman, M.D., 1230 Comstock Ave., Los Angeles, Cal. 90024
1900—70th: Frank J. Sulloway, 9 Capitol St., Concord, N.H. 03301
1905—65th: F. W. Murray, Jr., Goshen, N.Y. 10924
1915—55th: (To be appointed)
1920—50th: Albert Francke, Jr., 160 East 72d Street, New York City 10021
1925—45th: Rodman K. Tilt, Broad Brook Rd., Bedford Hills, N.Y. 10507
1930—40th: J. Randall Williams, 34 Beacon Street, Boston, Mass. 02106
1935—35th: Derek Richardson, 120 Long Ridge Rd., Stamford, Conn. 06904
1940—30th: Clarence F. Michalis, 345 Park Ave., New York City 10022
1945—25th: Peter H. Blair, Sparrow Lane, Greenwich, Conn. 06830
1950—20th: Isaac H. Clothier, 4th, c/o Dechert, Price, Rhoads, 1600 Three Penn Center, Philadelphia, Penna. 19102
1960—10th: Winthrop Rutherfurd, Jr., 1060 Park Ave., New York City 10028
1965—5th: (To be appointed)
Anniversary Program (tentative) - Daylight Time:

Friday, May 29
2:30 p.m. Baseball Game: SPS vs. Belmont Hill
3:45 p.m. Lower School Boat Races
7:30 p.m. Latin Play on Chapel Lawn

Saturday, May 30
9:00 a.m. Memorial Day Service at Library
10:00 a.m. Academic Symposium
12:00 n. Alumni Meeting: Memorial Hall (wives welcome)
1:00 p.m. Alumni Parade
Parents & Alumni Luncheon in Gymnasium
3:00 p.m. Boat Races on Turkey Pond
Award of Prizes at Flag Pole (after races)

Sunday, May 31
8:00 a.m. Holy Communion—Old Chapel
10:30 a.m. Chapel—Address by the Rector
12:00 n. Luncheon for VI Form & Parents & Alumni

“A Matter of Caring”

As most of our readers know, from an announcement sent out in mid-February, Julien D. McKee, ’37, has accepted the new position of Executive Director of the Alumni Association.

He will be responsible to the President of the Association and its Executive Committee for administration of the Association’s office and work and for development of new projects designed to improve liaison between the School and its alumni.

A graduate of Harvard and a World War II Navy officer and pilot, Julien McKee has had a distinguished career in book publishing for the past twenty-four years. He is the son of an alumnus and father of three alumni, has been a form agent for some years and has served as chairman of the 1969 and 1970 Alumni Funds.

By the time this issue is in the mails, he will have completed transfer of the Association’s office from New York City to St. Paul’s School, but we are happy to print below an open letter which he wrote for the Horae on February 27 (“from school” in another sense) from the old New York office at 437 Fifth Avenue, a few weeks before it closed.
I HAVE been on the new job for four weeks. Mrs. Sheppard is teaching me how she has been managing our affairs, and I am trying to learn my lessons well, so that when I open the office at School about April 1, the transition will be orderly.

Until you do the routine work yourself, it is almost impossible to appreciate how much there is to do or how ably Mrs. Sheppard has done it for the last thirteen years. We are deeply indebted to her and owe her a very big vote of thanks.

The biggest task is managing the annual Alumni Funds and the special 25th and 50th Anniversary Funds, some of which are initiated several years before the reunion years and continue beyond them. The funds require an enormous amount of planning, ordering, and attention to detail. The team of more than eighty form agents and sub-agents has to be supplied, advised and kept informed, and exhorted. Contributions and pledges must be handled with meticulous care and efficiency. There are lists and totals to cross-check, and names and addresses to check, so that our records are accurate and up to date and contributors are thanked promptly.

Other big jobs are making myriads of arrangements for the Hockey Game in New York, Executive and Standing Committee and Form Agents' dinner meetings, and the Alumni Church Service. The work ranges from getting invitations printed and mailed, to seating dinners and planning menus. Financial records are kept and reports made for every function, as, of course, they are for the Alumni Association itself. There is indeed plenty to do.

There is, also, I think, a great deal more to be done. For example, the weekend before I started here, we were Mr. and Mrs. Warren's guests at School. I had a long talk with an editor of The Pelican and discovered that the boys think of the alumni as a sort of remote puppeteer, manipulating SPS policy from afar and also, therefore, as an obstructionist bloc barring change and progress. That this is our image was confirmed by my step-daughter, a Dana Hall exchange student this term, by a Form Agent who would like to see more alumni just out of School serving on Association committees where they could have a say in how the Alumni Fund is spent, and by a member of the Form of '69 with whom I talked after a dinner meeting of St. Paul's alumni at Trinity College this week. I hope I
can help eliminate this image and correct misconceptions by being in the new office at the School.

I also hope my being at, and working out of, School will bring more alumni back to School and help make others feel closer to it. We plan to have more Association meetings at the School, and I expect to travel.

I am sure we have not seen the end of experiment and change at St. Paul’s. I think, in fact, that the next ten years will bring greater change than we have seen in the recent past. I think, for instance, that the educational system in America will be completely restructured and that the present high school, college, graduate school lockstep in which we have been caught will disappear. I think St. Paul’s will be one of a very few independent secondary schools that will survive the upheaval and continue as a great institution of learning. I think it will survive because, thanks to thousands of alumni who have cared deeply about a school which gave them so much and thanks to many, many friends who admire and respect it, it now has a great faculty and administration, a marvelous plant, the means, and an alumni body that will be continuingly loyal.

It really is a matter of caring, and this almost everyone in the School family does—and very much.

You know, this job of mine is very exciting.

Julien D. McKee, ’37
February 27, 1970

The Alumni Fund

Form Agents’ Dinner—January 15, 1970

IN SPITE OF bitter cold weather, the dinner, held at the Racquet and Tennis Club, New York, was very well attended and the principal speakers, Mr. Warren, the Rev. D. Roderick Welles, Jr., of the Sacred Studies Department, and Thomas R. Barrett, Head of the Art Department, drew such great responses from the Form Agents that we did not leave the table until after eleven.

Mr. Welles spoke about the Independent Study Program, on the administrative needs of which he is now spending almost full time. He outlined the origin of the Program and the philosophy behind it and explained that it may now best be described as an “exercise” in which boys take on the responsibility of directing their own education, from choice of study area to curriculum design, and from which they gain a sense of their own capabilities and new perspectives. He said that the Program could not have come to fruition without the 25th Anniversary gift of the Form of 1944.
Mr. Barrett discussed the tremendous growth of interest in art at SPS where the enrollment in art courses has recently almost doubled, and at all schools and colleges, attributing it to the desires of the young to express themselves and to make judgments. He said that Hargate and its facilities are stretched to the limit.

The Rector spoke about the boys. Because young people do not nowadays look to institutions to solve the problems of the world, he said, schools, colleges and churches everywhere are in great trouble. He said the only hope in this revolutionary time is to keep the opposition from going underground. We must maintain a relationship with the boys, keep the lines of communication open, and have a chance to work with them on what is troubling them. To insist on conformity, to use the power one has, other than very sparingly, is to achieve nothing and invite disaster.

The Rector then invited hard questions, which led to an illuminating and healthy exchange of views.

During the evening, Lawrence Hughes, '48, President of the Alumni Association, announced the decision, fully reported elsewhere in this issue, to move the Association's office from New York to Concord. He assured the assembly that the Association would provide well for Mrs. Ruby L. Sheppard, who has managed the New York office so ably and who has given us so many years of dedicated and excellent service. He then introduced Mrs. Sheppard, who was warmly thanked and applauded.


Addressing the Form Agents directly, the Chairman noted that in 1969 they raised less money and secured fewer contributors to the Alumni Fund (excluding 25th and 50th Anniversary gifts) than they had in 1968. He said that the percentage of supporting alumni is a particularly important measure of the strength of the School. He asked them to point this out to their form-mates, to pursue every prospect by mail, phone or in person and to welcome any gift, however small, because it carries this forceful message.

E. Laurence White, Jr. '36

Progress Report: 1970 Alumni Fund as of March 13

OUR goals for gifts to the Fund this year are $130,000 from 2500 contributors, not counting special large gifts expected from the Forms of 1920, 1935 and 1945, which are celebrating big anniversaries in May.
Indications are that the goals are realistic, but we are trying hard to exceed them in a big way. We take this occasion to remind every alumnus that the School needs total support from its alumni both for nourishment and encouragement and for the money it takes today to be one of the very best independent secondary schools in the land. We hope that a record number of alumni will give a record amount this year to show our new Rector that we are united behind him and the great institution he now leads—the School that has given us so much.

The Fund Committee thanks those of you who have already given ($37,447 from 558 donors) to the 1970 Fund, still at an early stage, and asks those who have not yet contributed to be as generous as possible and to remember that even the smallest gift carries a special message and is most welcome. We also take this opportunity to express to the hard-working Form Agents the thanks of the Alumni Association and the School.

Harold P. Wilmerding, '55, Chairman

1970 Alumni Fund Committee
Harold P. Wilmerding, '55, Chairman
Alexander T. Baldwin, '21
Francis D. Rogers, '31
A. Walker Bingham, 3d, '47
Malcolm MacKay, '59

Regional Alumni News

N.Y. Service on Long Island

THE ANNUAL church service for St. Paul’s alumni in the Greater New York area was unique this year, in that it included Mr. William A. Oates—who read the Lesson—on the eve of his becoming the eighth Rector of the School, as well as Mr. Warren, whose retirement as Rector had been announced very recently.

