ST. PAUL'S SCHOOL
ALUMNI

AUTUMN 1974
Alumni Horae

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St. Paul’s School Calendar
(Events at Concord, N.H., unless otherwise noted)

1974

Dec. 18, Wednesday
Autumn Term Closes
Hockey: The Taft School –
Madison Square Garden

1975

Jan. 7, Tuesday
Winter Term opens

Feb. 7-10
Mid-Winter Recess
(1:30 p.m. Fri to
6 p.m. Mon.)

March 13, Thursday
Winter Term closes

April 1, Tuesday
Spring Term opens

May 30, Friday
Hundred and
through
Nineteenth
Anniversary

June 1, Sunday noon
Graduation of Sixth
at 2 p.m.
Form of 1975

June 5, Thursday
Last Night

June 6, Friday
Spring Term closes
Vol. 54 No. 3

AUTUMN 1974

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Dear Alumni and Alumnae:

"St. Paul's after dark."

A surprising phrase to apply to the School, perhaps, and yet it raises a series of interesting and important questions about student life today. What do students do in the evening? What are they required to do? What kinds of activities are available to them?

To know that many students return directly to their dormitories for study will not be surprising. This may in fact be comforting, because it suggests the response: Of course. Yes, of course, the early evening must be for study.

But this is misleading. Not all students begin to study early each evening. And in truth, a decision on the choice of time for study is an individual matter which depends upon many things.

What is going on in Hargate? Is there a club meeting I would like to attend? Is there a speaker from outside the School? Must I participate with my group in developing an ethical play for Intro? (Actually, this is a form of "studying," as the writing and performance of a play is a major assignment in the winter term for "Introduction to Religion," the course required for all Fifth Formers.)

Is there practice for the Fiske Cup play my dormitory is putting on? Is my friend giving a half-hour piano recital as his, or her, "final examination" in Applied Music? Or harpsichord or organ or flute? (There are eleven flute players in the band this fall.)

Is there a discussion group tonight with Dr. Panek? with the Sanctuary? Shall I talk with a friend for a while in the Upper Common Room? Or should I go to the Community Center? Should I work on my painting in the Art Center?

Or should I study?

If I return to my dormitory to study, what will I find? In the common room, a Sixth Form boy tutoring a Fourth Form girl in Latin. A student
Some students... do study in the early evening in their dormitory rooms... But they are not required to do so.

on a chair in a corridor, hanging a piece of student art work to relieve the bareness of the concrete wall. A student reading Tillich, to the strains of Bach on the hi-fi. A Sixth Former addressing envelopes to give to the faculty members he asks to write college recommendations for him. A next-door neighbor, practicing the flute. A housemaster signing a weekend card — after a little discussion. A student making a birthday cake for a dorm feed at 10:00 p.m. "The washing machine in the basement won’t work.” Faculty correcting papers. Faculty reading; playing ping pong; in random discussion with students.

Yes, some students, probably many, do study in the early evening: in their dormitory rooms, in the Sheldon Library, in Moore or Payson or the Schoolhouse, if they are open. But they are not required to do so. They can choose to study at other times: later in the evening, early in the morning, in free time during the day.

What, then, is required of students? The answer is simple and straightforward. Attendance at classes is required, and the faculty expect students to be thoroughly prepared for each class meeting; they expect them to do papers and special projects carefully; and the faculty expect students to
write full-period tests, when these are given periodically, and mid-year and final examinations, at satisfactory to honors levels.

In this situation the role and the responsibility of the classroom teacher and of the dormitory housemaster have increased. They now provide general guidance for students, and, when necessary, specific direction which can reduce the control over his time that a student ordinarily has. If a student is unprepared for class, he may receive some restriction on his time from his groupmaster, who comes very soon to know about students who are unprepared. If there is general lack of attention to several subjects, the restriction may be “house bounds,” requiring the student to return to his room directly after supper and stay there all evening, perhaps for a week; perhaps for a longer time. Some attempt is then made with the student to discover the cause of the situation. If a student is studying adequately without attaining satisfactory results, arrangements may be made for a student tutor for extra help. A student tutoring bureau, managed by Sixth Formers, allows those who are skillful in subjects to help those who are having difficulty. This is done without charge or fee as a contribution by the tutor to the life of the School.

It is self-evident that a school wishes its students to learn. In each of his five courses, a student will acquire knowledge and information, and he will learn skills. This, students want. This, we want.

But we want something more, as well. We want students to learn to manage their time. We want students to learn, here in Millville, to understand themselves and to learn how to control themselves.

Evening activities in School are endless. They are fascinating. And they serve the School well in one other way. Activities, and speakers from outside the School, help inform students about the world. And this shared information and these shared activities provide a unifying focus for all students. Subjects students study vary greatly, from term to term, from student to student. Sometimes there is difficulty in locating a meeting ground when enthuasiasms center on varied academic subjects. Community activities provide a common experience around which discussions can be held, and in so doing serve as a powerful unifying influence for student life.

School goes on. The New England fall has been glorious. Think of us, particularly as we churn about in the evening, and please return for a visit when you can.

Sincerely,

October 16, 1974

[Signature]
The School in Action

The School in Action" — a title easily taken for granted over the years, until one is asked to be the author. My first reaction was, writing the article would be a pleasant way to spend the Christmas holidays, looking back over the fall term and analyzing, historically, its events and emotions. This historian's daydream was quickly shattered by Roger Drury's announcement of an October 17th deadline, less than half way through the term.

So what can be said about the School in action this fall, as I look out at green maple leaves which have not yet been touched by that magic which makes a New England fall resplendent and unforgettable?

The title of the article says so much — the School, this great 118-year-old institution; action, that movement which vitalizes the institution and makes it the living, exciting place it is, this fall of 1974.

The School is as beautiful as ever. The physical plant has been carefully nurtured with new paint, new paths, new trees; new faculty apartments in Kittredge, Armour, and Alumni; a new boiler in the heating plant; a new Community Center in the Skate House; and hundreds of other carefully considered improvements. But it is the action that takes place within this magnificent plant that makes the School.

What are some of the actions or activities taking place this fall? A list was posted the other day, of the official School organizations, meaning those with a faculty advisor — no list exists of the non-official organizations. The double-columned sheet listed sixty organizations and was met with the usual concern, "Do we have too many activities?"

Old timers; revivals; newcomers

A careful perusal of the list suggests, rather, that we are providing for a highly diversified and interesting student body. Many alumni will recognize familiar names, The Pelican, the Horae, Le Cercle Francais, the Mish. These active organizations contribute importantly to the life of the School and cater to different interests and talents. (The Pelican, incidentally, is printed this fall by a new company which provides faster service. Cartoons have become a regular, eagerly awaited feature and more "news" stories are appearing, providing a fresher look at School life.)

Other organizations on the list were strong in the past, then died out, and are now having a revival — the Bridge Club, for instance. Many organizations such as the Astronomy Club or Rocket Society call for intensive contributions from a few devoted members while others such as the Film Sock provide entertainment on a "take it or leave it" (at a fee) basis for the whole School.

Another such service activity, new on
the list, is the Commu­nity Center Com­mittee which replaces the old Coffee House Committee. These hard working students run the new community center and keep it clean, order and sell food, and organize special evening entertainments.

WSPS on the air

And another newcomer is SPS Radio which finally is on the air, providing entertainment for the whole School. A few devoted souls run the station. The development of our own radio station, WSPS, deserves a story by itself.

Many of the societies which flourished here when I arrived twenty years ago are no longer operating. The large Scientif is replaced by several societies with specialized interests, and the Concordian and Cadmean meet no more. Debates continue, however, in the ever-active Winant Society which has entertained representa­tives of both political parties this fall, and in SPS Debating which will expand its schedule of inter-school competition this year.

As should be evident, extracurricular activity is in vigorously full swing. It is no longer as tightly scheduled as it once was. Organizations die and new ones are formed, responding to the needs and de­sires of an active, ever-changing School and student body, and providing for small or large groups of like minded individuals to express their concerns or develop their interests.

Lindsay; Curtis; Maguire

Side by side with them, there are many one-time activities to add flavor and vitality to the School life. We are all looking forward to the coming of former New York mayor John V. Lindsay, '40, as the year's first Conroy Visitor. Other sched-
uled events for the fall, a total of twenty at this writing, range from the annual concert of the Curtis String Quartet to a planned three-day visit by Washington lawyer and linguist Edward Maguire, '59, who will visit history and language classes to discuss his experiences negotiating business contracts with the Soviet Union and Hungary.

Students, faculty, and School families share these varied experiences, which bring enrichment to the entire educational process. The opportunities for each of us to learn and grow at St. Paul's outside of the classroom appear endless, as the list of coming attractions, from exhibits at the Art Center in Hargate to a reading by a young Black poet, Jay Wright, is contemplated. The School is a rich and exciting place, and the students are involved.

One indication of that involvement are the many hand-lettered signs which appear about the School, advertising events. The most effective location is the end wall of the Middle School Dining Room where, towards the end of each week, a sign — which many of us refer to as “SPS graffiti” — is bound to appear, advertising a weekend activity. Other good locations are the walls of the Upper School Common Room and the Post Office. Beginning last year, the graffiti became more and more eye-catching, with effective and colorful lettering and entertaining verses.

A record of these anonymous weekly signs would provide an interesting history of School activities. For example, the first Saturday of the term involved many activities for getting acquainted:

**SENSATIONAL SATURDAY**
- Picnic: 5:30 — Lower Grounds
- Square Dance: 7:30 — Gym
- Movie: 9:30 — Mem Hall

The following weekend produced these:

**FILM SOCK PRESENTS**
- 10 Film Classics you won’t want to miss
- SO bring your cash and checkbooks to lunch
- and SUBSCRIBE only $6.00

**Thru muck and thru guck**
That famous Mish Tuck
Leaves you in the luck
When your stomach’s a ruck
- Sat. nite — Gates Room
- Sun. P. M. — Community Center

**COME BOP AT THE RECORD HOP**

The next week, we were treated to:

**For an afternoon of FREE EXCITEMENT**
- Come to girls’ FIELD HOCKEY Saturday

**COWBOY Rides AGAIN!**
- at the RECORD HOP
- Saturday Night

**Mish Weenies**
- Come Get Them Fast
- 'Cause they certainly don’t last
- 'Cause they disappear like
  **Houd Weenies**
- Now if you missed your Weenies
- Try your Luck
- At Mish Tuck
- in the Gates Room

Last weekend, a bit of competition, in reaction to the previous week’s sign, produced this:

**WATCH VARSITY SOCCER**

and the now familiar dance announcement appeared:

**You are cordially invited to rock-out at the dance this evening in the Community Center informal at 8:45**

together with an invitation to the first
guest musical presentation of the term:
7:15
Saturday in Hargate
PETER Music
Tapes GARLAND

The care with which these signs are produced, as well as the eye catching cleverness (much of which is lost in translation to black-and-white typography) is a good indication of the enthusiasm the students have for the many activities of the School.

Another example of this support is the skit at the end of morning reports. The Mish is a regular producer of Friday morning skits calling attention to weekend activities in humorous, sometimes risqué, but very clever and well received performances.

In addition we hear regularly of *Horae* deadlines and readings (where students and faculty gather in the faculty advisor’s apartment to read and discuss poems and short stories), Dieudonné Society lectures (on esoteric math topics), Outing Club slide shows (of climbs in the Andes or Himalayas), and Eco-Action festivities (this fall, a harvest festival during which the produce of the garden planted last spring under the guidance of the faculty advisor, Mr. Potter, was harvested and the garden plot in the Drury orchard was prepared for next spring’s planting).

Five courses per year

Yes, activities abound and there is something for each student, yet there is little pressure to join and much pressure to contribute if you are a member of an activity. Most organizations are small. Few students appear overextended and those who are receive appropriate advice...
from thoughtful groupmasters.

Incidentally, amongst this myriad of activities students still attend classes. In fact, grades are better than ever and five courses per year, or an equivalent involving ISP for Sixth Formers, is still standard. Academic effort is intense.

Courses often make use of non-academic activities as for example when an English teacher requires a composition on a student’s reaction to the latest art exhibit in Hargate, or when students in Practical Politics work on local political campaigns and attend campus talks by local politicians such as Susan McLane (wife of Concord’s mayor Malcolm McLane, ’42) a member of the State House of Representatives and the first woman candidate for the position of Speaker, or when students in the Education course hear local teachers explain problems of dyslexia.

Some classes create their own activities taking field trips to places such as the State Supreme Court, or to the New Hampshire beaches to collect flora and fauna for use in Biology labs. Such extracurricular and specially planned activities are utilized to make the learning experience more vital, and, as a result, students are stimulated to participate in widely diversified extracurricular activities.

Extra- and intramural sports

And of course athletics continue to demand time, effort, and skill. Three hundred ninety-two students are participating this fall, providing Wednesday and Saturday Varsity and J. V.-level entertainment for the community, while Club teams...
play exciting soccer on other weekday afternoons.

Every increase of offerings — whether in class-room, “activities,” or athletics — of course brings the necessity of choice. Though opportunities for activities at SPS now seem almost unlimited, the students appear prepared to benefit from the many options. Providing students an environment in which choices must be made is an important part of today’s education.

The voice of the faculty

Switching from a philosophical to a historical plane, this fall witnessed two developments which show how the School is responding to felt needs. They both added new activities to the schedule.

As the Rector indicated in his letter in the Summer Alumni Horae, the issue of faculty leadership and “authority” has been of concern to him for several years. Responding to this issue, a four-member faculty committee has been working with the Rector. In early October, the faculty met in four groups, led by the four members of the small committee, to discuss what issues were of particular interest to the faculty at this moment. As a result, a faculty group was organized to investigate class sizes and teaching loads with the aim of establishing recommendations in this sensitive area. During the year, other issues of particular concern to the faculty and raised at the small faculty meetings will be considered, as the Rector seeks new processes for hearing the voice of all constituents in the School community. Extra meetings and committees are never popular as they crowd our already busy schedule, yet the desire to seek new processes, to change where change is needed in the “adventure of experiment,” makes St. Paul’s an exciting and vital place to be, for faculty, students, families, and staff.

Another new adventure begun this fall reflects the School’s concern to do the best it can to make our new students feel a part of the community. With the passing of the Lower School and the abandonment of the Quad as the home base of the Third Form, the question of assimilation of new students had become a problem. How are five new students in a house of old students to find their way? Assigning an old boy or girl to each newcomer had helped greatly but we wanted to do things even better.

This fall, all new students were divided into groups of five or six and each group was assigned to a faculty member who was not a groupmaster. Five weekly forty-five minute meetings were set, at which the group and the faculty member, often with his wife, (unfortunately at this moment we have no full time women faculty who are not groupmasters) had open-ended discussions on School rules and adjustment to School life. Some groups went on tours of Concord, climbed the chapel tower, or cooked supper in the faculty kitchen. The faculty leaders met weekly to share ideas on group activities, under the leadership of the School counselors, Dave Panek and Terry Walsh.

Tea substitute

An evaluation questionnaire indicates great appreciation by the new students of the chance to talk and share feelings about the School in a relaxed and supportive atmosphere. Some faculty have indicated the process was too structured, and it is true that twenty years ago relaxed afternoon teas may have fulfilled the same function. Today, however, with the pace and variety of School activity, time for a relaxed tea rarely exists.
The new student groups, variously referred to as the “non-groupmaster groups” or the “godfather groups” are another indication of what appears an effective response to a new need. Certainly the meetings add to the myriad activities one finds while the School is in action but the “godfather groups,” like all of our other activities, provide opportunity for individual growth and development in this very stimulating and exciting community that is St. Paul’s.

Fall Athletics

Maurice R. Blake

The stress laid on interscholastic teams in the Horae’s regular sports summaries may lead some to wonder how big a portion of the student body competes at that level.

While we are justly proud of the record our teams are making in interscholastic competition, it is true that the personnel of these teams accounts for only about 43% of participating students. The other 57% are taking part, for the bulk of the term, in various other physical education activities: on intramural teams, or in regularly scheduled physical education classes in the morning, and in special classes.

