Alumni Horae

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St. Paul's School, Concord, N. H. 03301

Julien D. McKee, '37, Executive Director
Roger W. Drury, '32, Editor

St. Paul’s School Calendar

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

1972

Dec. 13, Wednesday

- Autumn Term closes;
- Hockey: Choate School — Madison Square Garden

1973

Jan. 3 Wednesday

- Winter Term opens

Feb. 9-12

(1:30 p. m. Fri. to 6 p. m. Mon.)

- Mid-Winter Recess

March 15, Thursday

- Winter Term closes

April 3, Tuesday

- Spring Term opens

June 1, Friday through

- Hundred and Seventeenth Anniversary

June 3, Sunday noon at 2 p. m

- Graduation of Sixth Form of 1973

June 7, Thursday

- Last Night

June 8, Friday

- Spring Term closes
Vol. 52 No. 3
AUTUMN 1972

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The Cover: Faculty and students head for the Schoolhouse after Reports, through the long shadows of an October morning.

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Dear Alumni:

“Plus ca change, plus c’est la même chose.”

The 117th year began with activities and events long associated with Millville. Intense personal excitement so clearly present among new students renewed awareness of surroundings and people and opportunities among faculty and students who know the place. As Cricket Holiday brought play and tramping and conversation, the quiet warmth of October once again made its declaration of a continuing natural order to eyes and ears for one day freed from classes. Students in twos and threes, in sixes and sevens, again walk the Toland Path from the Quadrangle to the Lower Grounds, they walk along the Chapel Pond on their way to the Upper for meals, and around the Library Pond to Drury or the Squash Courts. Yes, much that has been part of School life for generations here continues as it has always been.
Yet, with continuity comes change.

Although the official opening day of the Fall Term was September 12, the first student arrived without warning on August 31, followed shortly by athletes returning for early practices, Pelican Editors working on the first edition of the School paper, and countless others who “had to come early to unpack belongings and decorate rooms.” By the 7th of September the School was alive with young boys and girls, young men and women. Who ever heard of going back to school a week early? Almost two weeks?

In Chapel, on All Saints’ Day, clergy and acolytes were recessing in formal procession, down the long nave, cross and candles held aloft, after a formal liturgical service that had followed the ancient order of The Book of Common Prayer. Suddenly, into the aisles jumped eight gnomes, dressed in the garish mediaeval garb that has come to be associated with Halloween. After dancing in and out of the formal procession, with noise makers and wild movements, the gnomes disappeared. The procession completed its march out of the Chapel as the School sang with mighty voice the final stanza of Hymn 599, “O friends, in gladness let us sing.”

Continuity, yes. Change also from previous practice, though actually a return to mediaeval custom long given up.

For years the School celebrated the day of Presidential Election with a holiday, a parade featuring partisan slogans, and a few political speeches, perhaps even a debate. What changes there have been this fall: students have worked as volunteers at local campaign headquarters, taken part in rallies and parades in Concord, and attended personal appearances of national candidates in Manchester. Debates between the candidates for the state’s First Congressional District, and between state leaders on tax policy, have brought live action to the Hargate Theater and stimulated endless discussion in class and elsewhere.

At Reports each morning, during the final three weeks of the campaign, groups presented thirty-second skits to emphasize the strengths and weaknesses of national candidates before the entire School. “Election Central” the night of November 7, located in the Moore Lecture Room, had six TV sets, each continuously tuned to a major station in the Boston and New Hampshire area; a telephone was used to get up-to-the-minute wire reports from a student stationed at the office of the Concord newspaper; while groups around the room followed previously assigned local races in the states. History classes had even studied local issues in the home states of the thirty Sixth Formers eligible to vote.

Though the School has always shown great interest in the Presidential elections, what differences there are. Normal interest in candidates and issues has become the focus for intense study of the election process, politics, and campaigns. The result is a much more involved, experienced
young citizen who probably will never be content with anything short of considerable personal political activity.

In athletics there also have been changes. On a Saturday afternoon, in earlier days, with the club system at its height, the School enjoyed a first team football game that was always hard fought and well played. On Parents Day this fall, October 28, the School saw six games and a cross country run, all against students from other schools, including Brooks, Exeter, Vermont Academy, and Winchendon-Cushing. In just one afternoon one hundred thirty-three of our boys and girls competed, to the encouragement and delight of parents and friends.

Yes, continuity there is, as ancient interests and activities persist, but time brings development, and if extensive enough, development becomes change.

In the student body as the year began were 114 girls, a 600% increase in the twenty-one months since girls first arrived in January 1971. Here certainly is change of a sort not anticipated in the School’s earlier years. Yet who can forget the memorable words with which the School Prayer “for use on holidays” begins: “O Lord, who hast promised that thy holy city Jerusalem shall be full of boys and girls playing in the streets thereof . . .”

Divine prediction? Careless rhetoric? Whatever it is, girls so welcome in our School these days can note with satisfaction this beckoning talisman, present though long neglected in the special liturgy of a sometime male institution.

In the end, I believe the significant issue is not continuity or change. False leadership and worthless goals can be validated through appeal to either concept. Rather, we shall continue to strive for the enduring truth, hoping to be worthy of the remarkable boys and girls now students in Millville, and thereby of your continuing attention and support.

Sincerely,

November 16, 1972

[Signature]
WOULD you believe two hundred and thirty pounds of hamburger—only one, but the chief ingredient for an all-School picnic on the Lower Grounds?

Thus did the resident SPS family break bread on the first Saturday evening of 1972-73, picking up from the success of a similar venture last spring. Dodging frisbees, volley balls, and jump ropes, one hundred and twenty-two new students met the veterans, the families of faculty and staff, and each other. The climax of this “traditional” event was a mammoth tug-of-war. In the final heat, faculty were pitted against students, to the chagrin of the former. With an early twilight ground-mist shrouding feet and blurring faces, the contestants appeared, to onlookers across the field, to be caught in the slow, rhythmic sway of an eternal ritual.

Square dancing followed in the gym, with as many as one hundred and seventy-eight counted on the floor at one time. As one School Year Abroad returnee commented, “Gee, how long have we been doing this?”

Percy Preston, Confounder of Com-

At the School Picnic: left, the Rector; above, the barbecue; at right, faculty children.
puters (see Alumni Horae, Summer, 1972) and now, alas, retired from us, noted in the last issue of this column that we enjoy one another here. And we do: today, opening our mail boxes to anonymous lollipops, or on an overcast Friday morning a few weeks ago, following Dance students in Israeli folk steps on the Chapel lawn.

In his opening address to the School, Sixth Form President Jose Wiltshire emphasized the fact of our community, our opportunity to participate in one another's growth despite, perhaps because of, our varied interests and distinct personalities.

I find health in our chance here to define and reinterpret, to seek and redefine, one's individual relationships to various groups. Many recent developments here have spoken to a heightened sense of individuality; some of our current energies seek a sharper focus on mutuality, on community.

Girls less special

For one of our minorities — women — a sense of belonging is easier this year, with their numbers increased by more than sixty percent. Everywhere girls are more evident, less special. Drury and Alumni House join Simpson and Middle as girls' residences, doubling the number of faculty who are groupmasters for girls.

Some class sections include four or five young ladies. Ten girls have joined the Missionary Society, which now keeps Tuck Shop open on Saturday evenings and Sunday afternoon, historic "firsts" on our weekly calendar. Four girls represent their houses on the Student Council; one serves on the Community Council; others work with the Acolytes' Guild, the Pelican, the Art Association, and the Wintant Society.

The jeune fille president of Le Cerle Francais presided over the first annual "Le Tour SPS," a two-lap bicycle race from Memorial Hall, through the Quad to the post office, up past the Upper, and back down Dunbarton Road. A Sixth Form girl, assisting in the Admissions Office, has joined staff visits to schools of prospective students; another directs our student-to-student tutoring service.

Both the sharing of daily routines and experiences in leadership are available to girls through all these activities — options some coeducational institutions find it difficult to keep open. And, finally, the Form of 1972 was represented by Anita Lippitt at the October Form Agents meeting.

Extension inward & outward

Perhaps this year's most ambitious project for extending our awareness of riches in diversity is the Inter-Cultural Festival of the Arts. Eleven performances by dancers, choristers, puppeteers, and a mime are scheduled in the course of the year: Chinese and Korean; American Indians, Blacks, and Latin Americans; Africans and Balinese. The infectious, spirited rhythms of the New World Gospel Choir launched the series in the Old Chapel on our second Sunday. Last week, Miss Vinie Burrows' "Walk Together Children" drew a capacity crowd in Memorial Hall; the next day Miss Burrows critiqued drama classes and read poetry with English students.

Two exhibits underscore imminent visitors: in the Schoolhouse, portraits of Native Americans from the Smithsonian Institution; currently in Hargate, A Chinese Miscellany, a superb collection of bronzes, objects, prints, and painting from the Fogg Museum. All this splendor, and New England's fall to boot!
Appreciation of our own culture grows from neighborhood involvement. SPS participation in Concord’s United Fund was strong this year; students contributed over $500. Area schools are laboratories for thirteen students in a term course in Education, as our own departments of Science and History are for three University of New Hampshire interns. Two faculty members, elected delegates to party state conventions, took students with them to the state meetings; members of the Practical Politics course have clocked considerable hours and miles in various campaign activities.

**The educational process**

Perhaps in the classroom is our sense of common purpose most critically tested. Fifty-two Sixth Formers, over forty percent of the Form, elected an English term course, Skills Build, committing themselves to rigorous practice in speed reading and extensive vocabulary analysis and ingestion, girders for their scholastic futures. Several first-year Spanish students have, on their initiative, scheduled extra meetings, aiming to complete two years of study in one.

Alongside these examples of academic depth are others of breadth: thirty-two students enrolled in our first full courses in dramatics, and one hundred studying instrumental music, including classical guitar and voice.

“What has been exciting so far?” I queried students at my dinner table. “The prospect of an independent project, spring term, in biology,” replied one. “Reading *Lord of the Flies* for the third time and finding how much I missed the first and second time,” said another.

Faculty responses to the same question are similar. “Hearing students, leaving our class discussion on the issues of immigration in the USA, refer to first-hand experiences— their family’s or those of friends—as they head to the library for more historical and legal information.” “Watching Hans H. Oerberg from Denmark, author of our text, *Lingua Latina*, teach our classes.” “Having a student use details from a film he saw for history, to document his point in an English class discussion.”

Aspects of the educational process, not its subject matter, are common in these scenes. They speak to the “action” in learning, the core, the raison d’être of all the other activities of this, our 117th fall.

Mrs. Constance A. Wood teaching piano student Catherine E. Coombs, ’76
### The New Students

*(Including family relationships to Alumni and to students now in the School)*

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Time to Start Sharing

Excerpts from the opening address of the VI Form President to the School, September 13, 1972.

José St. E. Wiltshire, '73

With the help and guidance of the Sixth Form and senior officers, we are going to try our best to make this year an enjoyable and productive one.

In recent years, the School has gone through a period of great change and turmoil, because SPS is attempting to change with the times and gear itself toward the student. Coeducation is one of these changes and still is a new concept to St. Paul’s. The Independent Study Program is another example of the School gearing itself to the student, and any change of this magnitude has to have some effect on the School.

However, in this atmosphere of confusion and focus on the individual, a sense of community was lacking. In their efforts to be individuals, people forgot their responsibilities to students, to faculty and to the School. This has hurt the School more than any other single factor.

This is our School; we must be proud of it, must make other people respect it; in essence, we should be working for the School.

In the past, there has been much criticism of the traditions, rules and regulations that we have at St. Paul’s — much of it empty criticism. Criticism is good, as long as it is positive and offers a constructive alternative to the existing situation. Suggestions for change must come from all members of the community — students and faculty. The Student and Community Councils exist for this purpose, but can be effective only insofar as the School wants them to be.

The initiative for constructive action lies within the student body and especially within the senior class. The need to bring all our diversified energies together, to form a closer community, without demanding submission from one group to another’s ideas, is very apparent. A need for mutual acceptance among all individuals and groups, and receptiveness to what each can offer to the common good, again is necessary.

It is now time to start sharing — thoughts, feelings and responsibilities. And in this way we can make our School more complete.
Fall Sports

E. Leonard Barker

The records of our fall teams have been extraordinary. Through October 28, when this report was written, we have posted 37 wins, 9 losses and 7 ties. Varsity football, soccer and cross country have each only one check in the lost column, while field hockey is undefeated. This is a most enviable record and speaks well for the spirit and enthusiasm of those girls and boys who have been willing to put in the hours of hard work necessary for a winning season.

Football

The chapel bells at Groton did not ring out for victory after our visit this fall — reason, St. Paul's, 8; Groton, 6. Victory was sweet for Coach Blake's team, since this was our first over Groton in four years. Our backfield is small and without much speed, yet has been doing a commendable job. The defensive unit is one of the best seen at St. Paul's in a long time. Additional wins have been posted over St. Sebastian's and Winchendon; then a tie with Milton, and our only loss — to Browne & Nichols.

Our JV and Reserve teams (3rd squad), both of which play a six-game schedule, are breaking even with their lost-won record.