The service, held at St. John’s Church, Cold Spring Harbor, on February 15, 1970, through the kindness of the Rev. T. Carleton Lee, rector of the church, was followed by a cocktail party and buffet supper at the Piping Rock Club, arranged by Mrs. Samuel A. Callaway, Mrs. Colton P. Wagner and Mrs. Nicholas Biddle, co-chairmen of the Long Island Committee.

The address by Mr. Warren was devoted to the nature and underlying values of the church school as a dis-
tinct form of educational institution. Citing Dr. Paul Tillich, the Rector said the most significant aspect of the church school was its inductive approach, and its primary mission the continual reconciliation of Church and society on a contemporary basis.

This theme and others were discussed informally in response to questions at the close of the buffet supper. Mr. Warren expressed his delight and confidence in the future leadership of Mr. Oates, as one particularly sensitive to the mission and needs of St. Paul's and particularly equipped to deal with them.

For their part, the alumni present made evident the warmest appreciation of Mr. and Mrs. Warren and their high regard for Mr. Oates as the forthcoming Rector.

A. Walker Bingham, 3d, ’47

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Books


THE SPICE trade—what romantic vistas the phrase evokes! Mr. Rosengarten is clearly fascinated by the historical backgrounds, but he has also spent years in the business as a professional grower of commercial spices. Consequently this handsome volume, well organized and lavishly illustrated, supplies the need for a comprehensive non-technical book on the subject. Clearly a labor of love, it goes somewhat beyond the strict limitations of the title, covering some thirty-five spices, herbs, and commoner food plants such as the onion.

It is actually a history of these spices and herbs, a picture book, and a cook book with over two hundred recipes. Written primarily for the housewife, it will also appeal to students of botany and to those involved commercially in the production and distribution of spices and herbs. And as the author points out, this trade is today a very large and important one, with a volume approaching $200 million a year, though the final consumption of the product seldom amounts to more than the “pinch” specified in a recipe. Spices have motivated voyages of discovery, wars, the making of great fortunes, and many culinary triumphs.

Here one learns that caraway seeds have been found in the dwellings of prehistoric man, and wreaths of celery in Egyptian tombs, that the leaves of bay played an important part in Greek and Roman mythology and sporting life, that Charlemagne was partial to fenugreek, and that mace and nutmeg
come, surprisingly, from the same East Indian tree. (Yankee peddlers tried to foist off wooden imitation "nutmegs" on Connecticut settlers when the spice was in short supply, and so gave the state its exotic popular name.)

The recipes are varied, practical, and mostly quite simple. In fact, considering the scope and price of the book, the author might have given us more of the elaborate and highly spiced dishes of the Indian, Indonesian, and Chinese cuisines. No housewife or amateur cook would want to try them every day, but what fun, what seductive odors and subtle flavors they can provide for special occasions! Still, Mr. Rosengarten has given the reader a fine, varied selection to choose from, and perhaps one day he will add a spice cookbook for connoisseurs, to the growing library in the field.

*Theodore M. Purdy, '22*


**T**OO MANY books about the wilds indulge in syrupy romanticism: Hugh Fosburgh's "A Clearing in the Wilderness" is not one of these. In describing the scenes that occurred on a tract of land in the Adirondacks during the four seasons of one year, Mr. Fosburgh indicates the foibles and foolishness of wild creatures as well as their other attributes. At times, he presents as fact—the lonely life of the loon, for instance—what is clearly opinion. He ventures boldly into such controversial issues as the selective cutting of wilderness forest and defends his positions with maddening thoroughness—maddening, because as an Adirondack semi-native I repeatedly disagree with him!

Logging; training dogs; beaver, lynx, deer, trout—Mr. Fosburgh comments on a wide range of activities and creatures. His observations are based upon impressive familiarity with each subject and are often lighted by an acute sense of humor. The account of the dubious pleasure of catching pike is a great fishing story in itself. The most beautiful scenes in the book are the descriptions of the seasons: the first signs, the final maturation, and the waning of the incumbent as the first signs of the next season appear. Mr. Fosburgh captures what all people feel in the presence of the seasons.

The author's personality dominates the pages, adding vitality to a fascinating book.

*Peter W. Bragdon (1962-1965)*

**John Sloan's Prints,** by Peter Morse, '52, with a foreword by Jacob Kainen. Yale University Press, New Haven, 1969.

THE beautifully produced *catalogue raisonné* of the prints of the American painter John Sloan comes at an auspicious moment in American art. With a new (if not renewed) interest in printmaking on the American scene, owing greatly to the lithography workshops in California and the need for multiple production of art works by major painters, it is a welcome thing to see the
works of one of our most impressive printmakers fully catalogued and copiously illustrated.

Sloan, one of the original “Eight”, later known as the Ash-Can School, was one of the most perceptive observers of city life during the earlier years of this century. Like his fellow artists, Luks, Glackens, Henri, and Prendergast, he deliberately broke from the genteel academic manner that weakened much American art in the earlier 20th century. Although the shock of “The Eight” was chiefly in their subject matter, the real value of these men was in their liberating sense of form. Of the original group, only Sloan was to make a major contribution in the field of black-and-white prints.

Like several of his comrades, Sloan was early trained as an illustrator, but his concern for form and structure, for telling detail and the manipulation of light went far beyond. His first major set of prints were illustrations for the novels of Charles Paul de Kock. The achievement was equal to the illustrations done for Henry James’ novels by Charles Demuth: the figures were alive, highly characterized, and rich in tonality.

In 1905, Sloan began the ambitious series known as *New York City Life*. As in all his art, he was not about to please the current taste and the academicians rejected these works outright: whoever would consider the sleeping masses on rooftops in the summer a fit subject for an artist? But this was New York City life, seen through Sloan’s uncompromising and knowing eye. Sloan became one of America’s most prolific and accomplished etchers. His sensitivity and assurance in manipulating acid and needle are without parallel in American art.

Anyone who cares about the largely unwritten history of American printmaking owes a great debt to Peter Morse for this handsome work. Not only does he present all of Sloan’s prints, with some variant plates and in other instances several states of the same print; he also includes three essays by Sloan himself on printmaking. Mr. Morse’s own introduction to the catalogue is a model of thoroughness and clarity. Perhaps what makes the volume unique, however, is the editor’s inclusion under each entry of Sloan’s own personal comments on the individual plates. Sloan was an articulate and sophisticated man, and his comments add greatly to our understanding of both his technique and his appreciation of what went into the making, printing and public reception of a given plate. In a statement reminiscent of the way Sean O’Casey learned to write the dialogue of Dublin tenement dwellers, Sloan says of the 1905 plate, “The Women’s Page”: “The psychologists say we all have a little peeper instinct, and that’s a result of peeping—the life across from me when I had a studio on 23rd Street. This woman in this sordid room, sordidly dressed—undressed—with a poor little kid crawling around on a bed—reading the Women’s Page, getting hints on fashion and housekeeping. That’s all. It’s the irony of that I was putting over.”

The book is a delight not only to look at, but, unusual in art books, to read as well. It is a shame that the $50 price prohibits a larger audience, but that is hardly Mr. Morse’s fault.

Thomas R. Barrett
Editorial

THE Trustees’ choice of William A. Oates to be the eighth Rector deserves a grateful Amen from all who know and love the School. Mr. Oates has been a part of St. Paul’s since the rectorship of Mr. Nash, yet, because he has consistently sought outside contact with running streams of educational innovation and public service, he can be counted upon to approach his new task with the free imagination of a newcomer as well as the heart of an old friend.

Clearly, there was no need to delay transfer of the office to one who already knew the School so well. Yet the timing of the change of rectors presented the Horae with a puzzle: who should write The Rector’s Letter?

As we prepared this issue, Matthew Warren was still every inch the Rector, and would be until the end of the Winter Term, which the Horae’s Spring number customarily reflects. But we knew that Mr. Oates would be several weeks old in his new office before the issue could be in readers’ hands.

Our solution was to present two “Rector’s Letters”, but only one of them so titled, and that—in appreciation of his long years of meeting Horae deadlines with apt and many times memorable “Letters”—allotted to Matthew Warren.

Truly, the whole issue is his, either openly, as in Carroll McDonald’s review of the Warren years, or by implication. For how much of the content of these pages would, or could, have come from any earlier period of SPS history? Matthew Warren, in our view, has delivered to his successor a St. Paul’s School strong, serviceable, attentive to contemporary needs, and poised for any sort of encounter with the coming years.

To Matthew and Rebecca Warren, we say, Bless you both! May you be visited often and gratefully by old SPS friends, and by the certitude that your invitations to maturity were heard by many who will go on growing up to them for years to come.

MOST of our readers know that the Alumni Association, too, has begun a fresh chapter. On April 1, the files and functions of the New York Office were moved bodily to Concord, to be reestablished in the Business Office at SPS, under an Executive Director, Julien D. McKee, ’37.

