Alumni Horae
ST. PAUL'S SCHOOL CALENDAR

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

1976

Sept. 12, Sunday

Oct. 1-2, Friday to Saturday

Oct. 30, Saturday

Nov. 24-29

(6:30 a.m. Wed. to 6 p.m. Mon.)

Dec. 15, Wednesday

1977

Jan. 6, Thursday

March 9, Wednesday

March 31, Thursday

June 3-5

Friday through Sunday noon

June 5, Sunday

at 2 p.m.

June 10, Friday

Winter Term opens

Winter Term closes

Spring Term opens

Hundred and Twenty-first Anniversary

Graduation of Sixth Form of 1977

Spring Term closes

All students arrive

SPSAA Board of Directors, Form Agents and Regional Chairmen meet Parents Day Thanksgiving Recess Autumn Term closes; Hockey, St. Mark's School, at Watson Rink, Harvard University
## Contents

### The School

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rector's Letter</td>
<td>46</td>
</tr>
<tr>
<td>The School in Action</td>
<td>48</td>
</tr>
<tr>
<td>Spring Sports</td>
<td>51</td>
</tr>
<tr>
<td>Know Thyself</td>
<td>52</td>
</tr>
<tr>
<td>National Crew Laurels for SPS Girls</td>
<td>56</td>
</tr>
<tr>
<td>Millville Notes</td>
<td>58</td>
</tr>
<tr>
<td>Prizes and Diplomas</td>
<td>59</td>
</tr>
<tr>
<td>Student Voices from the Symposium</td>
<td>63</td>
</tr>
</tbody>
</table>

### Alumni

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Association Annual Meeting</td>
<td>66</td>
</tr>
<tr>
<td>Coming Back</td>
<td>70</td>
</tr>
<tr>
<td>Anniversary and Reunion Reports</td>
<td>72</td>
</tr>
<tr>
<td>Books</td>
<td>84</td>
</tr>
<tr>
<td>Editorial</td>
<td>86</td>
</tr>
<tr>
<td>Charles D. Dickey, '11</td>
<td>87</td>
</tr>
<tr>
<td>Letters</td>
<td>89</td>
</tr>
<tr>
<td>Faculty Notes</td>
<td>89</td>
</tr>
<tr>
<td>Con Prudden Retires</td>
<td>90</td>
</tr>
<tr>
<td>Form Notes</td>
<td>90</td>
</tr>
<tr>
<td>SPS Chairs, Plates, etc.</td>
<td>93</td>
</tr>
<tr>
<td>Deceased</td>
<td>94</td>
</tr>
</tbody>
</table>

---

*The Cover:* Midday in May: heading for the Upper dining rooms.

*Photo Credits:* Fred Bavendam, Covers 1 and 2, pp. 56-57 (top) 65; R. F. Davis, pp. 56 (left), 57 (right); R. W. Drury, '32, pp. 82 (bottom), 91; Bradford Herzog, pp. 51, 59, 61, 62, 63, 66, 67, 71, 72, 74, 76 (top), 77 (top), 80 (top, l. and r.), 83 (top), 88, 92 (top); Perron Studio, p. 58, all Reunion Groups; Nick Wellner (*Concord Monitor*), p. 47; T. M. Walsh, pp. 52, 53.
The Rector’s Letter

Dear Alumni & Alumnae

Variety, intensity, commitment. These words spring to mind as Anniversary and Graduation bring the school year to a close. (Examinations, as well, for Third, Fourth, and Fifth Formers.) The busiest, the happiest, the most satisfying term it is, when indications of achievement appear, as studies and activities approach termination. It has been so busy, in fact, one wonders how new activities can be accommodated. And yet, they are.

The national interest in our country’s 200th birthday has found many expressions at St. Paul’s School: in special class assignments and projects, in speakers for various societies, in the planting of a Bicentennial Oak, in a well attended Bicentennial Ball (preceded by two weeks of student-taught free lessons in ballroom dancing, old style!) in the Upper Dining Room. A first in SPS history? In recent history, yes, and a sharp change (development? improvement?) from usual practice of Saturday night dances in the Gymnasium with the special need to preserve polished surfaces for athletics.

I repeat here, in its entirety, a memorandum written early in the morning, on what I will call Paul Revere’s Day, recording for posterity “the second coming” of apparent danger. My Rectory study, located on the second floor, provides a commanding view of the inner turf of the School’s 1,800 acres, a 270-degree sweep that takes up at Moore and Memorial Hall, and includes Brewster, Hargate, the Post Office, Kittredge, the Old Chapel, the Lower School Pond. With so much to look at, and keep track of, how can one ever do any “work” such as statements for Roger Drury and the Alumni Horae, and letters and thoughts and plans? But enough. Here is the memorandum:

The Red Coats are coming. It is 6:15 a.m., Monday, April 19. Two students have just ridden, on bicycles, through the center of the School (from the hill by Middle to the Upper), each wearing a megaphone (probably borrowed from a crew cox) alternately shouting: “The Red Coats are coming! The British are coming!”

It is now 6:20 a.m. There is no visible response from the School: no muskets, no bedraggled troops, no imploring wenches.

I sit here, wondering: how great is the danger?

The riders, this time, were girls, according to authentic rumor later in the day. Our girls, they protect us! And they also make us proud. Word has just reached the School, as I write, of the triumph of our girls’ SPS Crew in the National Women’s Rowing Association Championships, held at Long Beach, California, June 17-20. They won by two lengths, taking eight seconds off the national record. This is the high point of an undefeated season, which included victory at the New England Interscholastic Regatta.

Boys’ crew? Yes, also an undefeated season for the boys’ SPS Crew, marked by victory for the third year in a row at the Worcester Regatta, setting a new course record. (They bettered the record set by the SPS Crew of 1975.)

Crew; Bicentennial activities. These are not the totality of School life, of course. How does one sum it all up, quickly? One indication (too often ignored completely, in these years when emphasis is upon the development of individual capacity) is the record of college destinations. Members of the graduating Form of 1976 will enter colleges in these numbers: Harvard 16, Yale 11, Princeton 9, Brown 8; seven each to Dartmouth, Pennsylvania, Trinity; four each to Colorado and Duke; three each to Hobart and Smith; two each to Lake Forest, Middlebury, Northwestern, Oberlin, Syracuse, Tufts, Washington, and Williams; single students to Berkeley, Bowdoin, Carleton, Colby, Colgate, Cornell, Juilliard, Kenyon, M.I.T., McGill, The New School, Vanderbilt, Vassar, Ohio Wesleyan, Wellesley, Wesleyan, the State Universities of Connect-
icut, New Hampshire, New Mexico, and Oregon.

Anniversary brought joyous encouragement and support from Ralph Starr and Amo Houghton and their many co-workers for The Fund for SPS, with the report of a total commitment of $13.2 million including a $3 million commitment from one donor to provide facilities for the performing arts with endowment support for programs in dance, drama, and music. Welcome developments of such magnitude intensify our obligation and our necessity to insure the full and sensitive use of our opportunities. Our outstanding resources in facilities and intellectual leadership, long provided by generous and thoughtful friends and alumni, are now to be greatly enriched.

I am reassured in my hope for appreciative use of these magnificent resources by examples of the attitudes of students. When we first assigned students to work in the dishwashing room at the Upper, as part of an extension of the Work Program, two and a half years ago, the President of the Sixth Form volunteered to ask fifteen or twenty of his closest friends to handle this chore. He thought, and I agreed, that washing dishes would not be a popular Work Program job, so an appeal to friends "to help the School" would be necessary.

How wrong we were! An uproar ensued, and we were charged with favoritism and with not allowing everyone to share equally in this necessary work through our customary random assignment! For one week the dishwashing was handled by the President's cronies. Since that time everyone has had occasional chances to run the ponderous machine that cleans our glasses and plates and silver to hygienic perfection.

We, students and faculty, accept and use our wonderful facilities and resources in that spirit: in keen appreciation, in humble resolve to grow, to develop and extend ourselves, to do for others and for society what it becomes in our power to accomplish. With this resolve we thank you for your encouragement. We strive, and continue to strive, to be worthy of your interest and support.

Sincerely,

June 22, 1976

The champion SPS Girls Crew seen during a race on Turkey.
The School in Action

Richard D. Sawyer, '48

The School in Action" is one person's view of the highly complex and active life of the School, incomplete surely, biased perhaps, but none-the-less the personal reflections of "one who was there," and therefore history.

With our nation's history constantly before us, this Bicentennial spring, a few reflections about past School life in contrast with the present might have some interest. (But I can think back only thirty years, mind you, not two hundred!)

Trying to shift from a pedagogical focus on irregular French verbs to memories of a spring nearly thirty years ago has been no mean task for me. First of all, I turned to The Record and found but little help. For example, here is an extract from 1946-1947: "May 30, MEMORIAL DAY. Von Stackleberg II places wreath on statue in front of Library. Old Hundreds win track meet ... first time since ... 1935. Glee Club show again. - May 31, ANNIVERSARY DAY. S.P.S. ball club beats Brooks 7-2. Halcyons win first and second crew races. Dole Cup a tie; for the first time, there are two dead heats! - third and fourth crews. Movies for us all this year - no dance." ("All" being the only provoking word in the whole statement.)

My own recollections, doubtless touched by nostalgia, are of a rather tranquil, somewhat leisurely pace; classes and athletic events punctuated by an amazing number of holidays: yellow-slip holiday (for neat rooms); demerit holiday (for good deportment); Lower School surprise holiday; a surprise holiday for all; one for good scholars (about 80% average, I think - I never participated); and others which I probably have forgotten. Cal Chapin tells me that in Dr. Drury's day there was even a holiday for students with good posture!

On these holidays, in our spare time, and on Sundays, we played pick-up games of various sorts; went to town only rarely; listened to the "Vic" (no radios or TV); fished or caught snakes; while the Lower Schoolers dug their tunnels in the sandy knoll behind the Lower School Boathouse.

In groups we went for outings at the "Box" or "Doctor's Oak"; the Ithmiens performed a strange group-rite called "Skowhegan." Others, the "bad acts," went to the State House in Concord for a smoke in the basement John or to the quarries for an illegal swim. Very little holiday activity was organized or focused. What organization there was, was a function of the faculty.

What a contrast today! Only one surprise holiday during the term; and the weekends, particularly the Sundays, are wonderfully organized and creative, not as a result of the masters' efforts but rather of those of the students. Obviously not all participate, but a great many do. In some ways the weekends are more filled with activity than the school days are. Here is a sample of what I mean, a summary of the activities of three weekends in May of this year, with apologies to any group which I have inadvertently slighted.

May 1-2: The Trustees met at lunch with faculty and students, a custom of recent years. There was a full afternoon of eight Varsity and JV games; the Astronomy Club visited the Harvard Observatory; a group of chamber singers from the University of New Hampshire gave a performance in the Sheldon Library in the early evening; a film was shown in Memorial Hall, and a Bicentennial Ball was held in the Upper dining room. (This last brought faint smiles to older faces in the community, as it was preceded by several weeks of a student-run class in the waltz and the foxtrot, in preparation for a formal dance replete with long gowns and tuxedos.)

Sunday was just as full, with voluntary Chapel in the morning, and the Ambassador Duke Prize examination in the afternoon in competition with the Eco-Action Club's Festival of Spring held in the somewhat damp and cool Drury orchard. The Festival included a bake sale, a craft show, a square dance, and the planting of the Club's garden. The Madrigal Singers missed the Festival, as they were singing in the Old North Church in Boston.

Later that afternoon, the Lower Formers' Community Discussion Group met to consider further how they could contribute to the Form as well as the community as a whole. Much of the planning for these functions was done by the students, with some help and direction from interested faculty and their spouses.

More May Weekends

May 8-9. Saturday saw the usual athletic events, four teams playing here and four away at other schools. There was a film shown in Memorial Hall and a Deja Vu dance at the gym in the evening. The French film, "Les Jeux Sont Fais," of J. P. Sartre, whose scenario is read by Third Year French classes, was shown several times over the weekend. On Sunday, Chapel was followed in the afternoon by the Missionary Society's annual track meet on the Chapel lawn: a potato race, a three-legged race, a wheelbarrow race, and so forth. Cash prizes were awarded to overall winners and a fine time was enjoyed by all. In the evening, rehearsals for "La Perichole," the Offenbach operetta to be staged later in the term, began in earnest and...
the Tap Dancing Group met.
May 15-16. On Saturday, there were eight School teams playing on the Lower Grounds. That evening, the Third Annual Art Extravaganza Weekend began with an international dinner sponsored by the Food Committee, complete with the flags of various countries decorating the dining room. There was appropriate music and an international cuisine was served. Later one could attend a student recital of Applied Music (a performance, for academic credit, of a student's work for the year on a particular instrument) or could go to the usual Saturday night film.

Talented Absurdity

The Extravaganza Weekend continued on Sunday afternoon with a "Mish" Talent Show at the flagpole, where, to quote The Pelican, "enterainers of all ilks...[performed] feats of talented absurdity." La Junta and Le Cercle Français presented programs. There were kite-flying, a street-paint, the Apollo Music Competition (with prizes to be awarded at Graduation), another Applied Music program in the early evening, and the Extravaganza finale later Sunday evening with student-choreographed dances and a student-directed play, all sensitively performed and acted.

