Alumni Horae

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St. Paul's School Calendar

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

April 4, Tuesday        Spring Term opens
May 27, Saturday       Interscholastic Regatta,
                        at Worcester, Mass.
June 2, Friday through  Hundred and
June 4, Sunday noon     Sixteenth
                        Anniversary
June 4, Sunday at
2 p.m.              Graduation of VI
                        Form of 1972
June 8, Thursday       Last Night
June 9, Friday         Spring Term closes
June 25, Sunday       Advanced Studies Pro-
                        gram begins
August 5, Saturday     Advanced Studies Pro-
                        gram ends
September 12, Tuesday - 117th Session begins —
                        All students arrive
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Contents

THE SCHOOL
The Rector's Letter 2
The School in Action 4
Winter Sports 13
Millville Notes 16
Academic Means & Ends: History 19
Modern Languages 24
English 29

ALUMNI
Alumni at Large (two articles) 32
Anniversary 1972 42
The Alumni Fund 43
Regional Alumni News 44
Books 46
Editorial 48
Note on Testamentary Trusts 49
Faculty Notes & Emeriti 49
Form Notes 51
Deceased 56

The Cover: On duty in the North End of Hartford, John C. Chapin, '66, who, like many of his generation, has found satisfaction in staying clear of established occupational ruts. (See "Alumni at Large," pp. 32-42.) Photograph by the Hartford Courant—Al Ferreira.

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Welcome Questions

The Rector's Letter

Dear Alumni:

How interested you are in the School!

I say this because, whenever I meet alumni, I am questioned at great length about everything we are doing. Sometimes I meet you in small gatherings in your own cities, as in Washington, Buffalo, and Pittsburgh this year; sometimes, here at School; sometimes when I am on vacation, in London last summer, or in St. Anton and Zurs at Christmas. Always, there are questions.

Your questions indicate, furthermore, that you already know a great deal about recent activities, perhaps from conversations with students now in School, or with their parents. But I suspect this means also that most of you are close readers of the Alumni Horae, testimony to the excellence of the editorial work of Roger Drury, to whom we all owe so much.

I am happy to know of your continuing great interest in the School. I think what goes on here matters a great deal, not only to students and faculty, but to alumni and friends, and to our country. Your close attention to our work and lives provides support and encouragement, which are welcome indeed.

Usually your first question is about St. Paul's School girls. "How are the girls doing?" It is pleasant to be able to respond, "Very well, indeed." Girls have joined many general School activities: plays, The Pelican staff, the ballet, soccer, basketball, clubs and societies — and classes, of course. But little things that are different are happening, too. Just before Christmas vacation I received a large box of cookies, baked by two girls, demonstrating a unique combination of baking skill, thoughtfulness, and daring — qualities not necessarily reserved to girls. (Imagine: giving the Rector homemade cookies!)

Slowly, almost imperceptibly, the School is changing as we feel the presence of emerging situations. We are discovering almost daily, as new patterns unfold, what needs to be acknowledged and responded to. Our
experiences are unique, and the knowledge and advice of others provide only suggestions for answers, as we turn traditions and customs exclusively directed to male concerns, through the first one hundred fifteen years, to the lives of boys and girls. And particularly is this true as we add to our concern for boys and girls the multitude of other "new" issues that come before us.

Now another great adventure unfolds as we begin the search for ways of becoming a four-year school. For, though the statement that the First and Second Forms will be given up closes one era in the history of the School, it produces only an indication of what lies before us. For example, will some seventh graders now enter the Third Form, giving new meaning to the term "Advanced Placement?" I think this is likely, as accelerating changes in our society further blur the once rigid demarcation points: age, grade placement, quantities of achievement in separate subjects, and other educational indicators.

These are exciting and full days for St. Paul's School. I hope you will continue asking us questions. Hard questions or easy questions, we wel-
come both, for we treasure the interest in the School which your questions reflect. Best of all, come back to visit us, at Anniversary or at any time. You will then feel the answers for your questions — and probably develop further interests and inquiries. We, students and faculty alike, are eager to welcome you here.

Sincerely,

March 7, 1962

The School in Action

Diaries of a Winter Week

This School in Action makes a double departure from precedent. It boasts not one author but four: and the St. Paul’s School it describes is spread over a hemisphere. After all, as André Hurgen reminded the Editor, to think of SPS now is to visualize the three young European campuses of the School Year Abroad (where SPS students are enrolled) as well as the long established Millville acres. Why not have a School in Action written by students at all four centers of SPS student life?

So evolved the article printed below. The four authors were invited to write “diaries” of one week in January — a series of snapshots, as it were, of life day by day.

Admittedly a patchwork of personal views, and impressionistic too, the composite is a sort of quick “collage” of a school week as seen through Fifth Form eyes. Michael Porter writes from Germany; John Campbell from France; Alex Gratian from Spain; Cary Esser from Millville.

Under each day-heading, the four geographic sources are introduced by glimpses of the envelopes in which the manuscripts reached the Editor’s desk.

FROM Berliner Platz in Langenhagen it is a fifteen-minute street car ride into Hannover center — a seven hundred-year-old city of 500,000 people. The capital of Lower Saxony, Hannover is the home of the best spoken German and the seat of
the German Industrial and Export Fair. The friendly atmosphere and wide variety of events help one adapt to the city. Along with its museums, the famous Herrenhäuser Gardens and other interesting sights, Hannover offers coffee houses, a jazz club, discoteks, opera and theatre. An ideal place to observe and understand the aspects of German life.

EXAMS hit us today, with Math and English. In between these delights, we had a “beagah” at the American greasy-spoon burger joint and relaxed a bit. These burgers are not, of course, quite as disgusting as a Big Mac or a Whopper. The French really do have the best cooking in the world; even your basic Frenchman can whip up a tempting lobster or a fondue bourguignon with no trouble at all. Well, the U. S. doesn’t always win.

UP AT 7 a.m. Before seven thirty, Antón (my “father” — a 28-year-old Catalán poet), Dolors (my “mother”) and I left the house. We ate breakfast in a granja and I walked to school. After classes from nine to one, I had lunch in a place where they serve everything — today, a couple of kinds of sausage with cheese and bread, with baby squid on the side. At four, I went to the Gothic quarter and the Diputación, which was the seat of government of Cataluña. I climbed a little tower and from it saw all the rooftops of the Gothic houses.

SOCIAL Studies is my History term course and at the moment my class is studying Sociology. By studying different societies and cultures I have learned the basic functions that are carried out in every society. This has helped me to understand SPS and how the School fits into the structure of American society. A debate in class today brought up the question, Is SPS an educational or an economic function of our society? My opinion is that it is both. The purpose of education is to further develop the economic structure of America. The student pays to be educated, making jobs for teachers and a maintenance crew. And the education received enables him to go on to a good college and eventually to fit into our economic structure by finding a good job.

If I do not plan to live in America in the future, what am I doing here? An answer is not readily available, yet I do not feel I am wasting my time by being at SPS. Perhaps I am learning why I do not want to lead a middle to upper class American life.

Wednesday, January 26

STRUGGLING to awaken, I dressed in my suit. An exciting day lay ahead, as I and six Americans were to travel with Mr. and Mrs. Smith to Celle to see “Androcles and the Lion,” a German translation of Shaw’s play. A seven hundred-year-old city some thirty miles from
Hannover, Celle is famous for its ancient buildings and castle. The play itself was performed in the castle's small theatre. This trip was the second of its kind with Mr. Smith. No week is spent without having been at least once to the Opernhaus Hannover. The opera in Germany is alive and well and everyone takes advantage of it.

RIDING to school on my bike today, I passed the maison de clochards, which was spattered with spit, blood, etc. from the night before, there having been a few fights — not just little disputes but monstrous battles. All the bums were crowded around, discussing some topic of importance, while waiting for breakfast. They were covered with bandages, the usual rags, and holding their bags. Rennes has two centers for drunks; thus there is an enormous clochard population here, where panhandling is a pretty distinguished trade — almost an art. You'll often hear heated arguments between bums on the street, over who has the rights to a choice spot. The people in Rennes are not mean or scornful towards them. After all, they add a spark to daily life.

SINCE I wasn't feeling well, I spent the night in my "grandmother's" house, nearer to the school. Today there are many riots in the universities. Sr. Termes, our history teacher, was not able to leave the University, as it was inundated with police and flying rocks, which don't mix well with students and windows. After my literature test (in Spanish), Jay Henneberry and I went to count the police in Plaza Universidad, but it was after quitting time so they had all gone.

IT WAS about the third quarter that I quit looking at the score board. Abbot JV basketball obviously knew one heck of a lot more than we did about basketball. Our unsuccessful passes, plays and shots discouraged us all and probably encouraged Abbot's varsity team to think, "well, if their JV is this bad, we'll be able to slaughter their varsity." Little did they know. SPS, 27; Abbot, 21.
Thursday, January 27

BIKING two miles to school in the bitter cold, one sees Langenhagen and its outskirts awaken. At eight the sun is still not up and there is an unusual stillness about, as the farmers' fields and the small houses are covered by the snow of last evening. The men are already at work and the wives brush the walks before their homes. The houses are, for the most part, new and developments can be seen — the aftermath of war and the evergrowing city. The house in which I live is small. Water heaters above the sinks supply our hot water and there are no modern appliances. The rooms, though, are comfortable and furnished with taste.

EXAMS are over! I celebrated with my three "brothers" by going skating after dinner. The ice was packed and I've never seen so many loonies crammed into one rink. No one could skate around the rink once, going full speed, without knocking over everybody in their path, clawing at your hair for support while you toppled over backwards, and then blasting into the boards to stop, going head over heels into the benches. The ice turned bad after a while so we drove home, loudly singing a fine French song into the night.

CLASSES from nine to two. Today we had another class in Catalán. After that I went to the "Cazadores," a restaurant where, for about a dollar, you get a salad with tomatoes and onions, a quarter of a chicken with fried potatoes, with a pudding for dessert.

3-MINUTE bells — jump out of bed, dress, run — made it — first period class — répondez affirmatively: allez-vous diner à la maison ce soir? — zip right through — second period — eternity — finally the bells — 45 minutes freedom — zzz — Oh my God, five minutes to class — you have any cigarettes? — not with me — math — growling stomach —
meatloaf (ugh) – afternoon nap – why am I so tired today? – you wrote a paper until three last night, that’s why – dribbling, shooting – basketball – English – panic, where’s my paper, don’t tell me I left it in the – oh, here it is! Phew! – why is this such a rushed, tired day? – because you stayed up until three last night – why did I do that? – quick change, wool skirt – freezing legs – polite conversation – three coffees, two teas, please – freezing legs – homework – no immediate homework – what? really? – zzz –.

**Friday, January 28**

**SCHOOL** today was quite a scene. The first half of the year now being through, the 1500 students of the Gymnasium received their grades. The classes were all filled with the grieving, the arguing and the joyous. The Gymnasium has many problems, as teacher and student will admit. The lack of teachers allows for no broad selection of courses. And as homework is for the most part abolished in many of the classes, one begins to want it!

In Germany the daily life of a young person is not based around the school as in America. Classes are through at lunch time. Thus there cannot be many extracurricular organizations and each sport meets only once a week. Because of this, one finds it hard to meet with one’s peers.

Tonight, the three Paulies of the group – Alex Kulch, Leigh Bruce and I – will see, in English, “Jesus Christ Superstar.”

ANOTHER side of the French opinion of the U.S.: Andy Rosane and I saw the film, “Fantasia chez les Ploucs (hicks),” a comedy that takes place in Wyoming. All the characters are either batty, or slobs or beautiful girls who run around just generally being insane. The French look upon Americans as big babies who are just a little bit far out. The film was full of examples of typical American bad taste, garish colors and sex-crazed silent-majority types.

After the film, at around 12:30 we went to a café to prendre un pot amongst a wild crowd of sex-crazed French silent-majority types.

**TODAY** is one of those millions of Spanish holidays. Chris Browne and I went to see Casa Bartlo, a house designed by Antonio Gaudi. We were allowed inside, as I had gone to the trouble to get the required permission slip from the Society of Friends of Gaudi. It is one of the most beautiful of Gaudi’s buildings. Later I got the permission slip signed for seeing Casa Milà.

THIRTEEN hours of sleep; fresh fallen snow – today should turn out better than yesterday. This has definitely been a week of January blues. With not even half
School Year Abroad students in Rennes, France.
of the middle term over and very cold weather, it is easy to look at everything in the negative. One of the most common gripes in the winter term is the weather. When you’ve come from 40°-50° winters in North Carolina, 20 below is pretty shocking. But if I’m dressed warmly (and especially if I’m on cross-country skis) I can appreciate the winter almost as much as the spring. The winter term is the term I sometimes have to look for something to make me happy in the midst of a lot of work, yet happiness is not as far out of reach as some make it.

Saturday, January 29

TODAY was a holiday and, for once, I could sleep late. My German “mother” awoke me five minutes before noon and said that if I wasn’t at the table at noon I wouldn’t eat. Germans are like that. Later I polished all my shoes and also my bike.

MY “BROTHER” Eric and I went with Andy Rosane’s “family” to their house at Dinard, a small sea town on the north Breton coast, founded before the first World War by some British and American tourists, opposite the fortified fishing port of St. Malo. We walked around the beaches taking pictures in the freezing afternoon, then returned for a big dinner by the roaring fire. Later, we went to an immense Pinball Palace with mini-soccer, shooting galleries and other amusements you can waste money on.

I TOOK bus number ten from the top of our mountain to my “grandmother’s” house, where I ate breakfast at 10. Afterwards I called Chris Browne and went over to his house to direct him to Casa Milà, Gaudi’s most fluid building. Somewhere between the Metro entrance and the building (about 200 feet) we got separated and never did find each other until later in the day.

At five, we left with my “family” for San Juliá de Villator, a town about 100 km. from Barcelona, where they have a house.

A TERRIFYING moment every day is when I enter the dining room. There are groups at different tables, but whom will I have the courage to sit with today? Even close friends set up walls around them which are difficult to approach. So today, as I looked for someone comfortable enough to sit with, my courage failed and I sat alone. Which is not very interesting. Food does not talk or smile; all it can do is stare you in the face and make you lonesome. At least, that is what my hot dogs and baked beans did to me. I ate them quick so they wouldn’t make me even more lonesome, and then I didn’t have any company at all. But when I took my eyes off my plate, I found someone sitting with me. Very cheering. It’s the weekend.
Sunday, January 30

As we do every Sunday, the five Berners and I took a walk. We passed by the house in which Herr Berner grew up, and two bakeries in which he had worked. He was once a baker but, because he could not earn enough, he started working in the prison. He is a good-humored man but runs a strict household. His outlook towards life is not so casual as an American's and he lets me know it.

"If you want to be a 'gentleman,'" he told me, "cut your hair and then buy a suit." I did both, and he still wasn't pleased.

We took the ferry to St. Malo with Andy's French "grandmother", a hardy old lady who is an extreme card. We hit a big carnival where, in spite of the cold, we braved the terrors of the bumper cars.

Dinner was chez grand-mère. All through the meal, Andy's "brother" was teasing his grandmother about her Afro-style hair-do. He asked her if she was going to the protest march for Angela Davis (who is well known in France) and showed her the "power fist," whereupon she bopped him on the chin.

We got up in San Juliá at ten and ate a light breakfast. Antón and Dolors went digging at a megalithic site 10 km. away and left us nearby to walk to one of the best Romanesque monasteries in Cataluña — from the Twelfth Century. We ate lunch on the mountain.

Back to Barcelona at 9 p.m.

A long walk. It was easy going until we stepped from the snowy field by the dam onto the snowy ice of Turkey Pond. The wind was incredible. All we needed were two sheets to hold up in the wind and we could have sailed right across the ice. Words were swallowed by the wind. The only things visible, a cloudy gray sky and an immense flat plane of ice. Faces down, hands over ears. Sounds only of the wind. I think that as I walked across

SPS School Year Abroad contingent in Germany, in front of the Langenhagen Gymnasium: left to right, Leigh H. Bruce, '73, Michael T. Porter, '73 (after shearing), Alexander J. Kulch, '73.
two miles of Turkey Pond I have never felt more isolated in my life. It was hard to believe that only a mile or two behind was a community full of people and life. That hour of almost complete isolation, right smack in the middle of ice, snow and wind, made today one of the best I've had this term.

Monday, January 31

If class discussion is not interesting, the German students feel free to have private talks of their own. They also show no fear of criticizing the teacher, the course and, at times, the school. And much of class time is spent in trying to make “the system” better.