As Mr. McKee indicates, in his letter on page 41, the intention is to
tighten liaison between the Alumni Association and the School for which it exists, in this time of social storm when all schools are increasingly dependent on the understanding and loyal support of alumni—alumni who, for their part, often feel that their concerns for the alma mater are little heeded. The choice of Julien McKee to head this two-way effort promises nothing but good for the Association and the School.

The closing of the New York Office is not without regret. For about fifty years it was a visible enclave in the metropolis where, figuratively, the School flag flew; where the interests of St. Paul’s School were understood and promoted; where hundreds of alumni were known by name.

Closed also is the work of Mrs. Ruby Sheppard, who has lavished talent and energy on our alumni affairs as Executive Secretary since 1957. The last weeks of the New York Office gave no leisure for the letter she wanted to write for this issue—to tell the Form Agents and many others of her deep gratitude for the association with them during these years of service to St. Paul’s School.

To Mrs. Sheppard and her coworkers at 437 Fifth Avenue, and to all their predecessors—well done!

Letters

From the daughter of Bartow White Van Voorhis, 2d, ’93, whose obituary appears on page 61, we received the letter reprinted in part below. All honor to the bond between alumnus and School which endures such hazards as Mrs. Wood describes, and all honor to the early editors of this magazine for producing so highly valued (and apparently toothsome!) a product. Ed.

Dear Mr. Drury—

I can’t tell you how many bells ring when I read the name Alumni Horae! I’m sure I cut my teeth on that magazine. It followed my father through revolution, flood, fire and wilderness. The two publications which were always around the house from the day I was born were The New York Times and the Alumni Horae—and, of course, they were there long before I was born.

My father used to tell of the many times, when the railroad had been blown up between Laredo and Monterrey by Pancho Villa or the Carancistas, he would receive weeks of
The Times, or the charred remains, and whatever Alumni Horae managed to get through, all tied in bundles...

Cecilia Van Voorhis Wood

December 9, 1969


CLARENCE E. REXFORD

COLONEL Clarence E. Rexford died January 23, 1970, at the wonderful age of ninety-four.

Though Mr. Rexford was a master at St. Paul's from 1909 to 1946, some of us like to think of him as an especial friend of the Class of 1913, because he was a new master at St. Paul's when we were new kids. He seemed old then, but as the years progressed he became younger and we became older.

What a great teacher he was!—the best I ever had in school or college. I can still see him at the blackboard teaching us solid geometry. His favorite and best student was Lou Borie who could draw a perfect circle freehand with the white chalk. There was no fooling in his class, as he had the ability of keeping us all interested and on the ball.

He coached the championship Old Hundred football team of the autumn of 1912. Some team and some coach!
For many years after, we always got Mr. Rexford to sit with us for our Reunion picture at Anniversary. Those pictures definitely show what I said above, that 1913 was getting older but our friend was getting younger.

Latterly, when many of us would call on him at his house near the School at Anniversary time, even though he sometimes was in a wheel chair, he was always full of enthusiasm and good cheer, and loved to reminisce over old times. I have some lovely pictures of him with Lou Borie, Dick Orrick, Bill McAdoo, Maury Jones and myself—just a few of those Old Hundred football players.

And what a perfect companion and wife he had in Mrs. Rexford! She always would meet us in later years and usher us in for those long chats with the Colonel, when he so often took old picture books off the shelf, recalling the years when we had fun together as students and teacher and coach at St. Paul’s.

His accomplishments are many and listed below—a real man, loved by a host of friends. Although one of the especially bright lights at St. Paul’s School has gone out, he will never be forgotten.

_C. Jared Ingersoll, ’13_

“A man of marked teaching ability and fine integrity of character,” as Norman Nash described him in 1946, Clarence Earle Rexford was a native of Barkhamsted, Connecticut. He was born December 14, 1875, the son of Orlo Steuben and Susan P. Rexford; graduated from Williams College in 1897; first taught in private schools in New York and Massachusetts, and joined the SPS Mathematics Department in 1909.

Until he left for the war in 1917, he lived at the New Upper, in those years being known not only for his teaching but also as an enthusiast of cross country skiing (which he kept up until his middle sixties) and as faculty golf champion in 1913 and 1914.

He served in France as a major in the 301st Infantry Regiment in World War I, after training at Plattsburg and Camp Devens. Returning to St. Paul’s in 1919 with his bride, the former Anne S. Hooper, he became an early supporter and officer of the newly-formed Rifle Club.

From about 1923 and for a score of years, he had complete charge of the Thanksgiving trap shooting, which he coached with exacting regard for gun care and safety. For several of those years, he advanced the funds for all ammunition, clay pigeons and winners’ cups out of his own pocket. He coached Old Hundred track and Lower School football and hockey during the twenties.

His son, John Rexford, ’40, recalls: “He was seventy the day we skated down Long Pond and back for the last time. His skate caught in a crack when we were nearly done and he sat down pretty hard. On the way home he said, ‘Well, I guess I’ll hang them up for good.’ His skating trips down the Mer-
rimack, especially in the winter of '39-'40, were noted by Greg Wiggins (1913-16), his old running and skiing companion, in the Sixth Form panels for that year."

Beginning in 1927 and continuing for fifteen years or more, he was director during July of the School Camp at Danbury, both there and at School walking a great deal and making friendly contacts with the people of the surrounding community.

He commanded the 197th Regiment of the New Hampshire National Guard for seventeen years and from 1940 to 1963 served on Local Board No. 7 of the Selective Service System. As chairman of that board, while scrupulously avoiding favoritism, he was immensely helpful in the guidance he gave to SPS boys during the years of World War II.

He was a member of the New Hampshire Historical Society and the American Legion and a life member of the New Hampshire Audubon Society. He is survived by his wife and son; by a daughter, Mrs. William D. Rhodes, and four grandchildren. The funeral service in the School Chapel was followed by burial in the School cemetery, still within sound of the Chapel bell which had measured out so many of the hours of his long life.

GEORGE MACFEELY CONWELL

Dr. George Macfeely Conwell, who retired from the School faculty in 1948 but continued to practice his profession as a mathematics teacher up to a few years ago, died in Wilmington, Delaware, October 30, 1969, at the age of eighty-six.

Gifted with unusual grasp of his subject, he began his career as one of a select number to receive three sheepskins signed by Woodrow Wilson as president of Princeton. To his students at St. Paul's, two and three decades later, he appeared a shy and modest person, behind whose friendly, tolerant demeanor lay evident reserves of intellectual power that were seldom fully challenged by the routines of secondary school teaching.

He was born in Vineland, New Jersey, June 7, 1883, the son of Joseph Alfred and Lillie Primrose Conwell. After high school in Vineland and a year working in his father's pharmacy, he entered Princeton. Four years later, with a Phi Beta Kappa key, a degree with highest honors in mathematics and a choice of fellowships in mathematics, physics or astronomy in the Princeton Graduate College, he began serious preparation for a teaching career, earning first his
M.A. and then his Ph.D.

He taught at the Sheffield Scientific School at Yale from 1908 to 1915 and at the New York State College for Teachers, in Albany, New York, for an additional twelve years, before joining the Mathematics Department at St. Paul's in 1927. From 1940 to 1948, he was Head of the Department.

Upon retirement at sixty-five, he accepted a three-year appointment as visiting professor at the University of Georgia; then settled in Wilmington, Delaware, where he taught successfully at the University of Delaware, the Tatnall School and the Tower Hill School, before final retirement in 1966.

He is survived by his wife, the former Edith E. Rose, to whom he was married in 1917; his son, Yeates Conwell, '40, and two grandchildren, one of whom is Yeates Conwell, Jr. of the Fifth Form.

FACULTY NOTES

With skillful sets by William P. Abbe, Head of the Art Department, the Master Players presented two performances of Mary Chase’s play, *Harvey*, on January 16 and 17, before an appreciative SPS audience. *The Pelican* singled out for special praise the performances of Richard F. Davis, president of the faculty dramatic group, Mrs. Richard L. Aiken, Richard Logan, Dennis F. Doucette, Warren O. Hulser and Edward S. Ligon. Net proceeds from the play, which was under the direction of the Rev. Howard W. White, Jr., have been donated, as for the past several years, to the Millville School for purchase of educational supplies.

The School Chapel was the setting in December for the weddings of daughters from two faculty families: Miss Rosemary C. Tyler, the stepdaughter of Ronald J. Clark and daughter of Mrs. Clark, on December 1, and Miss Barbara Ann Barker, the daughter of Mr. and Mrs. E. Leonard Barker, on December 20. As the *Honor* goes to press, Miss Nancy A. Spencer, the daughter of Mr. and Mrs. Raymond P. Spencer, is preparing to be the third in this joyful series of Chapel brides.

From a note about the daughters of present faculty members, it is no great jump to news of a former master’s daughter who grew up at St. Paul’s School. Miss Julia Chittenden, daughter of the late Mr. and Mrs. Gerald Chittenden (1910-17; 1919-48), has been spending the winter at Boothbay Harbor, Maine, and going every day to a boat yard in nearby Edgecomb to help build a Friendship sloop. In May, she and her sister, Bertha, expect to launch the sloop; then, early in the summer, they will sail it to Martha’s Vineyard, where Miss Chittenden runs the Borrowdale Bookshop, opened by her parents in Edgartown in 1946.