Other weekends bring other activities, as do the normal week days. The Chorus sings; the Drama Club acts; WSPS-FM is on the air in the evening; the Chess Club usually wins its matches with other schools, as do the several splendid Debating Teams; the Band plays very well indeed, and the Bible Study group and the Math Society (Dieudonné) meet regularly. The John Winant Society has had a series of politicians come to the School as speakers, and the Bridge Club meets to match wits every other Sunday. The Outing Club offers mini-courses in outdoorsmanship and climbs in the White Mountains nearly every weekend. Some students take extra courses in first aid, in driver education, and in typing. We have been blessed with an active and thoughtful Student Council.

And so, although I have of necessity been forced to leave out many things, goes the active life of the School.

Is there value in such a kaleidoscope of activities? Think of the creative energy and the educational processes involved in getting one's fellow human beings to coordinate and move towards a common goal. Think of the sheer joy of having one's efforts bring good fellowship to the community at large, and think of the fun it would be to live in such a community.

Educationally, there is great value in making decisions and setting priorities. The basic life here remains in the classroom, but it is enriched and reinforced by this myriad of extracurricular activities. Just how much enrichment is useful must be determined by each individual, guided by his or her groupmaster, always within the framework of scholastic commitments. To my mind, the productive planning of one's life is a lesson of great value.

To consider the ordering of the School-at Large and the quality of our corporate life together, The Study Group was constituted at the close of the Winter Term. This Group, consisting of students, faculty members, spouses and administrators, has been meeting regularly, under the chairmanship of the Rector. Its present focus is on many aspects of School life, particularly responsibility, form unity, personal privacy, discipline, and the implications of intervisitation. Periodic reports and transcripts of its meetings are available to the community, and more School-wide involvement is expected in the fall.

Habakkuk; Sage; Reischauer

With so much going on, a closed community like SPS can become inward-looking, without outside stimulus. Thanks to the vision of the late Charles D. Dickey, '11, and the late Mrs. William H. Conroy, we have had stimulus in generous quantity, by way of Department Visitors and Conroy Fellows. This spring, three distinguished Conroy Fellows provided us with new insights and inspiration.

Sir H. John Habakkuk, a warm and articulate man who is Vice-Chancellor of Oxford University, and a professor of economic history, gave us a hopeful view of the economic situation of England today.
DeWitt Sage, '60, an Academy Award-winning producer-director, showed a series of his documentary films, including the 1974 prize-winner, "Princeton: A Search for Answers." The whole School viewed, or rather previewed, his latest work, "To America," a sensitive and beautifully photographed ninety-minute film. Commissioned by the CBS Television Network, it is the story of three eastern European families and of their struggle first to gain admittance into the United States and then to find success and acceptance here. Touching, human, sensitively approached, it was tentatively scheduled for television showing on June 9. The student body felt so strongly that it wrote a letter to the President of CBS, commending the film and urging that it be shown. It was clear that Mr. Sage and his art form struck a strong responsive note with both students and faculty.

Professor Edwin O. Reischauer of Harvard was the third Conroy Visitor of the spring. As the leading expert on Japan in this country today, he urged us to take any opportunity to learn firsthand or by study more about Japan and the Japanese people so that, somehow, the cultural and language barriers between the first and third leading industrial powers in the world could be breached. He commended warmly the longstanding relationship between the Seikei Upper Secondary School and Saint Paul's, and the long line of Japanese students who have come to study here, as a very positive effort at better understanding.

Dickey Visitors

Dickey Visitors provided stimulation to several Departments. Jane Clark, a teacher, critic, and harpsichordist from London, met with the Music Department and students, and gave a concert. Professor David Kelly of Hampshire College visited the Mathematics Department and spoke to the Mathematics Society. Professor McCrosky, Head of Operations at the Harvard Observatory, gave the annual Sears Science Lecture on "Tracking Meteors." Christopher Childs, an actor, presented a one-man show, "Pure Light: An Evening with Henry Thoreau." As a Schley Fellow, the Rev. David Harris of Surrey, England, spoke in Chapel, visited classics and religion classes and spoke to the Bible Study Group. Thomas N. Todd, former assistant professor of law at Northwestern University and past president of the Chicago Chapter, Southern Christian Leadership Conference, visited under the sponsorship of the Third World Coalition and spoke to various groups on the economic problems of minorities.

The final Dickey Visitor of the year, Professor Paul Fusess of Rutgers University, recipient of a 1976 National Book Award for "The Great War and Modern Memory," visited the English Department and was available for discussion with students. Professor Ludwig Braun, the former director of the Huntington Project and an expert with the digital computer, visited the Science Department in late May.

A Term of Records

A busy term, as you can see! It was also a term of records. The student body returned on the last day of March to find that the snow had gone, and the crews were able to start practice on Turkey on April 1 (a record), the ice having gone out the day before. The tennis team did not have to shovel any courts; in fact, the clay courts were available that first week of the term (a near record at least). We had record low temperatures during the second week of April, the mercury plunging to 10° for a couple of days, followed the next week by record highs, up to 92°. It certainly confused the black flies! (Yes, that bucolic paradise which many remember does have some inconveniences.)

Swimming off the docks in mid-April with official sanction must be a record as well. Both boys' and girls' crews won for a record third time at the Worcester Regatta, the boys' crew breaking the course record we set last year. The girls' lacrosse team set a new record with their first undefeated season. The Class of 1976 graduated a record 134 students.

Before my old English teacher Phil Burnham chides me for overstatement (and asks just what I mean by "old"), I shall stop with my thanks for the reader's indulgence and my appreciation to Bill Abbe for giving his permission for me to use a few of his delightfully whimsical sketches of the day-to-day life of SPS.
We had our highs and lows in the spring season. Both the boys and girls SPS Crews won at Worcester for the third year straight and finished unbeaten by any prep school they faced. The girls are now (June 4) preparing for the National Women’s Racing Association regatta in Long Beach, California, and will leave SPS on June 12. (See the article in this issue, by David Harman, for details.)

At Anniversary, the Halcyons won the first and second boys crew races, and the second girls. The Shattucks won the first girls, and the third, fourth and fifth boys races. Their sixth boys crew, which rowed unopposed in the fifth crew race, was also counted as a winner. As winners of the Dole Cup, the Shattucks raised their flag at the Flagpole Ceremonies.

The girls lacrosse team was outstanding again. It was an undefeated, high-scoring outfit whose strength was unexpected since only a handful of seniors were on the team. Our boys tennis team was the best in many years, and the girls tennis team made great strides. The baseball team battled right up to the last game for an even balance of wins and losses.

Richard P. Ryerson, Jr., the winner of the Gordon Medal, is the son of Richard P. Ryerson, ‘45, a former Gordon Medal winner. The father was on hand to present the Medal to his son at the Flagpole Ceremonies.

New awards this year were a medal given by Dyer S. Wadsworth, ’55, for the girls cross country winner, along with a lovely Revere bowl, similar to the one he gave for boys cross country some years ago. Richard D. Sawyer, ’48, gave a medal for the outstanding girls field hockey player.

Individual athletic awards at Anniversary included: Pool Plate for Girls Squash Champion, E. C. Purdy; Field Hockey Award, K. V. Henning; Barker Basketball Medal, P. G. Henriques; Form of 1968 Soccer Award, S. E. Gruner; Roby Lacrosse Medal, P. T. Santry; Douglas Baseball Medal, R. P. Ryerson, Jr.; Campbell Hockey Medal, P. L. Walz; Blake Football Medal, T. H. Mach; Franchot Track & Field Medal, F. D. Bushman; Wadsworth Cross Country Medal (boys), W. M. Wagaman; Cross Country Medal (girls), N. S. Bohlen; Form of 1903 Hockey Medal, R. P. Ryerson, Jr.; Loomis Medal, J. P. Stone; Gordon Medal, R. P. Ryerson, Jr.

The annual Christmas Hockey Game will be played this year at the Watson Rink at Harvard University. The new location gives Boston alumni an opportunity to host to a tradition now 81 years old. Plan to attend, supporting the SPS Team and the Advanced Studies Program. Our opponent this year will be St. Mark’s. The date is December 15, 1976.

F. C. Church, Jr., ’51, discusses award procedure with José Ordonez before Flagpole Ceremony.
Know Thyself!
The Why and What of Counseling

Know thyself! This word to the wise, found in the ancient temple of Delphi, is truer today than ever. In modern times, especially in our half of this century, the place of the individual has changed remarkably.

It is a paradox that through history while world population has increased, so has the value attributed to individual human life and experience. Changes in our understanding of the requirements for individual responsibility have been reflected in theology, literature, and technology—in virtually all aspects of our culture. Thus, since the fifties the demand on each individual student to define goals and to develop a personal sense of meaning has come to be a part of an increasingly complicated educational process.

In this historical setting, and in a commitment to sharing in the pleasures and frustrations of human growth, through teaching, counseling and advising, the authors see their function at St. Paul's.

David Panek and Terrence Walsh, who form the Counseling and Human Relations Department at SPS, were formerly with the Harvard-Radcliffe Bureau of Study Counsel (the counseling office).
Never more than in recent years has the faculty of a great school focused more explicitly on helping each student to find his or her own educational strengths and goals through such a multiplicity of courses, of options for the use of precious time, and of college choices. Nor have they worked together more intimately, sharing in the give-and-take of individual and community experience. The requirements for the faculty’s counseling of students have become increasingly broad. The requirements for a student’s self-counseling have broadened likewise.

MULTIPLE REALITIES

How have we come to this increased demand on the personal and institutional resources of our educational systems?

A recent Conroy Fellow, Professor Edwin Reischauer, who is a very popular teacher in the field of international relations at Harvard, spoke to the School at large on the nature of the trilateral relationship between the West, East, and Third World nations. He warned that a time is coming, probably for the generation now entering primary school, when international relations will demand a clarity of mutual understanding which nations do not now possess—at least, not sufficiently. Nor will they, until there is an increase in the demands upon individuals within differing cultures to become more resourceful in perceiving the multiple realities which make up a world. Professor Reischauer believes that this process is under way.

Over the past four to five decades, events such as the Great Depression, World War II, the Korean and Vietnam wars, and expanding world technology and communications have produced a vastly shrinking world for society and, simultaneously, a vastly increasing world for the individual. As the world has become smaller for culture and its institutions, the individual has been faced with new complexities of time, viewpoint, energy, maturity—a world in flux. The world has become richer in choice, but less calculable; authorities have multiplied, but so also have possibilities for personal commitment.

The boundaries of the student’s personal life have expanded to include commitments outside the School as well as inside it. For example, many secondary students are of voting age and have a responsibility to active politics. Valid responsibilities pull in many directions. We see the student addressing the problems of choice through an often difficult process of self-understanding, derived from a legitimate conscious-

ness of personal meaning combined with the pragmatism of daily events. Personal security, stability, and a sense of place are tending to rest more upon mature decision-making than upon the traditional wisdom of institutions.

Thus, one factor which has added to the general faculty counseling load in recent years has been the increased multiplicity of concepts and values within our culture and the corresponding diversity of the frames of reference from which we regard knowledge.

Once, the study of history centered on the presentation of facts, dates, aims and achievements. Today we are less sure of what a history course should be. The student is less able to depend upon outside authority, having to ferret out facts for him- or herself, taking a position as well as listening to one. Decades ago, students expected the Right Answers, in exchange for memorizing and sometimes understanding. It was common, even at the graduate level, to find students writing down memorized answers without needing to understand their meaning. The intellectual demands were not much advanced beyond those stubbornly learned reflexes of an elementary education and, until the turn of this century, schools might indeed support the student in a reluctance to give up the simpler life.

Even in 1928, the president of Yale extolled the use of traditional textbooks and recitations, which he considered superior to sending students to libraries to read basic sources whose “diversity of statement . . . will furnish the student with an apology for want of exactness in his answers.”

This fondness for the authority of a well-learned single frame of reference had begun to break down at the century’s turn, when Henry Adams observed that if he were to lecture at Harvard again he would do so only with another professor beside him to represent the opposite view.

EXPECTATION OF UNCERTAINTY

A study by William G. Perry, director of the Counseling Office for Harvard and Radcliffe, found that in 1900 only ten percent of examination questions in freshman courses required a comparison of contexts and frames of reference. By 1960, this figure was eighty percent. (William G. Perry, Jr., “Forms of Intellectual and Ethical Development in the College Years,” Holt, Rinehart & Winston, 1968) Undoubtedly, the number is now even greater. In many courses, today’s student expects an uncertain authority and the challenge of personal agency in making
sense out of things, integrating the facts.

The search for knowledge has become a more mutual process, earlier. Mature life and study have not always demanded a give-and-take between teacher and student, but the complexity of information and cultural demands have simply moved the requirements of higher education into secondary school life.

It is a common observation that students today show an increased personal maturity as compared to education before going on to college. As one parent for many students in the successful completion of their campus learning have become almost a prerequisite only a few years ago. It seems that the distinctive feature of this maturity is the students' search for meaning in what they are doing.

Courses have multiplied and become more diverse in their requirements. Independent study and off-campus learning have become almost a prerequisite for many students in the successful completion of their education before going on to college. As one parent said about her children (whom we shall misname), "Lynn and her brother are searching for things which their father and I did not look for until well into college." She went on to say that the Counseling Department "must be very busy with the individual attention that the boys and girls at SPS must require." The answer to that is easy. We are. So is the faculty. And when things go well, it is pure satisfaction.

THE "AH HAI EXPERIENCE"

It is probably fair to say that the intellectual and personal change which typically used to occur in college, the "sophomore experience," the "ah-ha! experience," now comes, perhaps less dramatically, somewhere in the secondary school years.