Since we Americans dived right into Gymnasium classes, sometimes finding ourselves alone among fifteen other German boys and girls, the fear to participate and the struggle to keep up the pace were problems. As time goes on, our understanding of the language — and our ability to speak it — is improving.

Today, after I finish tutoring a student in the seventh grade, I will go into town and enjoy a meal. I might, with the devaluation of the dollar, be able to buy a Wienerschnitzel and some dumplings with the ten dollar check which arrived today!

BACK to school and a quiet, relaxing day. I had an hour of fencing and, as it was raining, I went back home to read the new “Pilote,” which is the French equivalent of “Mad,” but much better. It rains here a lot but the rains are not long and gloomy.

Mardi Gras vacation is coming soon and I will be going with my “family” to a country house in the Department of Finistère (west Brittany). The country is beautiful out there, as is all of Brittany, resembling New Hampshire or Vermont.

Life here is really a lot of fun for me and I would definitely say the program is worth coming to.

Las Ramblas, the main shopping street of Barcelona
WE GOT back to the city so late last night that Chris spent the night at our house on Monte Carmelo. He was shocked by our 7 a.m. rising hour. I went to classes as usual, with an extra period of Catalan at the end.

At five o'clock, after my last class, I went to a bar that I like in the Gothic quarter and drank a coffee with milk, while I wrote my few letters for the month. Came home and ate at nine and will go to bed early because I don’t have many classes tomorrow.

THE SEAT I was assigned to, for morning Chapel, is on the balcony, and there is nothing more interesting than to see the entire student body file into the Chapel, from a bird’s eye view. This morning was especially interesting and exciting. About ten students—singing and playing the flute, drums and guitar—played one of Richie Havens’ pieces in place of a service or sermon. The clapping to the rhythm spread and I could not only hear it and feel it, but I could see 450 pairs of hands clapping together. It was the entire student body doing something in unison that they really enjoyed. A good morning Chapel begins a good day.

Postscript: One direct benefit to SPS, coming from the annual immersion of a handful of Fifth Formers in study abroad, is suggested by the fact that John J. Kiger, ‘72, a student at Renes last year, has been teaching a first-year French class for an I.S.P. Ed.

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Winter Sports

Hockey

4 won - 15 lost

The varsity record was not impressive. We got off to a fine start by beating St. Sebastian’s, Choate (in the annual Garden Game) and Tabor early in the season, but in the middle of January the team began a slump from which they were unable to pull out. SPS defeated St. Sebastian’s, Choate, Tabor and Governor Dummer; lost to Thayer, Deerfield, Noble & Greenough, Concord High, Milton, Groton, St. Mark’s, Exeter, Belmont Hill, Hanover High, Browne & Nichols, Andover, Middlesex, Brooks and Kimball Union. Total points: SPS, 44; Opponents, 104.

Our JV, in spite of a lack of experience which took its toll at crucial times in several games, came through with a winning season. Total points, in six games won and five lost: SPS, 52; Opponents, 37.
New talent in the First Form, coupled with a few experienced Second Formers gave impetus to a winning season for the Lower School. The team's improvement as the winter went on was great to see. They won two of their three games in the St. Paul's Invitational Tournament, as well as six of their eleven other games.

In Club Hockey, the Old Hundreds won the first team series and the Delphians the second.

Alumni vs SPS Varsity hockey game, February 6 – In the only athletic event of the Millville weekend for alumni in college, an Alumni team, organized and beautifully coached by Coolidge M. Chapin, '35, defeated the SPS team 3-1. It was one of the best games of the year. Both teams had "desire;" the play-making was good, the skating fast and the checking hard throughout. The School scored first, but the Alumni maintained a steady level of play which was a credit to their early training and present condition, and gradually pulled ahead.

Andy Baxter, '60, and Dave Shiang, '70, shared the goal-tending. Tim Megear, '68, Charlie Wagner, '70, and Will Dickinson, '69, were strong on defense. Bobby Clark, '61, Adam Winthrop, '57, Pres Wolcott, '63, Robert Stevenson, '69, and Bill Matthews, '61, ably abetted by Jim Knott and Artie Sistare of the School's JV team, were the forwards who provided the winning attack.

It is hoped more Alumni will return each year for this game, so the competition will continue strong. Last year the SPS team defeated the Alumni.

The 1972 team is one of the best ever to represent the School. Of their three losses, two were in overtime games by one and two points, and both to the leading teams in the league. Because of our team's fine record, they were invited to participate in the New England Class C tournament. They won their first game, against Hinekley, 66-49. As the Horae's copy deadline arrived, they had just been defeated in their second game, against Rivers, 51 to 52, in an evenly contested match watched by a strong contingent of SPS supporters. In this impressive season, SPS defeated Lexington Christian, Brewster, Winchendon, Milton, Lawrence, St. Mark's, Brooks, Groton, Noble & Greenough, Belmont Hill, Governor Dummer, Roxbury Latin and Hinckley; lost to Rivers, Middlesex and Browne & Nichols. Total Points: SPS, 923; Opponents, 675.

The JV's evidently didn't want to be put in the shade by the varsity's record, and ended their season undefeated. They are a fine, young-spirited team who will send some good material to the varsity next year. Total points: SPS, 531; Opponents, 340.

The Old Hundreds won the first team series; the Isthmians, the second.

Boys' Basketball
13 won- 3 lost
Eleven girls took to the basketball court in mid-January to form the first SPS girls' varsity basketball team. The determined eleven overcame considerable odds to enjoy a 5-4 winning season. Next year should prove a strong one for SPS, as all will be returning and additional depth from new girls is expected. SPS defeated Abbot, New England College (twice), Pingree and New Hampton; lost to Exeter (twice), Bishop Brady and Dana Hall. Total points: SPS, 177; Opponents, 151.

The JV team lost its three games, to Exeter (twice) and Abbot. Total points: SPS, 9; Opponents, 65.

Starting with a nucleus of experienced wrestlers and gaining good support from the newcomers, the team came through a tough schedule with a winning record. The season was climaxed by a fine showing in the Class C Interscholastic Tournament, where SPS placed fourth out of eleven schools. Three boys were then selected to compete in the All New England Championships, one taking second place and another, third. SPS defeated Winchendon, Exeter, Lawrence, Holderness (twice) and Noble & Greenough; lost to Browne & Nichols, Brooks, Governor Dummer and Belmont Hill. Total points: SPS, 337; Opponents, 238.

This year’s team lacked the depth of experienced players to be a consistent winner. One more game won in several crucial matches would have put them in the winning column. They defeated Dartmouth Freshmen, Groton and M. I. T. Freshmen; lost to Belmont Hill, Milton, Brooks (twice), Andover (twice), Middlesex (twice) and Exeter. Total games won: SPS, 28; Opponents, 38.

The JV squad included many young players who are making fine progress. Triumphs over strong teams like Exeter and Middlesex helped to offset some of the losses. They won two meets and lost five, winning 14 games against their opponents’ 20.

Club squash was won by the Old Hundreds.

The majority of the boys making up the varsity ski team were without experience; in fact there was only one Sixth Former on the squad. This inexperience hurt us most in jumping competition, which carries the possibility of the biggest spread in points. In Alpine meets, SPS defeated Belmont Hill, Tilton (twice), Andover, Kimball Union and Dublin; lost to New Hampton, Holderness (twice), Proctor and Mt.
Hermon. In Nordic meets, SPS defeated Kimball Union; lost to Proctor (twice), Holderness (twice) and Deerfield. Combined total scores of all meets: SPS, 1619.71; highest scoring Opponent, 1709.32.

The Interscholastics were held at Norwich University, where the team placed ninth out of eleven schools.

Girls’ Skiing
4 won - 4 lost

The first SPS girls’ ski team was composed of nine excellent recreational skiers who had little previous racing experience. Long hours of practice and strong team spirit proved influential, as the girls took first place in combined meets with Sunapee and Concord High Schools, first in the giant slalom against Derryfield, and second in a tri-meet with Laconia and Berlin.

Millville Notes

New Trustee

The Rt. Rev. John T. Walker, a member of the History Department from 1957 to 1966, and now suffragan bishop of the Episcopal diocese of Washington, D.C., was elected a term Trustee at the January meeting of the Board.

He is chairman of the Negro Student Fund, which supports black students in independent schools in the Washington area, and is secretary of the diocesan standing committee and host of the WRC-TV weekly program, “Overview.” Last May, after five years’ service as a canon of Washington Cathedral, he became the third black clergyman to be elected to the episcopate.

Bishop and Mrs. Walker, the former Rosa Maria Flores of San Jose, Costa Rica, have three children.

Honors

The editors of last year’s Horae Scholasticae have won a certificate of highest achievement in scholastic editing and publishing from the New England Scholastic Press Association. The award was
based on a comparison of literary magazines of public and private schools of the six-state area.

A photograph made by Charles B. Bronson, '72, and shown in an exhibit of student photography at the School last year, has been purchased by the Fogg Art Museum at Harvard.

Locke E. Bowman, 3d, '72, is a national winner in the annual achievement awards competition of the National Council of Teachers of English. Nominated by the English Department, Bowman submitted for the contest pieces of his best writing, including an autobiographical sketch and an impromptu essay.

Tuition Up

Reluctantly, in response to the inflexible advance of all operating costs, the Trustees voted in January to increase tuition by $200 to a total of $3,000 for the academic year 1972-73.

"Even with this increase," the Rector wrote to parents, "the tuition at St. Paul's School is among the very lowest at independent boarding schools... The thoughtful and generous gifts to the School of alumni, parents and friends go far to meet the other [half] of our costs. Annual giving to the Alumni and Parents Funds significantly adds to the support we receive from gifts and endowments."

Where the new tuition level creates a hardship, the School hopes to compensate by adjusting scholarship grants.

Meanwhile, among measures being discussed at the School to cut operating costs is an expansion of the work program, under which students would take over more of the routine janitorial tasks. The Work Program Committee, set up in the fall, made this suggestion with the two-fold aim of reducing expenses and of giving all students a better understanding of the work involved in keeping the School running.

Intramural Entertainment

In the first of two public recitals to which he is committed by his course in Applied Music, George M. Williams, Jr., '72, and his acoustic guitar were the focus of a concert which included other students also as performers on electric guitar, flute, bongo drums and voice. The concert, given in Hargate, provided a Saturday evening entertainment for an enthusiastic School audience.

"More important," Williams commented afterwards, "we all had a really good time with it."

Twilight of the Lower

Elimination of the First and Second Forms, to take place over the next two years, was decided upon by the Trustees in January. Although the universal reaction has been regret, it is generally agreed that the decision was made inevitable by recent trends in admissions and curriculum.

The numbers of applicants below the Third Form have steadily declined, with a sharp down-trend lately, while there has been a simultaneous increase in applications for the upper Forms. Moreover, the individualizing of study programs has eroded the once sharp division between the Lower School and the Upper.

Those enthusiastic, carefree, prankish, inventive youngsters will certainly be missed at St. Paul's. So will the strong loyalties to SPS which they so often developed over the course of five or six years in Millville.

Presidential Primary Flashes

October – The morning after President Nixon announced his choices for two Su-
preme Court vacancies, Republican Representative Paul McCloskey spoke at the School. The “media” were on hand to record what the President’s challenger would say on this important Presidential decision. During the question period, the speaker acknowledged a raised hand with a “yes, ma’am?” Slowly laughter filled Memorial Hall as a long-haired Fourth Former rose to ask his question.

January — John F. Kerry, ’62, addressed an overflow crowd in Hargate auditorium. A co-founder of the John Winant Society, Kerry spoke of the importance of social and political activism. Clint Van Dusen, ’72, wrote of the visit in The Pelican, “With his kind of enthusiasm and spirit, I hope that more students... will work to improve this country and its relationship to the rest of the world. Thanks, Mr. Kerry!”

February — A student away from School on an ISP (Independent Study Project), wrote back that he was happily surprised to see Fifth Former, “Q” Belk, standing next to Senator Muskie on the evening news.

As the presence of the national press enhanced the glamor and excitement of New Hampshire’s first-in-the-nation primary, a steady stream of visitors kept interest high at SPS. In addition to McCloskey and Kerry, the School heard former Massachusetts Governor Endicott Peabody, campaigning for the Vice-Presidency; former Congressman Allard Lowenstein, speaking for the National Youth Caucus; Pierre Salinger, President Kennedy’s press secretary, supporting Senator George McGovern; and others.

Of eleven students enrolled in a course in Practical Politics, three worked for McCloskey, four for McGovern and four for the President. In and out of class sessions, also, they probed and discussed the techniques of Presidential selection. Five Sixth Formers developed ISP’s around their work for particular candidates.

Twenty-three states — and several months — later, the conventions will finish what began in New Hampshire. And many SPS students will have a greater understanding of the realities of the system by which we nominate and elect Presidents.

Robert E. C. Tenney

Disciplinary Shock

The line of disciplinary policy where compulsion and free choice meet, is like a geological “fault,” betraying from time to time by sudden shifts that stresses had risen too far.

Thus, early in the winter term, the faculty issued a tightened definition of “casual” clothes and announced that attendance at Chapel, seated meals and classes would henceforth be more strictly noted.

“The Crackdown,” as this disciplinary earthquake was dubbed by the students, excludes the popular blue jeans and collarless shirts from clothing permitted in Chapel, classroom and dining room.

Graduation, June 4

Last Night, June 8

Graduation exercises are scheduled for 2 o’clock Sunday afternoon, June 4, on the Chapel lawn, with departure of the Sixth Form immediately afterwards. The speaker will be August Heckscher, ’32, a life Trustee, and Administrator of Recreation and Cultural Affairs and Commissioner of Parks of New York City. In case of rain, the exercises will be held in Memorial Hall.

The lower Forms will stay in session through prizegiving and Last Night on Thursday evening, June 8, and leave for the summer vacation next day.
Academic Means & Ends

During the winter term, the Heads of Departments were invited to read, at successive faculty meetings, papers outlining the goals and philosophy which shape the teaching of their disciplines at St. Paul's. The Horae is happy to print three of these Departmental papers now and hopes to follow up with a second group in a later issue.

History

William O. Kellogg

HISTORY is a topic that is difficult to define. The History Department considers History as an all-embracing discipline which includes the subjects often referred to as Social Studies. Therefore, when we speak of History at SPS, we think of it as a core subject into which the other disciplines of the social studies are incorporated.

We have not offered full-year courses in anthropology or sociology, for instance, but for a number of years we have been using concepts from these subject areas in our so-called History courses. With the advent of term courses, our approach is changing and we will be offering more courses in the social studies; but this is merely beginning, on a most tentative and exploratory basis.

Back, now, to "what is History?" Our two basic courses, Origins of the West and What is the American? (one of which is now required of all students) both start with this question.

As a Department we do not subscribe to the definition of History as a collection of past facts. There is much more to it. History involves the making of hypotheses to explain and account for past events. It involves the collection and evaluation of data to support and hopefully prove the hypotheses. History involves personal bias and attitudes. It involves the human race and not just Americans. It involves individuals who emerge as heroes to be emulated and villains to be damned, the correct category depending on many factors.
We in the Department have come to two convictions: (1) we cannot say that a certain number of facts from a certain area of the world make up its history — this is what many people were taught in schools a few years ago and still are being taught in some places; (2) we cannot specify what facts or data will be crucial for making decisions in this world of rapid change, nor can we anticipate where Americans will meet their next crisis and prepare our students accordingly, but we can specify certain techniques of analysis, of investigation, of approaches to questioning and opinion-forming that can be applied to the collection of data about past events anywhere in the world and to organizing it into a useful form. (We could turn in on ourselves and teach only American History, but personally I reject this as an encouragement to isolationism.) The Department offerings and requirements are based on this greatly oversimplified statement of philosophy.

The “New Social Studies”

In the last ten years the federal government has spent thousands of dollars encouraging the preparation of new social studies material, including different approaches to the teaching of History. Trying to stay abreast of it is a full-time job. For a decade our Department has felt the influence of these developments; in fact, our first experiments in moving away from the textbook in American History were made in 1958.

Two summers ago, Mr. Davis and I spent six weeks preparing the material for the present one-term offering on What is the American? We tried to incorporate into that course those ideas from the new social studies and from our own experience at SPS which we felt were most meaningful and most effective in establishing an understanding of the history of the United States.