Philip D. Bell, Jr., a graduate of Concord High School and an alumnus of the Advanced Studies Program, has succeeded Samuel S. Richmond as director of the ASP.


Julius Delbos (1925-26), water-colorist and former teacher of art at SPS, died on January 3, 1970, at Dover, New Jersey, at the age of ninety. Winner of many prizes, he had taught art also at Rosemary Hall School and Hunter College and was for many years a well-known member of the summer colony at Martha’s Vineyard. His work is included in collections at the Corcoran Gallery, the White
House and Hyde Park, New York. He is survived by a sister, Madeleine Delbos, who lives in Paris, France.

**Alan B. Dittrich**, a graduate of Williams College, where he was a Herbert Lehman scholar, manager of the wrestling team and chairman of Phi Beta Kappa, joined the Mathematics Department in January.

**George D. Graves** (1899-1901), who taught Latin and English at St. Paul's at the turn of the century when he was in his late twenties, celebrated his ninety-seventh birthday at Woodlawn Manor Nursing Home, in Newport, New Hampshire, on October 25. After his two years at SPS, he went on to study law and embarked on a long career which included the sugar business and banking, as well as legal practice. He is now the second oldest living graduate of Yale.

**Dorothy Hopkins Morris**, librarian at the School from 1934 to 1953, died in Camden, Maine, November 10, 1969. A trained library worker with a degree from Simmons College Library School in 1911, she had been librarian at Abbott Academy, Andover, Massachusetts for fourteen years before coming to St. Paul's. Her nearly twenty years in charge of the School Library saw gains in its efficiency and attractiveness and in the use of its resources which laid the groundwork for the modern era, in which the Library has come to its due position as the School's central academic tool. In 1947, Miss Hopkins, as she was then, married **William C. Morris** (1911-53), Head of Simpson and veteran Latin master. Upon retirement, the Morrices moved to Camden, where they have both been active in community affairs. Surviving are her husband, and a sister, Miss Elizabeth L. Hopkins, of Andover.

**Clarence Earle Rexford** (1909-17; 1919-46); see p. 50.

**Howard S. Stuckey**, who taught in the Classics Department for three one-year periods (1954-55; 1957-58; 1961-62), when the Department had temporary vacancies, died at Brentwood, New Hampshire, January 5, 1970, in his eighty-fourth year. He had taught Latin and Greek at Phillips Exeter Academy from 1917 to 1954, and had occupied his retirement in short-term assignments on the faculties at St. Mark's School, Governor Dummer Academy and Emerson School, as well as at St. Paul's, until he was incapacitated by a stroke three years ago. He was the author of “A Brief Introduction to Caesar,” and was one of the founders of the Exeter Academy Summer School. Surviving are his wife, Helen P. Stuckey; his son, Daniel K. Stuckey (1948-67); his daughter, Mrs. Gordon Kinder, and seven grandsons.

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**FORM NOTES**

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**1907**

**George Matthews, Jr.** is the author of an article, “The Legendary Tommy Hitchcock”, which appeared last year in the U. S. Polo Association Newsletter and in *The Chronicle of the Horse*.

**1918**


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**1922**

**James F. Nields**, chairman of the board of the National Aeronautic Association, received an award at the 1969 annual convention of the National Business Aircraft Association for having flown more than one million consecutive miles in command of a business aircraft, without an accident.

The Rt. Rev. **Anson P. Stokes, Jr.** retired in January, having served as Bishop of the Episcopal Diocese of Massachusetts since 1956.
Four “cool” members of the Class of 1936 (see ’36 notes below). Left to right: John R. Rumery, ace hockey player; Daniel S. Roosevelt, later President of the Sixth Form; Merwin K. Hart (see page 61), and A. O. Smith.

An honorary L.H.D. degree was conferred on Gardner D. Stout in June, 1969, by Pace College, New York City.

Married: Thomas B. Sweeney, Jr. to Miss Delia M. Hess, of Wheeling, West Virginia, January 15, 1970, in Las Vegas, Nevada—both for the first time.

1924

The last outstanding reward offered for information about James H. W. Thompson, developer of the Thai silk industry who disappeared in March, 1967, while on vacation in the Cameron Highlands of Malaysia, has been withdrawn and the formal investigation by Malaysian police closed. Rumors persist that Thomson is alive, but no substantial evidence has ever been found.

1936

Charles J. Cole, a partner in the Hartford law firm of Robinson, Robinson and Cole, has been elected a director of the Travelers Insurance Companies.

Samuel B. Legg, counselor and foreign student advisor at Morgan State College, Baltimore, is serving as chairman of the executive committee of the Middle Atlantic Region of the American Friends Service Committee.

A. O. “Toby” Smith has sent the Horae the snapshot above, showing four members of the Form of ’36 with a period vehicle, in front of Foster House. “Please notice the snap-brim Brooks Brothers hats,” Toby writes, “and Roosevelt’s gloves and shoes, the derniere mot in haberdashery at the time.”

1937

George N. Lindsay, co-chairman of the African-American Institute and a member of the State Department’s Advisory Council on Africa, recently visited South Africa, representing the Lawyers Committee for Civil Rights Under Law, to talk with government ministers about a case involving withdrawal of the passport of a Johannesburg lawyer who has been active in representing political defendants before South African courts.

The Rt. Rev. Paul Moore, Jr., Suffragan Bishop of Washington, D.C., was elected Bishop Coadjutor of the Diocese of New York, by an overwhelming majority on the second ballot at a special diocesan convention on December 12. The election carries an automatic right of succession to the post of Bishop of New York when the present bishop, the Rt. Rev. Horace W. B. Donegan, retires in 1972. Bishop Moore is described by a writer for the New York Times as “a spare, 6-foot priest
whose specialty has been to take the church out of the cloisters and put it squarely into a world concerned with civil rights, poverty and war.” An early and vigorous critic of the war in Vietnam, he has given his energies equally to the drive for social justice at home and has always been willing to support his spoken convictions with action.

1939

John P. Humes, United States Ambassador to Austria, recently sent to the Rector the following list of other members of the Form of 1939 (and one from the Form of 1940) now in the Foreign Service of the United States: Andrew J. Kauffman, 2d, working in Arms Control in Washington; Bayard L. King, ’40, serving in the Congo; Matthew J. Looram, Jr., recently promoted to FSO-1 and now Ambassador in Dahomey; Cord Meyer, Jr., a senior officer in the CIA; John W. Mowinckel, senior USIS officer in Brazil; Arthur Orr, serving with the Peace Corps in Costa Rica.

After twenty-three years with the Pillsbury Company, of which his grandfather was a co-founder, George S. Pillsbury has resigned as vice-president to devote himself to educational and family responsibilities, leaving the company for the first time in its hundred year history without a corporate officer bearing the Pillsbury surname. He will, however, remain one of three Pillsburys who are members of the board of directors.

1940

Married: Schofield Andrews, Jr. to Miss Judith H. Ogilvie, daughter of Mr. and Mrs. Bartlett M. Ogilvie of Montreal, Canada, and North Hatley, Maine, December 10, 1969.

When the smoke cleared after Election Day last November, the people of New York City found John V. Lindsay still firmly seated in the Mayor’s chair, looking ahead without dismay to the problems and rigors of a second term.

1942

Osborn Elliott, editor of Newsweek since 1961, became editor-in-chief in November, 1969, moving into a post newly created to recognize his contributions to the magazine’s success in recent years, in which he will devote himself to long-range planning, growth and development. Elliott is also general chairman of the $25 million Centennial Capital Campaign of the American Museum of Natural History, New York.

1944


1945

Edmund F. Dunstan, Jr., previously an assistant treasurer of Hanover Bank (now Manufacturers Hanover Trust) and an assistant vice-president of Morgan Guaranty Trust Company, has become assistant vice-president and director of investment services of the National Life Insurance Company of Vermont.

Since November, David W. Scully has been with the trust department of the Fidelity Bank, Philadelphia, as a vice-president.

1946

Robert D. Kilmart has been appointed an executive vice-president and director of the Industrial National Bank of Rhode Island in Providence. In his new position, he will continue to head the trust and investment division of the bank and will take on responsibility for the departments of advertising, public affairs, master charge, bank properties, municipal securities and municipal finance, and for the bank investment portfolio.

1947

The Rev. G. P. Mellick Belshaw, in addition to his duties as rector of St. George’s-by-the-River, Rumson, New Jersey, has become visiting lecturer in Ascetical Theology at the General Theological Seminary in New York.

James Biddle, formerly curator of the American Wing of the Metropolitan Museum of Art, New York City, is president of the National Trust for Historic Preservation.
which has its headquarters in Washington, D.C.

Lawrence H. Blackburn, Jr., M.D., heads the medical operations division in the aerospace medical research department of the Naval Air Development Center Johnsville, in Warminster, Pennsylvania.

Charles L. Borie has been with the marketing division of Smith, Kline & French Laboratories, Philadelphia, since 1953 and is now manager of market evaluation of the company.

After two lean years directing off-Broadway and summer stock productions, William H. Ellis studied for an M.A. in social psychology at Columbia and is now in private practice as a staff therapist with the Scanlan Medical Group and Metropolitan Consultation Center in New York City.

George W. Ford, 2d has spent the past decade in the U. S. Foreign Service, in Saudi Arabia and Egypt.