If our students have begun to make an adult search for meaning in the integration of their work and personal life, for the most part they grow into these concerns while here at School. In many ways, our Third Form students are very old fashioned, but our Sixth Form students are definitely not!

Our experience with students is that an idea in one field is never so clearly illuminated as it is in the context of another discipline. The students find many such interdisciplinary ideas in their courses of study and "work through" them in close quarters with their teachers. During the last spring term, a student was encountered in the hall in the Schoolhouse exulting, "it's all come together, it's all come together! My courses are fitting together and making sense!" She was irrepressibly joyous in arriving at that "ah-ha!" experience.

In day-to-day counseling with students, we find a need, felt in working with students of all ages, both here and in college: the need to help them learn to listen, and to listen well, to others. The real difficulty is that they must listen to themselves also.

When a teacher wants to know a student's point of view, the student has nowhere to go but towards the self. "What do I think?" "How do I justify that?" "Who am I to take a position about Shakespeare?" Or, a more complicated question, "Who is the teacher, to say?"

The dialogue about knowledge and how we search for it becomes the subject matter of the counseling hour much as it is in the classroom. Self knowledge is perhaps embedded in all knowledge, a liberal education being a constantly fresh source in the process of a student's emerging personal identity.

We think it is true that all teachers and all disciplines teach self knowledge. Mathematics does so, perhaps, implicitly; the humanities, more explicitly; and our human relations courses, most explicitly of all. The subject matter becomes a vehicle for personal discovery. How do you invite the student to participate in mathematics, history, or English, as you might in art or music?

In personal counseling, you ask the same question. The student is asked to participate in his or her own life, to explore it and discover that a "sense" of things emerges, as it may from a study of the data of history. If the student acknowledges that it is all real, what seems at first abstract becomes a matter of personal meaning and a part of a unity of knowledge. A student once commented after catching on to this, "this is great! We're all in it together!" There can be no real separation between self-counseling and subject matter; they are an organic unity. Counselors and therapists are teachers.

We believe that much of learning is a matter of awareness—becoming aware of our own understanding, of our own senses. Whichever way we look, there is something to respond to. For the student, it can be 8 o'clock chapel, a quadratic equation, the feelings of a friend, the thought of home, or one's own feelings. In helping students to gain this awareness, to discover the personal meaning of experience, counseling is teaching.

Counseling is not only a way of teaching through dialogue but also the teaching of a dialogue; in part, what Yeats called "A dialogue of self and soul." One of the principal axioms of counseling theory and practice is that a person, given the widest opportunity for
self-growth, will move in the direction which will best integrate the total experience of his or her life.

St. Paul’s School offers this opportunity in numerous ways, but many students occasionally “get stuck.” Not infrequently, a student comes to us with an expectation of our being able to “solve” a study problem or a personal unhappiness. If the problem stems from not knowing a technique of study or a workable strategy for writing a paper, or some other such mechanical aspect of school life, then we can deal with it directly. We can perhaps ask the right question, or suggest a new approach.

Sometimes an interpretation of test scores, such as in the Modern Language Aptitude Test, will get a student moving again. As one said, “great! my language skills are good, but not as suited to the classroom as to the field. My ear for language and my memory are very solid! I was beginning to worry.”

These more mechanical aspects of counseling, perhaps better called “academic counseling,” often achieve instant and dramatic results. As another student recently said, “that’s just what I needed to know!” His teacher confirmed that, following this discussion, he improved across the board.

When we deal with this sort of problem, the solution to which lies within the student’s present conceptual level, our counseling sessions can be quickly effective. The nature of the problem and its resolution are readily perceived. It is primarily a matter of getting the right kind of information at the level of reality already understood and affirmed.

COUNSELING AND GROWTH

But when new realities are required which are not yet perceived, frustrations and confusion may arise. This may occur when a student moves from a basic study of a language, say, to its literature, or from one sort of personal dealing with other students and teachers to a closer give-and-take in daily relationships.

When, for example, a faculty member assumes that a Sixth Former has advanced to the beginnings of adult values and responsibility, or when a Fifth Form student begins to take into account the standards by which college admissions people make their judgments, the student may ask, “how can I respond to these increasing new demands?” Usually, integratable, acceptable ways are found to make sense out of things; allowing for a resolution with integrity. These new viewpoints or insights, simple as they seem, become new forms of intellectual and ethical values.

The integrative challenge to be a whole person may appear profound. As one Sixth Former said last fall (college was getting close): “do I not go along, and give up me? Or do I go along, and give up me?” The struggle to find a point of view that embraces more of life often demands a probing of unexamined assumptions. This takes time and a sense of process. For many students the transition goes well. Out of the acceptance of a widening range of realities, the student opts for a wider range of participation.

Often, however, a new richness in life does not come easily; an earlier integrity seems to be protected by powerful instinctual forces. But in a context of trust and in the caring process of a community of educational living, growth does occur. Other students, teachers, groupmasters, as well as all that is “home,” become part of the fabric of that change. In the process, the student creates new ideas, and in a way is created by new meanings, finding a renewed integrity and, with it, the courage to be what he or she believes.

We find that the growth of our students in a counseling hour is similar to growth elsewhere: on the athletic field, late at night studying for an examination, in relationship to a faculty member. The counselor offers himself as a listener, and in this context students learn to bring their own resources to bear on a problem.

Like the teacher or groupmaster, the counselor evokes the strengths of the student—what he or she is capable of becoming. He shares the experience of becoming. It is a privilege to participate in this process so richly and so often.
National Crew Laurels for SPS Girls

(A report of the Long Beach Championships, by David B. Harman, together with snapshot impressions of SPS at the earlier Worcester Regatta, by Richard F. Davis.)

It is a long day of waiting before the pay-off of the finals. Above, Cal Chapin gives racing pointers to an anxious parent. Below, Karla Drewsen of the Girls Varsity holds shoes of second varsity girls while they row in a morning heat.

David B. Harman

Rowing in the salt water of the Pacific Ocean at the Marine Stadium in Long Beach, California, the 1976 SPS Girls Crew topped a perfect season by winning in record time the High School Eight event of the Women's National Rowing Championships.

In the eight were: Ann Jenkins, coxswain; Jenny Stone, stroke; Pam Berry, 7; Penelope Place, 6; Jen Chardon, 5; Karla Drewsen, 4; Cindy Wondolowski, 3; Marny Kittredge, 2; and Tilda Essig, bow. Supporting the eight and rowing in the Open Pair event, consisting of Olympic and collegiate rowers, two spares — Elizabeth Higgs and Heather Potter — rowed extremely well in both the heat and the repechage, but failed to make the finals.

Rarely have such an exceptional group of athletes represented St. Paul's School. These girls (all Sixth Formers) have rowed together with few boating changes for three years, losing only once during that time, to a Dartmouth Varsity eight, and winning three consecutive New England championships. As the season progressed this spring, it became evident that this crew in particular deserved an opportunity to row in a post-season regatta.

One morning in Chapel, early in the spring term, the Rector announced that the crew would indeed go to the Nationals if they completed a successful spring schedule. Inspired by the School's support and anxious to test their abilities against the best in the country, the girls worked extremely hard during the spring, favored by one of the earliest Turkey Pond thaws in recent memory.

After the traditional Anniversary club races and their graduation, the girls began to practice very seriously twice a day. They were used to a mile or 1500-meter distance, but now had to intensify their training and learn how to increase their cadence, to prepare for the shorter 1000-meter race in California. Rowing for two weeks at seven a.m. before breakfast and at three in the afternoon, with few distractions, enabled the girls to build on the conditioning gained during the regular spring season.

We arrived at Long Beach (the self-proclaimed Aquatic Sports Capital of the country!) one week before the finals, and continued our twice-a-day practice schedule until two days before the race on Saturday, June 19th. "Brushes" with Boston University and the College Boat Club of Philadelphia afforded the crew the opportunity to race and train in competitive situations before the actual final.

As our times for the 250- and 500-meters continued to drop throughout the week, we were encouraged about our progress and chances for success. Scenic early morning rows through inland channels and out to the open Pacific were an enjoyable and necessary change from the competitive short encounters with the collegiate rowers. Also, an evening watching the men's and women's Olympic swimming trials at Long Beach added further to the relaxation and pleasure of the trip and, I feel, somehow inspired the crew as they watched many United States' and world records being broken before their eyes.

A menacing cross wind which had been blowing off the ocean subsided completely during the morning of our final, as our crew lined up against defending champion Zlac Rowing Club, the Oakland Strokes, and the Green Lake Rowing Club of Seattle.

As they heard the international command of, "Etes-vous pret? Partez!," the SPS boat, led by stroke Jenny Stone, shot away from the stake boat at 43½ strokes per minute, the highest they have ever rowed. They settled quickly
to 38, and began to move away from the rest of the field, maximizing their height and strength advantage. Rowing powerfully in a brand new Pocock shell, borrowed with great appreciation from the University of California at Berkeley, the crew covered the first 500 meters in 1 minute, 40 seconds, only one-tenth of a second off their fastest time for that distance. Constantly in command of the race and, as a result, a bit more relaxed, the crew moved into the final 250 meters, cheered on by a partisan group of SPS parents, a few students, and many of the Eastern rowers.

Their final time was 3 minutes, 27.9 seconds (the fastest of the day and a time which would certainly have placed them competitively in the Open Eight event) bettering the record for the high school event by a full eight seconds, and beating the defendant champion by a similar margin. The girls rowed triumphantly back to the dock and proceeded to send both coxswain Jenkins and coach Harman into the Pacific, in the winners' traditional post-race dunking ceremony.

The tremendous exhilaration and sense of accomplishment felt that morning continued into the evening when the crew met for a magnificent farewell dinner, given to us by the Chardons, the Kittredges, and the Places—parents of three of the girls. One girl commented to me in a reflective moment that evening, "I just never realized we could row that fast; it was the perfect race for us — we've never felt better!"

All of us who made the trip are indebted to the School and to the families of the rowers for their generosity and their belief that such endeavors as these are an integral and essential part of the education of our students. Seeing the SPS girls receiving their gold medals from a former Olympic rower at the closing ceremonies was a proud moment for all of us. I am thankful for the opportunity to have worked with such an exceptional group.
Honor for Omer Marcoux

SPS alumni will rejoice in the note which has come to Omer Marcoux, former janitor of the old Lower and Hargate. He was chosen by the National Bicentennial Committee to be the official representative of New Hampshire and New Hampshire fiddler at the bicentennial celebrations in Washington, over the long July 4 weekend.

Now retired for many years, Mr. Marcoux remains very active, with wood-carving, violin-building and repairing, and playing for dances—a man whom many have enjoyed knowing.

Flagpole Mysteries Unraveled

Onlookers at the Flagpole Ceremonies this year guessed that tradition must be evolving when they saw the Shattuck flag being followed up the pole by a Halcyon oar, and oars both red and blue being placed at the foot of the pole. The story of these discrepancies is intricate.

Warren O. Hulser, chairman of a committee which reviewed the symbolism of crew honors last fall, has explained to the Horae that changes were dictated by the addition of girls crews to the Anniversary contests. What should be done if the two first crew races were won by different clubs?

The committee recommended that a majority of all races (not the outcome of the boys' first crew alone) should determine which club had the honor of raising its flag. Any tie would be broken by the club winning a majority of the boys' first and second and girls' first crews. Nothing definite was said about whose oars would be featured, though it was assumed the oars would be those of the winning club and its captain.

As Anniversary approached, however, the club captains recommended further refinements: to give special recognition to the winning first crews, the boys' winners would place three oars around the base of the pole and send their stroke's oar up with the flag of the club which had the majority; the winning girls would place four of their oars around the pole.

And so it was done this year: a Shattuck flag at the masthead (to indicate a Shattuck majority) and a Halcyon oar going up the pole while three Halcyon and four Shattuck oars stood around it (indicating that the Halcyon boys and Shattuck girls had won the first crew races).

New Trustee

Frederick C. Witsell, Jr., '52, who was elected to the Board of Trustees upon becoming President of the Alumni Association this spring, is a vice-president of the Morgan Guaranty Trust Co. of New York. A 1956 graduate of the University of Virginia, with a degree in economics, he is also a trustee of Green Vale School, Glen Head, Long Island, and a director of the Penn Virginia Corp.

He and his wife, the former Daphne Towne, are the parents of two children, Frederick C. Witsell, 3d, '74, and Deborah T. Witsell.

Bicentennial Oak

Ceremonial shovelsful of earth were placed around the roots of a young oak tree on the south lawn of the Community Center, on the morning of the day before Anniversary, by Pamela J. Berry, representing the School's Bicentennial Committee, Stanton B. Bullock, President of the Sixth Form, and the Rector.

Before the planting, the Rector read the following words prepared by the School Chaplain, the Rev. Theodore Yardley:

"In remembrance of all the years of the life of this School in this place; in honor of all her sons and daughters who have served our country in so many ways; in the hope that while this oak grows our nation may grow in understanding and service to the world in all the years that lie before us, we plant this tree."

Pelican Flies High

For the second consecutive year, The Pelican has received a First Place rating in the annual contest of the Columbia Scholastic Press Association. The award was based on the issues produced in the 1975 calendar year under the editorship of Elizabeth E. Osborne, '76.

High marks were given for the cartoons by Ian H. Hughes, '76, and editorials written by the editor and by the managing editor, Peter S. Gintas, '76. The writing quality throughout the paper was commended.