What are some of these ideas from the new social studies? (1) History should help us to understand better both ourselves and the world in which we live. (2) History is not a set of facts to be mastered but a process that requires thinking. (3) Students learn by doing, better than by rote or regurgitation of material memorized the night before. They retain factual data more readily if they discover it (or perhaps better say reorganize it) and then use it to support hypotheses that they make. (4) The teacher’s role is one of guidance through and to material. Rather than tell a student what to think, the teacher should force him to evaluate and judge his own knowledge, leading him on to more and more investigations and to more and more data. (5) There are many ways of learning — many resources beyond the textbook — and these should be capitalized on. Involvement in simulation games, role playing, position paper writing, using artifacts in the classroom, visits to courts, legislatures, etc., movies, slides (the whole
world of audio-visual materials) can provide data for evaluation, perhaps closer to the types of historic data the students will encounter in the future than any textbook can offer. (6) One does not sacrifice scholarship by adopting new approaches to the teaching of History. (7) Material from disciplines other than History can be effectively introduced in the History classroom.

For this last reason, the History Department has worked to interdepartmentalize. Our Origins of the West was the only interdepartmental course here for several years. Last year we joined with the English Department in two offerings, The Twenties and The Thirties, where we are dealing together with the literature and events of a decade. We have an offering that complements a course in the Religion Department, in the area of ecology, and this combination has a component of independent work in science.

This year, one of our men is teaching the medieval period in a course on Classical Culture, sponsored jointly by the History and Classics Departments. We are yoked with the English Department in a trial section of English 3 which is studying Origins of the West. In the fall term, the Modern Languages Department teaches the history of the Renaissance in French as a complement to our fall term course in Ideas.

But back to the new social studies. They are here; they involve discovery-learning rather than recall; they have had tremendous effect on the schools and on curriculum offerings. If one has not been aware of the profound soul-searching that has been going on in the social studies for the past ten years, then he may have been very upset and confused about what the History Department has been up to.

**Investigation – Analysis – Judgment**

This brings me to our present History requirements. If we had our way, all students would take four years of History in the Upper School. They would have Origins of the West, followed by a course dealing with Europe and her impact on the rest of the world. The last two years would include courses focusing on the United States and its world role and courses dealing with the social studies and with other areas of the globe. In all of these, an emphasis on techniques of investigation would be combined with historic data chosen from a variety of disciplines – art, literature, science, the social studies.

Since we must be satisfied with less than the ideal, we have settled on two courses, from either one of which a student may go on to choose among our many other offerings. In these offerings we try to provide such variety that a student can get three full years of History after taking Origins of the West in the Third Form. We would like to have all students
take *Origins of the West* but they are free to elect *What is the American?* in the Fourth or Fifth Form in place of it.

*Origins* started ten years ago as a course in which the study of the Old Testament was placed in the context of the history of the ancient world. It has evolved into a course which serves as an introduction to the social studies and religion.

Our use of data from the ancient world has several advantages: it gets our students out of the present—something the instant-and-now generation needs badly; it lets the steam out of personal biases, since no one needs to defend his own family or background; it permits the introduction of techniques from archaeology, anthropology and sociology in elementary ways. For instance, this year we will use a sociological study of the ancient Hebrew family and the modern kibbutz. For English, one of the three sections in the course is reading Michener's, *The Source*, which takes place in modern Israel—an example of the many openings for interdepartmental work found in a unit of this type.

For the traditionalist, in *Origins* we read the Bible and such works as the *Iliad* and the *Oresteian Trilogy*. For the non-traditionalist, we play a simulation game that takes a month to prepare. Students are cast as Athenians or Spartans, and they almost come to conflict in class, so committed do they become to the way of life of their assigned city state. They may end ignorant of the chronology of Greek history but knowing a great deal about Athens or Sparta and how men become so involved in their nation that they lose sight of the wider human good—a tragic aspect of the human condition.

The course teaches students to ask questions and to seek data that may answer them. The majority realize they are learning not merely about the past but about human beings and the problems they face. Students emerge from the course having been introduced to the new social studies and to the techniques of historic research and investigation.

The alternative required course is *What is the American?* It too was
designed to expose the student to techniques of historical research and problems of historicity and to make him think. In addition, it makes him aware of those forces which affect his life in our society and the values which Americans espouse. He becomes deeply involved in analyzing his own positions on such issues as the “work ethic,” poverty and equality, and in investigating the origin of the Constitution and the meaning of the Bill of Rights. He is given large amounts of data to judge, and also questions that require his own investigation and the writing of position papers.

We incorporated in the course as many different types of material as we could, for two reasons: first, we wanted both students and teachers to become aware of the full range of resources used in the new social studies approach. Second, we believe students do learn better by discovery and by identifying their lives with the material.

Upon completing one of these two required courses, a student may elect a year of European History or choose from among our term course offerings. We instituted term courses after ten years of struggling with covering American History from Columbus to Nixon (the 1950 Nixon). We realized we were losing the battle of coverage and that students didn’t retain any more facts after a survey in the Fifth Form than they had after a survey in the public schools’ fifth or eighth grade. We found they remembered chiefly what their interests and experiences had touched.

Since we could not do everything, we decided to offer term courses that would respond to student interests in the past and to the teacher’s training or concerns. We believe the best teacher is one who is really wrapped up in the subject he or she is teaching, just as the best student is one who is involved. (We also believe the excitement of the teacher is what can make material relevant and not how current it all is — but that is another discussion.)

We first offered Chinese History in 1964; we have added Southeast Asia and Africa to the offerings this year. We do not pretend to cover the
history of these areas in one term, but we hope to open our students’ eyes and get them started on investigation of new areas, using some of the techniques they learned in our required courses. Several students have returned from college in recent years to announce they are taking Chinese History because of the one-term exposure here. This is the eye-opening aim of many of our term course offerings.

For the student who wishes to take the achievement test or the Advanced Placement exam in American History, we offer a term survey course that is close to the traditional open-the-textbook-and-run course. Advanced Placement results show that it works as well for our students as the old full-year textbook coverage.

Other term offerings focus on narrow time periods or events and allow students to apply their techniques of investigation to more detailed data. Examples are the courses in the Russian Revolution, the American Presidency, The Twenties, or the fall term Ideas in History which considers the Renaissance in western Europe.

We are ready to offer new courses as often as we feel prepared and the students indicate an interest. Our goal, however, is to strike a balance between total response to student whims or interests and what we as a Department believe a student should study before graduation.

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**Modern Languages**

*André O. Hurtgen*

ALLOW me, if you will, to start with my conclusion: Most students should learn a foreign language; and if they are going to do so, then one year of study is not enough, two years are not enough, even three years of study here at Millville are not going to be enough.

Why should one study a foreign language? Well, a bit so you can “go native” when you are abroad; and a bit so you can read Hesse or Cervantes in the original; but more important, so you can comprehend why a Frenchman acts the way he does. In other words, one should study a foreign language to learn to appreciate foreign cultures and to understand that there are other ways of thinking and living and doing things.

We hope that when our students go to Paris they will want to stay away from the Hilton hotel; we hope that when they read an English translation
of a foreign novel they will feel they are being cheated, getting only a pale copy of the original — which is often quite true. We hope that they will want to grow out of the narrow, parochial view of the world which is too often the viewpoint of people raised in an immense country like this one.

Now, how does one learn a foreign language in a classroom in Concord, N. H.? Or, looked at from the teacher's point of view: "How do you teach a foreign language?"

A Foreign Language is not an Academic Subject

Foreign language teaching is a topic widely debated in professional circles and is, I think, a largely misunderstood business. For years the profession has been arguing the pros and cons of the traditional grammatical approach, the direct method, the audio-lingual method, and many others. In my view, one has to start with a very basic realization, namely: a foreign language is not an academic subject.

Algebra is probably best studied with book, paper and pencil; history is best approached through the study of documents, preferably original; the sciences can hardly be better learned than by experimentation in laboratories; artistic talent could clearly not be developed without access to canvas and paints, or at least a drawing pad and a pencil. But when you want to learn a foreign language, a living foreign language, what good is a classroom? What good is a blackboard? What good, even, is the best grammar book, if the learner never gets beyond classroom, blackboard and grammar book? I am personally acquainted with many people who are bilingual and yet who have never formally studied languages. As a matter of fact I was talking with one of them just a few weeks ago: she's four years old, and she is John Archer's little Italian granddaughter.

It is quite clear to me that foreign language study properly belongs outside — perhaps before — the traditional academic experience. But what is proper is not always possible. Most students come to us with little or no foreign language background, and with the expectation that we are going to teach them a foreign language. So we do it, and the way we do it involves three steps. Since the first two are taken simultaneously, you might say that we jump right into the task with both feet.

The first step is to teach the basic skills, i.e. the ability to bear and understand foreign sounds; the ability to speak them, to reproduce them intelligibly; the ability to read and understand the written word, and the ability to write the foreign language. All this requires memorization of sounds, pronunciation and intonation, as well as spelling.

The second step is to teach the grammar, the structure of the language. This involves understanding and memorizing genders, declensions, conjugations, rules of grammar and idiomatic phrases. It takes a great amount
of drill, repetition, practice, and time—a great deal more time than we have, in order to achieve proficiency.

And then, of course, students have to learn to combine and recombine all these elements in countless ways, only some of which are acceptable.

These first two steps occupy almost completely the first two years of study. As you can see, if we are not careful, language study can easily appear to be an extremely lengthy chore that leads to no discernible end.

*Facing page:* F for effort in first-year French class, taught by Robert V. Edgar (standing).
We attempt to remedy this by introducing some solid literature at the earliest possible level, and this is the third step:

Somewhere near the end of the second year or into the third year of language study, depending on the difficulty of the language, we start reading — short stories first, then longer works. Students are thus invited to deal with progressively more interesting and sophisticated ideas in the foreign language. By the fourth year, pretty much all the time is spent reading and discussing (both orally and in writing) works that are both challenging and — we hope — relevant. It is at this level that we have our term courses on such topics as Current Events in French, Modern Theater, French Black Writers, Camus and Sartre; and, in Spanish, Latin-American literature, Don Quijote, etc.

While this sort of work is far more interesting, and is at last on an intellectual level which appeals to students, it often leads us to a paradoxical situation: fourth and fifth year students frequently are no longer able to speak and write as correctly as they could in the second or third year. Through lack of continuing drill and practice, they have forgotten — if they ever knew them — many of those genders and conjugations and tricky rules of grammar. Thus, by the time our students graduate, most of them are still very shaky in their grasp of the foreign language they have so long (and, we hope, assiduously) studied. There are exceptions, of course. We have some accelerated sections and we have some very bright students to whom much of what I have said does not apply; but I am talking about the majority, about the vast “average majority.” Yet it is not at all surprising that such should be the case.

Eight Weeks’ Immersion

Let me point out one very simple reality. If a student takes four years of a foreign language here at St. Paul’s, meeting four times a week for 45 minutes each time, and if that student faithfully does his assignment for each class, and if he is always attentive during class and really immerses himself in the language whenever his class meets, during four years — then (if we convert this into full days of the kind of immersion one would get by being abroad) he will have accumulated a grand total of eight weeks of contact with the foreign language. Now if anybody can learn a foreign language in eight weeks, I should like to know how it is done.

What has been lacking in the foreign language training of our students, as the reader has recognized, is what I might call “applied language,” the chance to put all those conjugations and idioms and rules of grammar into real use; the equivalent, you might say, of the science lab or the art studio. That step can only be taken by going abroad for an extended period of study.
We are fortunate to have this possibility through our School Year Abroad programs in France, Germany and Spain. We would like to see a year abroad become a normal, logical step in the education of all those students who consider, as we do, that a second language is an unequalled asset for every educated man. Foreign study is not for every one, of course, just as, say, advanced biology is not for everyone. But foreign study is the key to a vastly expanded world of ideas and experiences; it is something that will change a student's outlook, and that will enormously enlarge his horizon and considerably increase the scope of his future development, to an extent that cannot be matched, in my view, by any other experiences available in school in one's native country.

So here I am back with my conclusion: Most students should learn a foreign language, and if they are going to do so, then one year is not enough, two years are not enough, even three years of study here at Millville are not going to do it. The only meaningful foreign language course of study is one that includes extended residence and study abroad.

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**English**

*Alan N. Hall*

The English courses help students to speak effectively, to read intelligently, and to write well." These seem simple enough tasks, since most students here have English as their native tongue and have achieved a high degree of literacy before reaching St. Paul's.

The significant words in my first sentence, quoted from the current School catalogue, are *effectively, intelligently* and *well*. I might add a few other terms for consideration: audibly, legibly, gracefully, and without hesitation — these too are part of doing something in English *well*. We want students to be able to analyze, criticize, judge — with eye, ear, mind — and then with voice and pen express these activities in an appropriate fashion. *Appropriate* involves decisions regarding medium, form, style, content, length, tone, and mood; and these decisions involve analysis, criticism, and judgment on the part of the student (the medium has always been the message, or at least a part of it).

Activities which train students to analyze, criticize, and judge are the mainstays of our writing exercises and much of our reading. For many
students these activities are the “pulling wings off butterflies” that so
appalls them, but we think they are still the best way to put wings on
young writers and speakers.

We also hope to encourage and nurture literary creativity in young
poets, novelists or dramatists by requiring students to read great literary
works and to understand what has made them great. In this way student
authors will have some standards for themselves and will also be aware
how and why standards change.

We feel it is important for students at this level to have some sense of
the chronology of literature and of their literary heritage, one that includes
elements of Greek and Roman civilizations as well as the Judeo-Christian
tradition. We have incorporated more American black literature into our
curriculum each year as another way to give our students an appreciation
of America’s literary development.

Because many of the intellectual activities which further the aims of the
English Department are carried out as well in other disciplines—for
example, history and religion—the English Department recommended
several years ago that the diploma requirement in English be reduced to
fewer than four years of English; there has been no required Sixth Form
English for several years, although a substantial number of Sixth Formers
continue to take senior-level term courses. At the moment, year-long
courses are offered in the five lower forms with almost 100% participation
at each level.

In First and Second Form English, emphasis is on study techniques,
grahram and sentence improvement, punctuation, spelling, vocabulary
and usage, the dictionary, and composition both oral and written; in
English 2 we use a transformational grammar book written by a member
of the faculty. New students are taught how to use the remarkable
facilities of the Sheldon Library. Different types of literature are studied
for form as well as content.

**Standardization in the Third Form**

In English 3 we continue the stress on fundamentals of reading, writing,
and speaking; the Third Form course is one of “standardization and
introduction,” for the majority of the Form are new to St. Paul’s School
and come from a variety of educational backgrounds. At this level we
attempt to lay a firm foundation upon which to build in the more
advanced courses. Some sections of English 3 are correlated with religion
and history in the “Origins of the West” course, and all sections survey the
quest for expression by American black writers before World War II.

English 4, our most unstructured course, provides an opportunity for
teachers and students to pursue a variety of individual interests, although
there is considerable emphasis on the short story and modern poetry. Significant works of post-World War II black writers are an integral part of English 4.

In English 5, during the fall and winter terms, we conduct a survey of literature in English—drama, novel, and poetry—to give students an awareness of changing fashions and emphases. In the spring, Fifth Formers select at least one term course, and have an opportunity to concentrate in some depth and engage in a final exercise, which may be a long paper, a dramatic performance, or a collection of stories or poems.

**Term Courses; Independent Work; Personal Discipline**

Term courses are offered to Sixth Formers each term; some are correlated with the History Department. Some recent term courses include modern drama, the modern novel, Shakespeare, fantasy literature, journalism, American advertising, creative writing, the theory and practice of comedy, Black studies, literature of the Twenties, and essay writing. We plan to offer term courses in acting and directing next year, and we hope to increase our team teaching with other departments.

In addition to these courses, the Department provides special courses in remedial reading, expository writing, and Advanced Placement English. Each term a number of Sixth Formers engage in independent study projects supervised by members of the English Department.

At every level below the Sixth Form we engage students in the study of all types of literature, primarily the novel, the short story, poetry, and drama (inevitably but appropriately, at least one Shakespearean play is read each year). While our emphasis in writing is upon the expository essay, students have many opportunities to write short stories and poems and to submit them to the *Horae*, or to write news articles for the *Pelican*. There are frequent class speeches, formal and informal, and we make extensive use of tape recorders and TV equipment in connection with these exercises.

At the heart of all this activity is our conviction that reading, writing, and speaking demand a high degree of intellectual sophistication, emotional conviction, and personal discipline. We are concerned to find that students entering St. Paul's School are, to an increasing degree, products of a "non-reading" culture which does not value the printed word as an effective or meaningful medium. We are concerned too about a current of anti-intellectualism that deprecates standards of analysis, criticism, or judgment. Happily, the subject "English," like the word and the language "English," is both durable and flexible, and our students continue to find the study of English challenging, lively, and personally satisfying—to them and to us.
Alumni at Large

The thought of police work as a career was planted in John Chapin’s mind by a hired college guard with whom he fell into conversation one evening, not long before his graduation from Trinity College in June, 1970. The work sounded interesting, exciting, far from the easy obvious ruts open to college graduates, close to some of the tough social questions that need answering.