John T. Fownes, an architect with Curry & Martin, Pittsburgh, writes to Form Agent Bingham, "I was very happy to hear about Bill Oates being the new Rector. He taught me history at Shady Side the year before we both went to SPS."

Samuel H. Gilbert, Jr. has been in Denver for a bit more than a year as manager of sales and service for Metrix, Inc.

Richard E. Gordon runs a "fixed base" flying operation in Prescott, Arizona, giving private pilot instruction, providing charters and ambulance service and, in short, doing anything that comes up in connection with light planes.

E. Miles Herter, whose eldest son will graduate from SPS in June, and all of whose three sons chose their own schools with no parental pressure, laments the logistical problem of covering events at SPS, St. George's and Middlesex, but rejoices that SPS has "a Board of Trustees who have a 'feel' for this new generation." He has worked as a stockbroker with F. S. Moseley & Co., Boston, since 1960.

Frederic W. Howe, 3d, who has been with United Airlines for fourteen years, has been flying as a captain since July, 1969.

Leonard Jacob, Jr. has been a staff geologist with Alcoa for the past ten years, in Mexico, France and now in Pittsburgh.

Einar Ostgaard of Haslum, Norway, is a free-lance specialist on mass media and communication problems, especially news communication. He is the author of paper-backs on news evaluation, published in Norwegian and Swedish. His and his wife Anita's second child, Michael Ramm Ostgaard, was born July 23, 1967.

David K. Welles is president of Lake Shore Industries, Inc., Toledo, Ohio, manufacturers of architectural millwork, insulated steel doors and wall paneling. The father of four sons and one daughter, he is senior warden of the Episcopal Church in Perrysburg, Ohio, where he has his home.

Jeremy B. Whitney, an ophthalmologist in New Bedford, Massachusetts, writes to his form agent that he has a very busy practice, specializing in "whale blubber compresses and spermaceti eye drops!" As the father of three girls, no boys, he is intrigued by the thought of girls at SPS.

1948


1949

David Watts became a general partner in the New York City stock brokerage firm of J. and W. Seligman & Co., on January 1, 1970. He has been with the firm since 1959.

1950

Commander Henry E. Drayton, Jr. has been awarded the Meritorious Service Medal by Admiral J. J. Hyland, Commander-in-Chief of the Pacific Fleet, and has assumed the position of Submarine Repair Superintendent at the Pearl Harbor Naval Shipyard. The medal was awarded for able performance as anti-submarine and undersea warfare officer on the Admiral's staff.
1951

David H. Carter, senior vice-president for the past year, of Standard & Poor’s Counseling Corp., a subsidiary of Standard & Poor’s/InterCapital, has returned as of the first of this year to his former work with Scudder, Stevens & Clark.

Born: to E. Bates McKee, Jr. and his wife, Pamela, twin sons, David Ritchie and John Carpenter, December 3, 1969.

1952

Paul S. Clapp, Jr. is a project engineer with Resource Control, Inc., in West Haven, Connecticut.

William D. George, 3d, who is associated with the Pittsburgh brokerage firm of C. S. McKee & Co., Inc. has been elected an allied member of the New York Stock Exchange.

1953

Engaged: Morris R. Brooke to Miss Margaret B. Wilson, daughter of Mr. and Mrs. Sturgis S. Wilson of Summit, New Jersey. Brooke is a partner in the Philadelphia law firm of Drinker, Biddle and Reath.

Married: Stephen Colgate to Mrs. Doris Buchanan, daughter of Dr. and Mrs. Bernard L. Horecker of New York, December 17, 1969, in New York City.

1954

Married: John R. Todd, 2d to Miss Frances A. Starr, daughter of Mr. and Mrs. Louis Starr of Far Hills, New Jersey, December 20, 1969, in New York City. Todd is a partner in Todd & Chapin, builders of architectural models, in Somerville, New Jersey.


1956

Thomas B. Trumpy became counsel for Amtel, Inc., a conglomerate located in Providence, Rhode Island, on September 1, 1969.

1957

Married: Gordon D. Seward to Miss Isobel Verna Evans, daughter of Mrs. Isabella Evans of Reading, England, December 16, 1969, in Reading.

1958

Samuel Bailey, 4th has joined the Hartford, Connecticut, law firm of Robinson, Robinson & Cole as an associate.

Married: James D. Brown, 3d to Mrs. Marjorie Bishop Bennett, daughter of Mr. and Mrs. John Bishop, 6th of Radnor, Pennsylvania, December 27, 1969, in Washington, D. C.

Engaged: Campbell Luke Graham to Miss Christie Krementz, daughter of Mr. and Mrs. Walter Martin Krementz, Jr. of Morris-town, New Jersey.

Robert E. Strawbridge 3d has been elected a director of Strawbridge & Clothier, the Philadelphia department store founded by his great-grandfather.

Married: Richard V. Strawbridge to Miss Virginia Lee Mulloney, daughter of Dr. and Mrs. Leo C. Mulloney of Lee, Massachusetts, October 11, 1969, in New York City.

1959

Married: John M. Eaton to Miss Melinda M. Hall, daughter of Mr. and Mrs. John Manning Hall of Chestnut Hill, Massachusetts, April 4, 1970, in Chestnut Hill.

Born: to Stephen L. Hershey, M.D., and his wife, Betsy, a son, Preston Landis, their first child, December 9, 1969. Hershey is a resident in orthopedic surgery at Akron, Ohio, General Hospital, having received his M.D. degree in 1968 from Jefferson Medical College in Philadelphia.


1960

Peter N. Lord is enrolled at the University of Chicago Business School, having completed a three-year tour of duty as communi-
cations officer on the aircraft carrier *Kitty Hawk*. During this period, the ship received a Presidential Unit Citation for staying on continuous fighting duty for sixty days at the time of the Tet offensive in Viet Nam.

**Engaged:** Frederick Joseph Roll, Jr. to Miss Joel Anne Chasis, daughter of Dr. and Mrs. Herbert Chasis of New York City.

_Wilmont M. Schwind, Jr., who deals in United States antiques at his “1824 House” at Rumford Point, Maine, was an exhibitor at the National Arts and Antiques Festival in New York City, October 25 to November 2, 1969._

**1961**

**Engaged:** Lt. (j.g.) Peter P. Britton, USNR, to Miss Beatrice Willoughby Totten, daughter of Mrs. James W. Totten of South Hamilton, Massachusetts, and the late Major General Totten.

_Alexander G. Higgins, a senior at West Virginia Institute of Technology, where he is editor of the “Tech Collegian” and a member of the debate and forensic teams, has been granted a graduate fellowship from the Rotary Foundation to study abroad during the 1970-71 academic year. He will study English and European literature at the University of Vienna._

**Married:** Francis Edward Potter, Jr. to Miss Hillary Reed Bartlett, daughter of Mr. and Mrs. Ray P. Bartlett, Jr. of Winchendon, Massachusetts, October 11, 1969, in Winchendon.

**1962**

**Engaged:** Geoffrey Drury to Miss Daphne S. Welch, daughter of Mr. and Mrs. Arnold S. Welch of Caterham, Surrey, England.

_Jonathan J. Prouty, who graduated in June, 1969, from the University of Colorado Law School, has been in training for VISTA in Denver, Colorado, and plans to spend a year working with Mexican-Americans in that area._

**Engaged:** Alvin Anthony Schall to Miss Sharon Frances LeBlanc, daughter of Mr. and Mrs. M. Paul LeBlanc, Jr. of Darien, Connecticut.

**1963**

**Engaged:** Henry Francis Atherton, 3d to Miss Anne D. Burrage, daughter of Mr. and Mrs. William C. Burraghe of Warrenton, Virginia.

**Engaged:** Peter W. Lang to Miss Patricia A. Thomas, daughter of Mrs. Ronald Ferland of East Montpelier, Vermont. Lang is a student at the University of Cincinnati College of Medicine.

**Engaged:** James H. Taylor to Miss Valerie Anne Kent, daughter of Lt. Col. and Mrs. John A. Kent of Nairobi, Kenya.

**Engaged:** Peter P. van Roljen to Miss Beatrice S. Frelinghusen, daughter of Rep. and Mrs. Peter H. B. Frelinghusen of Morristown, New Jersey, and Washington, D. C.

**1964**

_L. Ashley Higgins has completed basic training and is scheduled to enter Officer Candidate School at Fort Sill, Oklahoma, in April._

**Engaged:** Christopher C. Reynolds to Miss Jayne M. Hustead, daughter of Mr. and Mrs. Thomas E. Hustead of Grand Blanc, Michigan. Reynolds is night editor of the _Daily Record_, Morris County, New Jersey.

_Charles P. Stevenson, Jr. was elected to Phi Beta Kappa at Yale in June, 1969, and graduated magna cum laude._

**Married:** Robert M. Walmsley, Jr. to Miss Anne W. McIlvaine, daughter of Mrs. Edward S. W. Farnum, Jr. of Philadelphia, and the late Charles L. McIlvaine, Jr., December 30, 1969, in Philadelphia.

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**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.
1965

Peter Bentinck-Smith, a senior at Lake Forest College, Lake Forest, Illinois, is a member of the news staff of The Sten­tor, weekly student newspaper.

Married: William T. Kennedy to Miss Priscilla T. Taylor, daughter of Mr. and Mrs. Lane Taylor of Miquon, Pennsylvania, January 3, 1970, at Whitemarsh, Pennsylvania.