The Rector and School Engineer Paul Talbert, with six School employees who retired in June, two having served under five Rectors. Top row: L. to r., Mr. Talbert, John G. Bruten (12 years), custodian in Kittredge; Eugene Desjardins, Sr., (46 years), custodian in Memorial Hall and Payson; Albert E. Jones (26 years), heating plant; Onell J. LaFlamme (41 years), chef; front row: Yvonne G. Richard (8 years), maid in Upper; the Rector; Ester M. Phelps (11 years), maid in Infirmary. 
**Prizes and Diplomas**

**TESTIMONIALS AND Dickey Prizes**

*(Testimonials indicated by: 1H (First with honor), 1 (First), or 2 (Second): Dickey Prizes, by D)*

<table>
<thead>
<tr>
<th>Third Form</th>
<th>Fourth Form</th>
<th>Fifth Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Lee Andrews, 4th, 2</td>
<td>Austin Tack Wilkie, 1</td>
<td>David Hobson Myers, 2, 2 in Chemistry</td>
</tr>
<tr>
<td>Sarah Danforth Bankson, 2</td>
<td>Elisabeth Albritton, 1H, 1 in Greek</td>
<td>Todd Stanley Purdum, 2, 2 in European History</td>
</tr>
<tr>
<td>Kedron Ryon Barrett, D in Art</td>
<td>Jess Lipincott Baily, 1</td>
<td>Carolyn Hughes Revercomb, 2, 2 in Latin</td>
</tr>
<tr>
<td>Susan Branyon Berry, 1</td>
<td>Anne Farr Bartol, 2</td>
<td>John Root, 2, 2 in German and History</td>
</tr>
<tr>
<td>Deborah Ann Michelle Chan, D in Dance</td>
<td>André Paul Boissier, D in French and Spanish</td>
<td>John Stockwell Samuels, 4th, 1</td>
</tr>
<tr>
<td>Miranda Cox, 2</td>
<td>James Bruni Brayshaw, 2, 2 in Biology</td>
<td>Daniel Joseph Schmechel, 2</td>
</tr>
<tr>
<td>Elisabeth Suzanne DeBoeck Deans, D in German</td>
<td>Samuel Peyton Chase, D in Mathematics</td>
<td>Daniel Jordan Smith, 2</td>
</tr>
<tr>
<td>Timothy Weatherford Grand, 1</td>
<td>Elsbeth Mann Collins, 2</td>
<td>Corinne Alsop Zimmermann, 2 in Russian</td>
</tr>
<tr>
<td>Kimball Bullard Halsey, 2, D in Mathematics</td>
<td>John Withrow Cooley, 1</td>
<td></td>
</tr>
<tr>
<td>James Stuart Hamilton, 2</td>
<td>Kelley Alicia Eskridge, 2, 2 in English</td>
<td></td>
</tr>
<tr>
<td>Thomas Chamberlain Hatch, 2</td>
<td>Holly Lee Hackett, 2</td>
<td></td>
</tr>
<tr>
<td>Richard Joseph Hayes, 1</td>
<td>Tracy D. Hill, 2, 2 in Introductory Science</td>
<td></td>
</tr>
<tr>
<td>Andrew Way Kendall, 2, D in Spanish</td>
<td>Sanford Bull Kaynor, Jr., 1</td>
<td></td>
</tr>
<tr>
<td>Alan Amir Ali Khazaei, 2, 2 in Origins of the West</td>
<td>Mitchell Jay Kelly, 1</td>
<td></td>
</tr>
<tr>
<td>Phillip Kunisada Kiyasu, 1, D in Latin</td>
<td>Elizabeth Patterson Kent, 2</td>
<td></td>
</tr>
<tr>
<td>Richard Francis David Margesson, 2</td>
<td>Martha Snowden Kinney, 2</td>
<td></td>
</tr>
<tr>
<td>Heather Anne Minor, 2</td>
<td>Cloyd Laporte, 3d, 2, 2 in Physics</td>
<td></td>
</tr>
<tr>
<td>Hiram Frederick Moody, 3d, 2</td>
<td>Henry Resor Laughlin, 2</td>
<td></td>
</tr>
<tr>
<td>Jeanne Anne Panek, 1</td>
<td>Wingate Joan Mackay-Smith, 2</td>
<td></td>
</tr>
<tr>
<td>Matthew Vassar Pierce, 2</td>
<td>Lisa Alison Marsh, 2 in Dance</td>
<td></td>
</tr>
<tr>
<td>Jeanette Richmond, 2</td>
<td>Jennifer McGann, 2 in Art</td>
<td></td>
</tr>
<tr>
<td>Diego Sanchez-Esia, D in French</td>
<td>David Eliot McGinnis, 1</td>
<td></td>
</tr>
<tr>
<td>Julian Ruffin Sprague, 1</td>
<td>Peter Thornton McLeughlin, 1</td>
<td></td>
</tr>
<tr>
<td>Anne Louise Waskiewicz, 1H, 2 in English</td>
<td>Harry Keith Moffat, 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Robert Alexander Montgomery, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Janet Livingston Edmonds, 1, D in Music Theory & History
James Moxon Emery, 1H, D in Latin and Biology
Henry Glosson Ferguson, 1
Charles Holt Finnie, 2
Courlandt Dixon Gates, 1
Steven Thomas Johnson, 1H, Din French and History
Charles Hilary King, 3d, 2
Winfried Alexander Klima, 2
Catherine Christine Lievens, 1
Edward Safford Mandel, 1
Elizabeth Patterson Maxwell, 1
Michel Denise McQueen, lH
Christopher Mark Aranosian
Adam Olney Bailey
Kimberly Manning Bancroft
Diane Elizabeth Barnett
Timothy Perkins Bass
James Potter Brown, 3d
Louisa Doolittle Campbell
Diane Elizabeth Barnett
Timothy Perkins Bass
James Potter Brown, 3d
Louisa Doolittle Campbell
Jennifer Balluet Chardon
Carl Marlon Albert
Peter Cajlin Albritton
Charles Ernest Brenton Altekruse, with honors in Science
Mark Andrew Anderson
Mary Randolph Baldwin
Charles Robert Baldwin
Pamela Jean Berry
Joyce Lee Blankenbaker, with honors in Religion and Art
Marian Taylor Bodine
Mitchell Howe Brock, with honors in Modern Language
Elizabeth Anne Burchill
Frederic Dixon Bushman, with honors in Science
Thomas Rhody Cammann
David Cadwaller Gates, Jr.
Alvah Stone Chisholm, 2d, with honors in Art
Percy Lee Chubb
Hilton Pierre Clark
Frances Mallory Morgan Clarke
Amy Schuyler Clarkson
Catherine Ethel Coombs, with honors in Music
Elizabeth Anne Cramer
Caryn LaVerne Cross
Steven Francis Donahoe
Karla Hull Drewno
Matilda Lancaster Essig
Matthew Raymond Moore, 1
Alexandra Murnane, 2
Nicholas Newlin, 2, D in English
Jonathan Frank Panek, 1, D in Art
Vincent Richard Peterson, 2, D in Intro. to Religion
Patricia Milburn Pittman, 2
Earl Potts, Jr., 2
Katherine Anna Precht, 2
Robert Wesley Rae, 2d, 2
Elizabeth Schein, 1
Douglas Schloss, 1H
William Coxe Schlosser, D in Instrumental Music
Maurice Arthur Selinger, 3d, 1

THE CUM LAUDE SOCIETY

Elisabeth Joan Marshall Claudy
James Moxon Emery
Henry Glosson Ferguson
Peter Eliot Fleming
Peter St. John Ginna
Sharan Hunnewell Howe
Alison Mead Husting
Toni King

Suzanne Caroline Kluss
Gregory Alan Love
George E. B. Maguire
Michel Denise McQueen
Douglas Schloss
Stephen George Vaskov
Stephen Eric Fortney Villee
Victoria Wilson

DIPLOMAS

Carl Boyden Estabrook, Matthew Weaver Steele Estes, with honors in History
Steven Karl Ettelson, with honors in Mathematics and Science
Christopher Roland Fairley, with honors in Modern Language and Science
Colin FitzAllen Fletcher
Allan Eugene Frank
Annette Frazier, with honors in Modern Language
Spencer Biddle Fulweiler, Jr.
Henry Addison Garfield
Sam Evans Gruner
Alan Robert Heath
Peter Garneau Henriques
Elizabeth Skinner Higgs
David Perry Hopkins, with honors in Art
Lisa Marshall Huber
Susan Paige Insole
George Chester Irons
Michael Martin Ives
William Warren Jackson
Ann Haviland Jenkins
Alexis Hubbard Johnson, with honors in Religion and History
Robert McClady Jones, with honors in Modern Language
Dean Pierce Kasperak
Donald Angier Keyser
Ann Marlow Kittredge
Jeffrey Russell Lagasse
Douglas Robert Leland
José Antonio Lozada, with honors in Modern Language
Lawrence Calvin Manson, Jr.
Catherine Ann Newcomb Melody
Dale Methven
Timothy Mark Middaugh
Valerie Haven Minton
Stephen Matthew Mix
Christopher Hill Morse, with honors in Art
George Murnane, 3d
Severo Nieves, Jr., with honors in Religion
Elizabeth Endicott Osborne
Lisa Biscoe Palache
Cecilia McCallum Parker
*Patricia Milburn Pittman, with honors in Religion
Penelope Parkman Place, with honors in Art
Elizabeth Chau Purdy
John Thomas Queenan, Jr.
Mark Lewis Rhodes
Bruce Edwin Rueppel, Jr.
Richard Patterson Ryerson, Jr., with honors in Classics
Norman Calvin Sauté
DIPLOMAS CUM LAUDE

Emily Moffat Bateson, with honors in English and History
Josephine Jeffries Bonan, with honors in History
Anne Livingston Goodale, with honors in Religion
Amy Carr Johnson, with honors in English, Religion, and Classics
Julia Robinson Kellogg, with honors in English and History
Michael LeMoyne Kennedy
Ted Haldane McEhr
Benjamin Trexler Root, 2d
Kathryne Steele von Stade
Amy Trainer Warren
George Angus McNair Wilkie, with honors in English and Modern Language
Joseph Hill Williams, Jr., with honors in English

DIPLOMAS MAGNA CUM LAUDE

Adam Olney Bailey, with honors in Classics and Mathematics
Kimberly Manning Bancroft, with honors in English, Religion, Modern Language, and History
Diane Elizabeth Barnett, with honors in Classics and Mathematics
Timothy Perkins Bass, with honors in Mathematics and Science
James Potter Brown, 3d, with honors in Religion, Mathematics, and Science
Stanton Barbour Bullock, with honors in Modern Language and Music
Louisa Doolittle Campbell, with honors in English and History
Jennifer Balluet Chardon, with honors in Mathematics
Edith Wayne Douglas, with honors in English, Religion, and History
Peter Eliot Fleming, with honors in English, Modern Language, and Mathematics

Peter St. John Ginna, with honors in English, Religion, Modern Language, and History
Malcolm Whelen Greenough, 3d
Sharman Hunnewell Howe, with honors in Science
Ian Hugo Hughes
Alison Mead Hustig, with honors in English and Religion
Suzanne Caroline Kluss, with honors in English, Religion, Modern Language, Mathematics, and Music
Gregory Alan Love, with honors in Mathematics, Science, and Music
George E. B. Maguire, with honors in Classics
Susan Paine Proctor, with honors in Science
Meredith Olivia Storer, with honors in Religion, Modern Language, and Music
Edward James Streator, 3d, with honors in Modern Language and History
Rebecca Taylor, with honors in English
Stephen George Vaskov, with honors in English and Modern Language

DIPLOMAS SUMMA CUM LAUDE

Elisabeth Joan Marshall Claudy, with honors in English, Modern Language, History, and Music
Toni King, with honors in English, Classics, Modern Language, and History
*Michel Denise McQueen, with honors in English, Religion, Modern Language, and History
Victoria Wilson, with honors in Religion and Art

*Graduating Fifth Former

Toni King receives Knox Memorial Cup at Graduation.
Applause for Stanton Bullock (center), as he receives President's Medal at Graduation.