Last autumn, I mentioned that the number of boys playing football had been showing a steady, uninterrupted decline. Interestingly enough, this year we had an increase for the first time in twenty-eight years.

Soccer

Coach George Tracy's booters are enjoying one of their best seasons in recent years. Their record now stands at 6 wins, 2 ties and 1 loss. They have twice, so far, had the thrill of beating undefeated opponents, New Hampton and Governor Dummer. However, the big win which created joy in Millville was SPS, 1; Andover, 0. "Total team spirit" is the key phrase for the 1972 soccer team.

At this writing, the junior varsity has weathered a tough schedule very well indeed, with a 5-1-3 record.

Cross Country

There has been a real revival in cross country at St. Paul's over the last few years. Not only do we have more boys participating, but their dedica-
tion to the sport goes much deeper. This dedication is necessary for success, since the cross country runner is competing by himself on the trail and there is no one to encourage and cheer him on, as in most sports.

Our dual meet schedule is completed, with 7 wins and 1 loss. The team is now preparing for the first Private School League Championship.

Field Hockey

Miss Fortier tells me this group of girls is outstanding. They are not only highly skilled, but their great team spirit, hard work and enthusiasm have continued unabated from the first day of practice. To date, they have seven straight victories and, to make the record a little more awesome, not a single goal has been scored against them.

The high points so far have been the double wins over Exeter, 2-0 and 1-0, and the 3-0 victory over Pingree, which had not been defeated in four years.

The Junior varsity record is 3-2.

Millville Notes

Bishop Hall Retires

By his resignation as Bishop of New Hampshire, early in October, the Rt. Rev. Charles F. Hall officially ended twenty-five years of dynamic leadership of the Diocese and prepared to hand over the office to his successor early in 1973.

Bishop Hall has been a beloved and respected “liberal” in Episcopal Church councils, a believer in admission of women to the ordained ministry, a promoter of inter-church consultation and worship, and an advocate of the sharing of church leadership with youth.

On November 5, clergy and lay people from all over New England attended a service in the School Chapel, honoring Bishop Hall. Music for the occasion was provided in part, by the School Choruses.

Hope for the Seventies

A panel of five, including students, faculty and parents, discussed “My Hopes for St. Paul’s School in the Seventies,” before a large audience in Memorial Hall, as a feature of Parents Day, October 28. The morning session included also a talk by Thomas J. Quirk, College Admissions
Adviser, on "College and Other Opportunities."

After lunch and a full afternoon of interscholastic athletic contests, the School’s guests were treated to an evening program of selections by the Band and Chorus, demonstrations of Dance classes and a performance of "The Second Shepherd’s Play," from the Wakefield Mystery Cycle.

The weekend was completed by a Chapel service on Sunday morning, with a sermon by the Rector.

E. S. T.

Despite the crafts and assaults of the surrounding world, SPS still preserves a few symbols of independence. The School stuck to tradition this fall and delayed its return to Standard Time until Sunday night, October 29.

Inter-Cultural Festival

The School’s inter-cultural festival of the arts, which began with two performances referred to in “The School in Action,” continued on November 2, when the Ah Ahk Troupe of seventeen dancers and musicians from the National Classical Music Institute in Seoul, Korea, performed in Memorial Hall. The troupe’s program, representing the full history of Korean performing arts, was open to the School community and to the public at large.

Honors

Lee E. Bouton, ’73, recently won a commendation in the Ninth Annual National Achievement Scholarship Program for outstanding black students.

James G. Hodder, ’73, has been named a 1972 winner in the annual Achievement Awards competition of the National Council of Teachers of English. The winners’ names are sent to admissions officers and English Department chairmen at junior colleges, colleges and universities, with a recommendation for scholarship aid if the student needs it.

Ten Sixth Formers are semi-finalists in this year’s National Merit Scholarship Program. Twenty-two others received commendations.

Lt. Col. John O. B. Sewall, ’53, during a visit to SPS on October 20. Col. Sewall spoke to two meetings of V and VI Formers about the concept of a volunteer Army — the plans for which he now has major responsibility for developing, as Acting Deputy for Training, in the Department of the Army.

This Week at SPS

A one-page circular, mimeographed front and back, which is distributed to all SPS students, faculty and staff, "This Week at St. Paul’s" is an indispensable guide through the thickets of the School extracurricular schedule, Monday through Monday. A comparison of successive issues shows that, as often as not, the events listed for the Monday at the tail of
one issue have multiplied by the time that day is put at the head of the next issue.

In addition to the calendar for the coming eight days, “This Week” carries fuller news of exhibits, performances, special meetings, college admission interviews and tests, travel by members of the SPS Admissions Office, blessed events in faculty families, etc.

Admission Travel

Two Sixth Formers, Frederick L. Kidder, Jr. and Priscilla A. C. Read, who are serving as assistants in the Admissions Office, have joined Will K. Dick, ’67, Director of Admissions, and Roberta E. C. Tenney, Administrative Assistant, in visits to private elementary schools in New England this past fall, interviewing possible candidates for SPS. The heavy schedule of such visits made by Mr. Dick (in the month of October alone, he made stops at twenty-six schools in Massachusetts, Connecticut and Rhode Island) is some index of the vigor with which SPS is pursuing the search for able candidates.

The two Sixth Form assistants in the Admissions Office are doing their work as an Independent Study Project. It includes greeting prospective students and parents, arranging tours of the School, and attending meetings of the Admissions Committee.

Chess Crowns

Philip D. Bell, Jr., Director of the Advanced Studies Program and former New Hampshire state chess champion, recently took on 29 SPS Chess Club members and their faculty adviser in simultaneous matches. D. R. Leland, ’76, and C. B. Granger, ’75 (in consort), C. D. Cole, 3d, ’73, J. R. Carroll, ’73, and W. L. Mattheson, Jr., ’73, emerged victorious.

S. E. Belk, 4th, ’73 (left) and A. C. Tilt, ’73, drum up interest in a Missionary Society project by eating a grinder during Reports.
New Alphabets in the English Classroom

Richard H. Lederer

Many observers have noted that we are all immersed in a new media environment, a product of forces dramatically converging in our lifetimes. Quite clearly, our students have become increasingly involved in and with television, radio, film, tape, the telephone, and the computer, and in these media they are finding much of their information and many of their dreams and modes of living. As educator James S. Coleman puts it:

Schools as they now exist were designed for an information-poor society, in part to give a child vicarious experience through books and contact with a teacher. Obviously that function is altered radically by television, radio, and other media outside the school. Vicarious experience is no longer a slowly developing supplement to direct experience, but an early and large component of the child's total experience. ("The Children Have Outgrown the Schools" — Psychology Today, Feb., 1972).

We believe that the English teacher can help his students to cope with and interpret their complex media environment. If language is a system through which we deal with reality, we English teachers should become familiar with the languages of the new media in order to deal with new realities. Print is certainly a major part of the environment, but it is scarcely the only mass medium to merit our intelligent consideration. Communication today consists of an orchestration of print and the newer media technologies, all part of a media ecology.

For the independent school teacher especially, the wiles of the electronic enchantress in our midst may seem alien, cheap and diverting. Our schools have traditionally drawn students who are relatively competent in the use of oral and printed language; we are loath to abandon our successes in the world of words. But, whether or not our particular students can be counted among a select percentage of proficient print-decoders, they must communicate with the whole society, a society becoming increasingly shaped by
By the time a typical American student graduates from high school today, he has watched more than 15,000 hours of television and has seen more than 500 films. . . . During this same period of time, this average student has attended school five hours a day, 180 days a year, for twelve years, to produce a total of 10,800 hours of school time. Only sleeping surpasses television as the top time-consumer. (John A. Culkin, S. J. — "Film Study in the High School")

non-print media.

Independent schools are generally small, humanistic communities that often exhibit a distrust of the machines that appear to be an integral but confounding part of media use. Actually, the machinery of media need not be a headache. Audio-visual crews in schools or individual classrooms never want for candidates. And many teachers find it surprisingly easy to learn to work with media themselves. For classroom use, most of the media hardware mentioned in the "Activities" section that follows is relatively simple and inexpensive.

The real issue has to do with the diversion of class time from the study of the printed page to experiences with the newer media. We believe that an intelligent and balanced use of all communications media supports, rather than detracts from, the humanistic and linguistic goals of English.

It is well to remember that we English teachers have been using media for centuries. Our beloved tool, the book, can be said to be an audio-visual aid, among the first in history.

Socrates and the alphabet

Of the medium of print, Socrates, in *Phaedrus*, complained: "The discovery of the alphabet will create forgetfulness in the learners' souls, because they will not use their memories; they will trust to the external written characters and not remember of themselves."

We know that the book has not taken the place of the teacher. Rather, it has given him something more to teach and the student more to which he can react. If, like the book, non-print media — television, film, tape, recordings, collage, slides, and projections, singly or in combination — can offer a student a broader range of stimuli to which he can respond, he will be more likely to communicate.

We affirm Father John Culkin's statement:

A sensitivity to the characteristics of each medium can lead to a greater insight into all media and to the relationships among media. Students who come to life through experience with one medium tend to come alive across-the-board. The concept of mediacy is far from an attack on or minimizing of the spoken and printed word. It is, however, an acknowledgement of the fact that the introduction of new media in a culture must of necessity change the role of the older media. ("Toward Mediacy" — *Audiovisual Instruction*, January, 1968.)

One last component of media anxiety deserves comment. Non-print technologies may threaten the teacher who perceives his role as the hub of the classroom universe, with books and blackboards as his only satellites. Teachers who use media must largely forego their identity as resi-
dent experts and didactic performers. Those who have opened themselves to such changes have often experienced an altered and more sensitive relationship between their students and themselves and between their students and the "subject." Such teachers have found themselves caught up in "new dimensions of human-ness — awakening the senses, recognizing feelings and emotions, deepening aesthetic sensitivity, [and] acquiring taste and judgment." (Richard E. Farson, "Emotional Barriers to Education," Psychology Today, October, 1967.)

At a time when independent schools are trying to supplement their academy education of the head with an education of the hands and heart, media can be a powerful affective force in the classroom.

"Media" is the perfect example . . . of a word in transition. It is a popular word, meaning the avenues of general communication, such as newspapers, magazines, radio, television. It is a plural word, the singular being "medium."

But . . . "media" is now being treated as a singular noun, and "medias" is turning into the plural. This strikes dismay in the hearts of all Latinists and pedagogues, but sense and tradition will not prevail — "medias" is well on its way toward acceptance. (Sydney J. Harris, in the Philadelphia Inquirer, July 15, 1971)

Activities

As Russell Mead, Concord Academy headmaster and Media Department chairman has noted, "We media people shouldn't rob our English teachers of what they do best and replace it with something they do badly."

The intent of this section is to encourage a comfortable and creative attitude toward media by suggesting audio-visual activities that support written and spoken English skills. As a beginning, we may distinguish five broad functions of non-print media in reinforcing the language arts:

1. Background and enrichment: Media are used to bring the world into the classroom and to add informational and conceptual depth to the literature and writing programs.

2. Descriptive: The student acts as observer of the medium and describes it in multi-sensory detail.

3. Affective: The student invites the medium to speak to him. He meditates upon the presentation and reacts personally and emotionally.

4. Creative: Using the medium as a leaping-off place, the student projects beyond the stimulus to produce an original artistic work.

5. Integral: In addition to using media to stimulate and motivate composition, teachers may integrate the techniques of non-print media into the study of language skills in order to teach those skills.

Below we offer a sampling of the rich potential of media to make the humanities more human and to expand language, literature, and life experiences in the
English classroom. Most of these methods are available to the teacher with little or no budget, equipment, media background, or specialized space.

Suggestions For the Teacher

1. Master bulletin board skills - design, balance, purpose, matting, and lettering - to make your classroom a more total environment.

2. Use the overhead projector to magnify written compositions onto a screen. Use colored pens and transparent layers to emphasize the drama of the writing process.

3. Cassette-tape your evaluations of student writing. Have each student purchase or rent a cassette tape, much as he would a book for your course, and submit his cassette with his written compositions. As you read through his papers, make your comments into the micro-

Videotaping a speech for later self-criticism by the speaker. Left to right, Randa Wilkinson, '75, at the camera; Philip C. Fernald, Jr., '73, practice-teacher of the class; Mark G. Andrade, '73, handling controls of the tape deck; and Richard D. Sawyer, Jr., '75, speaking. Andrade is head of the School's audio-visual squad (known as the "audio-visionaries").
phone, correcting mechanical errors as usual and clicking off the machine during silences.

Your students will benefit from the longer marginal and summarizing comments (now oral) and from the tribal richness of your voice as it conveys the agony and ecstasy their writing generates. The tapes easily erase and can be re-used many times. Students listen to your comments on their own machines or on machines provided by your department or library.

4. Here are some other activities that use the tape recorder to reinforce language skills:

a.) Arrange for students to write some of their compositions by sitting in front of a recorder and speaking into the microphone as they write, continually playing back the tape to hear the sound of their writing.

b.) Tape (or videotape) your students' speeches. Then, as the tape is played back to the speaker, have him write out a critique of his presentations and compare it with the notes you have made.

c.) Videotape two groups' acted versions of the same play. Then have your students compare the interpretations.