That fall, when Chapin found he would not be called for military service, he applied for and joined the Hartford Police Force. On top of his job as a policeman, which he describes here, he works 10-15 hours a week in a Farmington bookstore of which he is co-owner. (The store, incidentally, is in an ancient mill building owned by John K. Winter, ’28 — the structure being the oldest grist mill in the state.)

Christmas Beat

John C. Chapin, ’66

At 9:30, Christmas morning, the locker room banter at the Hartford police station was scanty and spiritless. The usually therapeutic news clippings and cartoons checkering the corkboard went unnoticed. Bemoaning our lot, we sauntered into the squad room for the roll call line-up.

At the Lieutenant’s command, “Dress, right, dress!” left hands flew to left hips, left elbows jutted into neighboring ribs and necks craned right to insure an unwavering line. We then jerked like automatons to a semblance of attention and waited for the day’s orders.

Assignments received, and each laden with Colt thirty-eight, mace, blackjack, cuffs, auxiliary ammo, night stick, briefcase, and precious $1,300 radio, we drifted out of headquarters to the compound where our cruisers had sat idle for six cold early morning hours.

The eleven cruisers of the 10 a.m. to 6 p.m. shift roared as we revved their Plymouth engines, hoping to coax some warm air inside. Meantime, we checked our oxygen resuscitators, gas masks, fire extinguishers and other equipment.

“Twenty-three, twenty-three, Chapin on the line.”

The radio dispatcher responded, “Twenty-three, twenty-three, Chapin 0956.” We junior patrolmen, it should be explained, are assigned to different sec-
tions of the city each day. While this "bouncing" arrangement has the merit of giving us varied and widespread experience, it precludes any in-depth probes of crime in a given area.

Unit 23 covers several blocks in the North End of Hartford. Even during the day shift, which we work every third month, patrol is quite dense in this almost exclusively black and Puerto Rican half of Hartford, because its crime rate is significantly higher than in other parts of the city.

Once in our districts, we slowly cruised the perimeters, stopping passing police cars to exchange news such as last night's murder of an innocent bystander during a holdup at nearby Siegel Poultry Market, and a serious early morning "cutting."

No Holiday for Crime

Crime and trouble do not stop for holidays. On my Christmas beat I followed up a number of standard calls: an auto accident, a tenant's complaint of inadequate heat, a verbal domestic dispute, a sick call, mental case complaints, a hit and run accident, and our ultimate emergency, a police officer requiring immediate aid. Some calls resulted in arrest but most situations were smoothed over.

At 10:52 a.m., Unit 24 stopped a drunk driver on Vine Street. I shot over to "cover." It wasn't yet 11 a.m., but there he was, a blubbery basket case, stiff behind the wheel. To no one's surprise, he "went over," by which we mean he failed the alcohol test the Sergeant administered, and was consequently jailed.

Unit 23 was then dispatched to East Raymond St. to quell a brawl (I happened to be only half a block away). In the first floor apartment, I found two black brothers in their late teens, violently shoving, and trading insults, such as "stupid-ass nigger." The family Christmas was literally in ruins - the tree toppled, bulbs broken, younger brothers' and sisters' presents smashed. As is generally the case, no arrest was made. When an accord was reached and a report written, Unit 23 and the backup unit left the depressing scene.

Yet the day was jammed with memorably cheerful events which almost erased that vision of carnage on East Raymond St. The children on Judson St. squealed with delight playing "Adam 12" with their new walkie-talkies, although one despondent group innocently begged me to turn off my portable because it caused interference. Dozens of children swooped from sidewalks to streets on their gleaming Christmas bikes.

One skipped up to the car to show me the casette tape player, blue denim jacket and gym shoes he had found under the tree. The beaming, familiar face ex-
explained, without being asked, “You know me. I put fire to the trash in Stowe Village last summer and you took me to Juvenile, and then you were mad cuz you had to bring me home.” Then he said, “So long, Mr. Police,” and ran off with his friends.

Questions; Questions

By the end of my shift, as I cruised back to headquarters after eight exhausting hours, many of the old questions were coming to the surface of my thoughts.

The recent arrests of a veteran black detective, on charges of exchanging drugs for sex with an addict, and of a veteran Italian officer, for purchasing goods with a credit card stolen in a house break, had been deeply unsettling to us all. We had imagined the Department to be uncorrupted, and we still cling to the essential truth of that belief.

I wondered if the hours of community relations lectures at the three-month-long Police Academy affected our street performance in any degree or if a tough, cautious predisposition immediately reasserted itself when we came into contact with the veterans on the force.

Was there some justification for the lower standard used in testing minority group applicants for police work? Perhaps traditional “tough neighborhood” candidates were better suited to the exigencies of urban police work. A police force top-heavy with college graduates afire with Messianic self-images might well be a sad spectacle.

The omnipresent and complex facts of racial tension crossed my mind. Caucasians in the South End are upset that, although they pay the bulk of the taxes, the new schools and the bulk of police protection are in the North End. Many of the North End residents believe the police rarely issue a traffic summons in the South End, and vice versa. Black police officers are often resented both by white officers and by younger black citizens, the latter subscribing to the theory that the police are colonial oppressors. Many blacks wince if we say “black,” preferring “colored.” Furthermore, Jamaicans often insist that they not be lumped together with American blacks. The schools are now relinquishing their melting pot function, to the extent of allowing Puerto Rican children (a large minority in Hartford) to use Spanish as their primary language. How can a policeman give a Miranda warning to a Puerto Rican suspect?

Technological gadgetry has revolutionized the profession. Portable walkie-talkies provide security in precarious situations. Mace, essentially an incapacitating squirt gun, gives us a welcome and gentler
alternative to the old-fashioned night stick. There is speculation about the uses of a helicopter in prevention of crime and apprehension of offenders. Computers allow near-instantaneous checks on a suspect's criminal record.

On the other hand, a national bank of criminal information and the like are of rather limited value if the police are so hampered by court decisions that they cannot even demand identification from a suspicious person. The average citizen, if he were to observe a series of criminal trials, might well be shocked to see the courts' pervasive concern with technicalities that seem at best marginally related to civil liberties, and which belie the search for truth.

The Need for Objectivity

Many police officers are disgusted with what they regard as naive leniency in the courts. A fifteen-year-old who recently held up a Trinity College student at knifepoint had been apprehended for shooting people, holding up a lady and stealing and smashing a car—all in the previous eight months. Ironically, it is the urban poor who are most often victims of "repeaters." Statistics show, moreover, that of those policemen killed on duty a large percentage are killed by people with former felony records.

Noting the very high recidivism rate in Hartford, many deduce that our prisons are archaic and degrading. Yet, although the condition of our prisons is indeed a problem, the remarkable incorrigibility of many prisoners ought also to be conceded.

Politics and emotion should have no place in study of the roots of criminal behavior. More scientific objectivity is needed in examining reports like Moynihan's analysis of the lack of Negro family structure or the several chromosomal variance hypotheses. The behavior of densely packed rats in laboratories is often offered as a convenient explanation.
for high urban crime rates, yet crime in Tokyo is almost non-existent as compared to crime in New York City. Even Vienna’s per capita homicide rate is one tenth that of Chicago.

One obvious and undeniable wellspring of crime is heroin addiction. New York City Policy Commissioner Murphy estimates that 70% of all crime in New York is drug-related. Because very large profits are involved in the drug traffic, it seems virtually impossible to keep heroin out of the country without suspending all our civil liberties. There has been serious talk of establishing government-supervised heroin-dispensing centers for addicts. That the government should condone the pacification of addicts in this way smacks of the “soma” society envisioned by Aldous Huxley, but many police officers can see no other alternative, including methadone. Conversations with “junkies” create great skepticism of methadone as an answer to the problem.

These and other unanswered questions churned in my thoughts at the end of the day. We have our frustrations, certainly, but there is great stimulation in the police profession and the work has its human rewards. I cannot imagine leaving it.

Arriving in Monroe, N. Y., to discuss Rowland Stebbins’ article with him and get some photographs, the Editor asked a garage attendant at the edge of town, “Can you tell me how to get to the town dump?”

“There isn’t any. They’re not allowed any more.”

“But how do you get rid of trash, garbage?”

“Call up the garbage man. He’ll take it away.”

“But where does he take it?”

“I dunno. Down New Jersey, maybe. The truck’s empty when he comes back.”

That’s the shape of the problem with which Stebbins has grappled. Solid waste? ‘Let someone else put it somewhere else, where I don’t have to see it or worry about it.’

Starting with Garbage

Rowland Stebbins, 3d, ’55

The town of Monroe is approximately fifty miles northwest of New York City, and four miles west of the intersection of the New York State Thruway and Route 17 to Binghamton. Railroad tracks run directly through the center of the village. Across the street from the railroad station is Larry and Don’s Gulf
Service Station. In one corner of the service station lot, up against the walls of an old building, are parked in off hours the four garbage collection trucks of the C & D Garbage Removal business.

With these trucks, C & D collects garbage from over twenty-five hundred accounts, primarily single-family homes, some in very rural areas, many clustered on quarter-acre lots in huge developments. C & D also collects from gas stations, restaurants, stores and other commercial operations, but these provide a relatively small portion of the business.

Last July, my partner, Timothy L. Hogen, and I became the new owners of this business. Since then, we have joined the other employees of C & D in the daily task of picking up the garbage. We have learned to operate the trucks, and have nearly mastered the intricate routes they follow each day.

We have been living, for the most part, the same working lives as the rest of the seven employees of the business. Needless to say, it is a strenuous occupation, but there is after all some satisfaction in being physically fit. More important, it is a life dominated by the seasons and the weather. Quite apart from making the worker hot, cold or wet, seasons and weather influence the quantity and quality of the garbage itself.

Garbage in the summer differs from garbage in the winter; a household that fills two cans in the winter fills four in the summer. Picnic materials, lawn cuttings and garden trimmings swell the volume. In the winter, wet garbage freezes inside the cans; in the summer the hot sun converts the cans into warm ovens where, like tiny squirming grains of rice, maggots breed.

Rain soaks newspaper and fills uncovered cans with water, substantially increasing their weight and the effort required to empty them. Snow creates slippery roads and uncertain footing. A day's work which is finished on the average in seven hours may take anywhere from five and a half to ten hours, depending on the weather.

In addition to these uncertainties, there is always the threat that a truck will break down. The route each day is planned so that the trucks converge when the route is finished. If one breaks down, the others continue to collect until they come to the disabled truck, and then they must finish the route. Often a truck can
be fixed and put back to work — flat tires can be changed or a truck stuck in mud or snow can be pulled out — but it invariably means a long, difficult working day.

Finally, when the trucks have dumped their loads and returned to the yard, there may still be work to do on them. The drivers are responsible for a certain level of maintenance and may even make substantial repairs. The day is not over until the trucks are ready to operate early the next morning.

It is unlikely that any other alumnus of SPS, or for that matter of Yale, has ever become a garbage collector. Yet Tim Hogen (a graduate of Andover and Yale) and I have actively participated on a daily basis for over seven months in the garbage collecting operations of C & D. Some may be curious to know how this came about and where we think it may lead.

A company called Ipex Corporation was formed in March, 1969, more than two years before it acquired the C & D Garbage Removal business. Its founders, whose previous experience had been law and finance, believed that as the nation became more aware of the damage being done every day to the environment, business opportunities would arise which might not only be profitable but would at the same time involve the company and its principals in active efforts to prevent, or at least mitigate, environmental damage.

Out of Law, Into Ipex

Until late 1969, Ipex had no employees. At that time, Hogen and I decided to join the original founders, to match their investment, and to commit ourselves full-time, as salaried officers of the Company, to the search for an undertaking on which it could launch itself. If either of us had personally been completely content in our previous work — Hogen as a management consultant, I as a lawyer — we undoubtedly never would have been attracted to Ipex, or have seen it as a very challenging, eminently worthwhile, and potentially rewarding project. We started in late January, 1970.

Within a few months, we had narrowed the scope of our attention to what is called “solid waste management.” Problems of air and water pollution, we feel, have to be met through legislation. Only legislation can force industrial and commercial operations to incur the cost of avoiding pollution, or prevent municipalities from permitting pollution, or prevent manufacturers from making and selling things the use of which causes pollution. In this area there are important roles for scientific and engineering con-
Pollution is cheaper than salvage. An American monument at Monroe dump.

consultants, working with lawyers, economists and legislators. But we saw few business opportunities beyond the highly speculative financing and development of new technology, a field largely preempted by big corporations with substantial research and development funds. And finally it seemed to us that even after all the pollutants have been prevented from going into the air or into the water, they will very likely be collected in a container of some sort and taken out back — for the garbage collector to haul away.

Scrap Metal; Pyrolysis; Tons of Trash

We approached the problems of handling solid waste by dividing them into three categories: collection, disposal and recycling. We looked to recycling as the best long range solution and turned first to the secondary materials industries, in particular the scrap metal industry.

With the idea of acquiring a foothold in this industry as a base for further development, we spent several months examining a number of companies and learning how the scrap industry works. We visited and reviewed the operations of over twenty scrap firms from Boston to Philadelphia, all of which were interested in selling their businesses. None of these firms presented an attractive business opportunity for our purposes, but we learned much about the technical, economic and practical complexities of recovering raw materials for reuse.

In the fall of 1970 we spent several weeks studying a newly developed municipal refuse disposal system designed to combine mechanical separation of saleable corrugated paper with a process called pyrolysis, a form of burning without combustion, which would reduce the unseparated remainder to a small volume. Earlier in our studies we had concluded that pyrolysis was a process which would undoubtedly contribute significantly to meeting the problems of disposal and we were eager to be involved in its development. Investigating this process, however, taught us the enormous difficulties in converting proven technological innovations into economically workable operations. Eventually we withdrew from the project, largely because there was insufficient data available to enable us to judge if the system as proposed had a reasonable chance of being constructed and operated successfully.

Finally, in early 1971, we were

39
posed to a different aspect of recycling through management of a large scale community recycling program. Working under a management contract for the Environmental Action Coalition in New York City, we experienced for the first time the massive handling problems involved in dealing with solid waste. By the end of our contract period, we were moving, with volunteer hand labor, over ten tons a week of bottles, cans and newspapers from collection points to

Beat it down and bury it: the surface of Monroe's landfill dump.

buyers in the New York and New Jersey area.

The key to recycling, we clearly saw, is the market for secondary materials, the relationship between the cost of handling these materials and what the buyers will pay for them.

By the spring of 1971, our studies of efforts to develop new technology and systems to deal with the problems of solid waste had only confirmed the conclusions of others: these developments will take a long time; there will probably be no “break-through” solutions; and it is impossible to predict which new techniques will become even modestly successful, or how broadly applicable even they will be in solving the particular problems of communities around the country.

Since the business of simply collecting garbage is not the phase of solid waste management which affects the environment, we had not at first been eager to become involved in it. However, our experiences had convinced us that before we could be directly concerned with the impact of disposal methods on the environment, we needed to establish some form of legitimate, profitable operation handling solid waste. We had built up a body of knowledge and experience, but as yet had no answers. There was little more we could do without becoming active in the industry.

Furthermore, by the spring of 1971 our company badly needed income to survive. We examined several collection routes for sale and decided C & D should be our first acquisition.

To run the business properly, we have

Niagara of trash at Monroe dump.
found it necessary to have first hand knowledge of the day to day problems of collection. Learning the route, of course, essential; it has taken a long time and is a task not yet completed. Direct supervision of the men and gaining their confidence that we understand the operation is also important. There was no way to avoid taking an active hand in collection, and this will undoubtedly continue at least until one full year from the time it began last July.

We have now operated the C & D collection for over seven months, and it is still not easy to see exactly what contribution we will be able to make to environmental improvement. The economic, technical and political obstacles are enormous. However, we can identify what in a general way we would call progress.

First, we want as soon as possible to engage in direct management of some form of disposal, probably of a landfill. This will not be easy. The concern for proper landfill management and the scarcity of appropriate land has caused governmental bodies, at the municipal, county or state level, to decide to choose sites themselves and to take over most landfill operations. In many places, progress is hampered by inter-town rivalries and jealousies, and by jurisdictional disputes over which level of government should be responsible. Private landfill operations are threatened — perhaps justly — with being closed down. Under these circumstances, it may be hard for a private company to find a profitable role in operating disposal facilities.

Yet we believe progress will be speeded if private initiative is allowed to seek such a role. The profit incentive and the willingness to assume risk in the hope of gain have motivated the solution to problems no less difficult.