**PRIZES**

- **Bennett Prize**  
  Douglas Schloss
- **Drumm Latin Prize**  
  Carolyn Hughes Revercomb
- **Archer Prize**  
  Elizabeth Patterson Maxwell
- **Frazier Prize**  
  Sanford Bull Kaynor, Jr.
- **Hugh Camp Cup**  
  Nicholas Newlin
- **Sprague Prize**  
  Elisabeth Joan Marshall Claudy

**Apollon** Music Prizes

- Catherine Ethel Coombs, for composition
- Stanton Barbour Bullock, for performance
- David Cadwallader Cates, Jr., for performance

**Hackett Prize**

- Peter St. John Ginna

**Lefebvre Medal**

- Gregory Alan Love

**Heckscher Prize**

- Ellen Douglas Look
- Alexis Hubbard Johnson

**Howe Music Prize**

- Catherine Ethel Coombs

**Oakes Greek Prize**

- George E. B. Maguire
- Spanhoofd German Prize
- John Root
- Goodwin Classics Prize
- Adam Olney Bailey
- Greenley Art Prize
- Alva Stone Chisholm, 2d
- Hargate Medal
- Peter Eliot Fleming
- Thayer Dramatics Medal
- George Angus McNair Wilkie
- Duke Spanish Prize
- Michel Denise McQueen
- Malbone French Prize
  - Peter St. John Ginna
- Russian Studies Medal
  - Josephine Jeffries Bonan
- Evans Latin Prize
  - Toni King

**Colt Geometry Prize**

- Michael Winder St. George Tucker

**Crowe Foreign Affairs Prize**

- Colin Arthur Michael Danby

**English Composition Prize (Form of 1873)**

- Kimberly Manning Bancroft

**Vandervoet Science Prize**

- Gregory Alan Love

**Whipple English Medal**

- Kimberly Manning Bancroft

**Keep American History Prize**

- Michel Denise McQueen

**Keep European History Prize**

- Alfred Stillman, 3d

**Horae Editor’s Medal**

- Catherine Ann Newcomb Melody

**Pelican Medals**

- Elizabeth Endicott Osborne, Editor-in-Chief
- Peter St. John Ginna, Managing Editor

**Ferguson Scholar, Fourth Form**

- John Root

**Ferguson Scholar, Fifth Form**

- Stephen Eric Fortney Villee

**Knox Cup**

- Toni King

**Smith Prize**

- George Angus McNair Wilkie

**Toland Prize**

- Alan Robert Heath

**Rector’s Awards**

- Pamela Jean Berry
- George Chester Irons

**Rector’s Medal**

- Emily Moffat Bateson

**School Medal**

- Penelope Parkman Place

**President’s Medal**

- Stanton Barbour Bullock
A Modest Comparison

John Root, '78

Prior to my entrance to St. Paul's School, I attended French schools in the United States, in West Africa, and in France itself. I should like to tell you briefly about my experiences in the French system of education and attempt a few modest comparisons with academics at St. Paul's.

In general, education here at St. Paul's tends to be a lot more progressive, with its advantages and with its drawbacks. It is refreshing to attend classes where student participation is very high after having known classes where the only two voices were the teacher's lecturing or the poor soul reciting his lesson. Likewise it is interesting, if not downright nerve-racking, to attend classes where the teacher prods the student to find the answer for himself or establish a link between two facts.

But please don't get the impression that French or, for that matter, European schools all resemble something out of Jane Eyre, with cold showers at 5 a.m. followed by Greek and Latin drills. They do not. Warmth and humanity do exist on both sides of the Atlantic.

The main difference between the two systems of education lies in the way the classes themselves are held. Whereas my classes abroad tended to be lectures given by the teacher, with students scrambling to take notes, classes here consist for the most part of give-and-take dialogue. Perhaps two examples, History and Mathematics, will serve to illustrate the point.

A history class I was in, last year in France, spent the whole school year studying the French Revolution. By June, most of us had notebooks covered with the most minute details of that period. Our teacher would enter the room, put his left hand in his pocket, stare off into the distance, and recite until the next bell had rung, one hour later. I still haven't forgotten how the French Cavalry slipped into that fateful ditch at Waterloo.

This spring, in a history course entitled "Classical Greek Culture," our small class of five has been trying to discover, through heated discussion, the influence of the Minotaur, obscure Greek pottery, and Pericles' love-life on 5th century Attic political development.

Student Voices

from the Anniversary Symposium
We have managed to draw parallels between Athenian imperialism and Watergate, the hoplite and the modern-day G.I., and the Dionysian Cult and Hugh Hefner.

In “Mathematiques” last year, our teacher would drill us for fifteen minutes on our homework lesson and then hastily proceed to coat the blackboard with red arrows, yellow arrows, and green arrows. He would then put the chalk down and tell us that we had ten minutes to prove the inverse, without our books. You were considered a good student if you squeaked by with an 11 on 20, and a downright genius if you managed a 14.

In our Mathematics course at St. Paul’s the lesson is explained in much less abstract terms, and the teacher considers himself at fault if the class average on a quiz is below 70%.

To explain the differences in method, one must explain differences in the goals of the French and St. Paul’s School systems.

The French system is geared all along to eliminating a vast number of people, to come up at the end with a small minority of pure geniuses who then go on to the “Grandes Ecoles” and the Ministries. This process is achieved chiefly by three exams the student must pass during his first twelve years of education. Those who do not pass the first exam generally become manual laborers, artisans, and factory workers. The majority of those who fail the second exam become minor bureaucrats. The lucky ones who pass the first two and then succeed in the crucial Baccalaureat can hope to occupy comfortable positions in government or in industrial firms.

Quite the opposite happens in this country: the much more democratic institutions allow large numbers of people to attend good colleges, the sheep being separated from the goats, as it were, in graduate school.

As a consequence of these two outlooks on education, the French system tends to emphasize discipline and the unquestioning assimilation of vast quantities of fact. The benefits a good student will reap are rigorous orderliness in his approach to anything, and a huge storehouse of information.

Education at St. Paul’s School is much more designed to get the student to ask his own questions and find out for himself. He is taught to inquire, turn over in his mind the multiple facets of the answer, and never be satisfied with any one solution. A student here is given much more liberty to decide just what he wants to study, and how he will go about it.

Education should be a life-long process, the individual must keep learning and exploring even after he has left school, when he won’t have a teacher around to direct him or grade his efforts. It is the combination of inquisitiveness, personal effort and relative skepticism that make a free-thinking individual. A St. Paul’s School education better prepares the student because it expects him all along to play an active part in his own learning process.

Fruits of “Intro”

Joyce L. Blankenbaker, ’76

An academic experience can excite an interest leading to study at greater depth, and personal examination. Both of these things have happened to me during my career at SPS. In my case the impetus was a course called “Introduction to Religious Studies,” or “Intro.” One thing led to another and, almost before I knew it, I was deeply involved in the study of Eastern religions.

Intro, which I took in the Fifth Form and practice-taught this year, is a required course, one of the few remaining at St. Paul’s. I, for one, am glad that it is.

64
Without the requirement, I never would have been launched on a journey which finally led me to the practice-teaching of Religion as an Independent Study Project.

Upon beginning my first day of Religion class, I can recall wondering what in the world we were going to study. Would we memorize long passages from the Bible? Would we learn about esoteric religions with bizarre practices? Or was this to be a course in religious philosophy? I was ready for anything. Anything, that is, but what really happened.

When I began the first assignment, the direction that the course would take became readily apparent. The first assignment was to write about a religious experience and then speculate on the question, "Why is man religious?" Well, I suddenly discovered that I didn't even know what the word "religion" meant, outside of its narrow use as a title, as in Hindu religion, Baptist religion, and so on. The task which the class would undertake was just that — to find out what this thing called "religion" really was.

When we began to use Eastern religions in our study, I knew that I'd found an area which truly fascinated me. By the end of my two terms of Intro, I had done a great deal of extra reading about my newfound delight. The following term I was able to take a course in Individualized Study in which I pursued a growing interest in the Religions of the East.

To make a potentially long story short, my interest eventually led me to the study of written Chinese, and finally to practice-teaching Intro and a course in Eastern Religious Thought.

But all this study carried with it another result. I guess you might call it "self-study." As I was introduced to different systems of thought and different ways of looking at the world, I began to examine my own views. I arrived at a startling conclusion. I didn't really know what I thought. Often, as I analyzed my life, I was able to see certain qualities in my views which were similar to those expressed in the religion that I was studying. On the other hand, sometimes what I learned challenged my own views and made me feel uncomfortable and even a little threatened. So, in essence, what I was doing was accumulating a modicum of knowledge about Eastern religions, and all the while I was learning about myself.

I feel that it is important for the classes we take to be stimulating enough to arouse that kind of interest and enthusiasm; and for the system we work within to be able to handle that type of increased interest. It is this kind of curiosity and need to learn which adds direction and unity to an academic life.

An academic experience can truly lead to something much deeper.
Annual Meeting of the Alumni Association

Reports of encouraging progress in the 1976 Alumni Fund and the Fund for SPS, and the reading of a resolution adopted by the Trustees expressing gratitude for the life of the late Charles D. Dickey, ’11, set the tone of the Annual Meeting of the Alumni, on Saturday, May 29, 1976, in Memorial Hall.

After opening prayers by the Rector, for the School and for alumni reported deceased in the past year, Horace F. Henriques, Jr., ’47, President, welcomed all those present. He especially thanked Coolidge M. Chapin, ’35, for his yearly efforts at Anniversary and his kindness to all who attend.

Mr. Chapin called the Reunion Forms to their feet and announced that the oldest alumni present were W. Fellowes Morgan, ’06, and Frederick B. Read, ’06, celebrating their 70th Reunion, and Henry A. Laughlin, ’10.

The Association elected to honorary membership seven faculty members who have been at SPS five years: Michael L. Burns, Virginia S. Deane, Susanne M. Fortier, Donna L. Hurley, E. Lawrence Katzenbach, 3d, David W. Panek, and Theodore Yardley.

Treasurer's Report

Frederic C. Witsell, Jr., ’52, gave his report as Treasurer:

For the eleven months through May 26, 1976, the Alumni Association's income was $287,264 from the Alumni Fund drive and from special 25th and 50th Anniversary Fund Gifts.

As of May 21, the market value of our portfolio was $87,520; there was $1,175 in cash in the principal account, and $1,847 in the income account. In addition, the Association has $6,400 in a commercial savings account.

Expenses for the ten months ending April 30 were $43,168. This sum was reduced by $7,725 sent by alumni as gifts towards the new Alumni

Directory, helping greatly to keep our costs in line this year. This generosity is much appreciated.

The profit from the December, '75, Hockey Game in New York was $2,810, which has been donated with great pleasure to the Advanced Studies Program.

Alumni Fund Report

Albert F. Gordon, '55, Alumni Fund Chairman, reported for the 1976 Fund as follows:

The prognostication for the Alumni Fund is excellent. At present, $188,000 has been received, a 17% increase over last year and 90% over 5 years ago. The keys to this satisfying performance are:

1) Widespread knowledge that the School is a great success story, not only on the college admission front, but also in student morale and development.
2) The enthusiasm and hard work of the Form Agents.
3) Julien McKee, our Executive Director, who is a past master of the five C's of fundraising—cajoling, cooperating, congratulating, communicating and calculating.

In the last year, the Fund has had to adapt itself to the many expectations of the School and the Trustees. To do so, we have 1) initiated a program to zero in on the larger giver through the auspices of the newly established Pelican Club and 2) encouraged the irregular giver to contribute through the utilization of follow-up letters and a Mailgram. There are currently 750 individuals who gave last year, but not this year!

The results from the two major Reunion Forms are most satisfying and make for happy listening. The 50th Reunion Form has given or pledged $241,000. Much credit is owed to J. Paschall Davis for a stellar job. The 25th Reunion Form has given or pledged $42,000. Hats off to Fred Church, Jr.

Not to be outdone, several other classes performed admirably: The Form of 1936 set a new record for 40th Reunion Forms—$20,000 plus. E. Laurence White, Jr. is owed great thanks.

The Class of 1916 has broken once again the record for consistency. For over 10 years the Form has achieved annually 100% participation. Much credit is due Robert Payne.

The record for the year is good. Clearly the Alumni are responsive, and this is most gratifying. Now all we have to do is use our ingenuity in promoting even greater generosity. I am pleased with the outlook, and most appreciative of the help so many give.

After thanking the Treasurer and Alumni Fund Chairman, and speaking warmly of the work of Julien D. McKee, '37, Executive Director, and Roger W. Drury, '32, Alumni Horae Editor, the President announced that the Hockey Game in December would be with St. Mark's, being played at the Watson Rink at Harvard, and not in New York, because of the unavailability of the Madison Square Garden rink. New York's loss is Boston's gain!
Mr. Henriques next described a new honorary organization to be known as the Pelican Club, to be made up of those contributing a thousand dollars or more each year to the School. He assured the Alumni that membership is available to all interested.

Ralph T. Starr, '44, was next called upon, to report progress in The Fund for SPS.

The Fund for SPS

Mr. Starr praised the spirit of cooperation between The Fund for SPS and the Alumni Association. He said that last year's Symposium theme, "Elements of Excellence," might well serve for The Fund as well, for in the final analysis The Fund for SPS is designed to enable St. Paul's to be the best school possible and to continue its excellence as a standard for others. Last year more than five million dollars were collected. Now, the second phase is under way, under the leadership of Amory Houghton, Jr., '45, who, as Mr. Starr spoke, was making calls for The Fund in the Midwest. The total amount received to date is $13,278,622.

Included in the total is a gift of $3 million from a donor who wishes for the present to remain anonymous. The news of this gift, and the overall progress achieved up to Anniversary 1976, as well as the optimism and enthusiasm conveyed by the leaders of The Fund were immensely encouraging to all present.

Mr. Starr mentioned with special gratitude the wholehearted support given by the SPS faculty, past and present, in their contribution of $120,000.

In the third phase, which will seek another ten million dollars, he asked alumni to consider what the School has given to them directly, through partial subsidy of tuition by the endowment in the past. When the time comes for personal response, he said he hoped each alumnus would make it a purposeful commitment.

(A complete report of the Anniversary announcement has been printed and by the time this issue of the Horae is published, will have been distributed to the entire School constituency. Readers are urged to refer to that report, titled "The Bulletin of The Fund for SPS, number one." For other details concerning the campaign, its rationale, strategy, and objectives.)

Mr. McKee read the report of the Nominating Committee for the election of Association Officers and Directors, and all were duly elected. (See the last page of this issue.)

Frederic C. Witsell, Jr., '52, the newly-elected President, pledged loyal and enthusiastic support to the School and the goals of the Alumni Association.