Assignments: Create sound montages on tape; then create poetic montages on paper by mixing sound, color, and connotative words. Collect sound on different locations; then describe an event or mood, using sound as the dominant technique.

5. Use still photography or filmmaking to enhance writing skills.

Assignments: Photograph (or film) a person or object, using different lighting techniques; then alter a written description by using words connotatively. Photograph (or film) something from several different positions; then write about something from several different vantage points. Experiment with cropping a picture; then omit certain details from a news story or description and note the effect. Take a number of pictures of an event or part of a day; then arrange the pictures in various sequences and discuss the reasons for your arrangements.

Use such books as *Stop, Look, and Write!* and *Pictures for Writing* (Bantam) for exercises that encourage descriptive
and creative responses to evocative photographs.

6. Use a multi-sensory approach to literature appreciation. For example, students who have difficulty visualizing poetic imagery may be helped by the use of slides or opaque projection, in combination with music, to make vivid the pictures and sounds inherent in poetry.

Ask students to create multi-media responses to themes that emerge from the literature they are studying, using tape, records, posters, cartoons, photographs, collages, and projections in appropriate blends.

Use the above media to generate affective and creative writing. For example, show slides of a woodland scene or ocean sunset, accompanied by selections from a symphony that express quiet grandeur. Ask your students to write down their impressions and then rework them into lines of free verse. Then, with the same pictures, play some rock music and have students follow the same writing procedures.

7. Show films based on novels, short stories, and poems that the class is reading. Do not regard such films as books wound onto spools but as analogous expressions through another medium. A book is a book, and a film is a film.

two views

October Weekend for Form Agents and Regional Chairmen

I COUNT myself fortunate to have been one of the twenty-some Form Agents who, accompanied in many cases by their wives, were guests of the School over the weekend of October 6-7, for the annual meeting of the Form Agents. When I was asked, as one of the “older” ones present, to write a short report on the effect of the program and on my impression of the School today, I took consolation in some words I recently came on in Charlie Scribner’s introduction to his inviting reissue of the old SCRIBNER’S MONTHLY 1871: “Everybody has been young, not everybody has been old.” I make these few comments, then, as one who has been both young and old.

The primary purpose of such a meeting, of course, is to equip each of us as Form Agents with a fuller and truer understanding of St. Paul’s as it is today, so that we may serve with proper strength and conviction as links between the School and the classmates with whom we communicate each
Above, the Rector addresses Form Agents and Regional Chairmen in Reading Room of the Schoolhouse. At left, Form Agents Andrew Gagarin, '33, and Albert Tilt, 3d, '46, listen to a presentation.

year on behalf of the Alumni Fund. I feel sure that I am now a better man for the job and that the same must be true of us all.

Our program included a dinner on Friday night, with talks by the Rector and others, practical workshops on the following morning, and an opportunity to meet with members of the administration, faculty and students, in open forum discussions and as guests at the cafeteria lunch. At a session with members of the Student Council, together with the Rector and some of the faculty, we heard from José Wiltshire, the President of the Sixth Form — an articulate and convincing black student who sees his role as “an initiator and a mediator” — how the students, faculty and administration work together in approaching and resolving their problems in the School.

Throughout, one sensed a well balanced, clear thinking, forward moving group of people who no longer mistake authority for coercion but recognize that freedom, in any creative sense, is inseparable from a structure of authority.
J. Randall Williams, at right, applauding a speaker, during the Form Agents-Regional Chairmen Weekend; below, A. Burton Closson, Jr., '48, Regional Chairman for Cincinnati, and Clarence H. King, Jr., '48, Regional Chairman for St. Louis, study figures during a talk by Sanford Sistare, Director of Admissions.

One could not help but feel, too, the vitality and the purposeful restlessness of a School which is consciously, intelligently and firmly changing from some patterns long familiar to all of us. Not to do so would inhibit important initiatives and prolong a status quo rather than a fine tradition.

This short but inspiring revisit to the School assured me that the present St. Paul's community has its feet firmly on the ground and is aspiring to the highest towers.

J. Randall Williams, '30

Five years seems like a short time to one in his early twenties, yet the changes in attitude and outlook of St. Paul's as a community and a school since my Form departed Concord for larger worlds could leave a
casual observer feeling it was not the same School he attended just a few years ago.

The Form Agents—Regional Chairmen weekend in October was a chance for this casual observer to become more or less engulfed in SPS for two days. It was my second such annual weekend and, like the first, a most worthwhile, relaxed and surprising experience. And I think those three adjectives could also apply to the whole St. Paul’s “thing” for the boy or girl who is there now. The kids are much more broadly based in their backgrounds than we were—both in sex, race and social heritage—and this increased diversification has dictated a far more open and broad-based educational, social and athletic approach to life at St. Paul’s.

As a result, the School today finds itself much better attuned to the outside world than it was five years ago. This is not to say that St. Paul’s did not prepare my Class to meet the challenges of 1967, but that the challenges of 1972 are more complicated and sensitive than those of ’67, and that the graduates of ’72 are a much more diverse group than we were.

Yet, with all this diversity, the School seems more homogeneous, held together by freer lines of communication than it had five years ago.

I invite readers of this article to take a weekend break from the books,

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*Below:* October morning—the School scatters to its weekday tasks, after Reports on the Chapel terrace.
the football game, or your most demanding work, and head up to Concord. The place is prettier just with the girls — and the atmosphere of freedom and involvement, retaining that certain excellence that could only be St. Paul's, must be seen and breathed to be believed.

John B. Goodwin, Jr., '67

The Independent Study Program

(two papers read by members of the faculty at the Dinner of Form Agents and Regional Chairmen at SPS, October 6, 1972)

The Why of it

Herbert Church, Jr., '40

There is nothing particularly new in the idea of students doing independent work at St. Paul's School. In the relaxed period before World War II, it was common to find an enthusiastic boy and an enthusiastic master pursuing some common interest. This sort of pursuit was of course not in any sense a "program"; neither party thought of it in terms of "credit." I mention it only to suggest that philosophically St. Paul's has long smiled on individualized activities.

When academic pressures built up in the 1950's, course demands drove out much of the old leisure. Not surprisingly, then, when students six or seven years ago began to appeal for opportunities to work independently, their appeals were made in the context of courses. From the beginning the Independent Study Program has been a credit proposition.

When independent study began as a program five years ago, it was purely academic in nature, and it involved only a minority of Sixth Formers. A typical project might have been advanced work in Russian, or extended practice in the writing of short stories. To provide time for such a project, which nearly always was carried on in Millville, a student typically would have been excused from one course, or possibly a course plus athletics.

One need not look far to see how extraordinarily the program has grown. The academic projects are still with us, but there are now many other kinds of projects as well. Some, for example, are service-oriented: tutoring in the local ABC program, or serving as an aide in the Concord Hospital. Others are essentially vocational: acting as a student-teacher in the Concord public schools.

Still others involve entirely new experiences, such as serving among Eskimos.
in an Alaskan mission. In many projects, the academic, social-service, vocational, and experiential are mixed, as in the case of the fortunate youth who will spend the next New Hampshire winter at a research station in the Galapagos Islands!

Despite the enormous expansion of the program— an expansion which has passed the milestone of being the subject, last spring, of a committee study— it really has not diverged from the ancient SPS tradition that our students are individuals and should have opportunities to assert their individuality. We are concerned that ISP projects be rigorous and well thought out, and that they be followed because of genuine interest and not just to get out of Sixth Form calculus; but nearly all of us now accept the idea (again, an ancient one here) that education is more than courses, important though courses are.

The colleges where our students go seem to agree that a major part of the educational process is learning about oneself; and that SPS should provide opportunities for its older students to take chances, to do different kinds of things, to succeed in highly personal ways—and even occasionally to fail. To the often-asked question of how independent study looks to college deans of admission, I can honestly say that it seems to look good. Like us, these gentlemen recognize that education is a journey of exploration. Much of the territory to be explored is of course to be found in books, but perhaps the most exciting and perilous part of the journey leads into oneself. He (or she) who has made that journey is more ready for college than he (or she) who has not.

We think that our Independent Study Program is of great use to students in their exploration of themselves.

The How of it

Josiah H. Drummond, Jr.

All of us here at the School are aware of the Alumni’s keen interest in the ISP, evident in the 25th Anniversary gifts of the Forms of 1944 and 1947 which support “socially-oriented projects” and will be used to “continue and extend” the Program, respectively. For this interest and support, we are very grateful.

The three phases of a student’s participation in the ISP concern Planning, Approval, and Evaluation.

The “Planning Stage” involves the submission of a project topic. An initial interview with the ISP director considers the appropriateness of the project, the student’s total curriculum—his academic, athletic and extracurricular commitments, questions of financial aid, and the choice of a faculty adviser.

With the adviser’s assistance, the student prepares a comprehensive proposal, including a clear statement of project goals, relationship of this study to his total educational objectives, and what he plans to submit for evaluation.

The faculty adviser attempts to ascertain that materials are available and all the necessary arrangements have been made to ensure the best in learning experiences. Without diminishing the stu-
dent's enthusiasm for independence, the adviser must warn him of his responsibility not only to work and learn, but to provide some appropriate evidences of accomplishment.

The "Approval Stage" brings onto the scene the ISP Committee, a joint student-faculty committee of ten members. It serves both advising and judicial functions. The Committee spends some time considering each proposal, asking questions about its feasibility and its educational soundness, in terms of the individual, his curriculum, and the Program as a whole. The Committee gives final approval to a project. It has been known to reject some proposals, but always with the reasons for its action clearly stated, and most often with recommendations or suggestions for resubmission.

The "Evaluation Stage" is an on-going process — that is, the student is required to confer with or contact his faculty adviser at least once a week during the term. Through these meetings, telephone calls, or letters, a dialogue is established between the adviser and advisee.

At the end of the term, the student submits a formal paper, journal, or some other piece (or all three, in some cases) to his faculty adviser for evaluation.

The adviser meets the student and, as he did during the planning stage, indicates as clearly as he can the bases on which the work is to be judged. He then files with the ISP office a two-part report, which constitutes the project's final evaluation.

This report includes an objective judgment on the quality of the student's work, his discipline, and initiative in undertaking it and a subjective assessment of the value of the project as a learning experience for the student.

Additionally, students are expected to have an interview with the ISP director, and returning non-resident students give presentations, based on their experiences, to interested members of the School community.

In closing, I would like to comment on a question often asked with reference to the social, vocational and experiential aspects of the Program: "Why should a student go to St. Paul's School in order to work in a local elementary school, participate in an Outward Bound course or serve as an assistant in an Episcopal Mission located some 30 miles within the Arctic Circle: Why could he not do that in the summer?"

If we agree in the broad sense that the traditional goal of education is "preparation for life," and if a summer experience is worth anything at all, then certainly more can be gained from such an experience if it is undertaken, reflected upon, interpreted and evaluated within the context of the student's total educational development. In our Independent Study Program, such reinforcement does take place.

Furthermore, if the academic and the experiential values of education remain separated, given the life situation of today and the life styles of today's students, then the student feels he has to make a choice as to which experience is really "preparation for life" — hence, the cries of "irrelevance," the "year-off" syndrome, and the "drop-out."

I think it is clear that independent study does change the relationships of students and teachers both to each other and to the material they work with. In a larger sense, it changes the relationship of the academic community to the working and living community in society — so often referred to by today's students as the "real world."
Alumni Association

Financial Statement

for the Year ended June 30, 1972

Balance, July 1, 1971 $ 97,035
Less contribution to St. Paul’s School 92,000
from receipts in 1970-71 5,035

Receipts:
Contributions to 1972 Alumni Fund $142,082
Contributions for special meetings 2,035
Interest income 1,875
Income from reserve fund investments 1,211
Hockey game net receipts 1,785
148,988

Disbursements:
Expenses:
General office 30,479
Alumni Fund campaign 4,911
Publications 7,311
Other 2,930
45,631

Contributions:
Advanced Studies Program Scholarship Fund 1,785
47,416 (47,416)

Balance, June 30, 1972 $106,607

1972 Gift to St. Paul’s School

AT THE dinner of Form Agents and Regional Chairmen at the School on October 6, it was announced that the Alumni Association’s gift to the School from the 1972 Alumni Fund is $162,000, as follows:

From the 1972 Fund Campaign $97,000
50th Reunion Fund of 1922 42,000
25th Reunion Fund of 1947 23,000

As unfilled pledges to these Funds are received, they will be handed directly to the School.
Letters

A pair of comments on our Spring Issue:

Dear Roger:

...I was bowled over... by everything from the cover photograph to the Alumni-at-large stories. What a lively issue, and how "with it" it all is.

You will be amused to hear of my reaction (and that of my wife) upon seeing the cover picture: "What is that doing on here?" Yet as soon as I had peeked inside and realized who that cop was, I admired your choice, and admired John Chapin, and felt proud and happy that SPS alumni are adjusting so well to the new world and its problems. ...

Sincerely,

Andre Hurtgen, Head of the SPS Modern Languages Department

April 21, 1972

Dear Sir:

I was interested to read Rector Oates' letter in the Spring 1972 Alumni Horae, in which he emphasized "how interested [we alumni] are in the School!"