Engaged: Robert David Lievens to Miss Deborah Lynn Wolfe, daughter of Mr. and Mrs. Arnold W. Wolfe of Fairway, Kansas.

Stanton C. Otis, Jr. is with the Peace Corps in Sierra Leone, West Africa.

Married: George H. Rounsavall to Miss Joan Elizabeth Fish, daughter of Mr. and Mrs James Franklin Fish of Louisville, Kentucky, November 22, 1969, at Louisville.

Eric F. Saunders is serving for a year in Gainesville, Georgia, with VISTA, in community action projects which include tutoring high school dropouts and setting up home management programs.

Engaged: Peer E. Wedvick, Jr. to Miss Nancy Ellen Booth, daughter of Mr. and Mrs. John M. Booth of Birmingham, Michigan.

1966

William A. Ambrose, a senior at Dart­mouth, was elected to Phi Beta Kappa in October, 1969.

Jeffrey R. Clark has been elected co-cap­tain of next year's soccer team at Trinity College.

Engaged: David Marshall Dunford to Miss Robin Heather Schulz, daughter of Mr. and Mrs. Herman R. Schulz of Simsbury, Connecticut.


Married: Peter T. Meyer to Miss Robin Florence Himelfarb, daughter of Mr. and Mrs. Norman H. Himelfarb of Bethesda, Maryland, December 20, 1969, in Washing­ton, D. C.

Engaged: George Edward Sinkinson, 3d to Miss Caroline C. Hubbard, daughter of Dr. and Mrs. Thomas Brannon Hubbard, Jr. of Garrison, Maryland.

Married: Christopher W. Warntz to Miss Elizabeth C. Fleming, daughter of Mr. and Mrs. E. McClung Fleming of Wilmington, Delaware, December 20, 1969, in Greenville, Delaware.

1967

Scott N. Phillips has been playing left wing on the Trinity College hockey team. He was captain of the lacrosse team in his freshman year and won a varsity letter in the same sport last year.

1968

Engaged: Francis H. Cummings, Jr. to Miss Jean L. Soderberg, daughter of Mr. and Mrs. Robert C. Soderberg of Skaneateles, New York.

DECEASED

Word of the death of the following alumni was received too late, or information is incomplete, for preparation of notices in this issue:

'97—Thomas F. Cadwalader died Feb. 24, 1970

'08—Frederic Parker, Jr. died Oct. 25, 1969
'11—Horace M. Hatch died August 21, 1969
'13—William Schatzkin died May 5, 1969
'15—Howard Gray Park (date not known)
'18—Kenneth Drummond died Feb. 20, 1970
'21—William O. Davidson died in 1954

'93—Bartow White Van Voorhis, 2d. a retired miner and rancher, died at the age of ninety-two on November 9, 1969, in Ukiah, California. Never content with the beaten track, he had graduated from Columbia University in electrical engineering in 1898, but soon became involved in gold and silver mining in Mexico, in the course of which he made and lost several fortunes. Later, his ranch was a frequent battleground in the Mexican revolution. (See Letters, page 49). He remained a rancher in Texas, Mexico and California until his retirement in the mid-nineteen forties. At the age of seventy, he learned to fly and for twelve happy years piloted his own plane on trips all over the United States. He was born in New York City, March 17, 1877, the son of William Walgrove and Carrie Benedict Van Voorhis. A consistently good scholar in the scientific division of his Form, during four years at St. Paul’s, he stayed on for a postgraduate year, becoming treasurer of the Scientific Association and cox of the Shattuck Crew. An older brother, the late William W. Van Voorhis, ’93, was his formmate at St. Paul’s. He is survived by a daughter, Mrs. Marshall K. Wood; a son, Bartow W. Van Voorhis, Jr.; six grandchildren and six great-grandchildren.

'97—Francis Donaldson, an engineer of international renown, died at his home in Bronxville, New York, January 28, 1970. In an engineering career of nearly fifty years, he had direct responsibility for such major construction projects as the Catskill Aqueduct, the rail approaches to Hell Gate Bridge, the New Jersey tower foundation of the George Washington Bridge and the Lincoln vehicular tunnels—all of these in or serving New York City; elsewhere, the Sumner Tunnel in Boston, the Fort Peck Dam diversion tunnels, Rays Hill Tunnel on the Pennsylvania Turnpike, the foundations of the Carquinez Strait Bridge near San Francisco and the Harvey Canal Tunnel in New Orleans. In addition, Mason & Hanger Co., the firm with which he was chief engineer for the greater part of his career, was involved in construction of the Grand Coulee Dam, the greatest masonry structure made by man. Donaldson was born in Howard County, Maryland, August 11, 1881, the son of Dr. Frank and Nannie B. Macfarland Donaldson. At St. Paul’s from 1894 to 1897, he made his mark as a leading student in the scientific division of his Form. He attended Johns Hopkins University for one year and finished his undergraduate course at Lehigh University in 1901, with an M.E. degree and membership in Phi Beta Kappa. His first summer job, in college years, was as an apprentice mechanic in a B. & O. Railroad locomotive shop at 7½ cents an hour. From that he went on to become in successive periods chief engineer of the Dravo Contracting Co., then of T. A. Gillespie Co. and finally of the Mason Companies. He had also spent three years with the Degnon Contracting Co., on subway construction in New York City, and, for half a dozen years in the early twenties, had maintained an office as consulting engineer on heavy construction projects. The ingenuity and thorough professional knowledge which brought him these major responsibilities often put him in demand also as a consultant both at home and abroad, including such assignments as membership on the Board of Investigation of the Tacoma Narrows Bridge collapse. He was the author of “Practical Shaft Sinking” and of an autobiography, “The Life of an Engineer.” An enthusiast of mountain climbing, tennis, skiing and—until he broke a hip in his seventies—skating, he was also an ardent fisherman all his life. He held membership in many professional, social and conservation organizations and was an honorary member of The Moles. With it all, he was a loyal alumnus of the School who served as Form Agent from 1952 to 1969. Surviving are his two sons,
Francis, Jr., '25, and E. Talbot Donaldson; a daughter, Mrs. Lars Ekelund; three grandchildren, and five great-grandchildren. His wife, the former Anne H. Talbot, to whom he was married for sixty years, died in 1967.

'01—Jack Manley Rose, a practicing freelance artist for more than fifty years, died in New Providence, New Jersey, October 17, 1969. Born in Newark, New Jersey, February 8, 1883, he was the son of John and Mary Manley Rose. He attended St. Paul's from 1895 to 1899 and received his art training at Pratt Institute in Brooklyn, New York. During most of a long professional life, he worked at his studio in New Providence, but moved in 1956 to Summit, New Jersey, where he had spent his childhood. His work appeared in such magazines as The Architectural Record, Better Homes and Gardens and McCalls, and he executed murals in New York, New Jersey and Maryland. For the Playhouse Association, of Summit, of which he was a charter member and in which he was active until his vision failed, he composed the scores of several musical plays. Together, he and his wife illustrated and wrote "Williamsburg Today," and "Northeast from Boston." He is survived by his wife, Grace Norton Rose, a daughter, Mrs. Upton B. Thomas, Jr. and two grandchildren.

'05—Harold Wilson Brooks died at Newport, Rhode Island, December 21, 1969. Born in Cuba, December 22, 1887, the son of Ernest A. and Elizabeth D. Brooks, he had four years at St. Paul's and won the No. 6 seat in the Shattuck boat, the spring of his graduation. He was a member of the Class of 1909 at Yale. He served for eleven months of World War I as an ensign on the U.S. destroyer Davis, based at Queenstown, Ireland. After a career in the investment business in New York City, he moved to Newport some twenty years ago. His wife, Frances A. Brooks, having died in 1968, his closest surviving kin are three nephews, Ernest B. Burton, Ernest Brooks, Jr. and Paul Brooks.

'07—Edward Harrah died in Seattle, Washington, where he had lived for several decades, on August 11, 1969. He was born in Philadelphia, June 24, 1890, the son of Charles J. and Georgina Harrah, and entered St. Paul's in the autumn of 1902. His lifelong interest in literary and historical subjects appeared early in the articles he wrote for the Horae, of which he was elected an assistant editor in the year of his graduation. After graduating from Yale in 1911, he studied law at Columbia, graduated and was admitted to the New York Bar, but he never practiced professionally. His service in World War I with the 38th Infantry included participation in the operations at the Marne, St. Mihiel and Meuse-Argonne. He was wounded and cited and advanced to the rank of captain, remaining in the Army after the end of the war until 1923. Surviving are a son, David, and two daughters, Mrs. Edward B. Lewis and Mrs. Bruce C. Crabtree. His eldest child, Hugh Harrah, '41, died in 1944.

'11—Latham Loomis Brundred, for many years active in the oil business in Oklahoma, died in 1965, according to word recently received at the School from his wife, Jean Brundred. Younger brother of the late William J. Brundred, '01, and Benjamin F. Brundred, '09, he attended St. Paul's from 1907 to 1910. He entered the United States Military Academy at West Point in 1912 and was commissioned a 2d lieutenant in 1916, advancing to the rank of major in the Infantry before resignation from the Army in 1919.