He introduced the Form Agents of the Form of 1976, Elizabeth J. M. Clady, Peter G. Henriques, Jeffrey R. Lagasse, Gregory A. Love, Lawrence C. Manson, Jr., and Form Secretary, George E. B. Maguire, and welcomed all members of the Form of 1976, the largest Form ever to graduate. He then turned the meeting over to the Rector.

The Rector

Mr. Oates expressed the School's pleasure in welcoming alumni and families, and particularly members of the Form of 1976. He added his thanks to earlier appreciations of the Messrs. Henriques, Witsell, McKee, Drury, and Gordon; cited athletic records of both girls and boys; and called attention to the splendid exhibition of student art at the Art Center.

He echoed Mr. Starr's statement that continuing the excellence of St. Paul's School is in large measure the purpose of The Fund for SPS, and that in the effort to reach the desired goal of thirty million all alumni and friends of SPS will be called upon to participate. He spoke gratefully of gifts already received and of a recent gift which will make possible a new music, dance, and drama building. He then introduced the President of the Sixth Form, Stanton B. Bullock.

Address by the Sixth Form President

Stanton Bullock confessed to a growing anticipation of the next day, when the Sixth Form would graduate and become members of the Association. He continued with a brief account of the work of this year's Student Council:

The Student Council has seen a remarkably busy year and has felt support from the students, the Pelican, the faculty, and the administration.

At the start of the year, it was apparent to me that students were not eager enough to take on responsibility. They were critical of certain policies and antagonistic towards the School's rules, for they were not involved in the conception or the enforcement of these rules.

In the fall term, the Student Council proposed that the House Representative of a student undergoing review by the Disciplinary Committee should serve as an ad hoc member of the Com-
mittee. Thus the elected dorm leaders were enabled to learn a great deal about the tremendous amount of time and concern that goes into each disciplinary case.

In response to complaints from faculty members and others, the Council resolved to enforce all of the rules regulating the smoking of cigarettes at School and to demonstrate that the students can remedy a bad situation and control it. The move also allowed students to learn how to discipline their peers—in itself, a rough assignment.

Through these two proposals, and others, the students are learning to take on responsibility, not only to themselves, but to the School.

The Council debated and voted on thirty-nine items, such as resolutions, Charter revisions, and proposals. The respect for the Council has grown accordingly and this respect was exemplified at the end of the year by the phenomenal attendance of the Fifth Form at the election of next year's officers. Over ninety-five percent of the Form showed up for those elections, as compared to some past years when barely sixty percent had interest enough to take part.

This year, we have dealt with such issues as discipline, dress codes, intervisitation (our favorite), course evaluation, minority representation, and many others. I join the Alumni Association tomorrow with a sense of accomplishment and good will.

The Council could not have enjoyed the prosperity it did without assistance from Mr. Oates, Mr. Spencer, and the Vice-Rectors—to all of whom I am very grateful. The individual who has given more of his time than any other towards helping the Officers and the Council in all their efforts is our advisor, Mr. E. L. Katzenbach. I could never thank him enough for his constant support and generosity.

After presenting to Stanton Bullock an SPS Bowl, and to E. Laurence White, Jr., '36, Form Agent, an SPS Bowl and Blazer Buttons, the Rector called upon Samuel R. Callaway, '32, President of the Board of Trustees.

Samuel R. Callaway, '32

Mr. Callaway paid tribute to the loyalty and support to the School of the late Charles D. Dickey, '11, and read a resolution adopted by the Trustees. The resolution follows, in part:

Charles D. Dickey . . . never lost his zeal, his enthusiasm for all that concerned the spiritual and material well-being of the School. Indeed, he truly seemed to grow younger in hope and dedication . . . .

The Trustees of the School, gathered in the Rectory, April 30, 1976, recall with gratitude Charley Dickey's services and example: his notable chairmanship of the Finance Committee; his institution and support of the Dickey Visitors; his sage and cheerfully-given advice on every issue in St. Paul's development.

They recall his personal qualities of friendship—his modesty, his generosity to young and old who turned to him, his high spirits and constant good humor. He made friends of all on the Board through successive generations, and won friends for the School in an ever-widening circle. He had the gift of drawing from men of many kinds the full wealth of their knowledge and understanding; this wealth he shared with all who came within the sphere of his affection.

When Charley Dickey's time as a Trustee was over, his interest in the School did not diminish nor his efforts cease on its behalf. He continued ready with advice and help, and on the launching of The Fund for SPS become one of its strongest supporters. Almost to the day of his death, he participated in the deliberations of a central group of SPS alumni deeply committed to the School's future.

The Trustees of St. Paul's School express to the family of Charles D. Dickey their sorrow at his passing. It is a sorrow tempered by the sense of a long and useful life, of blessings given to others, and of work handsomely accomplished.

Mr. Callaway reported that Frederick C. Witsell, Jr., '52, had been elected a Term Trustee, and the Rt. Rev. John T. Walker, a Life Trustee.

The meeting was adjourned at 1:10 p.m.

Coolidge M. Chapin, '35, Clerk
Coming Back

Richard W. Mechem, '41

When Speed Storer and Doug Franchot asked me to speak on this occasion, I was sufficiently flattered to accept. I then had second thoughts, wondering what I could say to you that would possibly be of interest.

Speed politely suggested that I speak on education. I could give you a few words on forced busing, the decline in College Board scores, or the relationship between the public and private schools. Each of these topics would lull you to sleep, so I won't go into them.

I will use this opportunity to reflect on why you and I came back this weekend. We all have plenty of other things to do, so there must be something that attracted us, and perhaps an analysis of why I came will hit responsive chords within some of you.

I certainly would not dismiss the comradeship that we enjoy on these occasions: but that is not enough. There must be something deeper.

Part of what brings us back is the unique quality which the School gave our lives during our adolescence. At a time when attitudes and futures were being shaped, we lived together for four or five years under unusually close and intimate circumstances.

But far beyond this, it is a trip back to certain qualities which are very much lacking and very much needed in today's society. Coming back to St. Paul's is a return to optimism, a return to trust, a return to confidence. St. Paul's was — and is — a model of what might be.

It was certainly not perfect while we were here in 1941. It was not perfect while I taught here from 1946 to 1957. It is far from perfect today. But it holds up the ideal of perfection, or at least improvement towards that ideal.

It is like saying the Creed in Chapel. You don't necessarily believe it; you say it in the hope that either you will come to believe it, or that it will in fact become true.

The surroundings themselves contribute to the spirit which uplifts us all. We return to a world of fresh air, green trees, a pleasant pond, and a brook running through our lives, and we return to watching the seasons slowly change.

We are all aware of the great danger of using St. Paul's and the life it implies as an escape. It is easy to drift into some form of privatism. But remember that St. Paul's, like an angry god, rendered judgements as well. And these, too, are lacking and needed today, and we look for these when we return.

When you were late, you appealed in vain to Mr. Harman to erase your demerits. You learned not to try to escape, and you accepted the old poker-playing rule, "When you are caught bluffing, you lose."

Unfortunately, the world today is not like this. Spiro Agnew continues to enjoy the good life; the executive of an overseas branch of one of our large corporations is applauded for successfully bribing a foreign official into a big contract. We have lost our zeal to judge, in our desire to tolerate.

I say this not from a "holier than thou" position. I tolerate too much in the life around me. I don't take the time or trouble to call to task those who need, and even deserve, this so much.

And we collectively are not the greatest guys in the world, although we are probably improved by the women present tonight. But returning here reminds us that in 1941 we were potentially the greatest guys in the world and we had the trust that that optimism would not be disproved.

Nor have we failed. We have done and we will continue to do more than our share in contributing to the world around us.

But my feelings tonight go far beyond us and the School and our Reunion. They go to the spirit and idealism that the School has nurtured in us. But just as the stone chapel and the services conducted there do not of themselves bring grace and faith, these only provide the opportunity for us to achieve these goals.

So returning here and sharing these experiences with you reminds me that we can and must continue to trust, to hope, to try, to love, and finally to judge.

I conclude by thanking you for being my friends, for refreshing my spirits during these few days, and for letting me share these thoughts with you.
Upon arriving at the School for Anniversary, the typical first reaction is to pause for a moment to admire the beauty of the grounds. The Chapel, the tall trees, brick paths and many familiar sights and sounds suddenly erase the passage of twenty-five years. Then one notices some new buildings; some old ones gone; girls, and bicycles, and blue jeans—all of which seem to be changes for the better. Somehow, SPS grows more beautiful and impressive with each succeeding year.

A total of twenty, or about a third, of the Form of 1951 showed up for the Reunion. Eleven wives and assorted children were also on hand. The long distance awards go to Bill Prime and Bill Newlin, who arrived from London and Brussels respectively. Honorable mention was earned by Mark Cluett from San Francisco, Bates McKee from Seattle, Peter Elliman from Houston, Alan Humphreys from St. Paul, and Charlie Van Doren from Grosse Pointe. Where were all you Connecticut, New York and New Jersey types?

Friday evening, many of us had cocktails and dinner at the Rectory with Bill Oates and a number of faculty friends. It was a delightful way to start the Reunion, especially since it gave us a chance to greet each other in the wonderful surroundings of the Rectory.

We proceeded then to Memorial Hall—in haste, so as to escape a serious mosquito attack—where we were entertained with music, drama and dance performed by the students. This is the present-day answer to our old Glee Club Show. We were marvelous, but these young people are better. They displayed extraordinary talent and versatility.

The program opened with selections by the School Orchestra which, though somewhat dominated by flutes and drums—perhaps a Bicentennial phenomenon—played admirably.

Next came what I thought the high point of the show, as the Glee Club entered the aisles singing and strolled to the stage, where they performed a varied program. Beautifully coached, they sang with authority and precision. After an intermission, there were separate performances of dance and drama, showing almost professional skill.

On Saturday morning at ten o'clock, many of us returned to Memorial Hall for the Anniversary Symposium, at which the Rector presided. Three Sixth Formers and two each from the Fifth and Fourth Forms discussed “Student Views of Academic Courses Today.”

Each spoke eloquently and with conviction. Topics included the Classics, religious studies, learning aids...
and techniques, the curriculum, the SPS experience vis-a-vis schools in France, college preparation, and a discussion of open versus regulated study periods. Questions from the audience brought forth lively and eager answers from the students. As a comment from the floor pointed out, the meeting had one important negative: the participants performed so well that the old grads were left with serious inferiority complexes.

At the Alumni Association Meeting, our Form’s Reunion Gift approximating $44,000 was announced. We were told also that gifts and pledges to The Fund for SPS currently total thirteen million dollars, which is a fine start on the ultimate goal of thirty million.

The traditional Parade and lunch at the Cage which followed are familiar to all SPS graduates.

At Turkey Pond, the club races were preceded by a display of superb oarsmanship when the boys’ and girls’ varsity eights rowed past the grandstand. This year, for the third year in succession, both crews won the New England Championships at Worcester. In fact, except for a close loss by the SPS boys’ crew in the finals at The Henley Regatta last summer, over the past three years neither the boys’ nor the girls’ first eights have been beaten in school competition.

Oarsmen (oarspeople?) and coaches alike deserve special congratulations for creating a veritable St. Paul’s rowing dynasty.

Between races, our 25th Reunion crew put on a show of smooth power and grace. In shirts made specially for the occasion, we left the Shattuck float at about the midpoint of the afternoon. We had such superstars as Steve Reynolds at stroke, Ferg Reid 7, Dick Platt 6, Mike Metcalf 5, this reporter 4, and Peter Stehli 3. Archer Harman, looking fit as can be, rowed at 2 and, filling in for Bill Newlin, Bill Prime was at bow. Peter Elliman, our coxswain, inspired us to herculean efforts and managed to miss bridge abutments and all other traffic on the Pond. We had a wonderful row, received tumultuous cheers from the assembled crowd and thoroughly enjoyed the outing.

At the Flagpole, Fred Church dispensed cups and prizes with alacrity. He expressed regret that his father, the Gordon Medal winner of 1916, was unable to attend the ceremonies, and he paid tribute to our year’s Gordon Medalist, Hig Gould. Hig was killed in an automobile accident several years ago. We all miss him greatly.

Our Reunion banquet was held at the Brick Tower
Motet on Saturday evening. Peter Stehli served as master of ceremonies and mercifully kept speeches to a minimum.

We were joined by certain members of the faculty whose keen recollections and accurate perspectives tempered any visions of grandeur we might have had about our days at SPS. Our guests were the Burnhams, Archers and Beusts. Bill Oates also paid us a visit and, probably to his great relief, escaped without being asked to make a speech. Later in the evening, in smaller groups, the talk and reminiscence went on.

On Sunday morning, we were all of us shocked and saddened by the news that Anne Reid, wife of Fergus Reid, 3d, had died in her sleep of a heart attack in the early morning hours. Anne had participated in all of our Reunion festivities and had been her typical thoughtful and happy self — a lovely person, who will be fondly remembered.

Some of us attended the traditional Anniversary Chapel Service; then we all went our various ways, with feelings of profound condolence for Fergus Reid and his three children.

*Kenneth A. Ives, Jr., '51*
70th Reunion
of 1906

FELLOWES Morgan and I were the only ones of our Form present at Anniversary. Of necessity, our ranks grow thin but in no way does our admiration and affection for the School diminish.

Thank you, St. Paul's! You have done so much good to so many.

Frederic B. Read, '06

55th Reunion
of 1921

FIVE of us of the Form of 1921 returned for our Reunion. Newt Ryerson, Bill Parshall, Lew Francis and I were there with our wives, and Leddy Smith came down from North Haven, leaving Betty behind.