I would agree, especially from a personal point of view, since it seems that SPS has done an admirable job of staying abreast of trying and extremely changeable times. Rectors Warren and Oates are to be congratulated by alumni for their foresight and courage in adapting so well.

Elsewhere in the same number, your "Millville diarist," M. Cary Esser, '73, put her finger on two essential issues in the evolving, continuing dilemma: what is SPS about? She commented (page 5): "The purpose of education" (presumably she meant both at SPS and in the U.S.) "is to further develop the economic structure of America." I could not agree less...Surely a more humanistic and broadly cultural purpose can be envisioned and believed in, even by a Fifth Former in 1972! Rowland Stebbins' account (same issue) of his fascinatingly altruistic encounter with garbage is eloquent proof that SPS can produce non-economically motivated alumni.

Cary Esser's second comment was even more revealing about the crisis facing SPS and American values as a whole. "Perhaps I am learning why I do not want to lead a middle to upper class American life," she wrote. Her

(Cont. on p. 167)
Editorial

WHO knows an infallible way to gauge the health of a school community? Perhaps there are several. Perhaps none! Perhaps, as the letters in this issue hint, the doctors are prone to disagree. But we hope many alumni would join us in hailing a sound which has been coming out of Millville for about six months now — the sound of laughter.

By that yardstick we, for our part, declare SPS to be in fine health. The School has got back its capacity to laugh — at itself — and to play.

This recovery is no light matter. It will be given a high value by anyone who remembers the deadly grim way in which students and faculties all over the country were going about their business only two or three years ago. Sunshine was scarce in those days.

But last spring's revival of the Missionary Society Fair ("The Mish Fair", to post-war generations) and, after a long lapse, of the Sixth Form Show were sure signs of a change of weather. Since then, there have come two impromptu student-faculty picnics put on by the Community Council, one in May, the other in September. And, after the second, folk-dancing in the gym.

"How long have we been doing this?" Virginia Deane quotes an amazed student who returned in September, after a year away from Millville with School Year Abroad.

As those who have ever worked in a boarding school know, such a school is never quite the same, two sessions running. The slow stream of students, entering and departing, raises to the posts of responsibility, year by year, new sets of voices, talents and values. There is no guarantee that every one of these new Council officers, Pelican editors or Society presidents will exert a wide influence, but those who do can change the whole tone of the School, whether agitating it to successive crises of discontent or taking the other extreme to come on at times of anxiety like a fresh breeze in midsummer. Or anywhere between.

Does sheer chance select what leading personality will appear next? Experience says no, it is not chance. The School community, like many other communities from bees to nations, and disunited though it may seem, is capable of raising up for itself the leaders its health and sanity require.

From periods of smugness and false calm, agitators are bred. Out of tumult, come peacemakers. Behind the processions of pompous men, bobs a self-ridiculing clown. That, at least, is the pattern which, though it is occasionally broken, yet holds true often enough to make one believe angels are standing by to save men from themselves — most especially when they think they have found utopia.

Only a rash prophet, therefore, will extrapolate the future as a straight line, prolonging those present trends which dismay or please him. Curves or cycles, unpredictable as to detail, are a wiser expectation.

So, while the Horae rejoices to see the School community once again able to lampoon and laugh at itself, we know better than to acclaim the change as permanent. There is no trapping these butterflies in a bottle, to be enjoyed forever. One can only be grateful for them when they alight in the hand; grateful that St. Paul's has a lively tradition that such moments will come, and a readiness to make them welcome when they do.
LORNE FISHER LEA

LORNE Fisher Lea died August 8, 1972, in St. Petersburg, Florida, after a brief illness. He was seventy-three years old.

Lorne joined the faculty of St. Paul's School in 1923 and served the School faithfully for forty-one years. His main teaching interest was in the field of Chemistry and he also served ably for a great number of years as Head of the Science Department, retiring in June of 1964.

He was known as a warm-hearted friend of many; a highly effective and diligent teacher; quiet, but persuasive; a wise friend and counselor of young faculty members. The excellence of his teaching was recognized in 1956 when he received the Elizabeth Thompson Award from the American Academy of Arts and Science, for outstanding secondary school teaching in the field of science.

A native of Prince Edward Island, he took an active part in the life of every community in which he lived, not least during the long span of his service to St. Paul's.

He is survived by his wife, Mrs. Helen Lea of St. Petersburg, Florida; two sons, Donald C. Lea, '45 and Donald E. White, and seven grandchildren.

John H. Beust

Letters (Cont. from p. 165)

assumption is interesting in itself: that SPS prepares only for the middle to upper class American life. . . . On the basis of my own experience several eons ago, I think she has misjudged the purpose of SPS education.

Her emphasis on “American” is also interesting, especially in an article in which the three other contributors were studying abroad, presumably because of their interest in a non-American way of living. As an alumnus of SPS, I have lived all of my post-university life abroad and find that the middle and upper class way of life is just as diligently pursued by Europeans as by Americans, with no discernible differences in the life style.

My comments are not directed to Miss Esser personally, since she evidently is perceptive enough to speak for at least a part of the SPS student body. In light of Rector Oates' awareness of the “accelerating changes in our society,” however, I think he could well be listening not only to the questions posed by alumni, but those raised by SPS students as well.

Respectfully yours,

J. Paul Horne, '55

Rome, July 26, 1972

(additional letters on pp. 168-173)
In the summer issue, the Horae printed a letter from W. Ogden McCagg of the Form of 1922, deploring the abandonment of the old cover of the magazine and "the complete change of what the School used to be and represented." He spoke also with a touch of envy of those deceased classmates who "no longer have to suffer the complete reversal of the way things used to be," and observed that his father and the Editor's "would turn in their graves if they knew what was happening."

We print below a selection of letters received in comment.

Dear Sirs:

I read with interest the letter of Ogden McCagg, '22, to Roger Drury.

. . . . When he refers to those who have parted this life as being fortunate, I think if he had added that they were probably in Heaven that would be fortunate, but to feel that they were fortunate because they do not have to suffer any more about changes is a sad statement . . . .

My son went to St. Paul's, I had four grandchildren at St. Paul's, and they all loved the School. I certainly love it dearly and try to get back as often as possible, and I am looking forward to my 60th Reunion next year . . .

September 13, 1972

Very sincerely yours,

C. Jared Ingersoll, '13

Dear Mr. Drury:

In reply to your request in the summer, '72, Horae for SPS alumni opinion regarding the current trends in the School, may I say at the outset that SPS is not the School of unquestioned excellence and prestige it was a few years ago.

The introduction of integration into the School has only intensified polarization, as evidenced by Russell's reprint ("Take This One Home," by Michael R. Russell, '72, Horae summer issue, '72). Coeducation I feel is another disaster and a further step in the School's deterioration. . . . The old requirements of Chapel attendance in my day were arduous perhaps . . . but gave me something which never left me.

The progressive and obvious deterioration of SPS graduates is clearly focused in the 5-year reunion photographs culminating in the Class of 1967. The clothes, the hair, the expressions all are appalling . . .

What, may I ask, is inherently wrong with the old standards of a select St. Paul's which sent out into the world staunch Christian Gentlemen? . . .

Sincerely yours,

August 29, 1972

(name withheld by request), '14

Dear Roger:

Frequent re-reading of Ogden McCagg's letter in the Alumni Horae
convinces me he is wrong on all counts. . . .

The changes in the *Alumni Horae*, including the changes in the [cover], have livened it and given to this alumnus a better picture, and a livelier one, of the School and its ways. . . .

If it is the changes in the School that Mr. McCagg deplores — and I judge that is part of his problem — then I firmly believe he is one of a small minority who feel the School has retrogressed. Certainly, in my immediate family, all three of us believe strongly the School is the better for integration and coeducation, to say nothing of the improvement in the academic side of the School, the enormous advance in its artistic life and even in the improvement in its music. St. Paul’s has, in my opinion, met the demands of the times and is much more a part of this country’s essential life today than it was when Oggie and I were in School.

I was fortunate enough to know Dr. Drury, and Oggie’s father as well. Dr. Drury was, in many ways, a reformer — one who really changed St. Paul’s and at least made it somewhat related to the best in its period. More than that, he gave it wonderful leadership. I am quite sure he rests — as he should — quite peacefully, and would respect and admire the leadership the School has had in a difficult period. And I am equally sure that a man of such charm and wit as Mr. McCagg possessed would understand the changes in St. Paul’s were needed, and be content — not restless — in the spirit world.

Yours,

September 22, 1972

Charles C. Colt, ’20

Dear Roger,

I have just received the summer *Alumni Horae* and note that you invite comment on Ogden McCagg’s letter.

Generally, I agree with him. It appears to me that St. Paul’s has been stampeded into radical adjustments under pressures from below, rather than the result of careful consideration. . . . Not having been up there for a long time, thus judging only from what I read and hear, it seems to me that the important drastic changes have been integration, collapse of discipline, downgrading of athletics and coeducation.

I am not against integration, because it is inevitable and the country must have it to survive. However, I think that . . . no standards should be lowered in order to recruit [negroes]. If [standards are lowered] the whole object of integration is negated. It establishes the difference. This is brought out in the articulate statement of Michael Russell. Rather than assuming the attitude that we are all Americans and color should be forgotten, he stresses separateness, assumes that friendliness on the part of whites is condescension, etc. I am sure that he is a very fine boy, but if this attitude results from the admission of colored boys, to me the whole point of the policy is lost.
The matter of discipline is difficult to assess accurately when it has not been observed at first hand but, speaking generally, with no mandatory Chapel, much time allowed away from the School, grotesque and uncleanly personal appearance, etc., it is hard to imagine any sphere in which discipline can exist.

The downgrading of athletics, and resulting inferior performance, is really involved with the general question of discipline.

To me, and I know to most of my contemporaries, coeducation should not have a place at St. Paul's. There always have been many institutions of the sort where parents could send their children if they should desire to do so. St. Paul's and schools like it were unique in that the boys had their only opportunity to experience a few disciplined years among males. I suspect that this change was brought about almost entirely by pressure from the boys, who should not be students but in charge if they are to be the judges of such matters. St. Paul's, though not first in this, like the proverbial sheep, fell right into line without an audible whimper. At the time this was announced, I wrote the Rector and several Trustees, in an attempt to get at the reasons for it. Although I had polite replies from each, in essence I was given no justification — just meaningless verbosity.

With kindest regards,

Sincerely yours,

Sept. 14, 1972

John Randolph Harrison, '23

Dear Roger —

It is sad to come home from a summer of being with young people and read in the Alumni (when are you going to change it to Alumni-Alumnae?) Horae the grousing of my generation about the changes that are all around us. If the old folk could look beneath the somewhat startling exteriors, they would find people who are vastly more interesting and challenging to talk to and work with than the cocktail party denizens one usually sees.

As to your father spinning in his grave, I am sure that he, and I know that your dear mother, would welcome the spirit in which those who have followed them are carrying on their work.

Yours,

September 25, 1972

Allen P. Mills, '26

Dear Roger:

The attached is in response to your request in the summer Alumni Horae, resulting from Ogden McCagg's letter:

Fifty years ago, most St. Paul's boys came from leading families — nothing reprehensible in that — but once they got there, they were all in the same boat and sank or swam strictly on their own. There was no talk of family background; money was not discussed — there was nothing to
spend it on; the only thing that counted was the personal qualities of the individual. How different today, with weekends and whole terms off, with money making the difference between a jet plane and hitchhiking and with a true democracy having given way to a race-, class- and money-conscious conglomerate.

Compulsory Chapel, Latin and Greek may not have been fun, but they trained the mind. Football and hockey probably were better preparation for the knocks of life than dancing. One had to learn to live with the strict discipline but, having done so, life thereafter became forever easier. “Fun” is not the point of school, but “the old St. Paul’s” may well have been a happier place than nowadays.

Time will tell whether abandoning what had proved sound and built a great school was wise.

Sept. 6, 1972

Jerry (C. S.) Petrasch, Jr., ’26

Dear Roger:

This is my response to the issue raised in your summer, ’72, editorial:

It’s very fortunate that two alumni of St. Paul’s (“Alumni at Large”, Alumni Horae, spring, 1972) are this concerned about ghetto problems and ecology, respectively. My hat is off to them and to the alumni editor who had the perceptiveness to feature their activities.

Coeducation, integration and curriculum changes resulted from thoughtful study by Trustees, Administration and Faculty and they reflect the School’s intention to play a dynamic part in today’s world. To do otherwise – to revere the status quo ante – is to consign the School itself to the obituary column mentioned . . . .

Yours,

September 25, 1972

Brinckerhoff W. Kendall, ’27

Dear Roger –

I, for one, am particularly interested and excited about St. Paul’s today, and feel having the girls and more integration are not only keeping up with the times but improving the nature of the School.

I was irritated by Mr. McCagg’s letter, when he said your father would turn over in his grave about the changes. In the first place, it is extremely ridiculous to predict what a man long since gone would have thought today, and in the second place I distinctly remember your father in a sermon or talk saying he wished the School could be more integrated, such as having Chinese and all sorts of races.