'11—Rollinson Whittingham Poucher, holder of the mile and half-mile track records at SPS for more than fifty years, and one of the greatest runners St. Paul's or Yale ever knew, died in Bronxville, New York, December 20, 1969. The son of Morris Richard and Emily Rollinson Poucher, he was born in Chicago, January 31, 1891, and entered St. Paul's in the fall of 1907. In the spring, when G. P. Milne, the Delphian track coach, asked why he always ran back to School from crew practice at Long Pond, he replied, "for exercise; I'm too long and lanky for an eight-man racing shell." Track claimed him from that moment. At Anniversary, still a Fourth Former, he won the mile "easily." The following year (1909), he won the half-mile and made a record in the mile (4 min., 36 3/5 sec.) which stood unbroken until 1961. Again, the next year, he won both races, setting a new record for the half-mile which stood until 1965. In March, 1910, he set a new indoor half-
mile record and throughout his three years of competition at the School it was usual to find him first across the finish line of every race he ran. He won seven gold medals at Yale, one for a new mile record of 4 min., 23 sec. in the Harvard-Yale meet of 1914. After graduation in 1915, he worked for several years for the U. S. Aluminum Co., at Massena, New York. He served as an ensign and later as a lieutenant with the Atlantic Fleet during World War I, in command of a submarine chaser, where his seamanship and expert knowledge of navigation were noteworthy assets. He remained in the Naval Reserve until 1926. After the war, he lived in Buffalo, New York, employed at different periods in Bell Aircraft Corp., Curtiss-Wright Corp., and Westinghouse Corp., and taking his vacations in hunting or fishing trips with Indian guides, in Labrador and Canada. In retirement, he was part owner of Sign-Riter, Inc. A year before his death, he moved to Bronxville to live with his sister, Emily Poucher, who alone survives him.

'11—Neil Woodbury Rice died in Wenham, Massachusetts, November 16, 1969, at the age of seventy-seven. A pioneer in development of arctic mining techniques for the United States Smelting, Refining and Mining Co., of which he was for many years president and board chairman, he served in the early years of World War II as a civilian and later as an Air Force colonel, in Alaska, contributing his expert knowledge of arctic conditions to the successful construction and use of airfields there. For this service, he was awarded the Legion of Merit by order of the President. He was born in Boston, the son of Charles G. and Ann Proctor Rice. While at St. Paul's, he was a member of the Concordian, played center on the Delphian football team in 1910, and won the senior 220-yard hurdles at Anniversary, 1911. After graduation from Massachusetts Institute of Technology, he served in World War I as an instructor in the Naval Aviation School at Cambridge, Massachusetts. He had held many company directorships, had been captain of polo at Myopia Hunt Club and had served as commodore of the Eastern Yacht Club. He is survived by his wife, Helen Rice; a son, Charles G. Rice, '38; two daughters, Mrs. George C. Scott and Mrs. Carl A. Berntsen; a stepson, Frederick M. Pryor; a sister, Mrs. Frederick Ayer; a brother, Thomas E. P. Rice, '15, and eleven grandchildren.
'12—George Seaborne Appleyard, retired stock broker, died in Washington, Connecticut, December 29, 1969. Born in Millis, Massachusetts, October 12, 1892, the son of Mr. and Mrs. Arthur Appleyard, he was a student at St. Paul's for one year only, transferring to St. John's Military Academy when his family moved to Minneapolis in 1910. He was a graduate of the University of Wisconsin. After World War I, in which he had served as a captain in divisional motor transportation overseas, he was a bond salesman in St. Paul, Chicago and St. Louis. Married in 1922, he moved with his bride to British Columbia and worked for three years there as assistant manager in a hydroelectric plant; then returned to the United States and entered the stock brokerage business in New York City, where he was a partner in Wilcox & Co. from 1937 until he retired in 1941. He had lived since then in Washington, Connecticut, on a farm from which he derived many pleasures—among them the raising of apples which he sold to the local inn and gave away to friends. He is survived by his wife, Evelyn S. Appleyard, and two sons, William E. and James C. Appleyard.

'12—Gerald Onativia died November 3, 1969, in New York City. The son of Jose Victor Onativia, '81, and Mrs. Onativia, and brother of J. V. Onativia, Jr., '04, he was born in Geneva, Switzerland, October 15, 1892. He attended St. Paul's in the First Form, 1906-07, but the very poor health which led to his withdrawal at the end of the year followed and handicapped him throughout life. He is survived by his sister, Mrs. Dana dePeyster Whipple.

'12—Francis Leggett Whitmarsh died on July 16, 1969, at his home in New York City. He was seventy-five years old. A native of Brooklyn, he entered St. Paul's in 1905 and during his years there became a popular and much respected member of his Form, a player on the Delphian football team and No. 3 in the Shattuck Crew. He graduated in 1912, was a member of the Class of 1916 at Harvard and received his A.B. degree. As a first lieutenant in the 306th Infantry in World War I, he took part in the Oise-Aisne and Argonne Offensives and was gassed. For many years he was an executive of F. H. Leggett & Co., a large New York food processing concern, being president from 1936 until the company was sold eleven years ago. He had been a director of the Irving Trust Co. and of the Commerce and Industry Association of New York and a trustee of New York University—all for a great many years. He was also vice-president and director of the National Multiple Sclerosis Society and had formerly been a director of the Manhattan division of the Conference of Christians and Jews, of the Greater New York Fund and the Welfare Council of New York City. During World War II, he had been a member or chairman of several agencies concerned with food distribution and relief. His character was marked by keen sensitivity to the feelings of others and a social identification with the "under dog." Surviving are his son, Francis L. Whitmarsh, Jr., '43; his daughter, Mrs. F. Alexander Close; his sister, Mrs. Katherine Close; six grandchildren and three great-grandchildren. He was an older brother of the late Karl R. Whitmarsh, 2d, '15.

'13—Theodore Howard Banks, Jr., professor emeritus of English at Wesleyan University, Middletown, Connecticut, died in Middletown, October 15, 1969. The son of Theodore H. and Maude B. Banks, he was born in New York City, November 29, 1895. A teacher and writer throughout his adult life, he was first published while at St. Paul's, in the pages of the Horae, which printed a story and several of his poems during his last two years at School. He received his bachelor's degree from Yale in 1917, then served for two years on Atlantic convoy duty in the Navy before going on to earn an M.A. from Harvard in 1920 and a Ph.D. from Yale in 1923. After teaching at Yale for seven years, he joined the Wesleyan faculty in 1928, becoming a full professor in 1950 and reaching retirement age in 1963. He was the author, translator or editor of "Milton's Imagery," "Wild Geese," "Sir Gawain and the Green Knight," "Three Theban Plays of Sophocles," "Four Plays by Sophocles," and "The Poetical Works of Sir John Denham." Books, music and chess were his strongest intellectual interests; he was skillful also at lawn bowling and had at one time been Connecticut state tennis champion. He was a member of the Religious.
Society of Friends. Surviving are his wife, Marian C. Banks; two sons, Edward M. and David G. Banks; a daughter, Mrs. Elizabeth McCluskey, and a brother, W. Dinsmore Banks, '19.

'16—Joseph Weir Sargent, retired marine underwriter, died at his home in Haverford, Pennsylvania, January 19, 1970, at the age of seventy-two. Born in New Haven, Connecticut, the son of Joseph D. and Louise Weir Sargent, he attended St. Paul's from 1912 to 1916. He was secretary of the Library Association, played wing on the Delphian hockey team, and as a member of the Concordian debating team was rated a cogent speaker. During his years at Yale, where he was a varsity hockey player and manager of the baseball team, he trained with the ROTC unit and spent summer vacations as an ambulance driver for the American Field Service in France and, later, as a second lieutenant with the Field Artillery in Kentucky. He began work for the Insurance Company of North America in Philadelphia in 1920 and stayed with the company forty-two years, first as a marine underwriter and then, for the last eleven years, as assistant secretary. He retired in 1963. A tennis player and golfer, he was also active for three decades in the Episcopal Community Services of the Diocese of Pennsylvania and was a member of social and recreational clubs in the Philadelphia area. He is survived by his second wife, Frances Conrad Sargent, to whom he was married in 1959; three children of his first wife, Phoebe Sargent, who died in 1957—J. Weir Sargent, Jr., Mrs. George Harding and Mrs. Robert Lesher. Surviving also are three step-children, Capt. Charles Conrad Jr., commander of the Apollo 12 moon flight, Mrs. George Cauffman and Mrs. Harry Moss. At the close of Mr. Sargent's funeral, Mrs. Sargent gave to Robert C. Payne, '16, the American flag which had draped the casket, requesting him to send it to the School, where it has since been gratefully received.

'18—William Forrester Neale, who was the first President of the Sixth Form under the Council system, died January 1, 1970, in Dallas, Texas. He was born in Waco, Texas, May 14, 1898, the son of William J. and Della Baker Neale, and entered St. Paul's in the Second Form in the fall of 1913. In June of his Fifth Form year, he had the distinction of being elected President of the Form. The following fall, he played end on the Isthmian football team and at Last Night, 1918, he was awarded the School Medal. Before attending the University of Texas, he served in the Naval Air Service, based in Seattle, Washington, for five months of the fall and winter of 1918-19. A cotton merchant with interests in cotton warehousing and farming, he was president of William F. Neale & Co. in Dallas, and had been a director of the First National Bank of that city, a member of the Dallas Citizens Council and president of the Dallas Cotton Exchange. He is survived by his son, William F. Neale, Jr.; his daughter, Mary McIntyre, and four grandchildren.