It is a weird feeling one gets to move through the School, knowing not more than one person out of forty, and finding that the place, although not unfa-

60th Reunion
of 1916

WE met at the Infirmary on Friday and dined in Concord at the Ramada Inn.

On Saturday, we attended the meeting of the Alumni Association, where emphasis was given to The Fund For SPS and the importance of the next phase of the campaign which opens in the fall. It would be interesting if time could be allowed for mention of alumni accomplishments during the past year.

We lunched in the Gym and attended the boat races and other functions on the program, and went to bed early Saturday night.

Chapel on Sunday morning was very fine, and the Rector spoke well.

Hank Thompson, Harold van Buren and Bob Payne were proud to represent the Form of 1916 and were sorry more of the Form could not have been present.

Henry B. Thompson, '16
Robert G. Payne, '16
familiar due to earlier reunions, continues to surprise us pleasantly by its constructive changes. New to us, for example, was the Symposium on Saturday morning. Those seven students jolted us by their articulate intelligence, which compared so favorably to what we delivered in our time.

I think what pleased us most was the presence of girls in the School, which added so much to its drive; also the high quality and understanding which are so evident among the faculty and the Rector. We all plan to come back in 1981.

Henry M. Watts, Jr., ’21

50th Reunion of 1926

ANNIVERSARY weekend brought together twenty-seven members of the Form of 1926 for their Fiftieth Reunion. Each of us seemed to have a wonderful time all the way through. What a handsome, well-preserved, nice bunch of guys we turned out to be! And what superb wives we have acquired along the way!

Many of us arrived prepared to be shaken by some of the changes the years had wrought, but found, for the most part, that we were very pleased. The physical setting is even more beautiful than heretofore and is enhanced by the presence of girls. The code of dress is certainly different, but does seem more in tune with current times.

Friday night’s supper in Hopkinton was a nice contrast to the more formal but equally pleasant dinner on Saturday. Here our able master of ceremonies, Percy Clark, got each member to his feet, and one classmate, Jack Potter, contributed a handsomely printed poem he had written for this special occasion.

A highlight of the weekend was the Saturday Symposium on education, presented by seven students with comments by the Rector, Department Heads, and audience. Among the questions raised was one by our Form Agent, Paschall Davis, a lawyer later turned Episcopal minister. Reminding us of Dr. Drury’s familiar concept of the two “power-houses,” he asked if St. Paul’s without daily Chapel could still be considered a “church school.” This question stimulated fervent responses from students on the panel as well as from others in the audience. These unrehearsed, strong, and positive remarks seemed to prove that the School is still indeed greatly influenced by religion.

The Chapel service on Sunday reaffirmed this fact. The music so familiar to us all was magnificent. The choir, enriched by the girls’ voices, sang the Hallelujah Chorus and “O Pray for the Peace of Jerusalem.” We all joined in singing “Love Divine” and other favorite hymns. Everything combined to remind each of us how lucky we had been as school boys.

We missed those classmates who were unable to attend and wish that they too had been able to share this program which was so efficiently run by the School. It was all superb, but probably the best part of it was the opportunity of just seeing each other and finding
45th Reunion of 1931

The Friday afternoon point of assembly for our 45th Anniversary was again, and for the last time, the always welcoming home of Nancy and George Smith, the last intimate connection with academia for most of us. Here we received kindness in food and drink, as well as continued recognition of the ever-changing physical appearance we present after the gaps of time. Yet, as the evening wore on, it was clear to us all that 1931 was youthful, well-preserved, and representative of the “School spirit” we had absorbed, sometimes against our wills, so many years ago.

The Saturday Symposium revealed, both in its insight and in student presentation, the contrast between those distant days and the present, in academic emphasis, course offerings, and student interest and abilities. Many good and obvious questions were raised from the floor by the alumni and the parent group, yet it seemed, in most cases, the answers were better than the questions. Woven through the dialogue was a clear understanding of the pursuit of excellence in “character” and sportsmanship, as well as in intellectual and cultural pursuits. “School spirit” is alive.

After the luncheon, where all seventeen returnees from our Form found a place in our photo, several of us took the opportunity to visit the student art exhibition in Hargate, even at the risk of missing the early races. We missed them all right, but the risk was well taken, for quality in many media was high and diversity very broad. (Again, quite a contrast to “manual training” of the early thirties, and a sign of the cultural burst at the School.)

So, we missed all but the first crews races: girls, won by Shattucks; boys, by Halcyons — a leavening feature. This was an interesting example of “women’s lib,” but it was carried out in traditional ways, as the Shattuck girl cox was chucked into the Pond.

The climax was the Reunion Dinner, missing only Olie Langenberg, who had to get back to St. Louis. It was a happy evening, Rodd being more insulted than insulting, for the first time in history. Sylvester offered from his “black book” only partially off-color stories — a regular, but cleaned-up, feature.

The Rector joined us for an interesting period, to discuss and answer questions about the educational, cultural, and economic policies of the School. It was my feeling that, while all the questions couldn’t be answered, there was a resounding agreement that the quality of the School was on a high plane and that Bill Oates, working under his Trustees, is responsible for this high quality.

So long till the Fiftieth!

Francis Day Rogers, ’31
40th Reunion of 1936

AS attested to by the group photograph, 1936 had the largest 40th Reunion in SPS history. Please add to those alumni twenty valiant wives. We were all extremely sorry about those who intended to come but at the last minute could not.

If you can pick something out of the whole fine weekend, our dinner Saturday night was, for us, the highlight. Our principal speaker, Gordon Stillman (what a memory he has!), put us into storms of fond laughter with his marvelous anecdotes about many of the faculty of our day. Others followed with equally great stories.

I have to mention that I was totally dumbfounded and deeply honored when presented with a silver picture frame by the alumni present at our Reunion. What thoughtfulness! What a Form! Also, my great and special thanks to Bill Chisholm, without whose constant help, from early October, everything would probably have collapsed.

A brief conversation overheard between two of our Form-mates immediately after Chapel on Sunday: "Did you get through it without a tear?" "No." "Nor I."

All is very well, indeed, in Millville.

E. Laurence White, Jr., '36

35th Reunion of 1941

FIFTEEN of us returned for our 35th, many with our wives. Tudor Garland also brought his daughter, who enters the Fourth Form in September — without, one hopes, too many confusing thoughts about the old and the new at St. Paul's. Those arriving on Friday dined together and reminisced in the McIlwaines' room until early morning.

The Symposium, Saturday morning, was well attended and we were all tremendously impressed by the informed, articulate and enthusiastic students on the panel. Especially noteworthy were their spontaneous responses to questions from the audience for which they could have had no preparation.

Our dinner, Saturday night, combined good spirits and nostalgia, as we talked about the past and present. Our guests included the MacConnells, the Clarks, Cal Chapin, Cornelia Walker, Boone Porter's Fourth Form daughter, and David and Jane Harman, the third generation of Harmans to be on the faculty of St. Paul's. Boone Porter
asked the blessing before the meal.

After dinner, Doug Franchot, once again assuming his role as Form leader, acted as master of ceremonies. He first called on Bob Storer, who spoke about the job of Form Agent, which he would like to hand on to someone else. Mac, Cal, and Ronnie followed, recalling incidents for which our class, for better or worse, has been remembered.

Mech (whose talk is printed in full in this issue) spoke with feeling and conviction about the hopes and expectations given us by our St. Paul's education: it has encouraged us to aim high and to continue to aim high, regardless of immediate outcomes.

David Harman described his experience as College Adviser at SPS, contrasting the college placement of the Form of 1941 with that of the Form of 1976. Concentration on a few Ivy League colleges has long since gone. He also talked about his work as coach of the undefeated girls' crew, which will go to the Nationals in California.

Bill Oates, who spent a few minutes with us, responded thoughtfully to a question about dorm visitations between the sexes, a lively issue at St. Paul's during the past year. Johnny McIlwaine brought us up to date on some of our absent classmates, and the evening ended with relaxed conversation.

On Sunday morning we began again to go separate ways, sharing a feeling that our efforts to get back to our 35th had been well rewarded.

Archer Harman, Jr., '41

30th Reunion of 1946

OF the thirteen members of the Form who returned to Millville for our Thirtieth Reunion, accompanied by our wives, no less than seven are fathers of sons or daughters now in the School. This was an added aspect of our enjoyment of Anniversary.

We gathered informally on Friday night for a buffet supper at the Horseshoe Tavern, with Cal Chapin as our guest—an excellent way to pick up the threads of the past and begin the Reunion weekend.

The Symposium on Saturday morning gave us an opportunity to hear students now at SPS present their reactions to the academic programs offered at the School. One could not help being impressed with their articulateness and the depth of their convictions.

After the boat races and Flagpole Ceremony, our Reunion Dinner was held at the Ramada Inn in Concord. We were especially happy to have a visit from Bill Oates, during cocktails, as
most of us had not had a chance to talk
to him earlier in the day. The highlights
of the dinner were the anecdotes of our
years at School which Cary Welch re­
lated in his unique style, and stories by
George Gould, involving the use of
some original props.

The Anniversary Service in Chapel
on Sunday was moving and nostalgic as
always, and a reminder of the basic val­
ues which St. Paul’s continues to hold,
although they are perhaps expressed
differently today than in earlier years.

We left the School with the convic­
tion that it has maintained its tradi­
tional excellence in a positive atmo­
sphere, resolving to return again —
perhaps before another five years go by.

Harry R. Neilon, Jr., ’46

SOME two dozen members of the
Centennial Form of 1956 gradually as­
sembled in Concord for their 20th Re­
union, many of them bringing spouses
or lady friends. We were particularly
impressed by the presence of John
Graham, who had come the longest dis­
tance — from Hawaii — and happy to
include in our group Kathie Mellon,
Charlie’s widow and a friend of many in
our class.

The first familiar faces were
recognized at the meeting in Memorial Hall.
More gathered by the time of the Alum­
i Parade; still others appeared at the
Boat Races and finally at our Reunion
Dinner.

For several, the transformations of
age (a whitening or loss of hair here, a
gain of weight or change of shape there)
made for some entertaining shocks
of recognition. Pleasant exchanges oc­
curred throughout the afternoon, as we
watched the races at Turkey (including

Left: Gordon Medal winner R. P. Ry­
erson, Jr., ’76, shakes hands with
former winners, including his father,
R. P. Ryerson, ’45, at right. Right: Jen­
nifer P. Stone receives the Loomis
Medal.

Top row, left to right: A. T. Jaccaci, Jr., J. P. Britton, L. N. Crichton, Jr., P. A. Tatischeff,
wards, J. Wilmerding, H. Paumgarten, Jr., B. R. Neilon, J. M. Turman; Front row: A. S.
Harden, 4th, R. C. Nicholas, 3d, G. W. Bissell, B. E. Scudder, J. S. Pillsbury, 3d, M. L. Hershey.

20th Reunion
of 1956
the fifth boys Halcyon, stroked by our president’s son, Jamie Neilson, (who rowed as well as his father did twenty years ago) and the Flagpole Ceremonies in the warm afternoon sun later.

Afterwards, we variously wandered leisurely around the grounds, visiting the student art show at Hargate or seeing old friends on the faculty.

We convened for cocktails and a savory Chinese dinner at the House of Yee in town, following arrangements made by our master Reunion Chairman, Morgie Wheelock, who to our great regret was kept at the last minute from joining us. However, we did have the pleasure of the Rector’s company briefly, and of Jose Ordoñez and George and Mary Tracy, as our dinner guests.

Jared Edwards acted as impromptu toastmaster, telling us of the dazzling and unprecedented plans for our Twenty-fifth, and Benjie Neilson spoke like a lawyer, although he did promise to sing at our next gathering.

Sunday morning found many of us at the moving and lovely Chapel service, a fitting conclusion to a happy and stimulating visit to the School.

John Wilmending, ’56

15th Reunion of 1961

Numerous wives, children, and friends of the Class of 1961 were on hand, in addition to nineteen members of the Form, to contribute to a very pleasant 15th Reunion. A few turned up early enough to locate each other at the Friday afternoon baseball game, and then to share drinks and a quiet dinner with my wife, Judy, and me at a local restaurant.

On Saturday morning, during the course of the Symposium, the remaining returnees featured in our Reunion photograph arrived. We all felt that the Symposium gave an excellent means of learning much about student attitudes in a short time, and we were pleased to note the general enthusiasm with which the students discussed their studies and lives at SPS. (Our interest was heightened by the fact that many of us face the prospect of educating children in the not-so-distant future!)

Saturday afternoon gave us beautiful weather – for showing wives around the School grounds, playing tennis, watching the boat races, and trying to locate the trees which constituted our Sixth Form gift to the School. On Saturday evening, a cookout dinner at my house provided (in my biased opinion) a great way to renew old friendships.

We found ourselves to be a well-diversified group: four lawyers (Bartlett, Jackson, Walker, and Ransmeier), one Episcopal priest (de Bordenave), two federal employees (Burke and Van Dusen), two educators (Toland and...
10th Reunion
of 1966

WITH twenty-eight of us returning, our Tenth Reunion was a big success. It began late Friday afternoon at the Highway Hotel, where Rick Seely and I arrived without any idea of how many classmates to expect. Familiar faces quickly began to assemble and the evening included a lot of catching up, dinner at the hotel, and some investigation of new facilities offered by the establishment.