In the fall, for example, in addition to SPS and JV football, soccer and cross-country for the boys, and SPS and JV field hockey and SPS soccer for the girls, the School offers students the opportunity to take part in
instructional field hockey, instructional soccer, and the usual Club soccer competition.

The School has always tried to provide students with the experience and benefits of participation in both team and individual sports activities. With the coming of 177 girls, it was necessary to develop a type of individual activity for the fall term, especially for girls who have had little in the way of athletic experience. Soccer and field hockey naturally draw the attention of many, but the need for an individual fall sport for girls became more and more evident.

Thirty girls beginning tennis

With this requirement on our minds, it was the decision of the Physical Education Department to attempt an experiment with fall tennis. The decision was partly prompted by the fact that we have experienced an overwhelming request for beginning tennis in the spring — more requests than we can possibly accommodate in one term.

So, for the first time, St. Paul's girls are taking part in an afternoon instructional tennis program for beginners only. Under the direction of Richard Lederer, who is also the boys tennis coach, we have thirty girls working out daily on the School courts. At this writing, the program seems to be extremely successful in filling the need. These thirty girls will be expected to elect a different activity in the spring, perhaps a team sport, thus getting different types of experiences in physical activities that are both needed and desirable.

The morning physical education classes are offered to students whose schedules allow them to participate in three double periods of instruction per week. Such students are excused from the regular afternoon sports period. Beginning tennis, beginning squash, and beginning badminton are offered in these morning periods. It is our aim to offer instruction in as many such “carry-over” activities as possible, because we feel an obligation to provide the opportunity for students to learn and enjoy those physical activities which can be continued long after leaving School.

The regular sports schedules usually are completed about the second Saturday in November. Members of the fall teams may then let up a bit, before the winter team workouts begin. In that interval, intramural tournaments in house squash, basketball, and hockey are offered, as well as ice time at the Gordon Rink for boys' and girls' groups and for mixed groups. One regular feature of the ending of the fall athletics program is the annual School cross-country run, or "Thanksgiving Crawl," supervised for many years by Sr. Ordoñez.

When a new student enrolls at St. Paul's, the student guide assigned to him or her for the opening days includes a tour of the athletic facilities at the gymnasium, where the newcomer is given Club assignment and locker number, and learns where to obtain proper attire for physical workouts, or for such an activity as football which requires a great deal of equipment.
available in the equipment issue rooms.

Students are given a week to make up their minds about the activity in which they wish to take part for the term. At the end of the week, rosters are "frozen," and students remain in the chosen activity until it is completed in November. This method is repeated in the winter and spring terms, enabling students to change from one activity to another after a term of experience, and from one year to the next, so that they are never in any way locked into the activities first chosen.

Team records, as of October 12: SPS football, 3 won; JV football, 2 lost; Boys SPS soccer, 5 lost; Boys JV soccer, 3 won, 1 lost (overtime); Girls soccer, 3 won, 1 lost; SPS field hockey, 6 won; JV field hockey, 5 won; SPS cross country, 4 won, 1 lost; JV cross country, 1 won, 1 lost.

In Tuck — a student crossroads where book, snack, and cleated shoes meet.

Millville Notes

Abbe in Jaws

WILLIAM Abbe of the Art Department returned unscathed to the School from a summer experience on Martha's Vineyard.

Responding to a movie producer's call for extras, during the filming of the motion picture, "Jaws," he was immediately accepted as a typical tourist, and filmed
in a scene where several people run towards the camera in terror after seeing the man-eating shark which is the film's ferocious fiberglass protagonist.

"Boy!" remarked Mr. Abbe to a Pelican reporter, "I hope that part doesn't get cut!"

Science Teachers Meet at SPS

THE Payson Laboratory was the setting on October 11 of a meeting of fifty members of the New Hampshire Science Teachers Association. A feature of the meeting was a lecture, open to the students, by Dr. Robert Huke, professor of geology at Dartmouth, on "Some Possible Answers to the World's Food Problems."

Cold Wires

THE Pelican, in late September, printed a letter which might stir sympathetic response far beyond Millville.

Peter Ginna, '76, delivered a many-barrelled salvo against the microphone-loud speaker system newly installed in the Chapel, declaring it unnecessary, ugly, and inconvenient.

Worst of all, he said, "there is no warmth in an electric PA system. Someone speaking to a congregation through a microphone is removed by more than just so many feet of electrical wire. He is separated too by another dimension, one impossible to describe but which can be felt. . . . It is a pity that when we speak to each other, there must now be electronics in between."

Enrollment - Gender and Geography

AS SPS began its fifth year of coeducation, girls made up thirty-five per cent of the student body of 499. The students came to Concord from thirty-five states and the District of Columbia, and twelve foreign countries. Sixty-three are from New Hampshire.

Undergraduate Achievers

MARY T. Higgs, '77, a member of last spring's SPS tennis squad, won the girls 14-and-under division of the 1974 New Hampshire Junior Championships during the summer.

Four Fifth Formers are sharing honors with fellow former members of the 1973 Ninth Grade English class of Green Vale (Long Island) School, as authors of a new Doubleday book about roadbuilding machines, "Bulldozers, Loaders, and Spreaders." The SPS authors are Mary R. Anderson, Amy Clarkson, Alison M. Hustinig, and Kathryne S. von Stade, all members of the Form of 1976.
The New Students

(Including family relationships to alumni and to students now in the School. The quoted material interpolated in the list is from the remarks of Ian C. Fletcher, President of the Sixth Form, in Chapel, on the opening day of School.)

<table>
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<tr>
<th>Form</th>
<th>Student</th>
<th>Alumni relationships</th>
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| III  | Elisabeth Albritton | b Peter C. Albritton, '76  
|      |         | s Penelope Albritton, '77 |
| V    | Charles Ernest Brenton Altekruse | |
| IV   | Elizabeth Chambers Armstrong | GF James C. McKay, '28  
|      |         | F Henry Hilliard Armstrong, '49  
|      |         | s Mary Hilliard Armstrong, '75 |
| IV   | Leo Peter Arnaoldi, 3d | |
| V    | Adam Olney Bailey | |
| III  | Jess Lippincott Bailey | s Mary McC. Baily, '75 |
| IV   | William Griffith Baker, 3d | |
| V    | Diane Elizabeth Barnett | |
| IV   | John David Barrett, 4th | |
| III  | Anne Farr Bartol | GF *William B. Schiller, Jr., '22 |
| III  | John Monie Bauer | b Robert Monie Bauer, '76 |
| III  | Angus MacAllister Beavers | B Charles G. Beavers, 3d, '70 |
| III  | Bryan Bell, Jr. | |
| III  | Mark Robert Bennett | |
| III  | Nancy Horner Bigelow | GGF *Frederick C. Shattuck, 1863  
|      |         | F Frederick S. Bigelow, '34  
|      |         | s Mary B. Bigelow, '75 |
| III  | Arthur Walker Bingham, 4th | GGF *Arthur Walker Bingham, '92  
|      |         | GF *Arthur Walker Bingham, Jr., '18  
|      |         | F Arthur Walker Bingham, 3d, '47 |

"The community welcome is extended in particular to those students among us for the first time. These opening days, despite the confusion and uncertainty that you may feel ... mark what I am sure will become a journey of great personal and intellectual discovery. The community has the highest confidence in you."
“The School has seen a great deal of change in recent years in its
educational and social policy. The curriculum has been considerably
revised. New teaching methods have been introduced and independent
study encouraged. The changes have also meant greater personal free­
dom for students and a larger voice in the affairs of the community.
The integration of Third World and women students into the com­
community has had a tremendous impact for the better.”
"If St. Paul's is to both hold fast to what is good and be open to change, the student body and the faculty must be continuously engaged in spirited debate which will allow many viewpoints and opinions to be shared and examined."

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<th>Form</th>
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<td>III</td>
<td>Rosemary Borden Harris</td>
<td>P. Randolph Harris, Jr., '48</td>
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<td>IV</td>
<td>Kimberly Valentin Henning</td>
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<td>III</td>
<td>Tracy D. Hill</td>
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<td>III</td>
<td>Francis Welles Hunnewell</td>
<td>GGF *George Hinkley Lyman, 1869</td>
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<td>GF *Walter Hunnewell, '97</td>
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<td>F Walter Hunnewell, '35</td>
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<td>b Walter Hunnewell, Jr., '75</td>
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<td>V</td>
<td>Amy Carr Johnson</td>
<td>S Eleanor Lee Johnson, '74</td>
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<td>III</td>
<td>Sanford Bull Kaynor, Jr.</td>
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<td>III</td>
<td>Mitchell Jay Kelly</td>
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<td>IV</td>
<td>Charles Hilary King, 3d</td>
<td>F Charles H. King, Jr., '53</td>
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<td>V</td>
<td>Suzanne Caroline Kluss</td>
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<td>Reid Andrew Kneeland</td>
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<td>Charles Louis Kuehn, Jr.</td>
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<td>Cloyd Laporte, 3d</td>
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<td>Ledlie Irwin Laughlin, 3d</td>
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<td>F David T. Look, '47</td>
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<td>Thomas John Luz</td>
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<td>III</td>
<td>Wingate Joan Mackay-Smith</td>
<td>GGF *Clarence Bishop Smith, '90</td>
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<td>step-B Robert Alsop Riley, '62</td>
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<td>B Ian Geoffrey Robin MacLaury, '70</td>
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<td>III</td>
<td>Hollis Noyes Macomber, Jr.</td>
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<td>Edward Safford Mandel</td>
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<td>III</td>
<td>Juan Marrero</td>
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| III  | Cynthia Marshall | GGF *Robert S. Brewster, '93 |
| III  | Whitney McCleary | GGF *Edwin B. Whitney, '01 |
| III  | Jennifer McGann | |
| III  | David Elliot McGinnis | |
| III  | Peter Thornton McGleughlin | |
| III  | Kaja Maria McGowan | |
| IV   | Elizabeth Baylis McLearn | |
| III  | Peter McRae Mittnacht | |
| III  | Harry Keith Moffat | F Keith M. Moffat, '40 |
|      |                      | b David D. Moffat, '75 |
| III  | Robert Alexander Montgomery | |
| IV   | Alexandra Murnane | F George F. Murnane, Jr., '35 |
|      |                      | b George Murnane, 3d, '76 |
| IV   | Nicholas Newlin | GGF *Walter L. Foulke, '00 |
|      |                      | GF William G. Foulke, '30 |
|      |                      | F William V. P. Newlin, '51 |
|      |                      | b William V. P. Newlin, Jr., '75 |
"The world is overwhelmed with war and societal collapse, with human misery. It is undergoing changes which have the effect of dynamite. Our generation will have responsibilities greater, perhaps, than any other generation in history. Here at St. Paul's, we live and work in a community dedicated to the development of intellect and character. It is, in many ways, a testing ground. What our generation does, what it commits itself to, will inevitably have a profound effect upon the course of events."

III Yuk-Man Ng
III Isabel Nieves ......................................... b Severo Nieves, Jr., '76
IV Anne O'Herron ......................................... b Jonathan O'Herron, Jr., '75
III Jonathan Whitehead Old, 3d
III Ward Wright Olney, Jr. ................................ GF E. Ward Olney, Jr., '26
F W. Wright Olney, '53

III Kelly Lynne Partridge
IV Patricia Milburn Pittman ................................. F Steuart Lansing Pittman, '37
III Clarissa Harlow Porter .................................. F H. Boone Porter, Jr., '41
B H. Boone Porter, 3d, '68
B Michael T. Porter, '73
S V. Gabrielle R. Porter, '74

IV Katherine Anna Precht
III Lindsey Anne Quirk ...................................... B Brian T. Quirk, '75
IV Roslyn Ann Rawls
IV Josiah Stanley Reeve, 3d ................................ B Abbott Reeve, '67
B *Lowell S. Reeve, '69
S Victoria R. Reeve, '72

III Carolyn Hughes Revercomb
IV William Bennet Reynolds ................................ GF *Kenneth G. Reynolds, '12
F Marcus T. Reynolds, 2d, '45

III Linda Huntington Richards
III Marc Henri Robert
IV Shelley Brooks Robinson ................................ GF James H. Ackerman, '15
GF Alexander L. Robinson, '23
F Frank Brooks Robinson, '50
b James S. R. Rose, '77

III Andrew Carnegie Rose
III Eric Peter Rosenberg
III Robert Howard Rout, Jr.
V Detlef Sacker
IV Julius Trousdale Sadler, 3d
III John Stockwell Samuels, 4th
IV Peter Timmins Santry
III Timothy Schaffner
IV Elizabeth Schein
IV Pamela Stevenson Scher
III Christopher Ronald Schiavone
IV Douglas Schloss
IV William Coxe Schlosser
III Bruce Cameron Seabrook
IV Maurice Arthur Selinger, 3d
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<td>IV</td>
<td>Amy Sommerfeld</td>
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<td>V</td>
<td>Richard Havelock Soule, Jr.</td>
<td>GF Augustus W. Soule, '02</td>
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<td>Meredith Olivia Storer</td>
<td>B Charles Crosby Storer, '67</td>
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<td>Katherine Warren Thayer</td>
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<td>John Bayard Tweedy, Jr.</td>
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<td>Natalie Wayne Ward</td>
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<td>F John B. Tweedy, '39</td>
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<td>F Hugh C. Ward, Jr., '42</td>
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<td>B Jared H. Ward, '74</td>
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<td>Constance Lyman Warren</td>
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<td>GGGF *Dr. George C. Shattuck (The Founder)</td>
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<td>Nancy Ellen Weltchek</td>
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<td>s Randa Everett Wilkinson, '75</td>
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<td>Louisa Bronson Wood</td>
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<td>Paul Jonathan Zabriskie</td>
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<td>III</td>
<td>I. Daniel Zimmerman</td>
<td>GF Percy Chubb, 2d, '27</td>
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**Key to letter-symbols used in list of new students**

- GGGGF: Great, great, great, grandfather
- GGF: Great grandfather
- GF: Grandfather
- F: Father
- B: Brother who is an alumnus
- b: Brother presently in School
- S: Sister who is an alumnus
- s: Sister presently in School
- *: Deceased
Confessions
of a Male Girls Basketball Coach

Richard H. Lederer

WHEN, during our first full year of coeducation, girls interscholastic sports began at St. Paul's School, my career as a male girls basketball coach was launched. After three seasons of working with a group of athletes who have given everything to their sport and who have transmuted their untested potential into an inspired proficiency, I have been touched deeply. I suspect that this past season will turn out to be my last, but I know that in my head I will always remain a girls basketball coach.

Our girls basketball team record has climbed from 5-4 to 7-3 to 8-1. In 1973 we went undefeated in independent school play but lost to Bishop Brady High School and two college varsities. In 1974 we lost our first game of the season to arch-rival Exeter Academy, then won our remaining eight games, including a titanic rematch with Exeter. I want to get all this data quickly out of the way because my concern in this article is not with statistical achievements, but rather with the deeper resonances of girls athletics and the metaphysical implications of being a male girls basketball coach.

For example, one of the benefits of being a male, a girls basketball coach, and, at the same time, an English teacher has been the unparalleled opportunity to have a closer look at the sexism in our language.

Non-men and non-women

These days, an increasing number of semanticists are pointing out that in language women are not one with the species called man, but a distinct subspecies. Not only did Eve come from Adam's rib; so did the language that purports to describe her. Even the word "woman" itself comes from Middle English as a kind of second thought: "wif" = wife + "man" = human being, i.e., a human being with a special prefix. It is argued that since "language is the skin of thought," overly genderized nouns and pronouns reflect and shape a reality of male domination.

This past fall, the truth of such charges revealed itself to me in a rather special way. The Woman's National Basketball Coaches Clinic is the largest clinic of its
kind in America, with about a dozen three-day institutes scattered across the country. Last November, I attended the W. N. B. C. C. at its northeast stopover in Waterbury, Conn., and I soon discovered that of the 179 registrants at the clinic, I was the only non-woman. I thoroughly enjoyed the exchange of ideas with my professional sisters, but I was visited by a strange feeling when, inevitably, each of the clinic leaders would begin her or his demonstration with the address, “Now, ladies . . .”