He did not specifically mention girls, but at a time when it was unthinkable to have Chinese, etc., your father was way ahead of the game and if I were to be so bold as to say what he would approve today, based on what
An open letter to Mr. W. Odgen McCagg:

With all respect, sir, I submit that... your desire to keep the old sacro-sanct admits to learning nothing in recent years... . You seem to have missed the key point [that] seeking, exploring and questioning are the marks of an educated man; not knowing, telling and denigrating...

If we learn something worthwhile, why not incorporate it into our lives in some meaningful way? Must we deny its existence simply because of tradition? Your generation, running things as the generation before had done, exhibited a disrespect for the ability of the young to learn, absorb and suggest. You seemed to value tradition more...

"If the kids know so much, why don't they fix what's wrong or do the teaching themselves," is a typical remark from the outraged of your generation... . Today there are admittedly a few kids who have been taught no better way to object than to emit smoke. But, unfortunately, few adults would listen to those kids who did know the better ways. I believe that attitudes like yours are much to blame: "if it was good enough for my father, it's good enough for my son!" Good enough? Why not better? Why not the best?...

Institutions, like dictionaries, must continually be updated to remain valid to the times, or they will become irrelevant and useless. An institution must emulate a giant mind, always learning, changing, adapting, expanding, updating and learning again. Otherwise it is dead.

September 5, 1972

Over 30, and still learning,

John R. McGinley, Jr., '54

P. S. The old Horae cover was dead too.

Dear Editor,

May I venture a modest proposal in response to Mr. McCagg's unhappiness with the newfangled Horae cover and the changes in life at SPS reflected in it?

On the page near the back of the Horae on which School chairs and plates are periodically displayed, why not offer white plastic Horae slipjackets, bearing a facsimile of the old Horae cover with the School seal, for purchase by those to whom the present kaleidoscope of changing photographs on the face of the magazine is offensive? Each issue could then, upon receipt, be quickly and chastely clothed in the familiar garb of the past.

It may be objected that, while this would help the magazine's "mean-
ingful purpose," the underlying disease of change in the School itself would remain untreated. If enough alumni complained, it shouldn't be too costly, at least for Anniversary, to outfit the entire population of the School in blazers, white ducks, white bucks and boaters reminiscent of simpler and less tumultuous days. If the School's females were additionally provided with short wigs and its blacks with white masks, there should be nothing to disturb the reveries of even the most sensitive returning alumnus. It might be a nice touch to imprint the white masks with the old School seal.

Other possibilities include a loose-leaf Horae, enabling each reader, through selective use of the waste-basket, to choose for himself which changes in School life to accept and which to reject, and a 1922 Standard Edition with selective supplements available by subscription only. Alumni interested primarily in obituary notices could subscribe to the quarterly "Obituaries" supplement alone, and be relieved of any disturbing awareness of evolution in other areas of School life.

Perhaps another reader can suggest appropriate corresponding Anniversary costumes. . . .

September 30, 1972

Very truly yours,

Alumnus, '62

FACULTY NOTES

Steven D. Ball of the English Department, studying at l'Université de Provence in France last summer, earned the "Certificat De Hautes Etudes De Lettres et De Civilization Française."

Philip D. Bell, Jr., Director of the Advanced Studies Program, is president of the New Hampshire Council for Better Schools.

Maurice R. Blake was named "Coach of the Year" for 1972, by the American Lacrosse Coaches Association for Northern New England.

Philip H. Burnham, Vice-Rector, is the co-author of "Literary Analysis: A Book of Tests," published last year by Holt, Rinehart and Winston.

Born: to John N. Buxton of the English Department and Mrs. Buxton, a daughter, Emily, September 27, 1972.

Virginia S. Deane, Administrative Associate and member of the English Department, has been chairman of an ad hoc Social Studies Committee of the National Association of Independent Schools for 1971-2.

Will K. Dick, '67, studied during the summer at the Guitar Workshop in Oyster Bay, New York, for graduate credit with Friends World College. The program included classical techniques, chamber ensemble, music theory, folk song history and Afro-American music. For news of Mr. Dick's work as Director of Admissions, see Millville Notes in this issue.

William R. Faulkner of the Mathematics Department was one of 1400 representatives from seventy countries to attend the second International Congress on Mathematical Education, at Exeter, England, August 29 through September 2.
Ronald James Everard Greaves, English master at the School from 1958 to 1961 and 1963 to 1969, died in England, October 14, 1972. In his direction of the School dramatics program, he held students to a rigorous standard and was responsible for some of the most notable productions seen at SPS in the postwar period. In 1970 he became headmaster of a new coeducational school, Taymouth Castle School, in Aberfeldy, Perthshire, Scotland.

Alan N. Hall, Head of the English Department, was the editor of "Conrad and the Congo," published in April by the Independent School Press. He is president, for 1972-3, of the Millville School Parent-Teacher Organization.

Woodruff W. Halsey, 2d, of the Modern Languages Department, received an M. A. in French from Middlebury College, in June, 1972.

Walter L. Hill, Vice-Rector, has had published in The Principal, magazine of the National Association of Elementary School Principals, an article entitled, "The Schools Students Want: Consideration in Planning."

André O. Hurtgen has recently served on two school evaluation teams: for the Independent Schools Association of the Central States, in an evaluation of Western Reserve Academy, Hudson, Ohio; and for the New England Association of Colleges and Secondary Schools, in an evaluation of Tilton School, Tilton, New Hampshire. He has also been serving for a third year as a reader of Advanced Placement examinations, for the Educational Testing Service, Princeton, New Jersey.

William O. Kellogg is vice-chairman of the ABC (A Better Chance) Program in Concord, New Hampshire, and is a vestryman of St. Paul's Church, in Concord.

Lorne F. Lea (see page 167.)

Born: to Richard H. Lederer and Mrs. Lederer, a daughter, Katherine Lee, August 17, 1972. Mr. Lederer completed a Black Studies course at Dartmouth College in 1972. During the past summer, he reached the finals of the Fortieth Annual Jaffrey, New Hampshire, Tennis Doubles Tournament with Steven Krause, '72 as his partner. He also won the City of Concord doubles championship with William Simonton — a victory last shared by an SPS faculty member when the late Edward D. Toland, '04, won it with his partner in 1928.


William A. Oates, Rector, has been elected to a four-year term on the executive council of the Harvard Graduate School of Education Alumni Association and will again be serving on the Harvard Overseers Visiting Committee for Harvard and Radcliffe Colleges.

David W. Panek, School Counselor, was awarded the degree of Doctor of Education by Harvard University last June. His field is guidance, with a specialty in counseling psychology.

Thomas J. Quirk, College Admissions Adviser, is a delegate to the National Association of College Admissions Counselors.

Molly A. B. Radley of the Religion Department is now the Rev. Mrs. Radley, by virtue of her ordination to the Episcopal Church diaconate, July 29, 1972. She is the first woman to achieve this status in New Hampshire, taking her place with one other woman in New England and twenty-nine others in the nation at large.

Sanford R. Sistare, Director of Admissions, is a member of the National Association of Independent Schools Committee on Admissions.

The Rev. William B. Spofford (1917-19) died at his home in Tunkhannock, Pennsylvania, October 9, 1972. He was eighty years old. Born in Claremont, New Hampshire, and a graduate of Trinity College in 1914, he joined the SPS faculty upon graduation from Berkeley Divinity School in 1917, as a teacher of Sacred Studies and Biology and pastor of the Old Chapel congregation. In 1919, he left St. Paul's and moved to Chicago, where he was active in labor management and became editor of Witness, a national Episcopal Church weekly. During more than fifty years as editor, he estab-
lished and maintained *Witness* as a hard-hitting advocate of liberal causes, both within and without the Church. He was for many years executive secretary of the Church League for Industrial Democracy and was a director and trustee of the American Civil Liberties Union. In the course of his career, he served as rector of parishes in Chicago, Middletown, N. J. and elsewhere. Berkeley Divinity School awarded him an honorary doctorate in 1947. In 1948, he retired to Tunkhannock to devote all his time to *Witness*. He is survived by his wife, Dorothy I. Spofford, and his son, William, the Episcopal Bishop of Eastern Oregon.

**George A. Tracy**, Head of the Classics Department, is a member of the committee on Candidates for the Ministry, for the Diocese of New Hampshire.

The Rev. Theodore Yardley, Head of the Religion Department, is chairman of the Committee on Candidates for the Ministry, in the Diocese of New Hampshire.

**NEW FACULTY MEMBERS**

Charlene F. Clinton (Spanish), a dean's list student at Smith College, where she received her bachelor's degree, was the recipient of a graduate fellowship from the Smith Committee on Graduate Study. In June, she was awarded a master's degree from New York University. She has served as a special assistant for the Connecticut Valley Girl Scouts and as a college recruiter for the Afro-Americans for Educational Opportunity.

David B. Harman (English), a *cum laude* graduate of Harvard, holds a Master of Arts in Teaching degree from Reed College, Oregon. He has been an intern teacher with the SPS Advanced Studies Program and with Broadjump, Inc., a program sponsored by St. George's School. He captained the lightweight crew at Harvard for two years and received the Haines Cup. He is married to the former Jane Rockwell and the couple have a daughter, Brett. Harman is the son of Archer Harman, Jr., '41, and grandson of the late Archer Harman, '09.

Kenneth L. Swalgin (Physical Education) is a graduate of Ithaca College in New York who...
has done advanced study at Kansas State University and, this past summer, attended the National Outdoor Leadership School. He comes to SPS from Camden, New York, where he was director of physical education and coach of varsity basketball.

In cooperation with the University of New Hampshire master of arts in teaching program, the School has also appointed three interns to the faculty: Kathleen A. Moroney (Science), David E. Appleton (History), and John E. Paige (History).

FORM NOTES

1903

1917
Married: George K. Churchill to Mrs. Elsie Kirchner Wisner, July 22, 1972, in Rumson, New Jersey.

1919
The June, 1972, issue of the Baker Street Journal carried an article by Belden Wigglesworth entitled, “The Amoral Mr. Holmes.”

1922
Thomas B. Sweeney writes that he has had a hand in compiling a book on chess problems, entitled, “Beauty Is Where You Find It,” published in July by The Poseidon Press, Brooklyn, New York. The book was put together over the past two or three years, during hospitalizations for “a gradual muscular deterioration resembling Gehrig’s Disease” which kept Sweeney from his fiftieth reunion last June. He is now living at the Lamar Hotel in Orlando, Florida.

1924
Charles B. Delafleld has been appointed by Governor Rockefeller of New York as chairman of a nine-member commission on the future of horse racing in New York State. Delafeld retired in 1969 as vice-president-finance of The Consolidated Edison Company. One of the other members of the commission is H. Wardwell Howell, ’28, president of Ward Howell Associates, an executive recruiting firm in New York City.

1925
Ambassador Winthrop G. Brown, deputy Assistant Secretary for East Asian and Pacific Affairs in the United States Department of State, received the Distinguished Honor Award at a ceremony on May 30, marking his retirement after thirty years of government service. The citation signed by Secretary of State William Rogers paid tribute to the “superb judgment, abiding wisdom and extraordinary knowledge of people” which had characterized the ambassador’s work, chiefly dealing with United States relations with Japan, Korea and China.

1928
The Hon. Philip K. Crowe, United States Ambassador to Norway, has been elected the first honorary director of the World Wildlife Fund of Norway.

1930
John B. Morse has been appointed Jonathan Edwards Fellow at Yale University, and a visiting critic at the Yale School of Art.

1933
The National Society of Interior Designers honored A. Reynolds Morse and his wife at a dinner in September, for their work as founders of the Dali Museum in Beachwood, Ohio.

The December, 1971 issue of “Man and Nature,” the magazine of the Massachusetts Audubon Society, carried an article by Eugene H. Walker, analyzing the geologic principles that govern the water supply of Walden Pond, long a subject of romantic speculation by the uninformed. The article was entitled, “Walden’s Way Revealed.”
1934

Henry Hope Reed, Curator of Parks of New York City, is the author of “The Vision Spurned: Classical New York,” the second part of an article on the history of city planning in New York City, in the second issue of the magazine, “Classical America.”

1936

David R. Grace, partner in the brokerage firm of Sterling, Grace & Co., has been elected a trustee of Williamsburgh Savings Bank.

Henry James, Jr. has become librarian of Sweet Briar College in Virginia, as of July 1.

1938

Lawrence McK. Miller, Jr. has been appointed Executive Director of Community Realities of Bucks County, Inc., a housing development corporation for low and moderate income families in Bucks County, Pennsylvania. The appointment follows seventeen years as general secretary of Friends General Conference of the Religious Society of Friends.

1943

David B. H. Martin is working in Washington D. C. as a special assistant to Elliot L. Richardson, Secretary of Health, Education and Welfare.

1946

Married: Lloyd S. Gilmour, Jr. to Mrs. Joan Thompson Stehli, daughter of Mr. and Mrs. Charles G. Thompson of New York and South Tamworth, New Hampshire, May 28, 1972, in Syosset, Long Island, N. Y. Gilmour is an artist and an independent motion picture producer.