Recycling, the recovery of raw materials from the waste stream, should, of course, be a prime goal of any disposal system. But recycling today is extremely primitive. Wherever a profit can be made by hiring men to collect, transport and resell waste material, secondary materials dealers are already doing it. And if cost or price factors change so as to render it profitable to recover material from a new source, these dealers are quick to respond. But unless recycling can be done profitably, there is little hope that it will be done on a large enough scale to make any difference. The one essential is a strong demand for the materials, reflected in high, stable prices. If, ultimately, a heavy tax were to be laid on the consumption of raw materials, recycling would develop far more rapidly and efficiently than is possible now. Our hope is to move, as soon as a way opens, from disposal to some kind of profitable recycling operations.

Will This Influence Values?

Finally, one asks what interaction may develop between C & D and the values of the society. Will a move of St. Paul’s and...
Yale graduates into the business of garbage collecting help to dramatize the need to reevaluate priorities in our industrial system? Perhaps. And perhaps in other ways our company can influence values. The current wastefulness of Americans, for example, has largely been instilled in us through advertising. Can a garbage collection and disposal company develop advertising which will counteract the tendency towards wastefulness as well as benefit the business? What incentives can be introduced to cause people to generate less garbage and at the same time to pay the greater costs of environmentally sound disposal? In short, how can we actively influence people’s behavior to mitigate environmental damage, and how can we make this a part of the daily operations of a profitable firm?

Answers to these questions lie in the future. In the meantime, we believe we have moved a little closer to the point where we can make a significant contribution to environmental progress.

Anniversary

THE SCHOOL’S One Hundred and Sixteenth Anniversary will be celebrated on June 2, 3, and 4. Coolidge M. Chapin, ’35, is in general charge of Anniversary plans.

Reunion Forms and their Chairmen:

1902 - 70th: Stuart D. Preston, 125 East 72d St., New York, N. Y. 10021
1907 - 65th: James Garfield, 987 Memorial Drive, Cambridge, Mass. 02138
1912 - 60th: Hugh W. Rowan, The Kenwood, Apt. 1614, 5101 River Rd., Chevy Chase, Md. 20016
1917 - 55th: Baylor O. Hickman, Glenview Farm, Goshen, Ky. 40026
1922 - 50th: Volney F. Righter, 280 Park Ave., New York, N. Y. 10017
1927 - 45th: Laurence B. Rand, 21 East 40th St., Rm. 704, New York City 10016
1932 - 40th: Warren Richards, 4316 Roland Ave., Baltimore, Md. 21210
1937 - 35th: Julien D. McKee, St. Paul’s School, Concord, N. H. 03301
1942 - 30th: Malcolm McLane, 5 Auburn St., Concord, N. H. 03301
1952 - 20th: H. Anthony Barclay, Jr., 9 East 97th St., New York City 10029
1962 - 10th: Alvin A. Schall, 145 East 16th St., Apt. 10-E, New York City 10003
1967 - 5th: Arthur B. Cook, 2d, 101 Ocean Ave., B-7, Santa Monica, California 90402
Anniversary-Graduation Program (tentative) — Daylight Time:

Friday, June 2
2:30 p.m. Baseball game: SPS vs. Belmont Hill
3:45 p.m. Lower School Boat Races
8:30 p.m. Student Drama and Musical Performance, Memorial Hall

Saturday, June 3
10:00 a.m. Anniversary Symposium, Memorial Hall
12:00 noon. Alumni Meeting, Memorial Hall (wives welcome)
1:00 p.m. Alumni Parade
   Alumni and Parents Luncheon, Cage
3:00 p.m. Boat Races, Turkey Pond
   Award of Prizes at Flag Pole (after races)
6:00 p.m. Buffet Supper, Upper School
   Reunion Dinners
8:00 p.m. Movie, Memorial Hall

Sunday, June 4
9:00 a.m. Holy Communion, Old Chapel
10:30 a.m. Chapel for Sixth Form, Parents and Alumni
   Address by the Rector
11:30 a.m. Luncheon for Sixth Form, Parents and Alumni
   at Upper School
2:00 p.m. Graduation, Chapel Lawn
3:30 p.m. Sixth Form departs

Alumni Fund

Progress Report, as of March 1, 1972

THE Alumni Fund campaign ending June 30 reflects the redoubled efforts of the Form Agents, as well as an increasingly responsive Alumni. Since their joint meeting with the Regional Chairmen at the School last October, the Agents have mailed initial appeals with a real sense of the School's needs.

As of March 1, a total of $75,717.63 has been received from 1046 alumni for unrestricted use. Special Funds established for certain Reunion Forms also show considerable progress. The 50th Reunion Fund of 1922
has reached $13,482 from 9 contributors. Gifts and pledges to the 25th Reunion Fund of 1947 amount to $19,453 from 24 contributors.

The School's operating overhead continues to rise, in spite of every effort to control costs. Although deficits have been incurred in recent years, the Trustees and Administration are determined not to reduce the quality of the educational experience. As alumni, through increased unrestricted giving, we can effectively reduce this burden on the endowment, by enlarging our measure of support.

We approach the final quarter of this campaign with renewed gratitude for the efforts of our Form Agents and, more especially, for the contributions in hand. Just as our participation becomes more meaningful, so also do we solicit your second or increased gift of cash or appreciated securities.

Our goal is your participation. Let it represent your loyalty and support for the proven accomplishments of the School and its Administration.

Harold P. Wilmerding, '55, Chairman

1972 Alumni Fund Committee
Harold P. Wilmerding, '55, Chairman

Alexander T. Baldwin, '21
Francis D. Rogers, '31
Francis E. Storer, Jr., '41

A. Walker Bingham, 3d, '47
Malcolm MacKay, '59
Winthrop Rutherfurd, Jr. '60

Alvin A. Schall, '62

Regional Alumni News

French Alumni Form Branch

THE ALUMNI Association is pleased to announce the formation of a branch in France, on December 2, 1971.

The Association of French Alumni of St. Paul's School has come into being as the result of the initiative of former Weicker Scholars, Marc A. Gatin, '67 and Patrice F. Gaunard, '68. Their twofold purpose is to show gratitude to Mrs. Elizabeth R. Weicker (now Mrs. Tassos Fondaras), who has made scholarship funds available for more than a decade to enable French boys to spend a year at the School, and to continue old friendships and build new ones on the St. Paul's experience the Weicker Scholars have in common. They hope that through the new association each member will pre-
serve close and lasting ties with St. Paul’s.

The new group’s first mimeographed bulletin, issued last fall, listed the names and current addresses of twenty-four French students who have been at St. Paul’s, including two now at the School. Headquarters, for the present, are c/o Patrice Gaunard, 11, Parc de Montretout, 92 St. Cloud, France.

The School is justly proud of the interest and sentiment of these graduates.

J. D. McK.

1934 Enjoys Fractional Reunion

IN THE interest of nothing more than renewing friendships forged some forty years ago at Millville, twenty-six members of the Class of 1934 met in New York City on January 26 for a 37½-year reunion.

Genuinely glad to visit with (and be able to recognize) one another again, we marvelled at our keenness of mind and physical fitness—not a “soft underbelly” in the lot. (Well, almost none.) As each person told briefly of his years since 1934, we could not help being impressed by the divergent interests and accomplishments that have evolved from our common education.

Those who couldn’t attend were truly missed and they, in turn, missed a really good-fun party and the refreshing pleasure of renewing old acquaintances. We recommend the idea to other Forms.

John R. Clark, ’34

SPS Weekend for Collegians

TWENTY-seven alumni now in college in the Northeast returned to SPS on Saturday, February 5, in response to the School’s invitation to a reunion weekend.

They began arriving in mid-morning from as far away as the University of Pennsylvania and spent the day talking to faculty and student friends, remarking

such big changes as the disappearance of the old Lower and the appearance of girls, and watching SPS teams in action.

That evening at the Rectory, Mr. Oates was host to the young men and to the many faculty members and wives who provided housing for the visitors overnight.

Next day, those not playing squash, skating, skiing or taking long walks, watched a very exciting hockey game in which an Alumni team, ably coached by Coolidge M. Chapin, '35, overcame the SPS Varsity, 3-1. (see p. 14) After lunch, the collegians took to their cars and headed reluctantly toward the battles of the turnpikes and books beyond.

Meetings at Princeton & Harvard

A GROUP of alumni who are Princeton undergraduates met at the college with Walter L. Hill, Vice-Rector, for a dinner reception arranged by Charles W. Flynn, 4th, '69, at the Cap and Gown Club, February 15. Twenty-six of a possible thirty-three alumni were present — a wonderful turnout.

Mr. Hill spoke to the group, answered questions and showed slides, to bring his hosts abreast of the School as it is today. In turn, he profited from their reactions to changes at the School and from their observations about the transition to college, in the light of their SPS experience.

Two days later, a similar dinner reception, organized by Douglass L. Warren, '68, was held at Harvard. Dean F. Skiddy von Stade, '34, Master of Mather House, was host for cocktails at his home to Philip E. Burnham, Vice-Rector, Julien D. McKee, Executive Director of the Alumni Association, John Q. Adams, President of the Association and Trustee, William R. Faulkner of the faculty, now studying at Harvard on sabbatical, and thirty-three young alumni undergraduates. A dinner-meeting followed in the small dining room at Mather.

Books


KURTH Sprague has set himself a challenging task in this long poem. By presenting the so-called confession of a fifteenth century man, he points a moral for twentieth century society. To stretch successfully between two so diverse cultures — and in poetic form — is not easy, and Mr. Sprague has managed to do most of this remarkably well.

His subject is the Marshal of France, Gilles de Rais (1404-1440), companion of Joan of Arc, man of letters. Gilles de Rais was also a monster of sexual perversion, a ritual murderer and sexual violator of countless children, whose scandalous behavior eventually so alienated the society of his day that court and church united with his
family to destroy him. The energy, power and self-confidence of the man— even after five hundred years— both attract and repel; it is a fascinating commentary on human nature that two contemporaries, the Maid of Orleans and her Marshal, should end up at opposite poles of legend, the former immortalized as a saint, the latter immortalized as Bluebeard.

Mr. Sprague’s poem purports to be Gilles de Rais’s confession, made just before he was burned at the stake with two companions on October 26, 1440. Happily for the average reader, whose knowledge of the period is likely to be limited, Mr. Sprague provides several prose prefaces which outline the historical facts; in addition, each of the seven sections of the poem has an elaborate title which gives further information. While the titles and prefaces tend to overwhelm the poetry, I think they are essential to the total effectiveness of the book.

A confession is always an attempt to answer the question “why?” Birth, social position, the duty to follow the profession of arms—all help to explain the behavior of Gilles de Rais:

No, my childhood had not limits of decent certain pleasures
Watched by decent certain parents . .
No, my childhood’s liberty was absolute
And my playground garden from the first was the world and worldly things . .
I trod corruption’s far and fertile ways,
Evermore refining my tastes.

Throughout the poem Mr. Sprague vividly and effectively evokes the flavor of fifteenth century life as lived by an aristocratic soldier, the world of intrigue and war and mindless cruelty to the lower classes, whether friend or foe. License to excess in war leads to license to excess in peace, and the author in several terrifying passages recreates not only the slaughter of the innocents but also the lip-smacking delight of de Rais in recounting his hideous crimes, and his final excess of repentance—undoubtedly appropriate for the times. The gusto, the animal vitality of de Rais is unmistakable in the poet’s lines; Mr. Sprague has created a kind of beauty from the horrors of the past.

Two characteristics of the Marshal that are well presented are his sensitivity to beauty and his egotism, both of which are reflected in lines which deal with the strange distorted contradictions of his standards:

So sublime deformity’s a form of rare perfection
No part articulated with reason or dispassion,
Every joint contorted past nature’s laws, every bone bent,
Ligament racked past the normal bearing,
And nothing seems but twist and torture, nothing in repose,
No respite for the eye to dwell on grace—
A form of rare perfection.

In such a passage as this, Mr. Sprague comes closest to helping us understand the bizarre and fascinating mentality of Gilles de Rais; the poem as a whole is a brief, but satisfying, revelation of a personality type we recognize even today: the man who has never learned control.

Alan N. Hall
Editorial

THE time was, when an editor of the Horae would have hidden in small type the news that an alumnus had graduated from liberal arts college into the shoes of an inner city cop, or would have heard with incredulity the report that another, in his middle thirties, had stepped out of a Wall Street law firm and become a small town garbage man. But times have changed; attitudes, too. What yesterday was called eccentric, today is quite reasonable. Tomorrow, it could be normal.

Our purpose in featuring the occupations of John Chapin and Rowland Stebbins in this issue is not only to print accounts which are interesting in themselves, but also to celebrate the authors’ use of their full freedom to choose.

No one, reading those two articles, will miss the fact that Chapin and Stebbins were so positively attracted to the work they are doing— for its importance, its hazards, its heavy demand on their powers of body, mind and spirit—that the blue collar was no condescension for them. They are embarrassed (as are the great number of their contemporaries similarly engaged) to have it suggested they are making a sacrifice. The idea of noblesse oblige is remote from their minds. Asked to explain their motives, they are at first puzzled to know why a motive or an explanation should be considered necessary, when they are merely doing what satisfies their sense of personal value and social usefulness.

It is here that times have changed: our concept of advancement may be coming of age—and that is something to celebrate!

We may also be breaking out of the stultifying notion that liberal education is wasted unless used as a lure for hooking the higher-paid job; beginning to see the truth, that it is rather a system for exercising and stretching the capacity to view human life and problems in the round, for learning to sympathize with one’s fellows and to become a constructive human being.

If so, the stories of these two men who choose are a good portent.

ALERT readers will have seen many small alterations in the typography of this issue, and few will have failed to note our abandonment of the glossy-surfaced stock the Horae has used for many years.

These changes result from a decision to move printing and publication of the Horae to Concord. Our new printers, just off Main Street in the School’s home city, have larger facilities than were available before and will, we believe, be able to speed the production and mailing of the magazine. At all events, we expect a major cut in postal costs from the use of the Alumni Association’s mailing permit, which publication in Concord makes possible.

The move to a printer with different equipment for type-setting, etc. has necessitated many choices among type styles, sizes and the like. Our trial of a matte-surface paper, on the other hand, could have come at any time. We welcome comment on the effect of these new decisions, and on where improvements can be made.

WE URGE each of our readers to scan carefully, front and back, the names on
the “lost” list enclosed, and to help the Alumni Association by using the coupon to send in correct addresses for any of the men listed.

Testamentary Trusts

WE HAVE received from the School the following notice directed to our readers:

The Tax Reform Act of 1969, while not removing incentives for making charitable gifts, does state that a charitable “remainder trust” will not qualify for an estate tax charitable deduction unless it has been made in the form of a unitrust or an annuity trust that meets the requirements of the Act.

If you have established such a trust in your Will, you should see your attorney and have the Will changed to comply with the new laws, before October 9, 1972.

FACULTY NOTES

In the first encounter of a two-game series, a faculty basketball team bowed to a team of New Hampshire State Prison inmates early in January, 45 to 77. In this seventh year of faculty-prison rivalry, the SPS players are the Messrs. Leaderer, Ligon, Buxton, Brown, Burns, Betz, Erskine, Katzenbach, Doucette, Panek, Potter and Blake. According to The Pelican, not only do the inmate-timekeepers like to stretch out the play to fill all their available recreation-time, but the score likewise is subject to unpredictable manipulation. Evidently these aberrations do not dampen the masters’ enthusiasm. A second game will be played in the spring vacation.

Paul Birdsal (1921-24) died at the age of seventy, May 2, 1970, in Christiansted, in the United States Virgin Islands, where he had lived for the past eight years. After leaving St. Paul's he earned a doctorate in history at Harvard, and taught at Williams College until World War II. His study of the treaty that closed World War I, “Versailles Twenty Years After,” was published in 1941. He worked for the Brookings Institution in 1948-49; then was employed by the Central Intelligence Agency in Sweden and elsewhere until his retirement in 1962. He was survived by his wife, Marthe Birdsal, and three children of a previous marriage. Paul G. Birdsal, Mrs. Bridget L. Cooke and Mrs. William Avedoulos, and two grandchildren.

Mrs. Robert Bouth, a former principal dancer with the Robert Joffrey Ballet and soloist with the Ballet Russe de Monte Carlo, has joined the faculty as a part time dance instructor. “Dance gives you a discipline over your body and your mind,” she told a Pelican interviewer. “You always ache: you learn to live with minor pains. You force yourself to be disciplined. Dancing is a training of your body which can’t be gained through sports.”