What-to-what?

Here’s a quickie quiz. In girls sports what do you call the kind of defense in which members of the defensive team are individually assigned to guard specific members of the offensive team? (Answer in two seconds.)

Did man-to-man leap from your throat? Then you have stumbled over a semantic pothole, for surely such a term does not describe the strategy in the girls game; and the glib explanation, “in language, the male always embraces the female,” draws a technical foul.

Girl-to-girl: better, but what happens at that moment in time when girls are graduated from high school and instantly become women? And, alas, woman-to-woman does not trip along the tongue, especially in a tight game situation.

Person-to-person: too intimate, too telephonic.

Player-to-player: correct! This indeed is the properly androgynous usage that seems to be establishing itself.

Limp hoops; expectant referee

Together the girls and I have ventured into matters other than language and semantics. For example, early in our collective career we drove to a posh girls’ preparatory school to the south of us. The opposing coach had sent up a set of travel directions so complicated that they could have been written by Dante. We followed every twist and turn faithfully, and after spending twice as much time as we should have getting there, we arrived at 3 p.m., just when the game was to have started.

Tri-captain Karen Sawyer, ’74, taking a jump shot on way to victory over Bishop Brady H. S.
As we sprinted into our opponents' "gym," we were assaulted by the following impressions: (a) the basketball "court" was the linoleum floor of an auditorium, with the stage flush up against one of the sidelines. (Team benches were placed on the stage so that substitutes literally leapt into the fray.) (b) There was no center jump circle. ("Hold hands, take a giant step backward, drop hands, and use your imagination.") (c) The ceiling was forbiddingly low. (d) Hence, the baskets were only some eight feet high, with rims about as rigid as marshmallow.

I rushed up to the coach and tendered profuse apologies, asking special pardon for keeping the referees waiting. "That's all right, Mr. Lederer," she said. "We don't provide referees here. You and I are going to referee the game." My jaw dropped, and then my eyes. She was eight months pregnant.

Here's a second quickie quiz. You journey to another independent school. Just as the game is about to start, the referees inform you that barrettes may not be worn in the hair during the game. ("Somebody's eye could be put out, and we'd be sued!") Your girls have been wearing barrettes during games for almost three full seasons. What do you do? Answer: Pool all elastic hair bands and hope hard that the girls have brought enough of them.

Going the way of the Dodo

As a male girls basketball coach, I am a member of an endangered and rapidly vanishing species. And frankly, I look forward to the time when the species will essentially become extinct. Indeed, there are some leagues that specifically ban male-coached girls teams on the supposition that, as coaches, we men put too much pressure on girls. In my view, this idea is chauvinistic rubbish: the women coaches I encounter are not only the most competent of my colleagues, they are also the most maniacal.

My preference for women, where they are competent, as coaches of girls teams is based not on the myth that we male coaches are all slaves to the Vince Lombardi ethic ("Winning isn't everything, it's the only thing!") or that, barred from the locker room, we are unable to deliver stirring half-time orations, or that most of us can never be carried in victory upon the shoulders of our players. No, there are more crucial considerations than these.

One of them is that girls in our society need role models. Because the media cover women's sports so infrequently and so irreverently, a girl may well blurt out, "Hey, I've got a jump shot like Jerry West!" and never think of Tessie Shank, star forward for three-time national champion Immaculata College. (I assume

SPS male girls basketball coach delivers pep talk to grimly attentive team, among them Kaoru Iida, '74, and Helen Hunt, '74.
I don’t have to identify Jerry West.) By analogy, girls should have female coaches to emulate and look up to as advisors and authority figures.

**Sex and competence**

Related to this is my occasional awareness of certain cultural but nonetheless critical differences in point of view between my players and me. Lederer: “O.K., Sue, remember in the next game to be sure to overplay the short brunette with the braids.” Sue: “Who?” Lederer: “You know, the short brunette...” Sue: “Oh, you mean Mary Jones.” And finally, there is simply the matter of job opportunities for women in a blossoming market for coaches of girls teams. Naturally, if the choice is limited to one between a competent man and an incompetent woman, the man should get the job, but the reverse must also be true if a competent woman and an incompetent man are the choices for coach of a boys team.

During the past three winters the girls have inspired me to learn more about basketball than I have ever learned about any other subject in an academic classroom. Again and again, they have sent me back to my basketball texts, my playbooks, and my wife’s consoling embrace. I’ve coached a number of other sports, but never have charts and diagrams marched so relentlessly through my dreams at night.

I think the girls have also learned a great deal about basketball and about team play. More important, they have developed confidence in their personal and cooperative achievements, and, I think, they will be more decisive human beings for having played the game together. David Auxter, an educator and coach, says:

*In America we use athletics extensively to teach, not fact so much as attitudes.*

Above all, we value athletics because they are competitive. That is, they teach that achievement and success are desirable, that they are worth disciplining oneself for. By keeping girls out of sports, we have denied them this educational experience. Our male-dominated society prefers females to be physically and psychologically dependent. Denying them athletic opportunities has been a good way of molding girls into the kind of humans we want them to be. Better athletic programs will develop more aggressive females, women with confidence who value personal achievement and have a strong sense of identity.

Because so many independent schools are new to coeducation (all on our schedule have become coeducational within the past four years) and because independent schools can offer so much athletically to every student, we have a dazzling opportunity to transform Auxter’s ideology into reality.

**No false concepts**

Certainly our girls have brought to their basketball the special desire that they have invested in all their sports at St. Paul’s. Yet, while giving all they have had to give, even when they were outgirled, they have never viewed their opponents as enemies, but rather as sisters joined in the ritual of competition.

While the deportment of the girls in a game has never been anything but gently-personly, they have not succumbed to false concepts of “femininity” and “masculinity.” Instead, the girls have come to see that flaring a hip or waving a pinkie while on the court, or flashing a “cute” smile after making a mistake is not specifically feminine; it’s just bad basketball. And playing tough – setting the imposing screen and going all out for the loose ball – is not specifically masculine; it’s just fulfilling one’s human potential.
Alumni Workers —

About sixty alumni and their wives who converged on Millville for two days of direct contact with the School, on the first weekend of October, came away keenly aware of SPS reliance on a steadily growing annual Alumni Fund to help hold the line against rising costs. Thirty-five of the visitors were Form Agents; four, Regional Chairman; and seven, members of the Alumni Association’s Board of Directors.

The group took part in workshop discussions; heard talks on teaching at SPS by a panel of three faculty members; lunched with faculty and students at the Upper; watched athletic contests, and took advantage of many opportunities for informal chats with members of the School community.
Meeting at SPS

As members of the faculty panel:

Roberta Tenney described work done by students in her courses on Practical Politics and Origins of the West;

Richard Lederer traced the shifts of curricular emphasis from the knowledge-centered, post-Sputnik, to the student- and experience-centered, to the present “creative mediation” between the other two.

George Smith, '31, compared teaching methods with those prevailing when he was a boy at SPS, and said that though great gains have been made, he looks forward to the time when the faculty will settle into them “with the conviction that our predecessors enjoyed.”
Pluralism in Education

An address delivered by Richard W. Lyman, President of Stanford University, on March 21, 1974, at the 1974 Annual Conference of the National Association of Independent Schools and the California Association of Independent Schools.

I have spent my whole professional life in the independent or private sector of higher education, and clearly the independent schools and the private colleges and universities have much in common. We share many problems; we also share some significant values and advantages.

Our budgets are squeezed. (That's a problem, not an advantage. I've not yet joined those who are proclaiming how good it is for the soul to find oneself going broke.) Even the most fortunate of us are having a tougher time financially. None of us can contemplate the future with equanimity if present trends continue.

Many of us are encountering problems in maintaining enrollments without either lowering academic standards or making ability-to-pay an important criterion of admission. This is all the more disturbing because it comes just as we are trying to do our full share in the enrollment and education of disadvantaged students — an effort we are absolutely unwilling to abandon.

We share also the experience of increased competition from improved schools in the public sector, which is intensified by our ever-increasing expensiveness to the student, compared with tax-supported institutions. In higher education, the private sector held steady for years at about one half of total enrollments in the United States. Then around 1950 our share began to decline. By 1972 it had fallen to 24 per cent, and there is no end in sight. At the primary and secondary school levels a similar story could be told, although of course the private sector's share has not in modern times approached 50 per cent.

Perhaps, incidentally, we in the Western states can bring some comfort to Eastern colleagues on this score. We've never held as prominent a position in terms of enrollment in our region as you have in yours, yet we've survived. In California, for example, the private sector's share of total enrollments in higher education is only 10 per cent. But we don't feel as if
we're living on the brink of institutional extinction.

Yet it is difficult for Americans to adjust happily or without loss of morale to a situation of no growth — and in relative terms, at least, of decline. Living in a society in which Growth has long been held synonymous with Progress; in which no problem was too difficult, provided that there was always more each year in the way of resources to work with; in which it has been considered a truism that if you're not advancing you must be retreating, and if you're retreating you must be defeated, and if you're defeated you must be disgraced; in such a society it's disconcerting, to put it mildly, to find ourselves in more or less straitened circumstances, and probably occupying a declining share of the enrollment turf, as far ahead as the eye can see.

We know that our hearts are pure and our merit is great. Why doesn't everyone else recognize this and leave us alone, or rather, leave us unmonitored but well supported, so that we are free to make the enormous contribution to American society that we have it in us to make?

The answer in brief is twofold. First, we are swimming against very powerful tides. Second, our case for survival and support is a rather subtle one and difficult to make.

First a word about the tides. They are running against the private sector in American life generally. The watchwords are equality and cost effectiveness, or (if you prefer) rational planning for the allocation of resources.

There is nothing new about egalitarianism in this country. De Tocqueville in the early nineteenth century already saw it as the hallmark of democracy in America. But today it is assuming new forms and taking on renewed vigor. It is powerfully — and entirely understandably — reinforced by the long-overdue drive toward equitable treatment on the part of blacks and Chicanos and other ethnic minorities, against whom the walls of prejudice stood for too long invulnerable — a drive now joined by a minority so large as to be a majority, the 51 per cent of Americans who are female.

Partly as a result of frustration at the slowness of our progress on this front, however, a tendency is rapidly developing which, as Daniel Bell and others have pointed out, alters quite drastically the meaning of the search for equality. According to this new tendency, equality of opportunity is not enough; what must be guaranteed is equality of result. More and more Americans are not satisfied with the ideal of an equal start in life; they demand an equal finish as well.

“A society is more likely to be open and free, . . . the individual citizen’s capacity to stand up against the otherwise overwhelming force of modern government is substantially strengthened, if the state does not possess a monopoly of service to the public; if side by side with great public school systems there are strong independent schools.”
One is irresistibly reminded of the Caucus Race in Alice in Wonderland:

'What is a Caucus-race?' said Alice; not that she much wanted to
know, but the Dodo had paused as if it thought that somebody
ought to speak... .

'Why,' said the Dodo, 'the best way to explain it is to do it.'... 
First it marked out a racecourse, in a sort of circle ('the exact
shape doesn't matter,' it said), and then all the party were placed
along the course, here and there. There was no 'One, two, three, and
away,' but they began running when they liked, and left off when
they liked, so that it was not easy to know when the race was over.
However, when they had been running a half an hour or so... the
Dodo suddenly called out 'The race is over!' and they all crowded
round it, panting and asking 'But who has won?'

This question the Dodo could not answer without a great deal of
thought, and it sat for a long time with one finger pressed upon its
forehead... while the rest waited in silence. At last the Dodo said
'Everybody has won, and all must have prizes.'

And in Lewis Carroll's own country we are seeing exactly what "equality
of results" means to the private sector in secondary education, in the
form of the Labour party's announced determination first to remove the
tax advantages and government support now enjoyed by Eton, Harrow,
Rugby, and the rest, and then to wipe them out entirely by making it
illegal to charge fees for full-time school attendance. The rationale, in the
words of Roy Hattersley, M. P., is clear and simple. "Competitive educa-
tion, which allows the few to leap further and further ahead, insures that
the less fortunate fall further and further behind. That is why the pursuit
of equality of opportunity has to be replaced by the pursuit of equality
itself" (New York Times, 12/19/73).

The notion that one student's progress necessarily implies another's
failure may seem preposterous. Yet we are hearing logic like Mr.
Hattersley's more and more often in this country. We would be foolish not to
consider ourselves forewarned by the British example.

Perhaps equally threatening is the newfound passion for rationalizing
the allocation and use of resources throughout our society. At both the
national and state levels, a new educational planet has been discovered in
recent years. It is called "postsecondary education." It is a very diverse
sort of place, in which proprietary schools of hairdressing or massage
techniques rub elbows with Yale and Berkeley, Cal Tech and the City
University of New York.

The mere sight of so vast and miscellaneous a category of institutions
was bound to set bureaucratic mouths to watering and legislative eyebrows
to twitching. It was bound, in short, to whet the ever-present appetite for
controlling, in the guise of coordinating. And so we are seeing the creation
of new authorities, armed with fresh powers of investigation and recom-
pendation, sometimes even outright implementation, whose task it is to
eliminate inefficiency and duplication throughout the private and public
sectors alike. These so-called "superboards" oversee not only the tax-
supported institutions of higher education but the privately supported, and can shape or limit the latter virtually as if they were parts of the state system.

It is difficult, as I guess my last few remarks amply demonstrate, to talk about these things in the sober, balanced way that avoids extreme statement and protects against the charge of having resorted to that most ignoble of logical fallacies, the *reductio ad absurdum*. No one denies the need for a reasonable degree of coordination, or for care and thoughtfulness in the allocation of resources. The fact remains that the private sector, in its great variety, in its lack of direct accountability to publicly elected legislative bodies, stands tragically vulnerable to the seductive logic — and even more seductive rhetoric — of uniform cost accounting, coordination of objectives, and standardization of policies and practices.

Our defense is overwhelmingly dependent upon two main lines of argument, each of which has its limitations. More accurately — for I really believe that our case is a very strong one — both of these lines of argument are in one way or another difficult to get across to the general public.

First, we must perforce argue from the over-all advantages to society of pluralism. We believe — and there is lots of evidence to support us — that a society is more likely to be open and free, that the individual citizen's capacity to stand up against the otherwise overwhelming force of modern government is substantially strengthened, if the state does not possess a monopoly of service to the public; if side by side with great public school systems there are strong independent schools; if competing with the great publicly supported universities there are fine privately endowed ones; and so on.

"We have not pondered very deeply the loss of social energy and the diminished quality of life that accompany the absence of private foundations, privately supported educational institutions, and independent social and cultural organizations."

The classic defense of the pluralist society, I suppose, is that of Edmund Burke, toward the close of the eighteenth century, stimulated (or provoked) by the French Revolution. The revolutionaries, Burke argued, in their zeal for liberty and equality in the abstract, were busily tearing down all of the intermediate corporate bodies and parochial loyalties that stood between the individual and the State. These "little platoons," as Burke called them, were attacked in the name of the most high-sounding principles: down with feudal distinctions, down with the special privileges of the guilds and the obscurantism and greed of the eighteenth-century Church. But the result of thus wiping the slate clean, Burke concluded, was to leave the individual defenseless and alone, confronted by the power of an all-encompassing State, which was theoretically his, but over which he had in actuality little or no control.
The message was in some ways a whisper thrown into the teeth of a hurricane. Yet it has startling contemporary relevance. We, who are responsible for the continuing health of our “little platoons” — and even the greatest of the private universities are “little platoons” when matched against the dimensions of state-supported higher education — we have our work cut out for us, and we don’t have a Burke to lend eloquence to our cause.

The difficulty is that the argument is so intangible. We know what it’s like to live in a society that has the private sector; few of us have thought much about what it’s like to live in one that does not. For the most part we have not pondered very deeply the loss of social energy and the diminished quality of life that accompany the absence of private foundations, privately supported educational institutions, and independent social and cultural organizations. Thus, the cry of “Pluralism in danger!” is likely to produce nothing more than a stifled yawn. No latter-day Paul Revere is likely to bring out the Minutemen by shouting it down the village streets. Compared with easily grasped concepts such as “equality” and “efficiency,” pluralism needs more than a skillful press agent to hold its own.