1947


1948

Married: Michael J. Arlen to Mrs. Alice Albright Hoge, daughter of Mr. and Mrs. Ivan Albright of Woodstock, Vermont, August 29, 1972, in Chicago, Illinois.

Married: Waldo Hayward Brown to Miss Deborah Campbell Pierce, daughter of Mr. and Mrs. Edward J. Pierce of Old Westbury, L. I., New York, October 7, 1972, in Old Westbury.

Brian Hugh MacDermot’s new book, “Cult of the Sacred Spear,” an account of his visit to a primitive people in the southern Sudan, has been published by Robert Hale & Co., London.

1951

Richard Platt, Jr. is executive director of the Housing Authority of St. Louis County and Land Clearance for Redevelopment Authority, in St. Louis, Missouri.

1952

Cdr. Peter B. Booth, USN, is commanding officer of Navy Fighter Squadron Eleven. The squadron flies the F4 Phantom and will be aboard the USS Forrestal in the Mediterranean for the winter months.

Married: Peter Morse to Miss Marcia E. Roberts, daughter of Mr. and Mrs. Joyce O. Roberts of Honolulu, Hawaii, July 14, 1972, in Honolulu. Morse, who recently composed the music for Firebird Productions’ “House Made of Dawn,” has had his book, “John Sloan,” nominated for a Pulitzer Prize in the unclassified
division.

Warren N. Ponvert is a partner in the New York brokerage house of Benton, Tompane & Co. and is a member of the New York Stock Exchange.

*Born:* to Philip Price, Jr. and his wife, Sarah, a son, Philip 3d, August 4, 1972.

Joseph H. Williams is a member of the board of the American Petroleum Institute and is chairman of the board of the Oklahoma City branch of the Federal Reserve Bank of Kansas City.

1953

Andrew D. Shvetzoff is a branch chief for system software on the Site Defense Program at McDonnell Douglas Corporation, in Huntington Beach, California.

Benjamin S. Warren, 3d has been made a partner in the Washington, D.C., law firm of Pattishall, McAuliffe & Hofstetter.

1954

*Married:* Henry G. Rulon-Miller to Miss Karla E. M. Haartz, daughter of Mr. and Mrs. Karl Haartz of Andover, Massachusetts, July 1, 1972, in Andover.

1955

Richard C. Higgins reports that he is “farming, writing and publishing in the north of Vermont.”

Francis V. Lloyd, 3d has joined William D. Witter, Inc., New York City, as a member of their institutional sales group. For the past five years he has been a securities analyst with Harris, Upham & Co.

*Married:* Frederick H. Lovejoy, Jr., M.D. to Miss Elizabeth W. Britton, daughter of Charles P. Britton, 2d of Hartford, Connecticut, and the late Mrs. Britton, September 30, 1972, in Hartford. Dr. Lovejoy is a pediatrician on the staff of the Children’s Hospital Medical Center in Boston.

1956

Richardson Morse has coauthored for the screen the 1969 Pulitzer prize novel, “House Made of Dawn,” and has directed and produced the film for Firebird Productions.

Thomas B. Trumpy has become sous-directeur of the Société Financière Européenne, a merchant bank in Paris, France.

1958

Stewart S. Richmond, M.D. has opened a practice in internal medicine in Manchester, New Hampshire. He has completed a two-year research fellowship in endocrinology at the Peter Bent Brigham Hospital in Boston and the Harvard Medical School and served in Vietnam and Tacoma, Washington, with the U.S. Air Force.

F. Morgan Rodd has joined the legal staff of Freeport Minerals Co., in New York City. A graduate of Columbia University Law School, Rodd has been associated for the past four years with the International Nickel Company, Inc.

*Married:* Patrick Rulon-Miller to Mrs. Judith Rollinson Davis, daughter of Mr. and Mrs. S. Harrison Rollinson, Jr. of West Orange, New Jersey, September 16, 1972, in Princeton, New Jersey. Rulon-Miller is a vice-president of Inverness Council, Inc., New York City investment advisers.

1959

Samuel S. Drury, Jr. is assistant vice-president and manager of the training department of the Wells Fargo Bank of San Francisco.

*Married:* William Henry Joyce Yerkes to Miss Elizabeth B. Lassiter, daughter of Frederic H. Lassiter of New York City and Mrs. Ettore Bottoni of Paris, France, June 24, 1972, in New York City.

1960

*Married:* Tom Drury to Miss Leila Rima Sarras, daughter of Mr. and Mrs. Sadek H. Sarras of Beit Jala, Occupied Jordan, September 3, 1972, in Beit Jala.

Alexander G. Higgins reports that he is a newsman for the Associated Press in Boston.

1962

Ellerbe P. Cole, a 1972 graduate of the law school of the University of South Carolina, is working for a year as law clerk for the Hon. Donald Russell, circuit judge of the U.S. Fourth Circuit Court of Appeals.
Married: Edward B. Whitman, 2d to Miss Patricia A. Johnson, daughter of Mr. and Mrs. C. Raymond Johnson of Litchfield, Connecticut, June 24, 1972, in Litchfield. Whitman is with the J. S. Young Co. of Baltimore.

1963
Engaged: David Laird Allan to Miss Lea Harlow, daughter of Mr. and Mrs. Frederick S. Harlow of Del Rio, Texas.

Married: Julien D. McKee, Jr. to Miss Janine Nash Brockie, daughter of Mr. and Mrs. Edward Simmons Brockie, Jr., September 16, 1972, in Englewood, New Jersey. McKee is with the International Business Machine Research Center in Yorktown Heights, New York, while completing work for an M. S. degree in computer science at New York University.

1964
Lovell Ashley Higgins, like his brother Alexander (see above, under 1961), is a newsman for the Associated Press, but in Chicago, not in Boston.

Frederic H. Morris has been working as a management trainee at Harvard Trust Co. in Cambridge, Mass., and has entered Harvard Business School this fall.

1965
Married: John W. Herbert, Jr. to Miss Margaret G. Chapman, daughter of Mr. and Mrs. Page Chapman of Morristown, New Jersey, June 24, 1972, in Morristown.

1966
Edmund O’B. De Santis is enrolled in Indiana University at Bloomington, taking premedical courses, with a major in English and creative writing.

Married: David M. Dunford to Miss Robin Heather Schulz, daughter of Mr. and Mrs. Herman R. Schulz of Simsbury, Connecticut, June 17, 1972, in Simsbury. Dunford is a financial analyst at Travelers Insurance Co., in Hartford.

Married: William Mitchell Jackson to Miss Sheila Linn Sage, daughter of Mrs. Devereux Sage of New York City and Henry Manning Sage of Sao Paulo, Brazil, June 11, 1972, in New York City. Jackson is a law student at George Washington University in Washington, D.C.

Andrew B. Roberts, a student at Dartmouth Medical School, was one of six back-up oarsmen for the U.S. Olympic Crew which competed at Munich last summer.


1968
Married: Stephen C. Hoy to Miss Jill Margaret Thornton, daughter of Mr. and Mrs. William Gordon Thornton of LaGrangeville, New York, June 10, 1972, in LaGrangeville. Hoy will spend a year in France on a Fulbright Fellowship as a teaching assistant in a French high school.

Lee A. Kidder, a June graduate of Yale, magna cum laude, in the classics, was elected to Phi Beta Kappa and received the Buchanan Winthrop Prize for excellence in Greek.

George R. Marvin, who graduated with honors from Bowdoin College in June, was commodore of the varsity sailing team in his senior year and was on the staff of the weekly student newspaper, "Orient."

H. Boone Porter, 3d, at his graduation from Yale in June, received the Library Map Prize for making the best use of original map compilations in his senior essay. Both the essay and the accompanying maps are being prepared for publication.

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: Francis J. Rue, 3d, to Miss Sarah Robins Jesup, daughter of Mr. and Mrs. Nelson R. Jesup of New Canaan, Connecticut, October 7, 1972, in New Canaan.
Married: Ronald B. Russell to Miss Jeanne Jewett, daughter of Mr. and Mrs. Ralph Jewett of Bucksport, Maine, in early September, 1972, in Sandy Point, Maine.

One of two panels carved by Charles G. Chase, '26, to go with the names of the Form of 1969 in the Upper. This panel celebrates the exchange of students between St. Paul's and Concord Academy for a two-week period in the Winter Term, 1969.

1969
Married: Carson E. Wells to Miss Mary Ann Loiselle, daughter of Mr. and Mrs. John E. Loiselle of Concord, New Hampshire, in August, 1972, in Concord.

Wells writes that he "left Dartmouth College in October, 1971, greatly dissatisfied with the limited offerings in the Engineering curriculum. Three days later I found a job as a truck driver for Moore Building Supply Co., in Loudon, N. H. I have held that position until a week ago when I was promoted to assistant manager. I have been given the position of manager when we open our new branch in New London, N. H."

1970
With Miss Felicity Pool, daughter of Beekman Pool, '28, Nathaniel W. Niles won the mixed doubles in the Fortieth Annual Jaffrey, New Hampshire, doubles tournament last summer.

1971
Dennis C. Dixon was stroke of the University of Pennsylvania freshman lightweight crew last spring.

Scott G. Fosse! received the Jacob Wardwell Edwards Prize as outstanding freshman, at the 1972 honors convocation of Lake Forest College, Lake Forest, Illinois. Fosse! was graphics editor and managing editor of the college newspaper, a photographic contributor to the college literary magazine, and a leader in an arts and crafts festival which raised $1600 for the fine arts department.

1972
Stephen H. Krause reached the finals of the Fortieth Annual Jaffrey, New Hampshire, doubles tennis tournament last summer, with his partner, Richard H. Lederer of the SPS faculty.

DECEASED

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

'70 – George G. McAnerney, Jr., Oct., 1972

'94 – John Beach Lane died in La Jolla, California, December 31, 1971. He was born May 4, 1875, the son of Mr. and Mrs. Francis Adams Lane of St. Louis, Missouri. After his two years at St. Paul's and graduation from Harvard in 1898, he went into business in St. Louis. Later,
following World War I, he moved to California and for fifty years made his home in La Jolla. He was always a student and a great reader and maintained keen interest in St. Paul's. He is survived by his son, Alexander, and a daughter, Frances Lane Rockwell.

'02 — Rumley DeWitt, a retired civil engineer, died in Olympia, Washington, April 5, 1972. Born June 14, 1884, in Helena, Montana, the son of Justice William H. and Julia R. DeWitt, he came to St. Paul's in the fall of 1899 and graduated in 1902, later earning degrees at Hamilton College and Rensselaer Polytechnic Institute. During his professional career, he lived in Pasadena, California. He was head engineer for construction of the Los Angeles Memorial Coliseum and in 1932 was head engineer in charge of all construction for the Los Angeles Olympic Games. In retirement, first at La Jolla, California, and later in Olympia, he read a great deal, gardened, and delights in the making of very intricate jigsaw puzzles. He is survived by his wife, Margaret H. DeWitt; his daughter, Mrs. F. Whitmore Reading; four grand-daughters and one great-grandson.

'07 — George Macculoch Miller, artist, died in New York City, September 10, 1972. He was eighty-five years old. A student at St. Paul's from 1902 to 1906, he sang bass in the choir in his last year. From St. Paul's, he went on to studies at the Art Students League in New York City, later becoming a member of the architectural firm of Noel & Miller from 1930 to 1948. He had exhibited his oils and water-colors on Long Island and in Florida, was a trustee of the Whitney Museum of American Art and was a member of social clubs in the city and on Long Island. Surviving are his wife, the former Mrs. Flora Whitney Tower; a son, Leverett S. Miller, '49; a daughter, Mrs. Michael Irving; two step-children, Whitney Tower and Mrs. Thomas LeBouillier; five grandchildren, nine step-grandchildren and one great-grandchild.

'08 — Walter Roy Manny, retired chairman of the board of the Atlantic Zinc Company, died in Woodstock, Vermont, June 27, 1972. He was born in St. Louis, Missouri, August 26, 1890, the son of Walter B. and Ella T. Manny. After two years at St. Paul's, he completed his college preparation with a year of study in Munich, Germany; then went on to Yale, where he was an editor of the News and a member of the swimming team. His Yale undergraduate degree was followed by a master's degree in engineering from Cornell University. He served in the New York Seventh Regiment during the Mexican Border war and was an officer in the Army during World War I. His business career was with the Burroughs Adding Machine Co., for which he headed sales agencies in France and Belgium until 1928, and afterwards with his own firm, the Atlantic Zinc Co., manufacturer of platemaking systems for the graphic arts. He retired as president and chairman of the latter company in 1960. During World War II, he served as chairman of a Brooklyn, New York, division of the Small War Plants Board. He had been a director of the Brooklyn Chamber of Commerce and a trustee of the South Brooklyn Savings Bank. For more than sixty years he was a member of the Larchmont Yacht Club, an enthusiast who sailed his own boats, crewed for others and joined in the syndicate which backed "Intrepid" in its successful defense of the America's Cup. He was a keen stamp collector and always a delighted observer of the world around him. He is survived by four daughters, Mrs. John E. Rees, Mrs. L. M. Randall, Mrs. James Drorbaugh and Mrs. John Lancaster; a son, James C. Manny, '50; a brother, Ralph Manny, and sixteen grandchildren, of whom two, Walter R. Manny, 2d and Alison A. Manny, are members of the Fourth and Fifth Forms respectively. His first son, Walter R. Manny, Jr., '39 died in an airplane crash during World War II.