The Rev. Courtney L. Carpenter (1956-60) has accepted a senior teaching position at Christ’s College, Christchurch, New Zealand, an outstanding preparatory school in the English public school tradition. The Carpenters, whose two sons are now aged four and one, hope to return to the United States every two or three years.
years for a winter visit (their summer holiday).

Will K. Dick, '67, Assistant Director of Admissions, visited more than forty primary schools in southern New England during the fall, to inform the schools of changes that have occurred at St. Paul's in recent years and to talk with interested students.

Richard D. Sawyer, '48, a member of the French Department since 1962 and Director of Admissions for the last five years, returned in January from a fall term sabbatical in France, happy at the prospect of going back to full-time classroom teaching.

Daniel K. Stuckey (1948-67), who has been director of athletics at Bowdoin College for five years, has been appointed assistant principal for development and alumni affairs at Phillips Exeter Academy.

Edward S. Thorpe, M.D., Director of Health from 1942 to 1949, died February 5, 1972, in Nashua, New Hampshire, where he had practiced pediatrics for more than two decades. A native of Philadelphia and a graduate of Haverford College and the University of Pennsylvania Medical School, he taught pediatrics for sixteen years at the University before coming to St. Paul's. During his years of practice in Nashua, he had served as president of the staffs of Memorial and St. Joseph's Hospitals in that city and was a past president of the State Pediatrics Society. He was a lifelong member of the Society of Friends. He is survived by his wife, Elizabeth S. Thorpe; a son, Fred Spaulding Thorpe, '46; a daughter, Sarah T. Vogler; three grandchildren, and two brothers.

The Rt. Rev. John T. Walker (1957-66), suffragan bishop of the Episcopal diocese of Washington, D. C., was elected a term trustee of St. Paul's School at the January meeting of the Board. (See page 16).

Robert H. Whitcomb (1902-07) died in Scituate, Massachusetts, December 20, 1971, at the age of ninety-two. Born in Winchendon, Massachusetts, and a graduate of Dartmouth College, he earned a master's degree at Dartmouth after his years at St. Paul's and taught at schools in Pennsylvania and New York State before settling in the position of associate professor of languages at Norwich University, Vermont, which he held from 1926 to 1940. An accomplished painter, composer and playwright, he coached the Norwich band, glee club and dramatic club.

**EMERITI**

Vergilius, the publication of the Vergilian Society, Inc., plans to publish on June 1 a special supplement dedicated to J. Appleton Thayer (1921-24, 1930-64), past president of the Society. Titled, "A Candid History of the Vergilian Society & the Villa Vergiliana at Cumae," the supplement is written by C. T. Murphy, professor of Classics at Oberlin College and president of the Society, and will contain a brief biography of Mr. Thayer.

By good luck, we were able to borrow from the Thayers a photograph taken at the Villa Vergiliana last September, showing Mr. Thayer, Mrs. Thayer, Frank L. Johnson (1917-47) and Robeson Peters, '38 (1946-55) at the start of a trip in Italy and Greece. Obviously, this quartet of classical tourists had ample enthusiasm to spur them on.

At the Villa Vergiliana, Cumae, Italy: left to right, J. Appleton Thayer, Mrs. Thayer, Frank L. Johnson, Robeson Peters, '38.
FORM NOTES

1916

Nickels B. Huston was cited for almost fifty years of loyal service in promoting the ideals of the Massachusetts Society of the Sons of the American Revolution, at a ceremony early this year in Pittsfield, Massachusetts, at which he was awarded the Society’s Douglas MacArthur “Patriot’s Medal.”

1921

W. Newton Ryerson is completing his fifth year as placement director at Vermont Technical College.

1927

Samuel W. Hawley, who has spent his entire business career with the Peoples’ Savings Bank of Bridgeport, Connecticut, was elected a trustee of the bank last June. Since he became president of the bank in 1956, assets have increased from 200 to 624 million dollars.

1928

Philip K. Crowe, United States Ambassador to Norway, has given his personal papers, books he has written and other items to the Fletcher School of Law and Diplomacy at Tufts University in Boston. A diplomat of wide experience and a founder of the World Wildlife Fund, Crowe has traveled and written extensively about conservation of rare species. The collection at Tufts will be known as the Philip Kingsland Crowe Library of Diplomacy and Conservation.

1930

Harvard Law School Professor Archibald Cox, whose services on fact-finding and mediation panels have been in demand at all governmental levels for two decades, has been named counsel for a special Massachusetts legislative committee which is investigating the alleged misconduct of Judges DeSaulnier and Brogna.

1932

Richard F. Baum is the author of two articles appearing in learned journals during the winter: an essay on technological progress and regress, in The South Atlantic Quarterly, and an article on the theory of history, in the January issue of The Intercollegiate Review.

Alexander O. Victor, curator of maps at Yale University, reports that he is the happy grandfather of three girls and five boys.

1937

Lawrence B. Sperry is looking ahead to summer when he plans to move from Paris to Sydney, Australia, “in time for the new gold rush in uranium shares!”

1938

Lieutenant Governor John S. Burgess of Vermont was the subject of a laudatory feature article in Vermont newspapers in January. The article carried the speculative heading, “Will he be the nominee for next No. 1?” Burgess was propelled into politics by friends who urged him to run for representative of a newly created district in 1966. In 1969 he was unanimously elected speaker of the Vermont House of Representatives and in 1971 became lieutenant governor. He and his wife, Rhonda, have a son and daughter, both in college.

1940

James F. Bodine became president and chief operating officer of the First Pennsylvania Banking and Trust Company, Philadelphia, effective January 1, 1972. He has been with the bank since 1948 and has served for the past seven years as executive vice-president.

Married: Richard F. Hunnewell to Mrs. Julie Desloge Haggerty, daughter of Mr. and Mrs. Louis F. Desloge of St. Louis, Missouri, January 15, 1972, in New York City. Hunnewell is an officer of the Manufacturers Hanover Trust Company.

1941

Col. Morris D. Cooke, U. S. M. C., who has been director of the Marine Corps Command Center at Marine Corps headquarters, is now
assistant chief of staff, G-1, at the Marine Corps depot, Parris Island, South Carolina.

Married: Robert W. Young, Jr. to Mrs. Margaret E. Airey, daughter of Mrs. Vera du Vernay Gibbons of New Orleans and Joseph A. Airey, Jr. of Pass Christian, Mississippi, February 3, 1972, in New York City. Young is president of The Young Group, Inc., an affiliate of Arthur D. Little, Inc.

1942
Capt. George S. Grove, USN, has assumed command of Destroyer Squadron 13, currently at sea with the Seventh Fleet off Vietnam. The seven ships of the squadron are engaged in anti-submarine and anti-air warfare and in escort duty.

1943
Married: Richard H. Hazelton to Mrs. Miriam Rafield, daughter of the late Mr. and Mrs. Arne Lekson, December 19, 1971, in Westport, Connecticut. Hazelton and his wife plan to settle near Mexico City, Mexico, where he has newspaper interests and where he intends to found an English language tabloid, "The Mexico Free Press."

James B. Seelye was elected senior vice-president of the Provident National Corporation of Philadelphia, at a directors' meeting of the corporation in late December.

1945
Amory Houghton, Jr., President of the Board of Trustees, was the principal speaker at a dinner in Portland, Maine, January 17, at which a million-dollar fund raising drive for Waynflete School was opened. His subject was, "Merits of Private Education in Today's World."

1947

1948
Lewis L. Delafield is staff economist with TRW Systems Group, Redondo Beach, California.

1950
Robert A. G. Monks is a candidate for the Republican nomination for the United States Senate seat long held by Margaret Chase Smith of Maine. At the time he announced his candidacy in early January, Monks did not know if Mrs. Smith intended to run again. "We have consistently failed," he said, "to attract the young, the innovative and the energetic to our party. I pledge to make the rebuilding of the Republican Party a first priority."

1951
Born: to Hovey C. Clark and his wife, Nancy, a son, Hovey Charles, Jr., January 16, 1972.

Married: Kenneth A. Ives, Jr. to Miss Cornelia C. Spencer, daughter of Mr. and Mrs. Charles Eldridge Spencer, 3d of Middlebury, Connecticut, November 27, 1971, in Middlebury.

E. Bates McKee, Jr. is the author of "Cascadia; the Geologic Evolution of the Northwest," published in December by McGraw Hill. The book is a study of the geology of Washington, Oregon, Idaho and British Columbia. McKee has been associate chairman of the Department of Geological Sciences at the University of Washington since 1969. He wrote and narrated a ten-program course in Northwest geology which continues to be telecast throughout the Northwest.

1952
Cdr. Peter B. Booth, USN, has earned an M. B. A. degree at Stanford University. At last report he was still flying Phantom jets in the Navy and expected to become commanding officer of a squadron this spring.

Eric S. Cheney recently received a "best presentation" award from the Society of Mining Engineers for his paper, "Examples of the Application of Sulfur Isotopes to Economic Geology."

1953
George H. Bostwick, Jr., captain of the St.
Nicholas Hockey Club, is the author of a chapter on playing right wing in a hockey line, in the book, "Skates, Sticks and Men," published by David McKay Co., Inc.

Married: John Drayton Cochran to Miss Barbara Jennings Taylor, daughter of Mr. and Mrs. Henry S. Taylor of Centre Island, Oyster Bay, New York, November 5, 1971, in Cold Spring Harbor, New York. Cochran is a commercial photographer.

Married: Henry P. Elliott, Jr. to Miss Diane Pingitore, daughter of Dr. and Mrs. Nicholas E. Pingitore of New York City, November 6, 1971, in New York City.

1954

W. James Bonthron, of the Canadian Department of External Affairs, spent three days at the School in early March, visiting history classes and answering questions in the areas of his diplomatic experience: Russian-American relations, NATO, United States and Canadian governmental differences, etc. Students and faculty members agreed the visit was of immense value to them and to the School.

1955

Nicholas W. Craw has been confirmed by the United States Senate as associate director for citizens placement in the new ACTION volunteer agency. The office which he heads is responsible for the recruitment, processing and assignment to training of volunteers for ACTION. Among the seven component agencies which have been merged in ACTION, the best known are the Peace Corps and VISTA.

David Dearborn has been promoted to the post of trust officer in the State Street Bank and Trust Co. of Boston.

F. Aldrich Edwards, 2d has become vice-president in the York, Pennsylvania, division of the National Central Bank of Lancaster, Pa. Previously, Edwards was vice-president and officer in charge of consumer credit in the Second National Bank of New Haven, Connecticut.

1956


1957

John C. Breckinridge is a fellow in Cardiology at the University of Colorado Medical Center. He and his wife, Ann, are parents of a daughter, Elizabeth, and two sons, Cabell and Chad.

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.

Married: Walter Stetson Cluett to Miss Sandra D. Philippi, daughter of Mrs. Martin Alexander Philippi of Little Compton, Rhode Island, and the late Mr. Philippi, October 22, 1971, in Little Compton. Cluett is associated with the architectural firm of Samuel Glaser & Partners of Boston.

James A. Holloway, Jr. has left Wheeling-Pittsburgh Steel Corp. to complete the master of business administration program at the University of Pittsburgh. "Debbie, the kids and I," he writes, "look forward to completion of a hectic year and to gainful employment once again."

John G. Petrasch has left the First National City Bank and joined the Hartford National Bank as an assistant vice-president in the bank's office at Stamford, Connecticut, where he will be responsible for development of corporate loans and related services.

Lt. Cdr. Robert T. Riker, USN, was the officer in charge of a contingent of U. S. Navy and Marine personnel which participated in the funeral procession of the late King Frederick IX of Denmark in Copenhagen on January 24.
contingent, from the Naval Security Group Activity in Bremerhaven, Germany, was present at the request of the Danish Ministry of Defense.

1958

Born: to Andrew F. Derr, 3d and Mrs. Derr, their first child, a daughter, Helen Denney Harmonson, July 25, 1971.

David Ross, 3d, holder of the national record of 6396-554 out of a possible 6400 points for prone smallbore competition, is now stationed in Houston, Texas as an internal consultant for the Alaska Interstate Company. An article about Ross in American Rifleman for November, 1971, quotes him as crediting much of his success to excellent coaching in high school and in the Army. "Gerhard Schade, his first coach, helped him tremendously by making the high school range available, passing on innumerable shooting tips, and encouraging him to become a competitive shooter."

1959

Engaged: Timothy Reath to Miss Dinah Haynes Guernsey, daughter of Mr. and Mrs. Peter Eaton Guernsey of Old Westbury, New York, and Martha's Vineyard, Massachusetts. Reath is an insurance broker with the firm of Marsh & McLennan.


1960

Engaged: Benton L. Moyer, 3d to Miss Frances Webb Sykes, daughter of Mr. and Mrs. Lawrence A. Sykes of Duxbury, Massachusetts. Moyer is with the international division of the First National Bank of Boston.

1961

Born: to James S. Barker, Jr. and Mrs. Barker, their second son, David Austin, July 2, 1971.

Engaged: Tom Drury to Miss Leila Rima Sarras, daughter of Mr. and Mrs. Sadek H. Sarras of Beir Jala, Occupied Jordan.

Michael H. Van Dusen has received his doctorate from Johns Hopkins University and is now staff consultant to the Subcommittee on the Near East of the U. S. House of Representatives Committee on Foreign Affairs.

1963

David C. Gordon, Jr. has been appointed assistant headmaster of the Malcolm Gordon School, Garrison-on-Hudson, New York. An announcement in The Scribbler, school periodical, gives this admiring summary of his activities: "In addition to his regular duties of teaching English, math, current events and history, he has time to flood the rink, to institute an Independent Study Program for the 8th Graders, to arrange more free time for the boys, and generally to keep everything moving in the right direction."

G. Stanley Hatch, Jr. has graduated with an M. B. A. degree from California State College at Long Beach.

Nicholas F. Rowland has returned from a tour of duty with the Air Force in Vietnam.

The Rev. H. Lawrence Scott, recently ordained priest in the Episcopal Church, is the curate at St. Andrew's Church, Longmeadow, Massachusetts. In addition, he is a part time staff member of FOCUS (the Fellowship of Christians in Universities and Schools).

To the request on the Alumni Fund subscription envelope for "news of yourself for the Alumni Horae," Philip L. Smith replies. "none really – just plodding along."

1964

R. Richard Bastian, 3d has been promoted to the post of assistant vice-president of the Provident National Bank of Philadelphia.

William J. Gordon, 3d is teaching publications, English and photo-journalism at a high school in Anchorage, Alaska. He is married and has a two-year-old daughter.


Jared J. Roberts reports that Eugene H. Bayard, Robert M. Walmsley and he are all in
the first year of the University of Virginia Law School. "I haven't had a sense of working this hard at academics," he says, "since the fall of Sixth Form year when the college squeeze was on. . . . There's no question that Mr. Aiken's famous expression from the pulpit - 'nihil per spirati' - is of little relevance here; people are really sweating."

1965

Married: Charles E. Bohlen, Jr. to Miss Lorraine H. Rowan, daughter of Mrs. Howey Rowan and Mr. George D. Rowan, both of Pasadena, California, December 18, 1971, in Washington, D.C. Bohlen is in his second year at Yale Law School.

First Lt. David C. Eklund, USAF, is on remote assignment until September with the Air Force at Cape Newenham, Alaska, as operations officer. His wife and year old son (born October 6, 1970) are living in Pittsburgh, Pennsylvania, during his absence.

Christian A. Herter, 3d is a photographer for the National Park Service.

Married: Philip H. Teeter to Miss Frances Elizabeth Dehle, daughter of Col. and Mrs. Alfred H. Dehle of New Windsor, New York, November 20, 1971. Both Teeter and his wife are caseworkers for the New York State Department of Social Services.

Alfred T. Terrell reports that he just returned from Mallorca, Spain, where he completed training, in several months of study under Maharishi Mahesh Yogi, to become a teacher of transcendental meditation. He is now working full time with the Students International Meditation Society, teaching in the Boston area, and urges classmates to look him up at 211 Fayrerweather St., Cambridge.

1966

Engaged: Curtis Randall Carleton to Miss Nancy Carroll King, daughter of Mr. and Mrs. Frederick Paul King, Jr. of Princeton, New Jersey. Carleton is employed by Aetna Life and Casualty of Hartford, Connecticut.

Jeffrey R. Clark is teaching a section of the Third Grade at Episcopal Academy, Merion, Pennsylvania, and reports a "very successful" season last fall as coach of the Third Grade and the 13-year-old soccer teams. He graduated last spring from Trinity College, where he was the winner of the annual award for outstanding contribution to the college crew program.