Our other principal line of argument suffers from almost the opposite difficulty. It relates to the particular contributions or virtues of particular parts of the private sector. It is, after all, our proudest boast that we are full of variety, individually unique. This is in fact the other side of the pluralist coin. Our contribution derives from the fact that we are not an easily-generalized-about mass. Haverford College is the only Haverford College there is, and though it may resemble Amherst in some ways and Swarthmore in others, it isn’t a duplicate of either, or of any other institution one could cite. The same is, or ought to be, true of each of your member institutions. Unless it is the case, the argument for the private sector can hardly be sustained.

Yet the weakness inherent in this line of approach is also clear. Divided we may all too possibly fall, and yet unless we stay divided to some extent, unless we cherish our differentness, we lose our reason for existence.

Faced with all this, what can we do to help ourselves?

First, whatever the difficulties, we must make the case for pluralism as best we can. We might well begin at home: How well do we do at providing opportunities for our own students to learn about the distinctiveness of this aspect of American society? Do they know that only in Britain and in some countries of the erstwhile British Commonwealth is there anything like the blend of public and private institutions serving the social good that exists in this country?

How much attention does this fact — and its consequences — receive in our own courses that deal with the history, structure, and performance of social institutions? I find that thoughtful Americans are often taken by
surprise when they travel abroad and discover that Edmund Burke’s “little platoons” are largely nonexistent in one country after another. If the unique strengths of a pluralist society are little known and seldom recognized among our own students and graduates, how can we expect that the public at large will understand them? Over and over again, I encounter evidence that students at Stanford do not see the importance of the independent sector in higher education. Nor do they see the connections between that sector and the other branches of privately supported educational, cultural, and social enterprise, ranging from the United Fund to the Urban League, from the Metropolitan Opera to the Sierra Club.

Obviously I am not proposing that we embark upon a program of indoctrination, which would imply uncritical applause for all that can be labeled “private sector.” But when sheer inattention and lack of information are so clearly part of our problem, we cannot afford to neglect opportunities for education in this subject that is so vital to our institutional well-being.

Second, but a related point: we can understand each other better, and the interests and values we hold in common.

“One virtue that ought to be within the reach of independent institutions, be they old or new, famous or obscure, is that of rigorous self-definition.”

Admittedly, at one time there was in a sense too much solidarity, too much cozy togetherness within the private sector. The notorious “old boy network” existed as a web of relationships blocking the path toward genuine equality of opportunity. There were special relationships between certain private schools and certain private colleges and universities, both parties generally of the elite variety. These relationships went beyond what can reasonably be defended, in a society that really cherishes the right of every person to realize his or her full potential. Few such relationships remain. Some of you may well regret their disappearance. Salvation for the private sector is not to be found in their restoration, however.

At the same time, I am troubled by the possibility of overreaction. What begins as salutary reform can easily wind up as reverse discrimination. Where an independent school has maintained an unusually high standard of academic achievement, it is folly for the independent colleges and universities to deny recognition of that fact. Scorn for “preppies” as a group is as misplaced and mischievous as any other act of invidious stereotyping. I would suggest to my faculty and administrative colleagues in private colleges across the country that we be careful, lest we find ourselves inadvertently sawing at the limb we’re all perched on.

Third, we must be prepared to demonstrate that we have in fact lived up to our claims, that we do care about excellence and individuality, not as catchwords but as the guiding principles of our institutional lives. Under
pressure of declining enrollments, this will often be tough to accomplish. But one virtue that ought to be within the reach of independent institutions, be they old or new, famous or obscure, is that of rigorous self-definition. Excellence need not always wear the same face. There are excellent ways to further the learning of the not-so-bright, as well as excellent ways of encouraging geniuses. But we of the private sector ought to do everything we can to avoid complacency and self-delusion on this score. It would be tragic to allow market pressures to do the job of standardizing us even before the superboards and regulatory powers of the state can do it. To put it in a single sentence, if the private sector does not cherish excellence and individuality, in season and out, it will not deserve to survive.

Further, we in independent educational institutions must retain our capacity both to innovate and, where it is important to do so, to resist innovation. Again, it is a matter of our relatively greater freedom to define our own objectives for ourselves, without waiting for direction from public authorities. In this respect I wonder whether private higher education doesn't have a lot to learn from the independent secondary schools. To quote the Dean of Admissions at Stanford, Fred Hargardon, "The best of the independent school teachers probably have more to tell us, as a group, about how students grow and grope and grasp than any other group of teachers in the country." That wisdom has not come from reinventing the curriculum every year, or from feeling a sense of guilt any time the school does the same thing twice. Only by a wise blending of the best in new approaches with the best in proven ones will we be able to provide those examples of truly excellent teaching and learning on which our survival depends.

It may well be that what I have said here errs on the side of pessimism about the forces that threaten us, and about our own capacity to respond creatively and successfully. I do not apologize for that; I'm sometimes tempted to agree with H. L. Mencken's sour prediction that "the last sound to issue from a human gullet will be three cheers from the last optimist." But we in the private sector do have, after all, some potent advantages. We may yet find ourselves, like clever and adaptable mammals, well able to survive while Brontosaurus dies out for lack of those very qualities. People everywhere are yearning for the chance to feel significant as individuals. They are yearning for institutions built on a human scale and responsive to human needs and aspirations. Is not this precisely what we have believed in and worked for, long before it became so popular to do so? Perhaps for all of the formidable difficulties we face, we should look at our predicament today in the immortal words of Pogo: "We are faced with an insurmountable opportunity." Or, if you prefer history to fiction, we might recall the exclamation of the great French commander in World War I, Marshal Foch, at a moment of critical difficulty when everything seemed to be going against him: "My center is giving way, my right is pushed back — excellent! I'll attack!"
Ambassadors and Spokesmen

An open letter from the Executive Director of the Alumni Association

THE Alumni Association thinks it's high time to salute the working members of its organization by recognizing and expressing the greatest appreciation for their contribution to St. Paul's, in the pages of the Horae.

We refer, of course, to the Regional Chairmen, Form Agents, Events Chairmen, and Board of Directors. These alumni devote a great deal of time working as volunteers to strengthen the School: by helping build the best possible student body, strengthening the base and the response to the School's need for increased financial support, keeping fellow-alumni informed about the School, promoting St. Paul's in the outside world and providing feedback to the School Administration and Trustees. They visit the School frequently to see it in action and get information about current goals. At home, they take the lead as its ambassadors and spokesmen.

This network of representatives consists of forty-five Regional Chairmen and committee members in thirty-five areas, seventy-three Form Agents and co-Agents, and fifteen Directors. The names of the Directors, the Alumni Fund Chairman, and the Regional Chairmen and the areas they serve appear on the last two pages of every issue of the Alumni Horae.

What is the Alumni Association?

It is a non-profit Corporation, a distinct legal entity, existing to advance the best interests of St. Paul’s and to foster among the Alumni the strongest possible sense of loyalty to the School. All St. Paul’s students whose names have appeared in the School statement and whose Forms have finished Sixth Form year are members of the Association. Faculty members who are not alumni may be elected honorary members after having
been with the School for five successive years.

The Association organization chart looks like this:

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BOARD

Regional Chairmen

Editor

SPSAA Events Chairman

Alumni Fund Chairman & Form Agents

Executive Director & Staff
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**The Board** — In addition to managing the business affairs of the Association and directing its activities, the Directors are prepared to assist the School and the Trustees in any undertaking where they feel the Association can help. The President of the Board is also a Trustee of the School, and the Executive Director of the Association is in continual contact with the School. This close liaison means that all those active in the Association organization can easily be advised of new objectives and enlisted to help reach them.

**Regional Chairmen** — These alumni work closely with the Association and the School's Admissions Department to promote the School within their areas. They arrange such get-togethers of local alumni as they deem will be constructive. They arrange visits by the School Administration for interviews with prospective candidates and their parents and heads of “feeder” schools. They encourage alumni and all others interested to visit the School. Recruiting, alumni relations and public relations are their chief concerns.

**Alumni Fund Chairman and Form Agents** — The primary responsibility of these leaders of their Forms and their Chairman is raising unrestricted funds for current operations annually from their classmates. This continues to be their main objective even when capital fund-raising is in progress. The Alumni Fund Chairman is appointed by the Association Directors. Form Agents are appointed by the Fund Chairman in consultation with the Executive Director, and serve five year terms.

**Association Events Chairman** — These individuals help arrange Alumni Association affairs such as the annual hockey game in New York and alumni meetings or social functions in different cities as initiated by the Association, frequently in conjunction with the School Administration.

**Executive Director and Staff** — This office, located at the School since 1970, provides the day-to-day direction and support for Association undertakings and gives those in the Association organization as well as all other alumni a special person to turn to for help and information.

It is obvious that the activities of those with positions in the Association should complement each other. Similarly, the Alumni Association would like the entire St. Paul’s family — Alumni, parents and friends — to
understand how it operates and use it to advantage. We hope you will note
who represents us in your area and turn to him if you have news or
questions or concerns — or if you would like to help. We also hope you
will join in this recognition and appreciation of the extremely important
work these dedicated alumni are doing for the School.

*Julien D. McKee, '37*

## Alumni Association
### Financial Statement

for the year ended June 30, 1974

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
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<td><strong>Balance, July 1, 1973</strong></td>
<td>$119,050</td>
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<tr>
<td>Less: Contribution to St. Paul’s School</td>
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</tr>
<tr>
<td>Transfer to special fund</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**Receipts:**

- Contributions to 1974 Alumni Fund: $182,002
- Contributions for special meetings and other purposes, net: $(161)
- Interest income: 2,032
- Income from reserve fund investments: 555
- Hockey game net receipts: 2,588

**Total Receipts:** $187,016

**Disbursements:**

**Expenses:**

- General office: 33,653
- Alumni Fund campaign: 4,627
- Publications: 6,458
- Other: 3,904

**Total Expenses:** 48,642

**Contributions:**

- Advanced Studies Program Scholarship Fund: 2,588

**Total Contributions:** 51,230

**Balance, June 30, 1974:** $144,103
The Penikese Island School

The article below is a condensation of George Cadwalader's first annual report of the Penikese Island School, published early in 1974. It has been necessary to omit references to many people in Woods Hole, Cuttyhunk, etc. who contributed supplies and volunteered labor to help get the school going. Chief of these were Dan and Mavis Clark of Woods Hole, who loaned their 82-foot coastal freighter, "La Chanceuse," — referred to as the "Frenchman" — for use as a temporary dormitory.

As the Horae goes to press, George Cadwalader informs us that the school has gone through its second season with a full ten students and has managed to achieve many of the hopes expressed in this report.

George Cadwalader, '57

The Penikese Island School was established in 1973 to provide a program emphasizing confidence-building outdoor activities for court-referred boys from the age of fourteen to eighteen. The School operates as a part of the experimental program begun by the Commonwealth of Massachusetts to replace state and county-run training schools with a network of private community-based facilities employing a variety of approaches to the rehabilitation of delinquents.

Early in July we obtained permission from Mr. James Shepard, the Director of the Massachusetts Division of Fisheries and Game, to base the School on Penikese Island, located approximately one mile north of Cuttyhunk in Buzzards Bay. The Island, which 100 years ago was the site of Alexander Agassiz's Anderson School of Natural History and later served as a leper colony, has since 1924 been administered by the Division as a wildlife sanctuary. Our request was an unprecedented one, and we are greatly indebted to Mr. Shepard for going out on a limb to let us use the Island. He gave his permission contingent on our presence being compatible with the Island's primary function as a wildlife refuge.

On September 1, the School signed a contract with the Massachusetts Department of Youth Services (DYS) in which we agreed to operate an interim program involving four staff and ten students from September 1 until the School closed for the winter in mid-December. The objective during this period was to involve
the students in the construction of a dormitory on the Island.

We were able to begin operations thanks to two grants of $10,000 each made by the Clowes Fund and the Cabot Foundation. No less essential was the donation to the School of a 35-foot diesel-powered work boat by the Marine Biological Laboratory in Woods Hole. *Nereis*, as this boat is named, proved an invaluable asset to us during the fall. The remainder of our fleet consisted of a 23-foot bass boat loaned by Herman Bosch and a 13-foot Boston whaler also on loan.

**The staff**

The School operated initially with four staff members. Herman Bosch had been a Merchant Marine officer for fifteen years before returning to school to earn his doctorate in Oceanography. David Masch came from the Woods Hole Oceanographic Institution where he had served for ten years as a staff naturalist for the Biology Department. Carl (Chip) Jackson was a Naval Academy graduate who had spent five years in nuclear submarines and then resigned from the Navy to study illustration at the Rhode Island School of Design. I was retired from the Marine Corps and had spent the two preceding years as an Administrator at the Oceanographic. We were joined in early September by Jack Simonds, a former watch captain at the Hurricane Island Outward Bound School, who came down as a non-paid volunteer and soon established himself as the fifth full-time member of the staff. Peter Laue, a micro-

*Nereis* off Penikese I. pier.
biologist turned contractor, agreed to oversee the construction of the dormitory on terms that we would pay him when and whatever we could. . . .

The students

The Department of Youth Services referred only six students to the School and all were accepted. The seventh student later joined the program as a private referral. The six DYS referrals provide a good cross section of the type of boy the School will enroll:

Dwight, at 14, was the youngest. He is a boy of well above average intelligence and exceptional physical maturity with a record of arrests for assault with a deadly weapon. Except during occasional periods of wild and uncontrollable temper, Dwight adapted best to life on the Island. He loved boats, the outdoors, and working with his hands.

Mike, 15, came to us with a record of arrests for arson. He is a good-looking, likable kid who uses these attributes to extricate himself from the consequences of his misconduct. Mike stole $70 from our petty cash box and ran. Since then he has been arrested again several times. . . .

David, also 15, was as a child taken by the State from his mother and has since run from two foster families. He has no particularly serious crimes on his record, his main problem being that his desperate efforts to win acceptance by whatever group he falls in have made him extremely impressionable and easily led. Although he didn't particularly enjoy working with his hands, David derived a great deal of security from being a part of the close-knit community that developed on the Island.

Joe is a small but tough Fall River street kid who, prior to coming to Penikese, supported himself by rolling drunks. After a period of initial hostility, he developed into the hardest working and most considerate and good natured kid of the group.

Bob, who is 16, but could pass for 20, comes from a well-off family. He did very poorly in school and his self-consciousness about his academic failure evidently drove him onto the street where his strength is respected and his inability to read and write do not count against him. He has a record of armed robberies. Bob established himself as a leader among the kids and at times used his influence negatively.

Steve is a big and good looking 16-year-old with an acute lack of self confidence. He dropped out of school and has a record of violent conduct when drunk. He was generally sullen, showing little interest or ability in any of the activities on the Island but rather pathetically soliciting praise for whatever efforts he did make.

Nick, our only private referral, is a big and intelligent boy of 15 whose family situation had become so difficult that he was unable to concentrate in school. He was socially the most mature boy on the Island and proved a willing and capable worker.

Our objective this fall was to work the boys in as equal members of the construction crew and, to the extent possible, to minimize the distinction between staff and students. We had to get the house up before winter set in, and as the days grew shorter and colder we hoped that the urgency of the situation would become evident enough so that all of us on the Island would pitch in equally.

Routine and variations

Daily routine soon fell into a pattern with reveille at 7 a.m., followed by breakfast on the "Frenchman." At about 8:30 a.m. the whole crew would take one of the boats across to the Island and start the day's work. We generally knocked off around sundown and returned to the "Frenchman" for supper. The boys rotated responsibility for cutting firewood, helping the cook, and
The days went by in a hurry and seldom did one pass without some incident to make it memorable. Some examples: Dwight's ear-piercing renditions of the latest songs; Joe's unceasing efforts to make Dave eat a grasshopper; Steve laughing; thunderous repercussions from Bob's bean dinner; several visits from the press and one from a pretty parole officer; Steve successfully bringing *Nereis* alongside the "Frenchman" one dark rainy night; Joe blowing away in the rubber boat; and perhaps best of all the nightly scene by lantern light of the whole crew assembled around the long table for dinner in the "Frenchman's" cavernous hold.