'11 — Charles Townsend Abercrombie Miller died several years ago in Los Angeles, according to information received indirectly by the Alumni Association from his niece, Mrs. Robert H. Williams. The School lost contact with him many years ago and we have no information about his career after he left St. Paul's in 1909.

'14 — Charles Frederic Beach died at his home in Farmington, Connecticut, August 12, 1972. Born October 11, 1886, in West Hartford, Connecticut, the son of Charles E. and Catherine C. Beach, he attended St. Paul's from 1910 to 1914. In the fall of 1913, he played on the Old Hundred football team. The following spring, he was rebuttal speaker for the Cadmean in the Joint Debate, rowed on the winning Halcyon Crew and was a member of the SPS Crew.
During his undergraduate years at Yale he joined the Yale Flying Unit and subsequently served overseas as a lieutenant in naval aviation in World War I. He was decorated with the Navy Cross. After the war, he joined his father in management of the family dairy farm in West Hartford and in related real estate interests, under the name of Beach & Co., Inc. (which had originally been an importing and exporting firm founded by his grandfather). In later years he moved to Farmington, where he continued farm and real estate management as president of Beach & Co., and served for a number of years as a member of the town zoning board. An avid reader and playgoer, he also belonged to recreational and cultural organizations in the Hartford area. Surviving are his wife, Dorothy Caldwell Beach, and a brother, Thomas C. Beach.

'14 — Henry Reed Heebner, retired Philadelphia trial lawyer, died May 10, 1972, in Bryn Mawr, Pennsylvania. The son of Charles and Alice Schuyler Heebner, he was born in Philadelphia, November 8, 1896, and entered the Third Form in the fall of 1911. He was a Concordian, captained the Old Hundred baseball team in 1914 and was winner of the Young Cup for golf that same spring. Though he never rose higher than a second Club hockey team, his enthusiasm for skating was lifelong and he was an ardent figure skater into his seventies, serving as president of the Philadelphia Skating Club, judge in competitions, and officer of the United States Figure Skating Association. He was a graduate of Yale in the Class of 1918 and of the University of Pennsylvania Law School in 1923. During the closing year of World War I, he served in France for ten months, becoming a captain in the Marines. His law career, from 1923 to his retirement in 1968, was wholly with the Philadelphia firm of Morgan, Lewis and Bockius. He was a member of city, state and national bar associations and of the International Academy of Trial Lawyers, was chairman of the board of governors and of the committee of censors of the Philadelphia Bar Association, and for twenty-five years had been solicitor for the Lower Merion School District. In addition, he was for many years director of the Wynnewood Civic Association. He was an honorary life member of the Pennsylvania division of the American Cancer Society, which in 1953 honored him with its award for distinguished service in cancer control. He remained all his life a loyal alumnus of the School, serving the Alumni Association as Form Agent for 1914 for the past eight years. He is survived by his wife, the former Natalie Elizabeth Musser; two daughters, Mrs. John A. Glen and Mrs. Kimon A. Legakis; two sons, Henry R. Heebner, Jr. and Charles Heebner; two sisters, Mrs. J. Bedford French and Mrs. William J. Williamson, and four grandchildren.

'18 — Walton Ferguson Dater, retired banker, died in Ashfield, Massachusetts, May 21, 1972. Until his retirement in 1964, he had lived in Stamford, Connecticut, commuting to work in the city, where he was a trust officer and vice-president of the Morgan Guaranty Trust Company. He was born in Stamford, September 10, 1899, the son of Alfred Warner and Grace Ferguson Dater and was a lifelong member of St. John's Episcopal Church, serving it as vestryman and warden for thirty years. After moving to Ashfield, he continued his strong interest in the Episcopal Church, was a member of the zoning board of appeals and a volunteer driver of the town ambulance — ready in every activity to undertake more than his share of whatever work there was to be done. At St. Paul's he had been a member of the Cadmean debating team and of the newly formed Council. He is survived by his wife, Isabel Dater; two sons, Major Walton F. Dater, Jr. and Michael R. Dater; a daughter, Mrs. Carroll Stannard; two brothers, Alfred W. and Philip Dater, and two grandchildren.

'18 — William Silverthorne Faurot died in Fort Lauderdale, Florida, July 10, 1972. He was born in Chicago, Illinois, March 24, 1899, the son of Henry and Catherine S. Faurot. At St. Paul's he became a Concordian and a member of the Scientific Association. After entering Yale, he served in a military training unit which was disbanded at the end of the war, in the autumn of his freshman year. Upon graduation from the Sheffield Scientific School at Yale in the Class of 1921, he went to work in the sales department of Western-Acadia, Inc., a Chicago firm founded by his father, which now manufactures wool and synthetic fiber felt and processes synthetic rubber and teflon. He retired in 1969 as president and chairman of the board. He had long been a member of the Chicago Yacht Club and had for many years owned a
hunting lodge on the Illinois River. Surviving are his wife, Joyce Faurot; a daughter, Jean F. Warner; three sons, William R. Faurot, '50, Charles H. and Allen R. Faurot; two sisters, Mrs. Allen M. Reed and Mrs. Faurot Tolson, and eleven grandchildren.

'20 — Douglas Trowbridge Elliman died in Charleston, South Carolina, March 3, 1972. Born in Elizabeth, New Jersey, July 8, 1901, the son of Douglas Ludlow and Theodora Trowbridge Elliman, he attended St. Paul's in the first three Forms and completed his secondary schooling at The Hill School. Most of his career was in the real estate business, first in his father’s firm in New York City and ultimately as head of his own firm in Charleston, which he made his home after 1931. During World War II, he served four years in the Navy, becoming a lieutenant commander in charge of housing for the Sixth Naval District. He was an ardent golfer and bird hunter, but the chief interest of his later years was gardening. In his own Charleston garden he developed many new varieties of camellia, and he devoted a great deal of time to beautifying the downtown neighborhood where he lived. He was the most gregarious of men, infecting all who met him with a sharpened appreciation of life. He is survived by his wife, Mildred L. Elliman; a son, Douglas Trowbridge Elliman, Jr. '46; two brothers, George T. Elliman, '24, and Ludlow Elliman, '27, and three grandchildren.

'21 — John Jay Wyle died in Hastings-on-Hudson, New York, August 28, 1972. He was sixty-nine years old. He studied at St. Paul’s from 1915 to 1919 and worked in Wall Street, as a member of the New York Stock Exchange, from 1920 to 1948. He is survived by his wife, Margaret Wyle; a sister, Mrs. T. Sloan Young, and three stepchildren, John and Gerry Cary and Mrs. William Gooden.

'24 — Benjamin Rowland, Jr., Gleason Professor of Fine Arts at Harvard University, died October 3, 1972, in Cambridge, Massachusetts. He had launched his career as a teacher of art at Harvard immediately after graduation from the college in 1928. In 1950 he became a professor and in 1960 was made the first Gleason Professor. More than an art critic and historian, he was also a painter in his own right, whose water colors are in the permanent collections of the Fogg Museum at Harvard, the Boston Art Museum, the Detroit Institute of Arts and the City Art Museum of St. Louis. He was the author of a number of books, including “Art and Architecture of India,” “Art in East and West,” “The Classical Tradition in Western Art,” and “Ancient Art from Afghanistan.” In addition, he was a collector of art of the Classical and Renaissance periods and had recently given his noteworthy collection of oriental art to the Victoria and Albert Museum in London. An exhibit of American art at the Fogg Museum last spring was dedicated to him, as the man “personally responsible for the advanced study of the visual arts of America at Harvard.” He attended St. Paul’s from 1918 to 1924, winning note for clever “clock reports” in the Concordian and for a succession of imaginative stories published in the Horae, of which he was an assistant editor. He was also a member of the Library Association (for which he wrote the Library Poem of 1924), the Scientific Association and the Dramatic Club, and played on the Delphian football line in 1922 and 1923. During World War II, he served for three years as a lieutenant commander on the staff of the Chief of Naval Operations. He was keenly interested in the introduction of Art into the School curriculum; threw his energy into plans for the 1968 exhibit of works of art collected by the Alumni, and wrote the introduction to the catalogue. He is survived by his wife, Lucy T. Rowland; five daughters, Mrs. Allan Baer and Virginia, Sarah, Elise and Margaret Rowland, and two granddaughters.

'24 — Robert Livingston Stevens died at his home in New York City, July 15, 1972. He was born January 1, 1907, the son of Robert L. and Mary S. Whitney Stevens, both family lines having association with St. Paul’s over many generations. At SPS he was distinguished as a speaker both in voice and diction and for the structure of his argument, and was winner of the medal for best speaker in 1924. He was a Concordian and a member of the Scientific Association and the Missionary Society. After graduation from Princeton in 1928, he began a career in finance with Webb & Knapp, in New York City; then became a partner in his own real estate investment firm, Rhodes, Kennedy & Stevens of New York City. During World War II, the partnership was dissolved and, after a brief period with the National Recovery Ad-
ministration in Washington, he served for three and a half years in the Navy, becoming a lieutenant commander, on duty for a time as executive officer of the seaplane tender, USS Thrush off the Panama Canal. He was occupied as a real estate and oil investor after the war. He had been an officer of the Knickerbocker Club in New York City, had served on the Board of Governors of the Boys' Training School, Otisville, New York, and was president of the Burke Foundation in White Plains, New York, a rehabilitation center associated with the New York Hospital. An enthusiastic small boat sailor as a boy, he later enjoyed fox hunting and was a member of golfing clubs on Long Island and in Florida. Surviving are two daughters, Mrs. Ferris Hamilton and Mrs. Edmund Sutton; a sister, Mrs. Mary S. Baird, and six grandchildren.

'26 — Charles Custis Harrison, 3d died May 19, 1972, in Villanova, Pennsylvania. The son of Charles C. Harrison, Jr., '94, and Marie Lemoyne Harrison, he was born in Atlantic City, New Jersey, June 30, 1907. As a Third Former, in 1923, he was chosen for the Delphian track team and the following year he won the Laughlin Cup for the running high jump. (Two years later he shared the same trophy with his classmates, R. F. Wilson and G. P. Seabrease, in a three-way tie.) He won the Fitter Challenge Cup for the 200-yard hurdles in 1925, and at Anniversary, 1926, now Delphian captain, he won the Fitter Cup for the second time and also the Hallowell Cup for the 100-yard dash. He was a member of the Delphian baseball team for two years. As a Sixth Former, in addition, he played on his Club football and hockey teams and won SPS letters in baseball and golf. After graduation he went directly into business with Harrison Co., investment bankers. He served with the Coast Guard Reserve during World War II. He enjoyed outdoor sports, particularly fox hunting, point to point racing, fishing and duck hunting. Surviving are his wife, Constance D. Harrison; three sons, Carles C., 4th, Peter S. and David L. Harrison; two daughters, Mrs. Hunter Addis and Mrs. Francis Jacobs, and eleven grandchildren.

'26 — Robert Gwynne Stout died in Philadelphia in the fall of 1971. The son of C. Frederick and Mary Ridgway Stout, he was born in Philadelphia, June 6, 1908, and came to St. Paul's in the Third Form in 1922. He was a member of the Old Hundred track team in each of his four years at the School; as captain, in 1926. A prolific writer for the Horae, of which he was an assistant editor, he was also vice-president of the Concordian. As a member of the Concordian debating team, he won the silver medal as best speaker in the joint debate of 1926. He was a councilor at the School Camp, a member of the Honor Committee, a Fifth Form councilor and Vice-President of the Sixth Form. Upon graduation from Princeton in 1930, he entered Princeton's architectural school with the intention of a career in architecture, but the Depression put an end to these hopes and he worked instead for several years in the brokerage business. In World War II, he was a lieutenant colonel in Army Intelligence, serving as a military observer in the Central and South Burma campaigns, and in Japan. He was decorated with the Bronze Star. After the war he went into the family leather business, John R. Evans & Co., in Philadelphia. Birds were his avocation and he became both a benefactor of the bird house at the Philadelphia Zoo and a student of its collection. He is survived by his sister, Mrs. Polly S. Day, and brother, Frederick Sturgis Stout. He was unmarried.

'29 — Thomas Butler Eastland, Jr. died June 16, 1970, in Los Angeles, California. The son of Thomas B. and Helen Wagner Eastland, he was born in San Francisco, July 29, 1910, and came east to St. Paul's in the fall of 1924 to enter the Second Form. He became a member of the Scientific Association, was on the council of the Concordian and by his witty writing for the Horae earned a place as an assistant editor midway in his Fifth Form year. In the spring of his graduation, he was captain of the Shattuck Crew. Aviation was already attracting him at college, where he was president of the Harvard Flying Club and, after a short period of employment with the Shell Oil Company, it became his career. In World War II, he served as a captain in the Army Air Force in the Far East. Upon his return, he joined the Lockheed Aircraft Company, working in various capacities until his death. He is survived by two children, Thomas B. Eastland, Jr. and Elizabeth F. Eastland, and a sister, Alice E. Potts. His younger brother was the late Richard L. Eastland, '31.