Engaged: John R. Gordon to Miss Melissa B. Lardner, daughter of Mr. and Mrs. Lynford Lardner, Jr., of Milwaukee, Wisconsin.

Engaged: William M. Jackson to Miss Sheila Linn Sage, daughter of Mrs. Devereux Sage of New York and Henry H. Sage of Sao Paulo, Brazil.

Engaged: Bruce William Klein, Jr. to Miss Leslie Claire Gropp, daughter of Mr. and Mrs. Marvin M. Gropp of Stamford, Connecticut.

"Contributing intermittently isn't enough," writes Christopher J. O. Komor in a note accompanying a gift to the 1972 Alumni Fund. "I shall try to be more regular in helping the Fund. Spent 15 months teaching in Australia; presently am riding small cargo boats down the Amazon and its tributaries from Bolivia."

Timothy N. Rowland is a medical student at the University of Vermont.

1967

Avery D. Andrews, 3d is studying linguistics at Massachussets Institute of Technology.


Married: Spencer Gilbert Hall, Jr. to Miss Susan Patricia Galvin, daughter of Mr. and Mrs. Thomas Francis Galvin of New York and New Harbor, Maine, February 12, 1972, in New York City. Hall is a student at the Dickinson School of Law.

John Devereux McClean has returned to the Class of 1974 as a sophomore at Princeton, after coming home from a tour of duty in the Infantry in Viet Nam last June.

Married: Augustus K. Oliver to Miss Lisbeth Rosenblatt, daughter of Mr. and Mrs. Edward A. Rosenblatt of Forest Hills, New York, January 23, 1972, in New York City. Both
bride and groom graduated last June from Yale.

**1968**

James T. Colby, 3d, a senior at Brown University, majoring in economics and international relations, was honored by selection as an “all Ivy” punter during the 1971 football season.

Randall L. Johnson, a senior at Yale, is one of eight Yale students chosen because of achievement and promise to receive a Suisman Foundation Scholarship for the current academic year.

**Engaged:** Jonathan Christopher McCall to Miss Jane Alston Walker, daughter of Mr. and Mrs. J. Ewing Walker of Newcastle, Maine.

**1969**

**Married:** Patrick-Philippe Moffett to Mlle. Francine Briais, in September, 1971. Moffett is an instructor in French at Trinity College, Dublin, Ireland.

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**DECEASED**

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

- '95 – Martin P. Parks, Feb. 24, 1972
- '08 – J. Somers Smith, Jan. 29, 1972
- '11 – Henriquez Crawford, Jan. 28, 1972
- '11 – Walter S. Heron, Dec., 1969
- '11 – George B. Jenkinson, Jr., Dec. 17, 1971
- '14 – Richard N. Platt, Dec. 21, 1971
- '15 – Stuart S. Tritch, July 4, 1971
- '17 – Barton P. Jenks, Jr., Oct., 5, 1970
- '19 – Frank H. Cook, Nov. 22, 1970
- '23 – Henry C. Olmsted, Feb. 6, 1972
- '23 – Henry F. Taylor, Jr., Dec. 30, 1971
- '26 – R. Gwynne Stout, 1971
- '39 – Richard B. Church, Nov. 9, 1971
- '39 – Winthrop Endicott, Feb. 27, 1972
- '43 – Harrison W. Wood, Dec. 25, 1971
- '54 – Harry P. Bingham, 3d, Feb. 15, 1972
- '55 – Robert P. Soutter, 1972
- '68 – Christopher C. Morrison, Nov. 26, 1971

'99 – Emory Clapp Day died in Laguna Beach, California, October 12, 1971. The son of Mr. and Mrs. Robert S. Cash Day, he was born February 12, 1880, in New Orleans, Louisiana, where, after his six years at St. Paul's, he returned to attend college and medical school at Tulane University. At the age of twenty-four he was junior neurologist at Truce Infirmary in New Orleans, but his career was interrupted by a severe attack of yellow fever which left him in poor health for the rest of his life. He moved to California, made his home in Laguna Beach, and practiced medicine there intermittently. At a ranch he also owned in Valley Center, California, he enjoyed the camping and horseback riding which he had tasted as a young man, during visits to Mexico. He is survived by his wife, Mary Tolerton Day.

'03 – Robert Howe Cunningham died in New Castle, Pennsylvania, July 12, 1971. From New Castle, where he was born February 10, 1885, he came to St. Paul's in the fall of 1900 in the Fourth Form. He was a good student who was recommended for the Ferguson Scholarship exams in 1902, and was a member of the Concordian, Banjo Club, Missionary Society and Library Association. He graduated from Yale in 1907. Until World War I, he was engaged in business. In June, 1918, he was commissioned a lieutenant in the Air Service and for the remainder of the war was engaged in the building of Liberty aircraft motors at the Ford Motor Co. in Detroit, under the Bureau of Aircraft Production. For two generations, his family had taken leadership in manufacturing in the New Castle area, where they started the first foundry, the first wire mill and the first nail mill, but they had disposed of these industries by the time he finished at Yale. His interests led him to banking as a career. From 1930 on, he was a director of the First National
Francis Harold Clinton Clapp died in Portland, Oregon, October 23, 1971. He had lived in Oregon since World War II, working for part of that time as owner and manager of three travel bureaus, and later as a representative of the Federal Crop Insurance Corporation under the Department of Agriculture. He served as a lieutenant in the Field Artillery in France during World War I, and as a major in the Army Ordnance Department in the United States in World War II. Born in Pittsburgh, Pennsylvania, July 14, 1888, he was the son of Charles H. and Cornelia Hunter Clapp, and older brother of the late Kenneth Herbert Clapp, '10. He attended St. Paul's from 1904 to 1907 and was a member of the Class of 1912 at Yale. Active in veterans' organizations and the Kiwanis, he was also drawn to membership in state and national horsemen's clubs by his great interest in riding and in the breeding of Thoroughbred horses. He is survived by his second wife, Dorothy Stover Clapp, with whom he married in 1944; two daughters, Elizabeth Cellos and Carolyn Davidson, and five step-grandchildren. A son, Harold Jr., died as a prisoner of war in the Philippines, in World War II, and another son, Richard, a pilot for Free America, died in a plane crash in 1963.

'05 — Francis Wisner Murray, Jr., long associated with the National Bank of Orange and Ulster County of Goshen, New York, as president and chairman, died December 30, 1971, in Tuxedo Park, New York. The second of three St. Paul's men to bear the name, he was born in New York City, September 11, 1887, the son of Francis W. Murray, '73, and Mary Gertrude Lawrence Murray. He was at St. Paul's for four years; sang tenor in the Glee Club; won a place as Concordian alternate in the Joint Debate of 1905; was Isthmian fullback for two seasons, and rowed bow on the winning Halcyon Crew of 1905. In later years he manifested his devotion to the School by serving as Form Agent for the Form of 1905, from 1939 uninterruptedly until his death. After graduation from Yale in the Class of 1909, he worked in the securities business on Wall Street. He participated, as a member of Squadron A of the New York National Guard, in the Mexican border conflict in 1916 and went on to serve on USS Rhode Island and USS President Grant as an ensign and lieutenant, senior grade, during World War I. While he was at sea in 1918, he was elected president of the bank with which his entire career was associated. He assumed the post on his return in 1919, to become the bank's fourth president and the third member of his family to hold that office. He was named chairman of the board in 1962. During World War II, he was on leave for three and a half years, serving in the port directors' offices in New York and Philadelphia, with the final rank of lieutenant commander in the Navy. His lifelong favorite recreation was sailing, beginning with youthful cruises in a small cat boat in Great South Bay, Long Island. He also operated a farm in Maryland, on the eastern shore of Chesapeake Bay. He is survived by his wife, Alice Baldwin Murray; a son, Francis W. Murray, 3d, '46; three daughters, Mrs. E. Smedley Ward, Jr., Mrs. Gilbert W. Keech and Mrs. Richard C. Henriques, and twelve grandchildren, of whom one, Richard C. Henriques, Jr., is a Fourth Former. A younger brother, Lawrence N. Murray, '13, died in May, 1971.

'07 — Henry Tureman Allen, Jr., a retired Army officer, died in Washington, D. C., December 21, 1971, at the age of eighty-two. Born at West Point, New York, into an Army household, as the son of Maj. Gen. Henry T. and Dora Johnston Allen, he advanced to the rank of captain in the Field Artillery in World War I and took part in the St. Mihiel and Meuse-Argonne Offensives. Both during and after the war, he served as aide-de-camp to his father, who commanded the 90th Division and later the occupation forces in Germany. Following his return from Europe, he was assigned to posts in the United States until retirement in 1946 with the rank of colonel. He was awarded the Silver Star for his service in World War I. He attended St. Paul's from 1904 to 1907, received a B. S. degree from Harvard in 1913 and, after a further year of engineering study, worked as a mining engineer until American entry into the war. He was a fine horseman who played polo, took part in jumping contests and was a member of the United States 1920 Olympic riding team. After retirement, he spent much of
his time at his wife's property in the Beaujolais, near Lyon, France, where he took active interest in the local wine-making. Surviving are a son, Henry T. Allen, 3d; two daughters, Mrs. George Dudley Tibbits and Mrs. Maurice DeJarnac; a sister, Mrs. Joseph W. Viner, and ten grandchildren.

'12 - Rufus Randall Rand, Jr. died in Minnetonka Beach, Minnesota, October 15, 1971. A flying enthusiast from his student days at Williams College—where he helped form an aero club—he became a captain in the World War I flying organization of French and American pilots known as the Lafayette Flying Corps (often confused with the Lafayette Escadrille). In a little more than a year of service with that group, he shot down six German planes and was twice awarded the Croix de Guerre with palms. At his death he was said to be the last survivor of the Corps. Born on May 25, 1892, in Minneapolis, Minnesota, the son of Rufus R. and Susan M. Rand, he followed his father and grandfather in posts of civic and business leadership in his native city, in the twenties and thirties. He was at various times owner and president of the Minneapolis Gas Company, a regent of the University of Minnesota, mayor of Wayzata (a Minneapolis suburb) and state commander of the American Legion. He built the Rand Tower (now known as the Dain Tower) in downtown Minneapolis in 1929. During World War II, he served as a colonel in the Army Air Corps, having charge of security at a bomber base in England. He was a student at St. Paul's from 1907 to 1912, in his last year being an assistant editor of the Horace, a member of the Concordian and a substitute for the Isthmian football team. Surviving are five daughters, Mrs. Fredrika Millet, Mrs. John Lloyd, Mrs. Guy Loskot, Mrs. Charles Whitehouse and Mrs. David M. Winton; and sixteen grandchildren.

'13 - Fernando Gonzalez-Fariño died in Torreon, Coahuila, Mexico, where he was born and had lived for many years, January 12, 1971. One of eleven children of Col. Carlos Gonzalez Montes de Oea and Sra. Maria Fariño de Gonzalez, he was born in Parras de la Fuente, Coahuila, February 22, 1892, and entered St. Paul's in the fall of 1907 with his brother, the late Ernesto Gonzalez-Fariño, '14. He stayed at the School through the Fourth Form, subsequently studying at Worcester Academy. After extensive travel in Europe and the Far East, he entered Yale in 1913, but transferred to Lehigh University after a year. He received a degree as civil engineer from Lehigh in 1920 and went to work in New York City as an engineer in connection with the city sewerage system. During a subsequent period of work at the Brooklyn Naval Shipyard he became a Master in Naval Engineering. He returned to Torreon within the decade, married, and devoted himself for the remainder of his life largely to agriculture, as the owner of extensive cotton lands in the District of La Laguna. From 1913, when he had had a first taste of aviation in France, flying was a major recreational interest for him. He built his own plane in 1930 in Torreon, and later built two motor boats which he used in Puerto Vallarta, Jalisco. Surviving are his wife, Sra. Beatriz N. de Gonzalez; a son, Fernando Gonzalez Navarro, and four daughters, Sra. Beatriz G. de Montenegro, Sra. Maria de la Luz Gonzalez Navarro, Sra. Lucinda G. de Villarreal and Sra. Ana Maria G. de Queveda.

'13 - George Tritch died in his native Denver, Colorado, December 4, 1971, at the age of seventy-eight. The son of George and Bertha S. Tritch, he came to St. Paul's in the fall of 1908. He was commended for his admiral team play as a member of the Old Hundred and SPS hockey teams in 1913, but his starring role in athletics was as a track man. He was a member of the winning Old Hundred relay team at Anniversary, 1913, and, as an individual runner, placed third in the half-mile, second in the 100-yard dash, and first in the 300-yard and 440-yard dashes. He was an ardent fisherman and hunter and is remembered by classmates as a man of great personal charm and humor. Surviving are his wife, Madeelyn S. Tritch; a son, George Tritch, Jr., and three grandchildren. His younger brother, Stuart S. Tritch, '15, died in July, 1971.

'14 - John Lavalle, Jr., portrait painter and landscape artist, whose portraits of several notable figures in the history of St. Paul's have enriched the School, died in Southampton, New York, November 13, 1971. Great-grandson of a founder of the Argentine Republic, he was born in Nahant, Massachusetts, June 24, 1896, the son of John W. Lavalle, '82, and Alice
Johnson Lavalle. He was a member of the Concordian and the Scientific Association and became an assistant editor of the Home, for which he wrote poems and stories. He received his degree from Harvard in 1918. In World War I, he was a bomber pilot assigned to the Royal Air Force, but by the time of World War II his career as an artist had flowered and his services were enlisted for creation of camouflage for the 12th Air Force and for the painting of portraits and combat scenes related to its campaigns after the invasion of Sicily. Between the wars and following study at the Académie Julienne in Paris and the School of the Boston Museum of Fine Arts, he worked in Boston, becoming widely known both for his portraits, which included as subjects many university and college presidents, and for his water-colors and landscapes. His work is represented in museums in Boston, Brooklyn and New York, and he was the recipient of the bronze medal of the National Arts Club in 1954. After World War II, he moved to New York. He used to say that painting portraits was his vocation and painting water-colors his avocation. Although he virtually retired from the portrait field seven or eight years ago, he never stopped producing the water-colors which documented his extensive travels. He was a member of clubs in Boston and New York. Surviving are his wife, the former Mrs. Martha N. Doubleday Hoyt, to whom he was married in 1948; a son, Bigelow MacGregor Parker, of his second marriage, to the late Katherine Chaplin Parker; a brother, Dudley F. Parker; a sister, Elinor M. Parker, and two granddaughters.

'17 — Barton Pickering Jenks, Jr. died in France, October 5, 1970. The son of Mr. and Mrs. Barton P. Jenks, he grew up in Providence, Rhode Island, and studied for six years at St. Paul's, where he was a tenor in the choir and played first violin in the School orchestra. After graduation from Harvard in 1920, he prepared for the profession of landscape architecture and was associated for a number of years with Fletcher Steele, landscape architect, in Boston. He served overseas for three years in World War II, rising to the rank of lieutenant colonel as a liaison officer, with French military forces in the Algiers-French Morocco, Naples-Foggia, Rome-Arno, Southern France and Rhineland campaigns. For this service he was decorated with the Croix de Guerre. After the war he practiced his profession in Washington, D.C., and finally retired to Cannes, A.M., France, for the last years of his life.

'15 — Philip MacGregor Parker died January 27, 1972, in Rumson, New Jersey. Graduating from St. Paul's in 1915 into a world at war, he combined his college years at Princeton with military training, and before receiving his degree with the Class of 1919 had experienced a tour of overseas service in the Army. For a few years after the war he worked on Wall Street but was unhappy there and later, for a longer period, was employed by R. H. Macy & Co. In 1939 he became property manager of the Central Railroad of New Jersey, a position of major responsibility which he enjoyed and filled with distinction until his retirement in 1963. The son of Justice Charles W. and Emily Fuller Parker, he was born in Bayonne, New Jersey, August 25, 1898. In his years at School, 1911-15, he won a place on the Isthmian baseball team and handled effectively two parts in the Washington's Birthday theatricals of 1915. His recreational preferences always centered around fishing and salt water, and none of his mature years was complete without a cruise in offshore waters along the Atlantic coast. He is survived by his wife, Esther Crook Parker, to whom he was married in 1952; a son, C. Wolcott Parker, and daughter, Mrs. Jean P. Griffith, of his first marriage, to Eleanor Landon Parker; a son, Bigelow MacGregor Parker, of his second marriage, to the late Katherine Chaplin Parker; a brother, Dudley F. Parker; a sister, Elinor M. Parker, and two granddaughters.