All the while work was progressing on the Island. By mid-September we had located and cleaned out four of the old Anderson School wells, two of which tested out as pure. A still largely intact drystone foundation measuring 24' x 44' and built into the side of a hill overlooking the harbor was selected as the site of our building. While Peter and Chip were at work designing a salt box structure suitable for this setting, Buck Buchanan, a mason on loan from Dan Clark, supervised pointing up the stonework and pouring the sill.

**70 tons by Gravely and hand**

On the 19th, Dan Clark's barge loaded with approximately seventy tons of lumber, sand, and concrete arrived at Cuttyhunk Harbor after trying unsuccessfully to get into Penikese. For the next fifteen days, *Nereis* shuttled back and forth from Cuttyhunk to Penikese moving this mate-
rial across to the Island. . . . All of the kids were caught up in the spirit of the effort and worked harder than they ever had before.

The last load went across to Penikese on the third of October, and then began the job of hauling everything up the hill to the building site. We were able to haul the sand and concrete in a trailer pulled by our little Gravely tractor but much of the lumber had to be moved by hand. The job of moving the whole load once more seemed so enormous to the kids that their spirits flagged. We were able to get them moving again by specifying every morning the amount to go up the hill and telling them that once finished they could have the rest of the day off. No matter how big a load we assigned they were always done and in swimming by mid-afternoon!

Thanks to Peter, work on the house progressed surprisingly fast, particularly in view of the amateur crew we had working for him. The walls were up by the end of October and the roof was raised with appropriate ceremony on the ninth of November. By the end of the month the house was closed in.

Talk among the kids turned increasingly to their upcoming court appearances. All but David had one or more charges on the books and they hoped that as a result of their performance on Penikese they would get off with suspended sentences. What they wanted most was to be allowed to go home and find jobs . . . .

Measuring results

What did we accomplish? . . . All the boys left the Island healthier, heavier, and in better condition than when they arrived. Whether the experience made any lasting impression on them is more difficult to evaluate.

The question cannot really be answered since there is no way to tell how a boy might have developed had he not come to the Island. One criterion for assessing whether Penikese provided a positive experience is how well the boys measured up to the standards we set for them. By this measure they did pretty well. The kids all had records of running from other programs they had been sent to. Only Mike ran from Penikese and even he stayed with us longer than he had at any other program. The other boys went home for occasional weekends and [all but Dwight, who stayed at home after a Thanksgiving visit] voluntarily returned, usually on time. They worked hard when they had to and goofed off when they felt they could get away with it. In that they were not different from any other boys.

Another criterion, although a negative one, is whether or for how long the kids stay out of trouble when they leave us . . . . They are all back in the same environment in which they got into trouble in the first place — an environment which has branded them as “losers” and where their only means of gaining respect is by being the toughest and most daring kids on the street. To expect them to stay out of trouble in these circumstances is to expect more maturity and independence from peer pressure than is common among adolescents.

David was the only one for whom going back to school was a viable option. For the others the only alternative to the street is getting a job and holding it. Neither is easy. They appear before a potential employer as high school dropouts with criminal records and no training. About the only way they can hold a job is if they are willing to work harder, for less pay, and at more menial labor
than anyone else. This, too, requires more willpower than is common among sixteen-year-old kids, particularly when they could make more money hustling or selling dope on the streets.

Steep odds against change

If the boys we had this fall are representative, it is unlikely that any single experience for a few weeks or months will be dramatic enough to cause a significant change in behavior if they return to the street. All of our kids have the ability to become productive adults, but without more discipline and direction than their families and environment are likely to provide, the odds against them doing so are certainly steep.

If this is the case, a fair question to ask is whether an operation such as ours warrants the expenditure of effort and money it requires. Right now it is too early to tell.

As more kids go through the program we will be better able to analyze records on arrival, performance on the Island, and records after leaving, in order to develop the profile of the kind of boy who profits most from the type of program we offer. This done, we can come up with more quantifiable standards to measure our performance.

For the moment, all we can claim is that we have shown our kids that there is an alternative to life as they have seen it previously. We may have taught them that physical work can be satisfying and often fun. At the very least we gave them what they may some day realize has been a fuller and more rewarding couple of months than they might otherwise have had.

Attitudes deeply ingrained

We made our share of mistakes.... Our worst mistake in dealing with the kids was to underestimate the extent to which the attitudes responsible for delinquency were ingrained in them.

In our original proposal we advocated the value of hazardous, physical, demanding, outdoor activity as a means of building self-confidence in boys who were provided by their society with only illegal activities to prove their manliness to themselves and their peers. We continue to believe in the value of this approach but our experience this fall indicates that the kind of attitude changes that the School must accomplish go beyond simply bolstering self-confidence.

Our approach in dealing with the kids was based on the supposition that they would react favorably if given responsibility. We felt that if we demonstrated that we trusted them they would respond by living up to our trust. Because we thought in terms of their futures, we assumed that the kids recognized that what they did or failed to do now would have favorable or unfavorable consequences later. We made the mistake, which we had warned ourselves against in advance, of expecting their gratitude.

We found that the kids that came to Penikese had been raised to see the world in far different terms than we expected. By and large they thought no further than indulging the desire of the moment. The idea of incurring any immediate hardship for the sake of some future good made little sense to them. Responsibility was also a meaningless concept. Anyone dumb enough to trust them was fair game to be "ripped off." Their whole outlook was geared to beating the system. We were on the Island to make them work and their objective was to see how little work they could do without having us "get on their cases." They liked us indi-
individual but they had no compunctions against stealing from our houses when they stayed with us. Nor did they have much group loyalty among themselves.

They stole from each other just as they stole from us. They had no scruples against informing on one another if there was advantage to the informer in doing so. What was startling to us was the realization that all of this was done without malice. They expected to be treated the same way by others. It was their way of life.

The boys can change. The evidence we saw of this was the fact that they returned voluntarily from weekends at home. They came to Penikese with an outlook which made the idea of coming back to a program of really hard physical labor seem ridiculous, particularly when the only incentive to return was the fact that they knew we trusted them to do so. They recognized that if they didn’t come back neither we nor DYS could do much about it. They were under great pressure from their peers at home not to return.
Despite all this, they did come back and were proud of themselves for having done so.

To convince them that they can

The best hope for change lies in showing the kids that there is an alternative to a life which offers little more than long periods of boredom, and the constant fear of fights, informers, and arrests. The impression we get is that the majority of street kids would go straight if they thought they could make it in straight society. Our job on Penikese should be to convince them that they can.

Whenever we asked the kids what they wanted to do when they left the Island, they would shrug and talk vaguely of getting a job. They all had plans (usually buying a motorcycle) for spending the money they would make, but little conception of what would be required of them to make it. Joey was the only one who showed the ability to put out enough effort to make him of any potential value to an employer. The others did as little as possible and what they did do was generally so shoddy that it would have to be done again. Their attitude towards working was a far greater liability to their chances of getting jobs than was their lack of specific training or skills.

Some of this can be explained as simple laziness, but a more fundamental reason for their inadequate performance seems to be the fact that they have become so accustomed to failure that they believe any effort on their own behalf is futile. They find it easier to remain passive, since to actively pursue any goal is to run the risk of failing once again.

No need for obstacle course

Our major objective at the School, therefore, remains to develop self-confidence. We found this fall that we did not have to invent artificial situations to accomplish this purpose. The everyday routine of life on the Island provided more than enough confidence-building activities. Running the boats, working on the roof, moving enormous piles of lumber, even going out alone after dark, all were novel and challenging experiences to boys who had grown up in the city. When life becomes more "civilized" on the Island, we may get around to building our obstacle course. For the moment, we don't need it!

Perhaps because most of them had made it on the street, the boys had less self-doubt in areas that challenged their physical courage than they did when confronted with a situation that required ingenuity or manual dexterity. Their greatest source of pride this fall came from building "their house." "Christ!" said Joey while helping raise the rafters, "If I can do this, I sure as hell ought to be able to get a job on the outside."

Development of usable skills

Next spring, we intend to expand the number of vocational activities on the Island. We have on our staff people with experience in commercial fishing, truck farming, beekeeping, raising chickens, boat carpentry, baking, furniture building and small engine repair. The kids will be involved in all these activities. We will build a fish trap in the harbor; trawl a small net behind Nereis; raise chickens, bees and vegetables; bake bread (eggs, honey, fresh vegetables, and bread can be sold through local food cooperatives); build and sell driftwood furniture; and recondition old boats and engines. Any profits will be divided up among the kids who do the work.

The boys will develop usable skills
from participating in these activities and, more important, they will learn that what they can get out of an enterprise is proportionate to what they put into it. This is perhaps the most valuable lesson that can be taught to kids who, by and large, believe that they are powerless to influence their own futures.

The value of this experience will be greatly reduced if the kids leave the Island and are unable to find jobs. We and DYS will have to work together to locate employment for our graduates. The School is investigating approaches which may facilitate this task.

Flaws in DYS policy

Our future is tied to the success of the experimental approach to combating delinquency of which we are a part. Our relatively brief experience in this field has convinced us that the experiment is flawed in two ways which, if not corrected, may result in the collapse of the entire effort. [One flaw: the contract under which a program operator must agree to set up a program of specified size at a set cost per boy per week does not obligate DYS to furnish a full enrollment. Moreover, DYS payments are not received until 6-8 weeks after each billing month.]

The second procedural flaw which jeopardizes the experiment is the current DYS policy against incarcerating juveniles. Under any but the most extreme circumstances, street-wise kids know very well that they can refuse placement by DYS and remain at home.

Common sense indicates that in the entire Commonwealth there are boys who, for their own sakes and everyone else’s, must be held in a secure setting. But without the option of detaining kids who are unsuitable for, or who refuse placement in alternative programs, DYS and the courts are powerless to deal with the most potentially dangerous juvenile offenders. Private programs such as ours also operate at a disadvantage since our kids know that the alternative to being with us is being at home.

Under these circumstances it is a credit to our five kids that they stayed. Nevertheless, it is hard for any program, no matter how good, to compete against the instinct which pulls a fourteen-year-old boy towards home, no matter how miserable his home life may be.

We are still operating on a shoestring financially. However, I think the School has acquired enough friends and enough momentum so that one way or another we can keep it going until the experiment has had a chance to succeed or fail on the State level.

Regional Alumni News

Dedication of Dickey Carillon

A GATHERING which had overtones of warm significance to several generations of SPS people took place on September 29 outside Philadelphia, when a forty-eight-bell carillon was dedicated at St. Thomas’ Church, Whitemarsh, as a grateful memorial to Catherine Colt
Dickey, a parishioner of St. Thomas' for nearly fifty years.

The carillon is the gift of Charles D. Dickey, '11, husband of Catherine Dickey; and of their four children, Charles D. Dickey, Jr., '36, Mary S. Lindsay (wife of George N. Lindsay, '37), S. Whitney Dickey, '42, and Catherine C. Dickey.

Many St. Paul's alumni and their wives attended the service of dedication and heard the first recital on the bells, which included the Last Night Hymn, "Saviour, source of every blessing," and the James Knox setting of "Love Divine."

The carillon has a range of four octaves. It was cast and tuned by Petit and Fritsen of Aarle-Rixtel, Netherlands, bell founders since 1660.

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Books


As a generation of St. Paul's graduates are aware, the name of Augie Heckscher on any publication guarantees grace of expression and lucidity of thought. This broad-ranging book demonstrates that fact anew. Heckscher writes with great charm and authority of his experiences in the six years he served as Parks Commissioner in Mayor John Lindsay's administration. His writing reflects his love of New York and New Yorkers, and the faith this Renaissance man has in the importance of the City's parks to the esprit of our City dwellers.

The book is too comprehensive — and my allotted space too short — to cover the many aspects of political and urban life which Heckscher describes so vividly. I shall deal with just three: the Parks system, the author's assessment of fellow SPS alumnus Lindsay, and the workings of the City bureaucracy.

Heckscher utilized the Parks to bring more enjoyment to all New Yorkers. In the myriad domains of the system, he offered the delights of open skies; trees and grass and flowers; recreation for young and old; cultural events of all kinds. His years as chief editorial writer for the old Herald Tribune and his broad cultural background, gave him unique expertise for the job. He chronicles both success and failure with modesty and wit.

Throughout his book, Heckscher sees Mayor Lindsay as a driving force in City Hall, a man who wants to bring change, a man impatient with bureaucratic constraints. Heckscher notes that "a Mayor is necessarily many men. He is different at different seasons, as his fortunes ebb and
flow. John Lindsay, more than most men, reflected these varying situations. This made him fascinating to watch, but difficult to know."

The author goes on to say, “What most people missed about John Lindsay was... the inner seriousness of the man... In fact, he was compelled from within... to act according to what he thought was right.” A dangerous habit in a politician, Heckscher points out. But “it was never possible to think of this man resigned to injustice, or passive when there was a chance to act.” This description comes closer to the essential qualities of John Lindsay than anything I have yet seen in print.

Just as Heckscher so accurately portrays the Mayor, he also describes what he calls the “curious system” of the Bureaucracy. He early discovered that his own power was severely limited. He states, wrongly in my judgment, that the major problem is lack of money. He is right on target, however, when he describes the basic nature of City government as “a government riddled with checks, keyed to postponements, historically adapted to thwarting action.” The bureaucracy spins a “web of red tape for which City government is notorious.”

Heckscher summarizes the system as “an overall scheme nicely devised to accommodate politicians needing to show constituents how active and busy they were – and yet to prevent them from being active at the cost of budgetary stability.” Unhappily, it is just this kind of political charade which has so eroded the public’s confidence in government, one of the real tragedies of our time. Heckscher’s “Memoir” contributes to a better understanding of how this tragedy came to pass, and of how one man of spirit refused to surrender to the system.

*Roderic L. O’Connor, ’40


WITH meticulous research, penetrating exposition, and poetic photography, Charles Pratt has produced one of the best books on the life, past, present, and future, of one of the most inaccessible parts of the Maine coast, “The Island” – a particular island, but one which is left deliberately unidentified.

Pratt traces the history of the resident families, describes their daily life and occupations, and presents the problems of island living, while never once intruding on the right to privacy which these people enjoy. From the histories we find many of the residents are direct descendants of the original settlers. Their occupations are of course the same – the fishing business. Accurate sketches and detailed photography describe lobstering and its related mechanical problems. One learns how a people on an isolated island relate to their environment and derive a living therefrom.

The Island’s other occupation, tourism, is not only treated with
Amory-like ("The Proper Bostonians") anecdotes, but its changing aspects are shown. For instance, we see The Island "discovered" appropriately by a grandson of Nathaniel Bowditch; settled by an exclusive summer colony; then gradually abandoned by this "cottage" set; and finally rediscovered, in a revival of tourism since World War II.

We see that status among summer people depends on 1.) the seniority of their stay on the island, and 2.) the extent of their friendship with the year-round residents.

As a result of this we feel with Pratt that "The Island is a good place to live, but one wouldn't want to visit there."

For the photography alone, it is worth possessing this book. The color photos of flowers, trees, tidal pools, are comparable to the work of Eliot Porter, while the black and whites show the islander's life, the details of lobstering, and the bleakness of a coastal winter.

"Here on the Island" is a rare combination of prose and photography.

Charles G. Chase, '26


EVER since Kevin Andrews went to Athens after World War II, to study archaeology, that city has remained his home and anchor. "I am
truly less by half outside," he affirms towards the end of the 1200-line poem of lonely self-appraisal which he has called "First Will & Testament."

Much of the poem is a reflection of private anguish and, even after many readings, remains opaque to a general reader. It is destined, perhaps, to yield its full meaning only to the heirs, the children from whom the author is separated and for whom it is his apologia. There are clear autobiographical references: to a broken marriage and to a futile try at reconciliation in Rome; to a search for self in the "little locked and salty continent" of Crete; to thoughts of suicide; to loss of command over words — the writer's dread. Yet, as the testament of a man who has been shaken awake to find himself alone, with little but his furniture for companionship, the poem has universal reach and poignancy:

"Producing rhythms is / alas like acts of will or consciousness / no more than the attempt to give oneself importance / in the desert places / where one is alone / and the elements have claimed / the last members of the expedition."