'30 — Edward Richard Bertram died June 6, 1972, in Palm Beach, Florida. He was born in
Montclair, New Jersey, September 4, 1912, the son of H. Henry and Ella Lewis Bertram, and entered the Third Form in 1926. He was a member of the Forestry Club and a counselor at the School Camp, played for two years on the Old Hundred hockey team and won his Club baseball letter in 1930. After graduation, he studied at Princeton and the University of Virginia; then went into a business career with the Cannon Mills Co., from which he finally retired in 1957. During World War II, he served in the Army for three years, part of that time as a first lieutenant in the Air Force. He is survived by his brother, H. Henry Bertram, and a stepson, William S. Bertram.

'30 — Randal Morgan, 3d died at his home in Philadelphia, Pennsylvania, July 4, 1972. He was sixty years old. The son of Mr. and Mrs. Marshall S. Morgan, and a native of Philadelphia, he was at St. Paul's for four years, graduating cum laude in 1930. He was a member of the Concordian, played on the Delphian football team in the fall of 1929, was a supervisor in Manville and served as a counselor at the School Camp. After graduation from Princeton and the University of Pennsylvania Law School, he entered on the practice of law in Philadelphia, where he was associated with the firm of Morgan, Lewis and Bockius until the late sixties. He served for three years in the Navy in World War II as a combat intelligence officer on the staff of the Commander of the Pacific Fleet Air Force. An enthusiastic golfer and hunter, he also took active part in the work of Philadelphia Conservationists, Inc. and was for many years secretary of the Pennsylvania School for the Deaf. He is survived by his wife, Mary Roberts Morgan; two daughters, Mrs. Rogers Southall and Mrs. Gordon Moran; a son, Randal Morgan, Jr., '65, and six grandchildren.

'30 — Gordon Chase Streeter died in Hartford, Connecticut, September 16, 1972. He had a career of almost forty years in the insurance business, all of it with the Aetna Life and Casualty Company in Hartford, interrupted only by two years in the Air Force during World War II. He started with Aetna after graduation, magna cum laude, from Harvard in 1934, became a fellow of the Society of Actuaries in 1942 and in 1944 was appointed assistant actuary. In 1959 he was named associate actuary, with responsibility for all policyholder group insurance records. Born in Boston, Massachusetts, December 1, 1911, the son of Edward Clark and Alice Chase Streeter, he studied at St. Paul’s for three years, from 1927 to 1930. He supervised in Simpson, was a member of the Cadmean, Forestry Club and Dramatic Club, served on the executive committee of the Missionary Society, was a counselor at the School Camp and became treasurer of the Scientific Association. In the Fifth Form, he was on the Delphian football and track teams, and in his last year he was Delphian football captain and a member of his Club track and tennis teams. He graduated magna cum laude, with the Coit Geometry Medal and the Vanderpoel Prize in Physics. During spare time in his Hartford years, he did volunteer work for the Institute of Living and the Children’s Services, and found relaxation at home as a stamp collector and builder of model trains. He also enjoyed playing the organ. Surviving are his wife, Tania K. Streeter; a son, Sabin Chase Streeter; two daughters, Anita P. Smith and Alice M. C. Smith; a step-daughter, Natasha Z. Mathias, and two stepsons, Stephen S. Zavoico and Alexis B. Zavoico; two brothers, John Streeter and Edward C. Streeter, ’32, and a sister, Helen S. Whitelaw.

'31 — Samuel Smith Drury, Boston hospital executive, died on October 7, 1972, in Nahant, Massachusetts, long his summer home. He was sixty years old. Born in Milton, Massachusetts, December 29, 1911, to the Rev. Samuel Smith Drury, fourth Rector of St. Paul’s, and Cornelia Wolcott Drury, he grew up at the School, spent three years away at Fay School and entered SPS in the First Form in 1925. His own character soon marked him as one who would make a place for himself, independent of the benefits or the handicaps of being the Rector’s son. He took part in a variety of extracurricular groups — Concordian, Cercle, Library Association and Missionary Society — was a supervisor, a counselor at the School Camp, treasurer of the Forestry Club and vice-president of the Sixth Form. But his chief note at SPS was as a team player — an oarsman who was steady and strong at his oar, able to inspire the devotion of teammates and unfailingly loyal to them and to the sport, win or lose. Though many remember him as a great oar, he never, in his big contests, sat in the winning boat. He rowed on the Halcyon Crew in 1929, but not in 1930, when the second crew bodily displaced the first as the result
of a pre-race time trial. In 1931 he was back on his top Club crew as Halcyon captain and a member of the honorary SPS Crew. At Harvard he rowed on the Varsity for two years and was chosen captain of the 1935 crew which suffered a seating shake-up before the climactic race with Yale and was disastrously beaten. Through every disappointment and for the rest of his life, his devoted enthusiasm for rowing and for the rowing program at SPS and Harvard was unshaken. He chaired the committee which raised funds to create the crew course on Turkey Pond, was happy to serve as timekeeper or referee of crew races at New London and elsewhere, and was for many years an executive committee member, treasurer, and finally president of the Friends of Harvard Rowing. He was the author of the chapter on rowing in "The Second H Book of Harvard Athletics, 1923-1963." Not long before his death, he was brought word of his election to the Harvard Varsity Club Athletic Hall of Fame. After graduation from Harvard in 1935, he spent twenty-five years in business, first with the American Brake Shoe & Foundry Co., of which he was assistant secretary at the New York office from 1939 to 1949; then as a vice-president of Colonial Distributors, Inc., a distributor of mutual fund shares, in Boston. For the last decade of his life, he was assistant director for resources and development of the Massachusetts Eye and Ear Infirmary in Boston. At various times he had served as secretary of the Harvard Club of New York City, director of the Harvard Alumni Association, vice-president of the Alumni Association of St. Paul's School and Boston Area representative for SPS. In 1955, he was advance gifts chairman of the Boston Red Cross Fund Drive. A skillful racing sailboat skipper, he also found recreation and exercise in swimming, gardening and golf. Within and beyond his family, he was the most steadfast of friends. Surviving are his wife, Hope Blanchard Drury; a son, Samuel S. Drury, Jr., '59; a daughter, Mrs. Whitney D. Eager; a brother, Roger W. Drury, '32; a sister, Edith P. Drury, and three grandchildren.

'31 – Richard Lander Eastland died in Los Angeles, California, in the spring of 1970. The second son of Thomas B. and Helen Wagner Eastland, he was born in Los Angeles, January 18, 1913, and entered SPS in the fall of 1925, to go through all six Forms and graduate in 1931. He was blessed with a rare sense of fun, which brightened every activity in which he had a part – particularly the Concordian, where he became vice-president, and the Horae, of which he was a head editor in 1930-31, the year in which he also won a Williamson Medal for best poem. He was a member of the Class of 1935 at Harvard and afterwards entered the New York City advertising firm of J. Walter Thompson. His career in the advertising and entertainment world took him eventually to Hollywood where, after World War II, he was in charge of the "Chevrolet Hour" and became the center of a wide circle of friends. During four years of World War II, he served in the Navy, rising from ensign to lieutenant commander, as a communications officer on USS Frost, in the Atlantic. He is survived by two children, Alice and Thomas B. Eastland, 2d; a sister, Mrs. Frederic A. Potts, and three stepchildren.

'32 – John Stewart Dalrymple, Jr. died November 7, 1971, in Minneapolis, Minnesota, his native city and his home in recent years. Born March 14, 1914, he was the son of John Stewart and Bernice B. Dalrymple. Entering St. Paul's in the Third Form, he quickly established himself as one of the best students in his class, became a member of the Cadmean and Cercle, was a teacher in the Millville Sunday School and was appointed to the Council. In the fall of 1931, he played on the Delphian football team, and the following spring he graduated magna cum laude. Upon graduation from Yale in 1936, he took over management of the Dalrymple Farms (founded by his grandfather in 1875) in Casselton, North Dakota. He was a shy and modest man, but the farms prospered under his direction and in 1970 he was designated one of the outstanding farmers of America. In 1961, he became a director of the Northwest Bancorporation of Minneapolis and five years later was elected a director of the Great Northern Railway, remaining active on both boards until his death. Surviving are his mother; his wife, Mary K. Dalrymple; three daughters, Mrs. William G. McMillan, Mrs. C. Stephen Wilson and Mrs. Michael D. Wood; a son, John S. Dalrymple, 3d, '66, and two sisters, Mrs. C. B. Newman and Mrs. Hadlai A. Hull.

'32 – John Jay Knox died in Boston, Massachusetts, December 8, 1971. He was born in Rumson, New Jersey, July 18, 1913, the son of
Irving G. and Augusta Jutte Knox, and entered the Third Form in 1928. Sociable and well liked, he was an Old Hundred and a Shattuck and played a good game of squash, which won him a place on the Old Hundred team for two years. After graduation from Harvard in 1936, he worked briefly in the chemical industry and then started on what became a lifetime career in the investment business, the last thirteen years of it with Drexel & Co., first in New York City and more recently in Boston. He served for four years as a tank gunner in the Army in World War II, with the 771st Tank Battalion in the Rhinelan, the Ardennes and Central Europe. Golf and bird-watching became his chief recreational pleasures in the last two decades of his life. He is survived by his second wife, Charlotte Denny Knox; a son, John Jay Knox, Jr., and two stepchildren, Joan Schneider and Peter Schloss.

'39 — Richard Bennett Church died in New York City, November 9, 1971. The son of the late Richard N. Church, he attended St. Paul’s from 1934 to 1939, and was a graduate of Princeton in the Class of 1943. He served four years in the Air Force in World War II, as a ground officer in Alaska, and reached the rank of first lieutenant. At the time of his death, he was survived by his second wife, Charlotte Denny Knox; a son, John Jay Knox, Jr., and two stepchildren, Joan Schneider and Peter Schloss.

'43 — Ezekiel Albert Straw, Jr., banker and a leading figure of Manchester, New Hampshire, died in Manchester, August 16, 1972. "Zeke" Straw, the fourth generation of his family to attend St. Paul’s, was born in Manchester, June 23, 1925, the son of Ezekiel A. Straw, ’20, and Virginia Slayton Straw. He quickly began to make his mark in SPS athletics, becoming a member of the Delphian baseball team in his Third Form year. The next year he added Delphian letters in football and hockey and SPS letters in football and baseball. By his Sixth Form year, he was Delphian captain in football and hockey and was playing also on his Club teams in baseball and squash and on SPS teams in football, hockey and baseball. That same year, he won the Manville Cup for the highest batting average in the first team series, the 1903 Hockey Medal and the Gordon Medal as the best all-around athlete and sportsman. There followed for him three years in the Air Force during World War II, as a navigator of B-17 bombers over western Europe. He received the Air Medal with five oak leaf clusters. After graduation from Dartmouth College in 1948 and a year of work in St. Louis, he began his career in banking at the Amoskeag Savings Bank in Manchester. In 1954 he moved to the Manchester Savings Bank and worked his way rapidly up to election as president of the bank in 1967 and, two years later, as chairman of the board. Upon reorganization in 1970, he was made chairman of the board, president and chief executive officer of the Manchester Bank and The Manchester Corporation. He undertook numerous posts of public service and was the recipient of many honors. He was New Hampshire chairman for Radio Free Europe, a trustee of St. Anselm’s College and the Manchester Boys’ Club, chairman of various fund drives in the community, a former chairman of the Brookside Congregational Church, and president of the Manchester Boys’ Club from 1959 to 1964. In 1966 he was named Young Man of the Year by the Manchester Jaycees and in 1971 was the recipient of the Brotherhood Award of the New Hampshire Chapter of the National Conference of Christians and Jews. He enjoyed participation in sports of every season, filled his life full and used it generously to benefit many. Surviving are his mother, now Mrs. Virginia Smith; his wife, Margaret M. Straw; three sons, William P. Straw, ’71, Jeffrey S. and Ezekiel A. Straw; a daughter, Sarah S. Straw; a half brother, Harold W. Smith, Jr., and four sisters, Mrs. Richard Kidd, Mrs. Pendleton C. Keiler, Mrs. Harvey Thayer and Mrs. Robert E. Bogart.

'52 — Kenneth Sawyer Goodman Dewey died August 3, 1972, when the single-engined plane in which he was flying alone crashed near Orange, Connecticut. He was thirty-eight years old. The son of Charles S. Dewey, Jr., ’29, and Mrs. Dewey (now Mrs. Robert D. Graff), he was at St. Paul’s for the year 1947-8 only. After graduation from Columbia University in 1958, he became assistant to the Broadway director, Alan J. Schneider, and later was a founder of Action Theater and director of program development for the New York State Arts Council. His production company had completed a motion picture, "Farewell, Uncle Tom," to be released this fall. He is survived by his parents; two sisters, Mrs. Ariane Aruego and Miss Suzanne Dewey, and a brother, Christopher.
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Coolidge M. Chapin, '35, Secretary and Clerk of the Alumni Association, here shown in October, organizing (a verb always apt for his functions at SPS) the manifold meetings, parent-teacher conferences, meals, etc. involved in Parents Day, 1972, attended by 325 families.
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