'19—John Shannon Ball died in Hagers­town, Maryland, January 16, 1969, after a long illness. He was born in Rutherford, New Jersey, January 29, 1900, the son of Alwyn Ball, Jr. and Rebecca O'Brien Ball and younger brother of Alwyn Ball, 3d, '10. After attending St. Paul's from 1913 to 1915, he studied for a year at Manlius Military Academy. His college career at Princeton was broken off at its outset when he volunteered for the American Field Service ambulance work in France. Later, upon United States entry into World War I, he transferred to the American military service. He was employed between the wars, first with an oil company in South America and then in his father's real estate business in New York City. Following notable service as a second lieutenant in the Air Force in World War II, he was associated with the Reconstruction Finance Corporation and was last connected with the Strole Realty Co. in Hagerstown. Surviving are his wife, Mary Rees Ball; two daughters, Mrs. Carolyn Ewing and Mrs. Natalie Painter; a brother, Frederick Ball, and a stepson, Charles R. Allen.

'23—Robert Glendinning, Jr. died in Philadelphia, May 9, 1966, according to information recently received by the Alumni Association. He attended St. Paul's for two years, 1917-19, and served as a naval lieutenant at the close of World War I. We have been unable to gather any further information about his career.
'23—Thomas Wright Pettus died in St. Louis, Missouri, September 29, 1969. A native of St. Louis, he was born October 3, 1905, the son of Charles Parsons and Georgia Wright Pettus. He was at St. Paul's through the Fifth Form and graduated from Princeton in the Class of 1927. After college, he joined the National Bearing Metals Corp., of St. Louis, a firm subsequently acquired by American Brake Shoe Co. (now Abex Corp., a subsidiary of Illinois Central Industries). He became vice-president of National Bearing in 1935 and president in 1940. In 1947 he was made vice-president of American Brake Shoe and held that post until 1954, when he left to become president and director of Scullin Steel Co., also in St. Louis. He remained with Scullin Steel until shortly before his death. He was an ardent golfer and had been at various times a member of golf, college or social clubs in New York, Chicago, St. Louis and elsewhere. Very active in St. Louis civic affairs, he was a well-known and popular figure of that city. He is survived by his wife, Jane Messick Pettus; three sons, Thomas W., Jr., Theodore T. and Charlton M. Pettus; two brothers, Charles P. and Thruston Pettus, and two sisters, Mrs. Mary Rowland and Mrs. Quentin Burke.

'24—Benjamin William Dudley, Jr., died in New York City, November 9, 1965, according to word recently received by the Alumni Association. Born January 6, 1906, in Lexington, Kentucky, the son of Dr. Benjamin W. and Ethel S. Dudley, he became a leading member of his Form at St. Paul's. A good scholar and a member of the Cadmean, he was also field marshal of the School Athletic Association and secretary-treasurer of the Delphian Club—positions earned by a remarkable athletic record. He won SPS letters three years in a row in football and baseball, and Delphian letters for the same three years in football, baseball and track. In his Sixth Form year, he was captain of all five teams. To contemporary observers of his performance as SPS fullback, he was a fast and elusive runner, the hardest and surest tackler in the School, and an inspiring leader who on two occasions played through important games without reporting painful injuries to his ankle and foot. He was the winner in 1923 and 1924 of the Fitler Challenge Cup for the 220-yard hurdles. On top of everything, he earned a place as substitute on the Delphian hockey team. He graduated with honors from Princeton in the Class of 1928. For a time after college he was a commercial pilot, but the major part of his life was spent with the Curtiss-Wright Corp., in which he became vice-president of the propeller division in Caldwell, New Jersey. He was a strong and loyal alumnus of Princeton who didn't miss a home game at the college for nearly thirty years. At the time of his death he was survived by his mother, since deceased; his wife, the former Jean Brooke Peeples; two sons, Benjamin W., 4th and Brooke F. Dudley, and a brother, Fielder S. Dudley.

'24—Craig Lippincott Reeves has been reported deceased, by the postal authorities of Rochester, New York, his last known address. He attended St. Paul's from 1918 to 1922 and was listed by the Alumni Directory of 1956 as engaged in manufacturing. We are informed by the Mount Morris, New York, Tuberculosis Hospital, where he was a patient from March, 1962, to April, 1963, that he was transferred at the latter date to a hospital in Rochester, New York; but whether his wife, Maida Reeves, who was living at that time, survived him, we have not been able to discover.

'25—Ogden Goelet died unexpectedly in Florence, Italy, October 7, 1969, in his sixty-second year. The son of Robert Goelet, financier and real estate developer, he entered St. Paul's in 1919. Becoming a reliable player on the Old Hundred football teams of 1923 and 1924, he was also a substitute for the SPS team in the latter year. He earned his Club letter in track also for two years. After graduating in 1925, he went to Harvard, where he studied from 1925 to 1930 but did not graduate. One of the tenth generation of New York City Goelts, he made his home in southern France and in Italy. He is survived by his brother, Peter Goelet, '31.

He attended St. Paul’s for five years, playing on the Delphian baseball team for three years and, in the year of his graduation, adding to his athletic record letters in Delphian football and hockey and SPS football and baseball. After graduating from Princeton with the Class of 1931, he was associated with the Philadelphia investment banking firms of Stroud & Co. and Biddle, Whelen & Co., until his retirement about fourteen years ago. Throughout World War II, he was an Air Force supply officer with the rank of major, and served as commanding officer of airrome squadrons in the Pacific. He had an uncommon understanding and love of horses. Before the war, he owned race horses and rode in many point-to-point and steeple chase races, in addition to fox hunting with the White-marsh hounds. More recently, he had kept show horses. He is survived by a son, Perry Benson, Jr.; a daughter, Mrs. Edward F. Miller; a brother, Richard Benson, ’29; a sister, Mrs. Horace D. Nalle, and one grandchild. His marriage to the former Phoebe W. Ingersoll was ended by divorce. He was an older brother of the late Peter Benson, ’34.

’30—Abram Schuyler Clark, Jr. died in June, 1969, in Palm Beach, Florida. The son of Dr. A. Schuyler and Carrie D. Clark, he entered St. Paul’s in 1924. He was an acolyte, a member of the Concordian, the Scientific Association, the Radio Club and the Glee Club. A better than average squash player, he held a place on the Delphian team for three years and the SPS for two. He was also for two years a member of the SPS golf team and played on the Delphian hockey team in 1930. He graduated from Yale in 1934. Incomplete information about his later career lists his occupation as an executive with General Motors Corp. During World War II, he was a civilian technical observer in the War Department for two years, engaged in building and operation of ordnance vehicle repair shops in Egypt and India. He is survived by a sister, Mrs. John Brooks.

’32—John Frederic Byers, Jr., former president of the A. M. Byers Co. of Pittsburgh and Trustee of St. Paul’s School, died in Greenwich, Connecticut, on October 13, 1969, after a long illness. The son of J. Frederic Byers, ’00, and Caroline M. Byers, he was born in Pittsburgh, Pennsylvania, December 6, 1912, and entered St. Paul’s in the Second Form in 1927. Popular among his classmates, he took part in a great variety of activities; he was a member of the Cadmean, Library Association, Cercle Francais, and Forestry Club; sang in the choir; was an acolyte and a supervisor; played SPS baseball and tennis, and Isthmian squash, baseball (for two years) and tennis (for three years). He was a skillful golfer who won the Young Cup in 1929 and the Pyne Cup in 1931, and tied for the Rein-hart Cup in 1930. Graduating cum laude in 1934, he entered Yale. His career in the Byers Company, which was founded by his grandfather and is one of the largest domestic producers of wrought iron, began in the sales department immediately after his graduation from Yale in 1936, but was interrupted by three and a half years in the Navy in World War II. As a flag lieutenant and later a lieutenant commander, he served on aircraft carriers in many of the critical engagements of the war in the Pacific, receiving the Bronze Star, eight combat stars and three Presidential unit citations. After the war, he entered the administrative side of the Byers Company. He became assistant to the president, then vice-president and finally—a few weeks before suffering an incapacitating stroke in 1956—president. Associates in the business world remember him best for his courageous leadership of the Byers Company management through a successful seven-year battle to retain control of the company, during a takeover attempt in the early 1950’s. He was a Trustee of St. Paul’s from 1946 to 1950 and had been elected to a second term on the Board in 1954. He had also been active in a wide range of community enterprises, had served on the executive committee of the United States Golf Association and had been a member of clubs at Watch Hill, Rhode Island, and in the New York and Pittsburgh areas. Surviving are four sons, J. Frederic Byers, 3d, ’57, W. R. G. Byers, ’58, Montgomery L. Byers and Alexander M. Byers; two daughters, Mrs. David Cudlip and Miss Alison Byers; a brother, Buckley M. Byers, ’36; two sisters, Mrs. Gary Black and Mrs. Joseph Verner Reed, Jr., and six grandchildren. He is also survived by his former wife, Mrs. Augustus Paine. He was a younger brother of the late Alexander M. Byers, ’31.


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68
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St. Paul's School
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