The poet recalls finding himself "in rout / before the precise / meaning of words — / and something worse: / that none will out; / that all one had, a language peaked and pointed, with / its sparks and summits, its / vertiginal electric weightless / sentences, bowstring polarities / of dark and light, / like every organism knows its death, / dims, vanishes."

A moment of self-pity is checked by the recognition that he had indulged in "Experience without / a riveting attachment, / no involvement / past the danger-point." And finally, he distills for his children this somber warning:

"Do not be / taken in, reality / will slice you to the bone, / you won't be any the more wounded. / . . . / While in the dense / night underlying day / the funeral pyre / burns, / abandon the defence, / discount the law, / and fearlessly obey / the brief desire. / . . . / only be ready to / let consequences happen. / I was not. The consequence of that: / I leave you / nothing."

Throughout, the poem speaks a language which is precise and unelvated and which can generate memorable images. The verse is free, loosely rhythmic, occasionally resonant with occult rhyme. The eighteen sections or movements of the poem, though diverse in length, pace, and tone, preserve a rough biographical unity between the sardonic opening references to the author's birth and the note of pessimism and collision on which he closes:

Alone the dust is
    capable
of pardon.
Let your hearts be hardened
    to the deceitful mercies
of impenetrable
Justice.

Roger W. Drury, '32
THIS is an interesting book, in spite of incredibly slipshod proofofreading. The minutely detailed account of Stuart Elliott’s training and experiences as a pursuit pilot in the U. S. Air Service in World War I, it is apparently an extension of his diary, with rather more emphasis on the personal than on the course of the war. One wonders at the timing of its publication; can there still be many interested in the day by day details of a war which ended fifty-six years ago as a dress rehearsal for World War II?

Unlike some writers, he does not imply that every pilot was either an ace or a hero, though he knew a number who were both. He himself flew more than one hundred and fifty hours of patrols over the front lines, and we know that anyone who did that should consider himself fortunate to have survived.

His reporting is accurate, so that his description of the various stages of flight training in what now seem incredibly primitive airplanes is vivid and realistic. Few people realize how insignificant the Aviation Section, so called, of our Signal Corps was when the United States entered the war in 1917, or how far we fell short of producing the thousands of airplanes which the French expected us to deliver in France in a matter of months. Most of our aero squadrons flew French planes right up to the end of the war. By a mighty effort, we did better in World War II.

To be in Paris in the spring of 1918 was a thrilling experience; by that time it was a one-front war, of which Paris was the nerve center. It was particularly exciting for those who did not know whether they would be able to visit it again. Stuart Elliott was more fortunate than most, as for several months he was stationed there while ferrying planes to other areas, and the chapters on this period are as interesting as any in the book.

While in no sense distinguished, it does give a complete picture of service in a new branch of the armed forces in a war which to most people must seem remote. Our progress in this century has been so rapid that already there is in print a book by a man who has been to the moon.

Moss Guilbert, '10


THE work of Ralph Nader and of the Study Groups which he has developed follows as another generation on the classical muckrakers of fifty years ago. But where those writers, with outrage and prose, shocked the country, Nader’s people work more subtly and fastidiously. They also tackle a more difficult framework of problems.

The muckrakers showed the American system being abused for personal gain. Nader shows that the system itself often has intrinsic features which
create unjust and inefficient conditions. Daniel Barney’s book, *The Last Stand*, is an excellent example of such latter-day muckraking.

Barney and his Study Group have held the United States Forest Service up to the light of public scrutiny. This has been a proud and independent agency from the start and Barney gives full credit to the ideals under which it was organized. However, as forest and land managers the Service administers a limited national resource which is subjected to growing and conflicting demands from diverse sectors of society. The Forest Service’s attempts to respond are the subject of Barney’s scrutiny.

Gifford Pinchot, first Chief of the Forest Service, set the theme in directing management to produce the greatest good for the greatest number in the long run. Barney charges that this direction has been changed to benefit a small number of timber industries at the expense of the rest of society and of future generations. He charges that there is a carefully coordinated effort throughout the industry to bring pressure on Congress and the Administration to vastly increase cutting on the National Forests, for softwood sawlogs from the great old-growth forests of the Northwest. The Forest Service has indeed responded to this pressure by increasing annual quotas and developing plans to place increasing acreages under even-aged management, often by means of extensive clear cutting.

In doing this, Barney holds that the Forest Service has ignored its responsibility to protect water, range, wildlife, and recreation values. Perhaps more significantly, he documents a charge that this bias, far more than being the product of Forest Service policy, is the result of heavy and selective budget cutting by Congress and the Administration. Programs for recreation, wildlife management and reforestation have all suffered severely, while timber budgets have emerged relatively unscathed.

Despite convincing documentation of occasional land abuse, however, Barney finds that, with proper guidance from Congress, the Forest Service has the talent and dedication to fulfill its role as a pace-setting land manager. Such optimism is particularly encouraging when it is the result of careful and often critical analysis, as it is in this book.

Edward L. Spencer, '66

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**Letters**

Dear Sirs:

In their article, *Language and the Minority Student*, *Alumni Horae,*
Lederer and Hall make the now-standard case against standard English—namely that it is simply one dialect among others which happens to be taught in preference to others because it is the dialect of the ruling minority.

The implication seems to be that one dialect is as good as another. Indeed, in some respects, "Afro-American language" may be better than the WASP idiom of Fowler, or Strunk and White. To illustrate, Lederer and Hall say: "'I been done learned that' emphasizes the thoroughness of the learning in ways beyond the reach of 'I've learned that.'"

I submit that their basic idea is nonsense. To the extent that language does not become pure mannerism (as happens in the dull and over-educated, not excluding some teachers) certain dialects are clearly preferable to others because their vocabulary is larger and their grammar or logical articulation more precise.

To take a non-racial instance: in Britain, a north countryman such as J. B. Priestley avoids writing novels or essays in Yorkshire dialect, not merely for class reasons but because the dialect itself is too limiting. It is doubtless more expressive to say "I'll have nowt o' that, mon" than "I don't want any." However to suggest the subtleties of human relations, to write evocatively about the distant past, to achieve the compression, the range of insight, the felicity and power of the best poetry, one needs all the resources of language. And although unjust, it is a fact that the language of the privileged is apt to contain most of those resources, however sparingly its class-representatives may use them.

Conversely, the language of the streets, however colorful, is, like those who use it, poverty-stricken—part of what Lederer and Hall call the "survival kit" of ghetto people. The point, therefore, of teaching black students the English of educated whites is not to "waspize" them; it is to increase the means at their disposal for expressing themselves. The process is exactly analogous to what, among jazz musicians, is known as "paying your dues"—learning a basic standard repertoire, whose purpose is not to stereotype the learner, but just the opposite—to give him a broad enough foundation in technique, ideas, etc. so that he can go on to do his own "thing" with confidence and something like real freedom.

A black Alfred North Whitehead or Gerard Manley Hopkins would, I imagine, have a terrible time trying to express the notion of "prehension" or to write in complex, many-dimensional "sprung rhythms," if he were to stick to the "rapping and capping" style of speech of his old neighborhood.

Shakespeare, I once read, had a vocabulary of some 15,000 words, and his mastery of the "standard English" of his day was so great that he was free to take all kinds of liberties with the language and make them work. The point is that this sort of freedom is not given, it is earned by appren-
Editorial

THERE is much food for thought in Richard Lyman's address on Pluralism in Education, reprinted in this issue, not least in his advice to every independent school to assert its individuality.

Institutions in the "private sector," he predicts, will keep their freedom only if all work together to ensure that the concept of pluralism is valued and supported; but each must also — here is the key — earn passage in the pluralistic lifeboat by "rigorous self-definition."

If self-definition implies a statement of unique character, it is less easy than it used to be. The multiplication of contacts between schools since World War II, and the resulting contagion of ideas among them, have blurred the profile of many schools until surface differences all but vanish.

For these reasons particularly, a school such as ours, with a long and valued heritage, must never cease reminding itself of the deeper qualities which make it St. Paul's. Some of them are suggested by material in this issue of the Horae.

The place of course is unique — a landscape of woods, water, buildings, and fields; the slopes and levels on which they are disposed; the amplitude of the grounds, inviting a population of strollers, walkers, and sprinters. And the special magnetism of the place, pulling alumni back, not merely out of curiosity but to touch the soil of Millville and draw strength, must partly explain the heavy attendance of Form Agents and others for the October weekend.

It is a school staffed with a comradely faculty, concerned for the growth of individuals. Even while making endless opportunities for students to be self-directed (as the Rector and Bill Kellogg show in their opening articles), they stand by to rescue those who flounder.

The religious footing of the SPS character appears very strikingly in George Cadwalader's account of his adventure in faith, an adventure which has no built-in guarantee of success but stands on a willingness to take risks for a moral good.

And our short note describing the Dickey family's gift of a carillon, in memory of Catherine Dickey, to the church where she was a lifelong worshiper, illuminates yet another bone-deep quality of St. Paul's and its best products — the impulse to gratitude.

How many alumni or present Millvilleites know that on the tenor bell of the Houghton carillon in the chapel tower at St. Paul's are cast the opening lines of the Last Night Hymn — played also in the dedicatory recital on the Dickey bells —: "Saviour, source of every blessing, Tune my heart to grateful lays"?

As George Cadwalader says, the impulse to gratitude is not universal. Yet it appears not only on the lips of SPS alumni but in their lives often enough to suggest that something in the SPS experience creates or reinforces it.

Is it a response to the beauty of the Millville land and water; or to the devotion of the people who reside at the School and link the generations of students; or to the "streams of mercy" flowing to us unearned from all who have loved and labored at St. Paul's since its earliest days? Probably to all three.

But it is to the School's credit that when the SPS character speaks in the actions of an alumnus's life, one is often reminded that gratitude is the inscription on the bell.
ticeship, during which one learns the most and the best means of doing what one wants to.

Hence the greatest improvisers in jazz begin as "sidemen," the greatest writers and thinkers, as students, learning and playing back to teacher what teacher tells them. It is a stretch of anti-white prejudice to pretend that when a school such as SPS teaches black students the grammar and vocabulary which will enable them to understand or write like Milton or Dr. Johnson, these students are being oppressed — "waspized," deprived of their own rich linguistic heritage.

A farm boy from Yorkshire who had won a scholarship to Oxford would not feel that way; he would imagine he had been given a substantial opportunity. He would still have the problem of class — might be snubbed because of his accent and rustic clothes — but not that of race. So he would have no motive for maintaining that his "I'll have nowt o' that, mon" style of speaking represented a superb cultural heritage of which his tutors were trying to rob him.

The truth is that every language is a patchwork of dialects, of which a few or one comes to be preferred because it is more powerful. "Afro-American language" may be an exception to this rule — may prove more eloquent, more capable of nuance and logical precision than so-called standard English. But the evidence so far does not say so, and why should it? We have to date excluded blacks as far as possible from the cultural heritage common to the rest of races. It is too much to expect that living in the ghetto they would have evolved an idiom equal in range and content, say, to Plato's Greek.

If that is a correct analysis, it would seem suicidal for black students and educators to resist conventional English as a form of brain-washing. As writers such as Ralph Ellison have done, they would do better to make it their own, permitting themselves to be "waspized" so they could "black-ize" us in their turn.

The Japanese understood this principle very well. From about 1900, they set out to "waspize" their whole society. A generation ago we were still calling them a nation of imitators. Today they make the best cameras and some of the best, most original movies in the world.

For the blacks, as enclave people, the going is tougher. But a few opportunities, as at SPS, are opening up, and it would be tragic if through sheer chauvinistic resentment, these were let slip. Bad as he is, The Man has a considerable tradition behind him, and not just "survival-kit" stuff either. From the study of history I been done learned it don't pay to let advantages like that go.

Sincerely,

September 7, 1974

Chas. M. Fair, '35
FA C U L T Y  N O T E S

Thomas R. Barrett, Head of the Fine Arts Department, has exhibited landscapes and small sculpture at the BVAU Gallery in Boston, and, with his wife, Leni Mancuso Barrett, has contributed work to the exhibitions of “Contemporary Portraits and Direct Vision,” in Nashua, New Hampshire.

Philip D. Bell, Jr., Director of the Advanced Studies Program, was a delegate to the 1974 New Hampshire Constitutional Convention, and is chairman of the board of deacons of the Hopkinton Congregational Church.

A. David Burdoin of the Mathematics Department is spending the year with the School Year Abroad program, in Rennes, France, as a mathematics instructor.

Married: Herbert Church, Jr., '40, a member of the English Department, 1946-51 and 1952-73, to Mrs. Gail Graham Gerber of Concord, July 6, 1974, in Concord. Mrs. Church is a graduate of the Yale School of Nursing. Church, who retired from the faculty in June, 1973, is now a teacher at Rundlett Junior High School in Concord.

Richard F. Davis of the History Department, coach of the SPS Crew and author of several articles in “The Oarsman” magazine, is vice-president of the Contoocook River Improvement Society.

Dennis F. Doucette, Head of the Science Department, is again chairman of the SPS branch of the United Fund of Greater Concord.

Robert R. Eddy, Registrar, will be chairman of the board of directors of the New Hampshire Heart Association for the next two years.

Suzanne M. Fortier of the Physical Education Department is president-elect of the New Hampshire Association of Health, Physical Education and Recreation.

Rafael Fuster of the Modern Languages Department has returned to the faculty after a sabbatical leave.

David B. Harman of the English Department has become College Admissions Adviser. The son and grandson of SPS alumni and faculty members, Harman knew SPS as his boyhood home, and returned to join the faculty in 1972. He rowed at No. 4 in the winning United States Lightweight eight, in the World Crew Championships at Lucerne, Switzerland, on September 8.

Walter L. Hill, Vice-Rector, has accepted appointment as headmaster of the Woodstock Country School in South Woodstock, Vermont. Mr. Hill came to St. Paul’s in 1970.

Donna Hurley of the Mathematics Department was in charge of registration for the November conference of Teachers of Mathematics in New England.

E. Lawrence Katzenbach, 3d of the History Department has been elected to a three-year term on the board of directors of the Concord Red Cross.

William O. Kellogg, Head of the History Department, made a three-day visit to the Westminster Schools, in Atlanta, Georgia, in September as a consultant to the schools’ history department.

Richard H. Lederer of the English Department and his partner, Bill Simonton, head of Arts and Sciences at the New Hampshire Technical Institute, have been awarded the number one tennis doubles ranking in the State, by the New Hampshire Lawn Tennis Association, on the basis of their 1973 tournament record. This past summer, the pair won the New Hampshire State Closed, Goffstown Open, and Concord City Championships. Mr. Lederer, who has served for the past year as a tennis commentator for the local TV station, appeared on Concord Cable TV early in October to discuss “New Hampshire tennis: 1974.”

Mrs. William R. Matthews and Mrs. Timothy P. Miller are president and vice-president respectively of the Concord League of Women Voters.

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The Rev. Francis X. Moan, S. J., a member of the Classics Department in the academic year 1966-67, is now assistant academic dean of St. Joseph's College, in Philadelphia.

Jean E. Murphy of the Physical Education Department won the Concord Mixed Doubles Tennis Championship last summer, with her partner George Lagos, defeating Richard Lederer and his partner, Olga Gillies, the defending champions.

Thomas J. Quirk, most recently College Admissions Adviser and teacher of Latin, is the new Director of Admissions. Mr. Quirk has had twenty-six years of teaching and administrative experience, the last five at St. Paul's.

The Rev. Molly A. B. Radley of the Religion Department, named an Outstanding Young Woman of America for 1974, and a member of the Women's Commission of the Diocese of New Hampshire and of the New Hampshire Women's Health Services Advisory Board, has returned to the faculty after a leave of absence.

The Rector has appointed Sanford R. Sistare, director of Admissions for the past three years, as Vice-Rector, replacing Walter L. Hill. His responsibilities will focus on the student life of the School.

Roberta E. Tenney of the History Department completed her M. A. degree requirements during summer study at Dartmouth.