'16 — Samuel Gardner Jarvis died at his home in Quincy, Massachusetts, January 5, 1972. He was seventy-six years old. The son of Dr. Leonard and Mabel Howard Jarvis, he was born in Claremont, New Hampshire, and attended St. Paul's from 1911 to 1915. For two years each, he was a member of the Delphian and SPS football teams. In the late winter "indoor sports" of 1912, he won the lightweight wrestling event and, in the following year, the fifteen-yard dash. He was also the winner of the pole vault at Anniversary, 1913. After graduation from Trinity College, he served as a lieutenant pilot in the Army Air Service in the closing months of World War I. In
World War II he was for three years an Army Air Force staff officer at Columbia, South Carolina, retiring with the rank of colonel. His career in the investment business culminated in partnership in the Boston firm of Bond, Judge & Co. In addition, he was associated with the National Shawmut Bank of Boston and for a great many years was an advisor and director of the Quincy Trust Co.—his service to the latter lasting until a year after its merger with the Dedham Trust Co. to form the Hancock Bank & Trust Co. in 1968. Surviving is his wife, Edna C. Jarvis.

'17—John Andrews Harris, 3d died in Philadelphia, January 7, 1972. The son of John Andrews and Georgiana French Andrews, he was born March 21, 1899, and entered St. Paul's in the fall of 1912. An Isthmian and a Shattuck, he became a member of the Cadmean. After graduation in 1917, he enrolled at the University of Pennsylvania, but left almost immediately to enlist in the Navy, in which he was assigned to service in the United States on USS Tacoma. Soon after discharge, he went to work for the Chase National Bank, but a growing interest in the aviation business led him ultimately to the presidency and chairmanship of the Jacobs Aircraft Co. of Pottstown, Pennsylvania. He was a member of the First Troop, Philadelphia City Cavalry, and of clubs in Philadelphia and Bar Harbor, Maine. He was also a director of the Beech Aircraft Company, Wings Field in Ambler, Pennsylvania, the Chestnut Hill Hospital and the Mount Desert Island (Maine) Hospital. His summers were spent on Mount Desert Island where he was an enthusiastic participant in sailboat races. At his farm in Gwynedd Valley, Pennsylvania, he built up a herd of championship purebred Angus cattle. In addition to his primary responsibility of running the Jacobs Aircraft Co. during World War II, he served as a lieutenant in the volunteer coast guard. He is survived by his wife, the former Kathleen Reilly; two sons, John A., Harris, 4th, '47, and Henry F. Harris; two sisters, Mrs. Robert W. Dale and Mrs. Pemberton H. Shoher, and five grandchildren.

'17—Marcien Jenckes, prominent Boston trial lawyer, died at his home in Brookline, Massachusetts, October 24, 1971. A graduate of St. Paul's, Yale, and Harvard Law School, he practiced law in Boston for forty-seven years, specializing in litigation in the securities field and becoming a senior partner in the firm of Choate, Hall & Stewart. He studied at St. Paul's from 1913 to 1917; was a head editor of the Home, secretary of the Concordian and treasurer of the Halcyon Boat Club. He was also a member of the Missionary Society, Library Association and Scientific Association, and served as a crucifer in Chapel. At Yale, where he was editor of the News, he was elected to Phi Beta Kappa. He took active part in Brookline civic affairs as a member of the board of park commissioners for twenty years, during five of which he was chairman. He had also been vice-president of the Boston Children's Aid Association. A loyal alumnus of St. Paul's and Yale, he was long secretary of the Yale Club of Boston and had been made an honorary life member. His recreations, when time allowed, were chiefly golf and sailing. Surviving are his wife, the former Mollie Webb Cromwell, whom he married in 1932; two sons, Marcien C. and L. Webb Jenckes; two daughters, Mrs. Charles C. Cunningham, Jr. and Mrs. Paul F. Shachoy, and eight grandchildren.

'21—Gordon Webster Burnham, Jr. died in Glen Cove, New York, January 31, 1972. He was the founder and, until his retirement in 1967, president of Piping Rock Associates, a Locust Valley, New York, real estate firm. Earlier he had been associated with the Long Island north shore realtor, J. Ralph Bloomer. A native of New York City, born October 8, 1901, the son of Gordon Webster and Isabel Oswald Burnham, he attended St. Paul's for five years from 1914 to 1919, becoming in his last year a member of the Isthmian football line. He was a member of the Class of 1924 at Princeton. For a short time after college he was a bond salesman but he then moved into the area of his strongest interest, real estate. He maintained loyal attachments to friends made at Fay School, St. Paul's and Princeton and worked hard in annual fund campaigns for Fay and for the Nassau County chapter of the Y. M. C. A. He was a member of the Seawanhaka Corinthian Yacht Club and the Creek Club of Locust Valley. Surviving are his wife, Catharine F. Burnham; a son, Gordon W. Burnham, 3d; two daughters, Mrs. John M. McDonald, 3d and Mrs. Edmund F. Goldman, and six grandchildren.

'21—Arthur Parsons Hogan died in New
New York City. January 8, 1972. The son of Jefferson and Mary Parsons Hogan, he was born in New York City, September 2, 1902, and attended St. Paul's in the First Form for the autumn term of 1915, transferring at Christmas to the Bedford School, in Bedford, New York. For a time he was employed by the International Mercantile Marine Co. in New York, and later by the Chase National Bank. He was long a member of the New York Yacht Club and of the American Yacht Club in Rye, New York, where he vacationed each year and where he kept his own horse and sailboat. He was unmarried. The only close family member surviving him is his sister, Mrs. Clayton M. Hall.

'24—Henry Shankland Dunning, retired clinical professor of neurology at Cornell Medical College, died January 25, 1972, at his home in Pelham Manor, New York. Dr. Dunning had also held positions as attending neurologist at New York Hospital and neurological consultant at the hospital's Westchester division. He was a diplomat in psychiatry and neurology, and a member of the American Medical Association and the American Academy of Neurology. Born April 18, 1905, in Syracuse, New York, he was the son of William S. Dunning, '94, and Florence Denison Dunning. He attended St. Paul's for three years; then left a year ahead of his Form and entered Cornell, where he earned his bachelor's degree in 1927 and M. D. in 1930. From 1930-34 and 1935-39, he worked at the New York Hospital or its Westchester division, successively as medical intern, assistant resident pathologist, assistant resident physician in neurology and resident physician in psychiatry. An intervening year was spent as a fellow of the National Research Council in neuropathology. After retirement in July, 1971, from active practice of his specialty, he was able to concentrate his efforts on research in migraine. He was a fancier of old clocks and a member of a national association of clock collectors. Surviving are his mother (now Mrs. John Marlow); his wife, Helen Foley Dunning; two daughters, Mrs. Joshua B. Powers, Jr. and Mrs. Douglas M. Rowan; a brother, A. Schuyler Dunning, '29, and six grandchildren. His older brother, the late William D. Dunning, '20, died in 1966.

'24—Enrique Carlos Zanetti died in New York City, December 15, 1971. After he entered the Second Form in 1918, a virulent case of measles with complications caused him to drop back to the Form of 1924, but since he ultimately went to Harvard from the Fifth Form he caught up with his original contemporaries of the Form of 1923. He was a tackle on the Old Hundred football team, a Shattuck and a Concordian. He was always an avid reader of history and even as a boy was widely though discursively informed. After graduating from Harvard in 1927 and studying for a year at Harvard Law School, he went to work for the First National Bank of Boston. He moved to New York early in the thirties to join the International Telephone and Telegraph Co. The outbreak of World War II found him stationed in Bucharest, Rumania, but by good fortune he escaped internment and was next assigned to San Juan, Puerto Rico, where he spent the war years. After the war, his successful work for L. T. T. in Rio de Janeiro brought him the opportunity to represent the Chase National Bank for several years in Argentina, Brazil, Chile and Uruguay, with a base of operations in Buenos Aires. Ultimately, wearied by life under a totalitarian regime, he asked for transfer back to New York and not long thereafter he retired. Zanetti was born in Havana, Cuba, May 11, 1905, the son of Enrique de Cruzat and Esperanza Conill Zanetti, both descended from old Spanish stock. He was wholly American in outlook, yet maintained an air of old-world urbanity which, coupled with his fluency in Spanish and French, earned him affectionate nicknames —"the Spaniard" and "the Count." Throughout his life he delighted in his friendships, a very large proportion of which had begun at SPS. A man of intellect and conviction, he faced the malignancy which caused his long last illness with the same quiet courage and dignity which had marked his acceptance of the expropriation of family lands in Cuba under Castro. He is survived by a daughter, Mrs. Louis Marx, Jr., and four grandchildren.

J. R. R., '23 — O. A. P., '23

'25—Richard Worsam Meade died in Arlington, Virginia, November 13, 1971. Born in New York City, April 29, 1907, the son of Richard W. and Helena E. Meade, he was a student at St. Paul's from 1918 to 1921 and later an undergraduate at Williams College. He served as a gunner's mate in the Navy through most of World War II, in the Mediterranean and in the
Pacific campaigns. For the six years following the war, he was a salesman and held various posts with the Veterans Administration in Washington, D.C.; then, in 1954, he began a career of sixteen years at Marine Corps Headquarters in Washington. At the time of his retirement in 1970, he was budget analyst and civilian head of the travel budget planning section of the Marine Corps. He was an avid reader and sports fan; supported the work of the Washington Drama Society, the Children’s Hospital in Washington and Washington Cathedral, and was a member of the U.S. Naval Institute in Annapolis, Maryland. Surviving are his brother, John P. Meade; a step-son, Herbert T. Foss; and three step-daughters, Mrs. Joan I. Powell, Mrs. Shirley A. Sendzikoski and Mrs. Patience S. Robinson.

‘25 – Frederick Wistar Morris, 3d, retired Philadelphia investment banker, died November 10, 1971, at his home in Plymouth Meeting, Pennsylvania. The son of Frederick W. Morris, Jr., ’84, and Sophia Starr Morris, he was born in Wyncote, Pennsylvania, on August 11, 1905. He attended St. Paul’s for the full six-year course. Treasurer of the Missionary Society, Chapel warden, Concordian and a supervisor in the old “School,” he was also for two years a member of the Isthmian football team and the Halcyon Crew. He received his SPS football letter in 1924. After graduation from Yale in 1929, he joined the investment banking firm of Chas. D. Barney & Co. (now Smith, Barney & Co., Inc.) and remained with the firm throughout his career. At his retirement in December, 1970, he was a director and member of the executive committee of the firm and a member of its advisory board. He served for four and a half years in the Navy in World War II, rising to the rank of lieutenant commander as an intelligence officer on the staff of Admiral Nimitz, on the aircraft carrier Wasp, in the invasions of Iwo Jima and Okinawa and in raids on Japan. For recreation, when occasion offered, he favored trout and salmon fishing and golf. He was a trustee of the American Oncologic Hospital in Philadelphia and of PNB Mortgage and Realty Investors. Surviving are his wife, Mildred Dickinson Morris; two sons, Frederick W. Morris, 4th, ’52, and Philemon Morris; a daughter, Mrs. E. Anthony Netton; a brother, Dr. Edward S. Morris, ’30; a sister, Mrs. Christopher Truman, and four grandchildren.

‘28 – George Cass Hutchinson, Jr. died January 2, 1972, at his home in Sewickley, Pennsylvania. He was the son of George C. Hutchinson, ’89, and Helen Dunlop Hutchinson, born June 6, 1910, in New York City. To him, the climax of his four years at St. Paul’s was stroking the victorious Halcyon Crew of 1928 over the Long Pond Henley course in 7 min. 5 1/5 sec., a record which stood as long as SPS crews raced on Long Pond. He was Halcyon captain that year—a courageous, cheerful and understanding leader and a great stroke, like his father before him. It was his second year as stroke of the Halcyon Crew and his second year on the SPS Crew. In addition, he had been a member of the Old Hundred football team for two years and of the SPS football and Old Hundred hockey teams for one year each. He was treasurer of the Scientific Association, crucifer and acolyte, supervisor in Ford, a Concordian, a councillor at the School Camp and a member of the executive committee of the Missionary Society. From St. Paul’s he went to Lehigh, where he majored in engineering, and to the University of Michigan, becoming a member of Sigma Phi fraternity — on the national governing board of which he later served. In 1940 he became a manufacturer’s agent in Pittsburgh and remained there in that occupation until his death. Sports were always his chief leisure interest. Until his early forties he continued playing squash and he was at one time president of the Pittsburgh Squash Racquets Association and a member of the National Committee. He used to vacation with his wife on Nantucket in June and September each year, avoiding the crowds and getting the best of the blue-fishing—a sport at which he excelled. He is survived by his wife, Barbara West Hutchinson; three sons, George C. Hutchinson, 3d, ’53, John F. Hutchinson, ’57, and Christopher W. Hutchinson; a brother, Francis M. Hutchinson, and eight grandchildren.

‘31 – Rufus Story Rowland, Jr. died in Andover, New Jersey, November 8, 1971. The son of Rufus S. Rowland, ’02, and Margarita Frew Rowland, he was born April 17, 1911, in Plainfield, New Jersey, and entered St. Paul’s in the fall of 1926. When he left the School at the end of his Fifth Form year, he had been a Councillor and a member of the executive committee of the Athletic Association, had
played for two years on the Old Hundred football and hockey teams, and had been Old Hundred football captain and a member of the 1929 SPS football team. He served for three and a half years in the Army in World War II, after discharge working for a time at the Chemical Bank in New York City. He then moved with his family to Woodstock, Vermont, which became his home for many years. He is survived by two sons, Nicholas F. Rowland, ’63, and Timothy N. Rowland, ’66, and a sister, Mrs. Fiore V. Romeo.

'33 — Benjamin Chew, Jr. died suddenly, while playing tennis, on January 29, 1972, in Villanova, Pennsylvania. A director of the Historical Society of Pennsylvania and a great traveler, he devoted much of his time to cataloguing family papers dating back to the 18th Century and to trusteeship and care of family property, particularly “Cliveden,” the family home which was the site of the Revolutionary War Battle of Germantown. He was born May 10, 1914, at Radnor, Pennsylvania, the son of Benjamin Chew, ’96, and Anne Thompson Chew. He was at St. Paul’s from 1927 to 1933. An Old Hundred and Halcyon, he was a substitute on his club football team in the fall of 1932 and won the hammer throw at Anniversary, 1933. He was also a member of the Scientific Association, Forestry Club and Chess Club. During World War II, he served for more than three years as a medical supply officer, attached to the Army’s 236th General Hospital overseas. He is survived by two sisters, Mrs. Anne C. Barringer and Mrs. Elizabeth C. Bennett, and two brothers, Samuel, ’33 and John T. Chew, ’36. He was unmarried.

'38 — A Post Office notice received at the School last September conveyed the incorrect information that Philip Wadsworth Schwartz was “deceased.” Too late to delete this report from the Autumn Horae, we learned the truth: it was Mr. Schwartz’s father (not an alumnus) who had died. Philip W. Schwartz is living and in good health at Hadlyme, Connecticut. The Horae regrets any inconvenience our report may have caused to Mr. Schwartz.


The absurdity of it outweighs the tragedy. The brilliant young man with everything in the world shoots himself to death, in the middle of a blizzard early on Thanksgiving morning. The family grieves, friends are rounded up for a funeral, his ashes are scattered over the fields and hills that he loved. And here I sit, the old school chum, the roommate of so many academic years, the “closest friend,” stuck with the problem of making a dead man live, when I still can’t believe that he’s dead.

Nick Gagarin was the most talented, intelligent, and enigmatic person I’ve ever met. Those of you who knew him at St. Paul’s did not know him at all. He changed a great deal over the past five years and became, as I hope most of us have, something far removed from the captain of this and the president of that, a spoiled and arrogant product of a classy school. His warmth and humor increased as his shyness vanished. His interest in other people was immense. He physicalized everything he felt, and was at his best hugging and holding the people he loved.

His career at Harvard was the expected success: he wrote and published a novel, he was big cheese on the Crimson, and he spent time at Esalen in California where he broadened and tested himself. By the time he graduated in 1970, Nick Gagarin had become someone quite special.

Nick always talked about being “up”—he tried desperately to be high on life all the time, and was badly let down when he failed or others failed him. The dreams got bigger the more he questioned his ability to make them come true. The strange, remote, frightening, and rather wild side of him flourished.

And so with exquisite logic Nick took his own life. It’s appalling and incredible and a waste and such a shame, blah blah blah, but that’s the way he wanted it and one must respect that.

A horrible thing. I find, is how quickly the image fades. There’s not much left except things he said that you remember and the letters he wrote that you kept.

I wish I could end this without being corny and obvious but I can’t, so you must each supply your own endings and learn from your own conclusions.

André Bishop, ’66
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64
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