The Very Rev. Percy L. Urban, dean emeritus of Berkeley Divinity School, and a member of the faculty from 1914 to 1916, died at his home in New Haven, Connecticut, August 16, 1974. He was eighty-eight years old. A leading figure in Episcopal theological education, he had been associated with Berkeley from 1924 until the time of his death. A native of Philadelphia, he was a graduate of Penn Charter School, and of Princeton University, where he was elected to Phi Beta Kappa. For a time he was professor of philosophy at St. John's University, Shanghai, China, and he had also served for seventeen years as rector of St. John's Church, North Haven, Connecticut. He is survived by his wife, the former Mary Robinson Hodge; a daughter, Mrs. Margaret H. Johnson; two sons, Dr. Percy L. Urban, Jr. and Dr. Hugh B. Urban; two sisters, two brothers, and eleven grandchildren.

NEW FACULTY MEMBERS

Timothy F. Acker (English), a native of Wisconsin and a graduate of the University of Chicago, with an M. A. from Yale, has joined the faculty after spending last year as an intern teacher. He will live in Manville and will be a faculty adviser to The Pelican.

Deborah Elisabeth Gray (Mathematics) of Sewickley, Pennsylvania, received her M. A. T. from Mt. Holyoke College in June. She was a dean's list student at Oberlin, and at Mt. Holyoke was a dormitory head resident. She will live in Kittredge.

The Rev. Preston B. Hannibal (Religion)
holds a master's degree in Divinity from Bexley Hall. He studied at Westmont College and Cambridge University. He was a summer Student Probation Officer in Los Angeles County, and was listed in “Who’s Who Among Students in American Colleges.” He will live in Wing Upper.

Charles Lemeland (French) formerly a member of the faculty of Wheaton College, will teach a section of Introductory French and an Honors section in French. He will live in Flanders.

Jean Elizabeth Murphy (Physical Education), an intern on the SPS faculty last spring, is a native of Concord and a graduate of Keene College. She will teach physical education classes, and coach basketball, tennis, and soccer, and will live in Kittredge.

Richard Alan Rein will be the School’s dance instructor. He attended Adelphi University and has been ballet instructor at the Chautauqua Institutes of 1972 and 1973, and the Festival Ballet of Buffalo in 1972. He and Mrs. Rein will live in Kittredge.

William C. VanderWolk (French) is a graduate of Phillips Exeter Academy and the University of North Carolina, with a master’s degree from Middlebury College. A former faculty member at Groton School, he will live with Mrs. VanderWolk in North Upper.

Dr. Terrance M. Walsh will be a School Counselor. He received his doctorate from the University of Massachusetts and has done postdoctoral work at M.I.T. and Brown University. He comes to SPS from the Harvard College Bureau of Study Counsel. He will live with his family in Center Upper.

Joseph M. Walker, 3d, ’69, (History) of Winston-Salem, North Carolina, received B.A. and M.Ed. degrees from Harvard University. As an undergraduate he served as a National Science Foundation researcher. He will assist the Admissions Office and will live in Armour.

Lynne D’Arcy, a June graduate of Princeton, will be an intern teacher with the Classics Department.

1922
Richard M. Bond was ordained a deacon in the Episcopal Church, by the Rt. Rev. Edward M. Turner, Bishop of the Virgin Islands, at St. John's Church, Christiansted, St. Croix, U. S. Virgin Islands, August 25, 1974.

*Married:* Rector Kerr Fox to Gladys Jenkins Braman, June 21, 1974, in Sarasota, Florida.

1926
Charles G. Chase, whose painstaking bird carvings in wood now number nearly 300, had an exhibition of his work at the Talent Tree Gallery, in Augusta, Maine, October 4-31. A full-time bird sculptor since 1949, he lives and works in Wiscasset, Maine.

1929
Following the merger of Philadelphia Divinity School with the Episcopal Theological School of Cambridge, Massachusetts, Townsend Munson has been named president of the board of the new Episcopal Divinity School, as the combined seminary will be called. The new school will be in Cambridge. Munson formerly headed the board of the Philadelphia Divinity School.

1930
William G. Foulke will retire as chairman of Provident National Corp., a Philadelphia bank holding company, and as chairman and chief executive officer of its principal affiliate, Provident National Bank, at the end of 1974.

1931
Talbot Rantoul writes that he has completed five years as President of the Rhode Island School of Design in Providence, and though "slightly combat weary am prepared to do one more year."

1932
Dr. S. Dillon Ripley, Secretary of the Smithsonian Institution, received the honorary degree of Doctor of Science from Cambridge University in June.

1936
A. O. Smith is taking his entire family to Australia during the current academic year, in which he is on full sabbatical from Milton Academy. He will teach at schools headed by former Milton teaching colleagues. Smith writes that he and his family have recently given his father's unrivalled collection of Cape Codiana to the Kittredge Collection in the Sturgis Library in Barnstable, Massachusetts.

1937
The Rev. Dr. James R. MacColl, 3d has become rector of St. Andrew's Episcopal Church, Wellesley, Massachusetts. MacColl was rector of St. Thomas' Church, Whitemarsh, Pennsylvania, for fifteen years and has more recently been president of the Academy of Religion and Mental Health in New York City, and executive director of the Chestnut Hill (Pennsylvania) Community Association.

1940
*Married:* Herbert Church, Jr. to the former Gail G. Gerber, July 6, 1974, in Concord, New Hampshire. Church retired from the SPS faculty in June, 1973, after twenty-six years teaching English at SPS, and since that time has been on the faculty of Rundlett Junior High School in Concord.

*Married:* David A. Lindsay to Mrs. Ellen Hurwitch Burbidge, daughter of Mrs. E. Kenneth Hurwitch of Boston, Massachusetts, and the late Mr. Hurwitch, July 23, 1974, in New York City. Lindsay is a partner in the New York law firm of Davis, Polk & Wardwell.

Roderic L. O'Connor, president of the Citizens Budget Commission of New York City, has been elected to the board of trustees of the Cooper Union for the Advancement of Science and Art. As president of the Citizens Budget Commission, he administers a non-partisan agency which analyzes the finances and management of New York City, informs the public, and stimulates citizen participation in government affairs.
1941

Peter Darlington has been elected a director of the Baltimore Paint and Chemical Corp. He is a registered representative of Hayden Stone, Inc., stock brokers.

1943


1947

Edward C. Stebbins, Jr. has become executive vice-president of Freeport Kaolin Co., a division of Freeport Minerals Co. of New York City. Stebbins, who joined Freeport in 1964 as an attorney, is also vice-president, secretary, and associate general counsel of the firm. Freeport Kaolin Co. is the largest producer of calcined kaolin in the world.

1949

*Married:* A. Reading Van Doren, Jr. to Miss Marie Antoinette Cornet, December 26, 1973, in New York City. During the winter he moved to Washington, D.C. as general counsel to the Maritime Administration, Department of Commerce.

1950

H. E. Drayton, Jr. is managing the Submarine Sonar Acquisition Program for the United States Navy.

1952


1953

Marshall J. ("Mike") Dodge, 3d was a featured performer on opening night of the 1974 Bar Harbor, Maine, Festival, in August.

1954

John R. McGinley, Jr. wrote to his Form Agent in June that he had been "self-unemployed for yet another year but continue keeping many projects going to stay out of trouble. Worked at Laird, Inc. with Anson Beard, '54, Lee Ault, '54, and Charlie King, '53, a couple of years ago. Have been skiing Stratton, summing in Remsenburg on Long I. and finally getting into the paddle scene, after moving out of New Canaan!"

Harvey I. Sloane, who was elected mayor of Louisville, Kentucky, a year ago, was one of the "200 Faces for the Future" (young American leaders under 45 years of age) chosen by *Time* Magazine in July as having a "clear, direct impact on society."

1955

*Married:* Jerome Corbin Day to Miss Julie Sage, daughter of Mrs. Anne Tilney Holmes of West Orange, New Jersey, and the late Dean Sage, '26, July 20, 1974, in West Orange.

1957

Born: to George N. de Man and his wife, Andrea, their second son, Andrew Gabriel, September 5, 1974, in Atlanta, Georgia.

William T. Warren writes that he would be delighted to see any Paulies who happen to be "in the down under." His home telephone number in Nunawading, Victoria, Australia, is 878-2269, and the street address is 37 Shady Grove.

1958

*Married:* John E. K. Wisner to Mrs. Florence Bryan Robertson, daughter of Mr. and Mrs. David Tennant Bryan of Richmond, Virginia, June 22, 1974, in Richmond.

1959

Vincent Dyckman Andrus, Jr. is the author of "Days When the House was too Small," published by Scribner in September. Warmly received by reviewers, the book is a collection of seven short stories and a short novel.

*Married:* Paul L. Siegler to Mrs. Kathleen S. Woodward, daughter of Mr. and Mrs. Leslie R. Smith of Valley Station, Kentucky, "in June this year," Siegler writes, "in a week-long ceremony which began in Kentucky and ended on Mr. Washington, New Hampshire." He received his M. B. A. degree in June, 1973, from Harvard Business School, and is now a task force coordinator on the executive staff of General Electric's Major Appliance Group, in Louisville, Kentucky. He is the author of an article, "Free Space," published in *Reason* magazine, dealing with the establishment of commercial enterprises in space, and has been asked by a German
encyclopedia to write an article, in German, on the same topic. "The value of Herr Schade's teachings," he says, "will become very real, very soon."

1961

C. Patrick McCarty, Jr. writes to his Form Agent, Nick Burke: "Bankie and I got married a couple of years after 1 left St. Paul's. I got out of pre-med, took up accounting, and now have my own C. P. A. firm [in Helena, Arkansas], three kids, one dog, and nine puppies. NO MONEY!!" Nevertheless, McCarty did enclose a generous gift to the Alumni Fund.

Edmund P. Pillsbury, curator of European Art at Yale, is co-author of an illustrated catalogue of a group of drawings by Italian artists of the sixteenth century, recently exhibited in the Yale University Art Gallery. The show includes works by such masters as del Sarto, Cellini and Tintoretto.

John C. Ransmeier, 3d and his partner, Tom Diehl, a New Hampshire schoolteacher, won the New Hampton, N. H., Open tennis tournament last summer.

1962

Married: Edward Byron Smith, Jr. to Miss Maureen Dwyer, daughter of Mr. and Mrs. John F. Dwyer of New Rochelle, New York, June 22, 1974, in New York City. Smith is an investment officer in the Northern Trust Co. of Chicago.

Married: John Edward Groman to Miss Cara Marie Finnegan, daughter of Mr. and Mrs. Francis A. Finnegan of Bangor, Maine, August 10, 1974.

Married: Coburn D. Everdell to Miss Mary Elizabeth Earls, daughter of Mr. and Mrs. William T. Earls of Cincinnati, Ohio, November 2, 1974, in Cincinnati.

Married: Haven N. B. Pell to Miss Mina Monroe Stockman, daughter of Mr. and Mrs. Henry C. Stockman, Jr. of Locust Valley, New York, July 13, 1974, in Roslyn, New York. A June graduate of Fordham University Law School, Pell is associated with the Omaha law firm of Kutak Rock Cohen Campbell Garfamily & Woodward.

1966

Daniel Drury is assistant manager of Rink's department store in Marietta, Ohio.

Engaged: Thomas Eliot Ross to Miss Suzanne F. Hancock, daughter of Mr. and Mrs. Charles Lea Hancock of Bryn Mawr, Pennsylvania.

1967

Born: to Robert C. Ewell and Mrs. Ewell, a son, Nathan Allan, August 19, 1974.

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.

1968

Engaged: Charles Kimball Eaton to Miss Dana Cristman, daughter of Mrs. Luis A. Gallop of Franchestown, New Hampshire, and the late Clyde F. Cristman.

1969

After his graduation in June, 1973, from Stanford University, Gregory H. Vail worked during the summer and then took a Eurorail and hiking trip through France, Switzerland, Italy, Spain and the Canary Islands in the fall and part of the winter. In Madrid, he enjoyed several days' visit with Sr. Rafael Fuster, who was on sabbatical leave from the faculty.

1970

Married: Peter H. Blair, Jr. to Miss Sally Sprague Lee, daughter of Mr. and Mrs. Charles Carroll Lee, Jr. of Far Hills, New Jersey, and Prout's Neck, Maine, September 7, 1974, in Prout's Neck.

Married: Timothy G. Holsapple to Miss
Susan Spatz, daughter of Mr. and Mrs. Peter K. Spatz of Millbrook, New York, August 10, 1974, in Millbrook.

Clement B. Wood, 3d graduated magna cum laude in social anthropology from Harvard, in June.

1971

Henry J. Bunnis, undefeated number one tennis player at Columbia University this past year and considered the best college player in the East, has been chosen an all-American for the second year. He qualified for Forest Hills by defeating former national champion, Pat Dupres, in straight sets.

Yeates Conwell, Jr. has returned to Princeton as a biology major after completing eight months of language study and work in Germany.

Married: Berton B. Lewis to Miss Wendy Anne Hoolay of Nottingham, England, July 26, 1974, in Nottingham. Lewis graduated in July from the Central School of Speech and Drama, London.

1974

G. H. Bostwick, 3d and his father, G. H. Bostwick, Jr., '53, reached the finals of the 1974 Eastern father-son tennis championships, upsetting two seeded teams on the way.

DECEASED

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

'12 - Theodore H. Potter, Sept. 10, 1974
'18 - Hubert W. Chandler, Oct. 1, 1974
'22 - Moreau D. Brown, Oct. 19, 1974
'24 - Richard M. Hurd, Sept. 28, 1974
'28 - Howard C. Dickinson, Oct. 1, 1974

'03 - Sydney Bleecker Carpenter, a veteran of the early years of mechanical refrigeration and air conditioning manufacture, died June 28, 1974, at his home in Crystal Lake, Carbondale, Pennsylvania. He was associated with the Brunswick Refrigerating Co. and its successors, including Carrier Corporation, from 1911 to 1934, serving for the last four years as vice-president of Carrier and president of its Marine and International Division. Born in New Brunswick, New Jersey, November 24, 1884, he was the son of Charles J. and Alice Brown Carpenter. He attended St. Paul's for five years, from 1898 to 1903, took active part in the Choir and Glee Club, and became an assistant editor of the Horae, to which he contributed poems during his Sixth Form year. His musical interests continued at Cornell, where he was also the middle-weight boxing champion in 1906. He graduated from Cornell's Sibley College of Engineering in 1907, with the degree of master in engineering. He had fished and hunted widely in Central and South America, Norway, New Zealand, Canada, and Scotland, and in late years had made a hobby of wood-carving and building furniture from exotic woods. A member of state and national professional organizations, he had served as senior warden of the Church of St. John the Evangelist in New Brunswick for twenty-five years, and of St. James Church Mission, Dundaff, Pennsylvania, for fifteen years. He is survived by his son, James W. J. Carpenter, M.D., '30; a daughter, Mrs. Kathleen C. Connell; six grandchildren, and two great-grandchildren. He was a brother of the late M. C. Carpenter, '00, and E. R. Carpenter, '02.

'03 - Philip Lyndon Dodge, retired investment banker, died at his home in New York City, June 17, 1974. The son of Francis E. and Magdalen Talmage Dodge, he was born in Brooklyn, New York, November 28, 1885. He was a member of the School Violin Club and Orchestra, and of the Cadmean, and laid the foundation at SPS of his lifelong love of tennis. As a member of the Class of 1907 at Yale, he was editor of the Daily News and was elected to Phi Beta Kappa. He was a notably loyal alum-
nus of both St. Paul's and Yale, serving as Form Agent for three years in the first decade of the SPS Alumni Fund, and again from 1969 until his death, and as agent for his college class for sixty-seven years. Finance and investment banking were the basis of his career in New York City, and he had a summer home in New Brunswick, Canada, where he and his wife vacationed every year. A trout fisherman, and a great reader who maintained an active interest in current affairs, he was regarded with affection and high esteem by a wide circle of business, professional, and social friends. There are no immediate family surviving.

'05 – Wharton Poor, New York City admiralty lawyer, died in Flushing, New York, January 27, 1974. He was eighty-five years old. Author of "Poor on Charter-parties and Ocean Bills of Lading," first published in 1920 and now in its fifth edition, he was an authority in his field and at his death was senior partner of the New York law firm of Haight, Gardner, Poor and Havens. He attended St. Paul's from 1902 to 1905, was a member of the Concordian debating team and an assistant editor of the Hornet, and played on the Old Hundred football team in the fall of 1904. He was also the best Old Hundred runner in the fall cross country runs in his Sixth Form year. In 1908 he graduated from Harvard College, and in 1911 from Harvard Law School. He was a member of the Maritime Law Association, the New York City Bar Association, and other professional organizations. Surviving are three daughters, Mrs. Frances P. Sherwood, Mrs. Ryder Henry, 2d, and Mrs. Robert M. Leaver; and four grandchildren.

'09 – Percy Laurence Hance died July 4, 1973, according to incomplete information received by the Alumni Association a year ago. Inquiry has failed to secure any further information about his career. The son of John A. and Irene Louise Hance, he was a student at St. Paul's from 1905 to 1909. He is survived by his wife, Jean F. Hance.

'11 – Frank Doan Bisbee died in Jacksonville, Florida, February 7, 1974. He was eighty-three years old. Born in Knoxville, Tennessee, the son of William Adolphus and Harriet Backus Bisbee, he grew up in Jacksonville and, after graduation from the Wharton School of Finance at the University of Pennsylvania, undertook management of the Bisbee Building, Jacksonville's first skyscraper, built by his father in 1908. He was a volunteer with the French ambulance service at the start of World War I and, when the United States entered the war, became a captain in the United States Army infantry. During World War II, he was chairman of a Jacksonville draft board. His own insurance agency, which he founded more than fifty years ago, has operated under the name of Bisbee-Baldwin Corp. since 1927. Until his retirement, he served as chairman and chief executive officer of the firm which with its subsidiaries has been active in mortgage banking, insurance, and real estate. He was a city councilman from 1923 to 1925, and had been vice-president and director of the Children's Home Society, president of the Travelers Aid Society, and vice-president of the Northeast Florida Heart Association. He was a member of area and national camellia societies and was responsible for establishment of a camellia garden in Riverside Park, Jacksonville. After attending St. Paul's from 1906 to 1909, he completed his secondary education at the Harstrom School in Norwalk, Connecticut. Surviving are his wife, Ella Taylor Slemons Bisbee; a son, Frank D. Bisbee, Jr.; a sister, Mrs. Lucien H. Boggs; five grandchildren, and two great-grandchildren.

'17 – Cornelius Vanderbilt, author and former newspaperman, died at his home in Miami Beach, Florida, July 7, 1974. Born in New York City, April 30, 1898, the son of Cornelius and Grace Graham Wilson Vanderbilt, he attended St. Paul's for one year, 1913-14. He served as a dispatch driver during World War I, and after the war threw over his family's expectation that he would go to college, and chose instead the career of a newspaper reporter, starting with the old New York Herald. Subsequently, he worked on the staff of the New York Times, in Albany and Washington, D.C. He was a publisher of tabloids in the twenties and thirties, and later operated a ranch in Reno, Nevada. During World War II, he was a major in Army Intelligence, stationed in the United States. Always interested in automobile travel, he became president of the American Trailer Association and after the war was a travel columnist for the New York Post and Affiliated News Features. He was the author of more than nine books, including "Experiences of a
Cub Reporter," 1920; "Filthy Rich," 1939; and "The Living Past of America," 1955. He is survived by his seventh wife, the former Mary Lou Gardner Bristol.

'21 – Harris Dunscomb Colt, Jr., died in London, England, November 8, 1973. Born January 29, 1901, the son of Harris D. and Abigail Bowne Colt, he entered St. Paul's in 1915. Although frail health forced him to withdraw from the School in 1918 and to continue his schooling in Arizona, he never lost a deep love for St. Paul's. Subsequently, he studied at Oxford University. The focus of his career was on archaeology: he worked in Egypt under the noted British Egyptologist, W. M. Flinders Petrie, and took part in excavations in Malta. For four years in the thirties, he directed his own archaeological "dig" at Auja el Hafir in the Negev. He inherited a love of collecting from his father, who had assembled a fine series of historical views of New York City, and from this grew his own unfinished work on an encyclopaedia of all prints and engravings by American artists up to about the year 1880. In addition, he was a collector of coins and had made a notable collection of Kipling first editions. He is survived by his wife, Armida B. Colt; a son, Harris S. Colt, '53, and three grandsons.

'23 – Samuel Lytton Scott died, September 9, 1974, at his home in New York City, at the age of seventy-one. He entered the First Form in 1917 and attended St. Paul's for six years. He pitched for the Delphian baseball team for three years and won a place on his Club football, hockey, squash, and track teams in each of his last two years at School. In addition, he had SPS rating for two years in baseball and squash, and played on the School football team in his Sixth Form year. As a Sixth Former, also, he was a supervisor in the "School." He won his "Y" in varsity baseball and squash at Yale, captaining the squash team in the year of his graduation, and was a member of Delta Kappa Epsilon and Scroll and Key. He had been treasurer of his Yale class for the last fifteen years. In 1947, he founded the accounting firm of Scott, Mickelson & Co. He was a former mayor of Nissequogue, Long Island, and chairman of the board of directors of Harbor Country Day School. At the time of his death, he was treasurer of the Bennington Museum in Bennington, Vermont. His clubs included Racquet Club, Yale Club, Downtown Association, and River Club, all of New York City; St. Andrew's Golf Club in Westchester, and Ekwanok in Manchester, Vermont. He is survived by his wife, Dorothy Sullivan Scott; three sons, Eldon S., '49, Timothy S., '53, and Eugene L. Scott; and a brother, Henry C. Scott, '21. He was also the brother-in-law of Eldon B. Sullivan, '22.

E. B. S., '22.

'26 – Julien Ashton Ripley, Jr., retired professor of Physical Sciences at Stanford University, died in New York City, June 27, 1974. He was sixty-six years old. Born in New York City in 1908, the son of Julien A. and Helen Bell Ripley, he studied for five years at St. Paul's, where he was one of the ablest scholars of his Form, graduating cum laude in 1926. He was a member of the Concordian and the Scientific Association, a supervisor in Twenty, and a councillor at the School Camp in Danbury. In 1926, he won the Bullitt Prize in Algebra, the Coit Medal in Plane Geometry, and the Vanderpoel Science Prize. Majoring in mathematics and physics at Yale, he was elected to Phi Beta Kappa, and went on to earn his M.A. at Harvard in 1932, studying the philosophy and history of science under Alfred North Whitehead. The following year, he received his doctorate in the philosophy of science, from the University of Virginia. His teaching career, begun in 1937 at Alabama Polytechnic Institute, was suspended during World War II while he worked for five years as an analyst and statistician in the United States Department of Agriculture, and for two further years with the United Nations Relief and Rehabilitation Administration at the end of the war. From 1946 until his retirement in 1973, he occupied successive positions on the faculties of Montgomery Junior College, Dickinson College, Abadan (Iran) Technical Institute, Wilkes College, and Stanford University – the last post, held for eight years, terminating in appointment as professor emeritus. He was the author of "The Elements and Structure of the Physical Sciences." He was an active supporter of civil rights causes, and his abhorrence of war was reflected in his work for UNRRA in the forties, and more dramatically by participation in civil disobedience which brought him a twenty-day jail term in 1969. He loved the out-of-doors and was a great reader, especially in his chosen field of study. Surviving are his wife,
Harriett P. Ripley: a son, Julien K. Ripley; a daughter, Mrs. Jocelyn Truman; two brothers, Charles B. Ripley and Dr. R. Wolcott Ripley, '29; and five grandchildren.

'S26 — Frank Hartley Shearer, retired Florida real estate broker, died in Naples, Florida, March 5, 1974. The son of Dr. Leander and Grace Parker Shearer, he was born in New York City in 1908, and on coming to St. Paul's in the fall of 1922 he rapidly established himself as a leader in his Form. He served on the Council in his Fifth and Sixth Form years; was a supervisor in the Lower; was a member of the Concordian, and the Scientific and Library Associations; was on the executive committee of the Missionary Society and served as a councillor at the School Camp; and was a member of the Honor Committee. He had a broad athletic record, playing on the Isthmian football team one year; baseball, four years; and hockey, two years. In the year of his graduation, he was a member of the SPS hockey team and won the 1903 Hockey Medal. He graduated from Princeton in 1930, and began work in the trust department of the Hanover Bank in New York City. After a period of service with Army Intelligence in World War II, he embarked on the career in real estate which continued up to his retirement in 1966. For most of these years he lived in Florida. He was a part owner of motels and hotels, worked in the administration of Collier Development Corporation, and was a registered real estate broker, appraiser, and consultant. His love of travel, fishing, and golfing, together with the pursuit of his interests in psychology and the social sciences, and a concern for the environment, filled his retirement years. He is survived by his wife, Meredith Shearer; a son, H. Parker Shearer, and a stepson, Richard L. Smith.

'S26 — George Gray Thouron died in Concordville, Pennsylvania, May 18, 1974. The son of Mr. and Mrs. Henry Thouron, he was born in Ardmore, Pennsylvania, February 27, 1908, and came to St. Paul's in the fall of 1922. He became a member of the Concordian and the Scientific Association and an assistant editor of the Horae, to which he was a frequent contributor of short poems. He was a camp counselor, played on the Old Hundred football and baseball teams in his Sixth Form year and was for two years a member of the School golf team. Graduating cum laude in 1926, he went on to receive his bachelor's degree from Princeton in 1930. With a law degree from the University of Virginia, he was admitted to the Delaware Bar in 1934, and began the practice of law in Wilmington. From 1940 to 1948, he was clerk of the peace for New Castle County. In the fifties, he served as assistant to the United States Attorney for the Office of Price Stabilization, and on the staff of the Delaware Alcoholic Beverages Commission. From 1964 to 1970 he was administrator of Delaware's Magistrate Court System. He operated his own law office in Wilmington from 1970 until his death. In addition to his career in law, he took an interest in politics and was the unsuccessful Democratic Party candidate for mayor of Wilmington in 1951. He had also been president of the F. F. Slocum Corp. and the Brandywine Precision Manufacturing Co. Surviving are a son, George Gray Thouron, Jr., '55; two daughters, Mrs. Paul Nash and Mrs. Paul Harrell, Jr.; a brother, Henry A. Thouron, '30; a sister, Mrs. Robert Ryle, and six grandchildren.

'S27 — Henry George Bartol, Jr. died in Tryon, North Carolina, August 21, 1974. He was sixty-six years old. The son of Henry George Bartol, '94, and Hester Gouverneur Bartol, he was born in Flushing, New York. He attended St. Paul's for the full six-year course, became a member of the Concordian, and graduated cum laude. Following engineering study at Harvard and a trip around the world, he worked for the Clark Thread Co. and was assigned to manage its plant in Toccoa, Georgia. After World War II, during which he had served as a lieutenant commander on an aircraft carrier in the Pacific, he moved with his family to Tryon. There he owned and operated a boys' camp for several years, and was then associated with Tryon Processing Co. Later, he was a part owner of two area radio stations, and a director of Mid-Carolina Telephone Co. He was an active member of the Episcopal Church of the Holy Cross, in which he had been a vestryman and warden, and was a former president of the Tryon Fine Arts Center and the Tryon Rotary Club. He is survived by his wife, Carol Erskine Bartol; two sons, Christopher Perry and Malcolm Erskine Bartol; two daughters, Mrs. Donald A. Kennedy and Mrs. Gerald Pospisil; a sister, Mrs. Gouverneur M. Phelps; a brother, John H. Bartol, '32, and six grandchildren.
'33 — Francis Scott Truesdale died following surgery, September 21, 1974, in Alexandria, Virginia. He was fifty-nine years old. An industrial specialist with the Small Business Administration in Washington, he had been with the agency for more than twenty years. He was also active in the Naval Reserves from the time of World War II until his retirement with the rank of captain in 1968, and twice was called to active duty. In World War II, he served as an administrative and personnel officer, rising to the rank of lieutenant commander, and during the Korean War he was on duty with an air fleet wing on the Pacific coast. He was born in New York City and attended St. Paul's for six years. A leader of his Form, he was a Sixth Form councillor, a member of the council of the Concordian, and a supervisor in the Lower. Earlier he had been chairman of the Propylcan. He was also a member of the Library Association, the Deutscher Verein and the Missionary Society; a councillor at the School Camp; chairman of the Chest Committee and the Dance Committee; and an acolyte and Sunday School teacher. On the athletic field, his versatility won him Old Hundred letters in football, hockey and track, and he was also a member of the School hockey team in his Sixth Form year. He graduated from St. Paul's in 1933 and from Princeton in 1937. He was a member of the Naval Reserves Association and had served as a vestryman of St. Clement's Episcopal Church in Alexandria. Surviving are his wife, Celia Thompson Truesdale; a son, Francis Scott Truesdale, Jr.; a daughter, Mrs. John W. S. Spofford; four sisters, Mrs. A. Félix du Pont, Jr., Mrs. Harold R. Talbot, Mrs. David S. Hemingway, and Mrs. Anne T. Broadhurst; and two grandchildren.

THE ALUMNI ASSOCIATION
St. Paul's School, Concord, N. H. 03301

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Ralph T. Starr, '44
Frederick C. Witsell, Jr., '52
### REGIONAL CHAIRMEN AND COMMITTEES

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<td>Chicago</td>
<td>John D. Purdy, 3d, '56, Chairman</td>
<td>John K. Greene, '47</td>
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<td>A. Burton Closson, Jr., '48</td>
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<td>Princeton, N. J.</td>
<td>Archibald S. Alexander, Jr., '51</td>
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<tr>
<td>Rochester, N. V.</td>
<td>Henry Shaw, Jr., '55</td>
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<tr>
<td>Salt Lake City</td>
<td>Hugh H. Hogle, '58</td>
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<tr>
<td>San Francisco</td>
<td>Charles F. Lowrey, '45, Ch.</td>
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<tr>
<td>Seattle</td>
<td>E. Bates McKee, Jr., '51</td>
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<tr>
<td>State of Maine</td>
<td>Charles D. McKee, '58</td>
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</tr>
<tr>
<td>St. Louis</td>
<td>(to be appointed)</td>
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<tr>
<td>Tulsa</td>
<td>Joseph H. Williams, '52</td>
<td></td>
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<tr>
<td>Washington, D. C.</td>
<td>Joseph W. Redmond, '40</td>
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<tr>
<td>Wilmington</td>
<td>Henry H. Silliman, Jr., '52</td>
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### CORPORATION OF ST. PAUL'S SCHOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel R. Callaway</td>
<td>President</td>
<td>New York</td>
</tr>
<tr>
<td>William A. Oates</td>
<td>Rector</td>
<td>Concord, N.H.</td>
</tr>
<tr>
<td>Percy Chubb</td>
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<td>New York</td>
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<tr>
<td>John K. Greene</td>
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<td>Chicago</td>
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<td>August Heckscher</td>
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<tr>
<td>Amory Houghton, Jr.</td>
<td></td>
<td>Corning, N.Y.</td>
</tr>
<tr>
<td>W. Walker Lewis, 3d</td>
<td>Treasurer</td>
<td>Boston</td>
</tr>
<tr>
<td>Mary H. Lindsay</td>
<td></td>
<td>New York</td>
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<tr>
<td>Elizabeth W. Loomis</td>
<td></td>
<td>Sharon, Conn.</td>
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<tr>
<td>Cynthia N. MacKay</td>
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<td>Brooklyn, N.Y.</td>
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<td>John R. McLane, Jr.</td>
<td>Clerk</td>
<td>Manchester, N.H.</td>
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<td>George R. Packard</td>
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<td>Ralph T. Starr</td>
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<td>Rowland Stebbins, Jr.</td>
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<tr>
<td>Colton P. Wagner</td>
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<td>New York</td>
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<tr>
<td>Joseph H. Williams</td>
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<td>Tulsa</td>
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