Keeping cool between the races at Turkey, on Anniversary.

5th Reunion
of 1971

CLOSE to thirty members of the Form of ‘71 attended Anniversary. Highlights included cocktails at Dave Baldwin’s apartment and, later, recidivism at Turkey Pond. Noticeably absent were Tiff Wood and Gregg Stone, who were competing at the Olympic rowing trials at Princeton, New Jersey.

After five years, St. Paul’s remains a vital, high-spirited place, where talented students of varied backgrounds are taught by a faculty which is intent on...
educating them in a most rigorous fashion. A casual perusal of the School bookstore with its selection of sophisticated textbooks impressed many of us. On the other hand, we thought we saw a creeping bureaucracy in the Schoolhouse — more and more offices of administrative people, busy keeping the School going.

Most of us have completed college and spent one year out in the real world. According to John Steinbeck, we have passed "from delinquency to desuetude." During college, many of us had an opportunity to contrast the St. Paul’s education with that offered elsewhere. Clearly, there is no secondary school left in the country which takes such care over the education of its students, which shapes it to such coherence and rigor, or invests outstanding faculty in it so generously.

Older alumni will recognize the roots of this affirmation; St. Paul’s is now part of our systems, and we can never become indifferent to its fortunes.

Samuel R. Foertmeyer, ’71

Faculty procession forming below Middle, just before Graduation.

BEAUTIFUL SWIMMERS: WATERMEN, CRABS AND THE CHESAPEAKE BAY

BEAUTIFUL SWIMMERS is as enjoyable a piece of fine natural history writing as any that comes to mind. Best of all, Warner’s intimate knowledge of the Chesapeake Bay, its watermen, and its wildlife gives unassuming yet effective authority to his easy, low-key style.

Many books on great natural areas play up the wildlife and geography but say little of the human inhabitants. This would be a serious omission in a book on the Chesapeake Bay, whose watermen are almost as harmonious a feature as its bald eagles, striped bass, and diamondback terrapin, but happily Warner describes the watermen vividly and without condescension.

Watermen may seem simply quaint to the naive city tourist, but they have evolved a remarkable, specialized, and exacting way of life which requires back-breaking work, detailed knowledge of a complex natural resource, and unique equipment to harvest it. Like other specialists in a single species, such as trappers, hunters, or research biologists, the watermen can impart a wealth of details about the routines of their work. So much so that a full-blown monograph such as BEAUTIFUL SWIMMERS gives us only a good overview. Like the Eskimos who have a myriad of names for different ice conditions, the watermen call the blue crabs variously sooks, jimmies, paper-shells, doublers, buffalos, and so on, according to the sex and stage of the life cycle represented.

Isolated for generations, Chesapeake watermen are remarkably independent, self-reliant people, skeptical of government and outsiders, but friendly, honest, and industrious. Primarily Methodists and descended from southern English, they bear surnames some of which are disproportionately numerous around the Bay: Parks, Phillips, Crockett, Evans, Tyler, Ruark, etc.

Watermen culture is especially intense at Crisfield, Maryland, and on the Bay’s two big inhabited islands, Tangier and Smith. Here are fleets of wide-beamed wooden boats: ordinary workboats plus occasional log canoes, skipjacks, bugeyes, “Jenkins Creekers,” “Hooper Island draketails,” and other unique craft. Here are also avenues of crab shacks on creosote posts over the water.

Crabs are caught by trot-lining, potting, dredging, scraping, or in shedding floats—each a rather complex industry with its own distinctive equipment, boats, and areas of harvest. Warner describes all of this in considerable, yet entertaining detail. He also touches on the Bay’s clamming and fishing industry. The latter provides most of the bait used by crabbets.

This reviewer’s New England friends, blind to their own long winters, black flies, and freezing water, invariably put down the Chesapeake by discoursing on its heat, insects, or jellyfish. They should read Warner’s account of the Chesapeake superlatives, among the foremost of which are its seafood delicacies: oysters, crabs, and soft clams. Statistically, Virginia has the biggest seafood catch of any state. Crisfield, Maryland, once had the country’s largest sailing fleet and is considered by some to have the richest folkloric tradition. To top it all, most Chesapeake clams are exported to New England!

Warner gives a perceptive description of Chesapeake marshes, emphasizing the importance of their vegetation, specifically the salt grasses (Spartinas). Such grasses form a haven for wildlife, especially many larval and young forms of sea animals, whether by actually sheltering them or by providing nourishment for them through decomposition and absorption into tidal waters. Anyone who enjoys seafood should be an advocate of tidal marsh preservation. Although important in Bay ecology, Spartina grasses are of more importance on the ocean side of Delmarva. Unmentioned in this book, Juncus (needlerush) is actually the dominant vegetation in Chesapeake marshes, often growing in vast, chest-high, and pure stands. In summer Juncus takes on a dull purple-black hue and is intensely hot. Its sharp tips can draw blood easily.
Warner portrays Talbot County, Maryland, as being primarily a stronghold of wealthy landholders. It is certainly true that Talbot has large numbers of absentee landlords with holdings covering much of the county. More recently it has gained attention because of hunting retreats used by Northrop and Rockwell International. However, places such as Tilghman's Island, St. Michaels, Oxford, and Bellevue still have many active workboats.

But these are small faults in what is, from any perspective, the best book on Chesapeake Bay ever written.

_Henry T. Armistead, '58_

**BASIC VERBAL SKILLS; BASIC VERBAL SKILLS FOR THE MIDDLE SCHOOL; THEME AND PARAGRAPH**


_LAST SPRING_ I attended a conference at Deerfield Academy, which was designed for English teachers from the New England Preparatory Schools and had as its theme "Back to Basics? or Damn the Torpedoes, Full Speed Ahead!"

The focus of the program was the problem so often alluded to by teachers of English, parents, and college admissions officers: Today's young people have no appreciation of the basic usage skills of the English language. They do not write, speak, or think clearly. Moreover, unlike students of the past few years, our students are well aware of and concerned about their deficiencies in basic expression.

It was the consensus of the particular group with which I worked that today's secondary school students were going to take us back to the basics, whether we liked it or not. Students were demanding courses in writing, "gram cram," and other forms of preparation for the Scholastic Aptitude and Achievement Tests. If this was the mandate of today's students, how would we respond?

The question to be answered, therefore, was twofold. First, should we abandon the "relevant," thematically explosive, contemporary approach to the teaching of English, replete with alluring titles and "meaningful dialogue," in favor of basic skills work? And, second, what were these "basics" that we were so anxious to have our students master? Neither dilemma was easily resolved. There were so many variables, so many unanswered questions. By pursuing these "basics" would we simply be retrenching—returning to the "things" considered successful in the past? Would we still be providing students with an education that would supply them with materials that they could deal with or identify with? Would we simply be imposing on them an approach that we know has intrinsic value, always has had, always will have?

I left the conference reassured that what we were attempting to do in English at St. Paul's School had tremendous validity. We were confident that we had never been too far away from the basic language skills and yet we were aware of the need to present more objectively and specifically the materials necessary for the teaching of these skills. Interestingly, we had been experiencing a boom of popularity in courses emphasizing the fundamentals. Our program in "Reading and Rhetoric," a skills-polisher for Sixth Formers, had mushroomed from 40 to 130 students in just two years. Also, "Essay Writing" was attracting more students than our "Creative Writing" course, for the first time ever. As a result, we had re-evaluated our approach with younger students, had made some curriculum changes, the most significant one being a move to more emphasis on basic skills in the Fourth Form year, and were now attempting to find a text which would present the basic materials in a complete and interesting way.

What could be more appropriate than to decide on a book developed by two of our own faculty members, an invaluable text and workbook for the teaching of grammar, punctuation and spelling, and general language skills. *Basic Verbal Skills* and its accompanying workbook offer an approach to the study of basic language that is at once thorough and practical. Messrs. Burnham and Lederer have combined their talents and energies in producing a most effective and creative skills system for high school English teachers.

*Basic Verbal Skills* contains thirteen units of study, each one "building upon and reinforcing what has come before." Beginning with six units on the characteristics of words in sentences, Burnham and Lederer examine the different functions of words and then lead the student "through the complexities as these functions relate to each other and are interrelated in writing." This introductory section includes such units as "Verbs and Subjects of Verbs," "Modifiers," "Verbals and Verbal Phrases," and "Clauses." In succeeding units, "Punctuation," "Spelling," "A Glossary of Standard English Usage," and a study of troublesome words and those spelling demons that plague every student are each given special attention and emphasis. Creative exercises follow thoughtful and most acces-
sible explanations of rules and techniques, assuring familiarity with them. And yet, the skill work is not presented as an end in itself. As Mr. Burnham explains in his note to teachers, "Basic verbal skills, once learned and understood, are of minimal use or significance until they are turned into background or source from which direct applications are made to the never-ending problems of improving sentences, of acceptable form in written language, and of acceptable expression."

The book has sixteen such lessons for "Improving Sentences" which afford students the opportunity to see and understand the subtleties of balance, emphasis, subordination, and coordination in sentence structure. These are extremely effective in creating a consciousness on the part of the student writer. Basic Verbal Skills ends with a unit on "Taking Objective Tests." This chapter reproduces samples of the kinds of objective tests that most students will be taking as they prepare for their college experiences. They are more useful, however, as indicators of improvement and awareness for the students at the conclusion of the text.

Because of the success of Basic Verbal Skills and the demand for a similar program for younger students, Messrs. Burnham and Lederer have developed Basic Verbal Skills for the Middle School and a companion Grammar and Punctuation Workbook. This "middle school" version is designed for grades 6-9 and aims for "language growth through a program of systematic application to real speaking and writing situations."

The most significant addition to the Basic Verbal Skills approach is in the teaching of basic composition skills and their application. The composition sequence and paragraphing materials form the center of yet a third Burnham-Lederer collaboration, Theme and Paragraph, to be released by Independent School Press in the fall.

Having used Basic Verbal Skills and the Workbook, I believe that Rich Lederer and Phil Burnham have developed an approach which bridges the gap between the basics and "relevance" in the English curriculum. This text is in no way a move to retreat to "something of substance." It is an expression of commitment to the love of language and the appreciation of language, concepts that are crucial to precise communication in our society. Moreover, it makes learning fun, and it definitely improves the student's grasp of the fundamentals.

We should not flee blindly "back to basics"; nor should we "damn the torpedoes" and underplay the importance of language skills while plunging into great ideas and social stands; we should present an integrated program which develops the tools necessary for creative expression. In Basic Verbal Skills, Burnham and Lederer have outlined such a program.

John N. Buxton

Editorial

The planting of a Bicentennial Tree at St. Paul's in late May continued a custom nearly as old as the School. Many commemorative trees—some of them no longer clearly identifiable—grace the grounds and border the roadways, gifts from the past. In 1876, the graduating Form planted in front of the Old Upper a Centennial elm, which as recently as 1948 was still surviving. Because the odds nowadays are too heavy against elms, however, the Bicentennial Tree is an oak.

Whatever the species, a sapling will eventually encounter disease, storm, and drought. It may be displaced by a new building. Yet, despite the hazards, trees do symbolize life, long life, and there is perennial satisfaction in sponsoring a life which is likely to outlast one's own.

Starting a school, or nurturing one, demands the same faith and yields even greater satisfaction, for a school's life is renewable. There is no predicting from what springs it may draw youth and vigor in years ahead. But draw them it will. (Witness "Paul Revere Day," described in the Rector's Letter; the triumphant SPS girls crew; the leaven of a diverse student body; even the popularity of a new recreation, roof ball, pictured on page 65.)

To share in keeping a school open to renewal is to plant many trees. Charley Dickey did this. So have scores of other friends of St. Paul's done who have given their vitality to the School.

When our successors gather around the Bicentennial oak in 2076 and touch its ancient trunk, reading the message of faith it carries, it is safe to predict that they will then put a spade in the ground somewhere on the school acres, and plant their own tree.
When Charley Dickey retired from the Board of Trustees in 1962, it might have seemed that the end had come to an almost incredibly long line of service to St. Paul's School, but that was an illusion immediately dispelled, because his warm and thoughtful interest in its affairs continued undiminished.

That long line of service may be said to have begun more than one hundred years ago, when Charles D. Dickey, Sr. entered the Third Form of St. Paul's School in 1874. He graduated in 1878 and thirty years later became a Trustee of the School and continued on the Board until his death in 1919. His three sons came to St. Paul's — Charles, Stephen (killed in the Argonne in 1918) and the late Lawrence Dickey, '26.

Charley Dickey entered the School in 1907, graduated in 1911, stayed another year in the Upper Remove and after graduating from Yale in 1916 served in the U.S. Navy until the end of World War I. He then took up banking in Philadelphia, and in 1932 he became a partner of J. P. Morgan & Co. in New York, the beginning of an association with that and successor firms which ended only with his death.

In this appreciation of Charley Dickey, my thought is to tell what he meant to St. Paul's and what St. Paul's meant to him. Others properly have told of the distinction he gained in the world of finance, and the contribution of his time and wisdom to his other alma mater, Yale, and to a wide range of outstanding business, civic, and charitable interests, but I shall hold myself more closely to his devotion to St. Paul's School and to the fruits of that devotion from his earliest days to the peaceful end of his life on April 28th last.

As a boy, Charley made a notable place for himself. He took part in nearly all activities. He was on the debating committee of the Cadmean Society, he played on the Old Hundred football team and on the Old Hundred and SPS hockey teams and, although he weighed only 145 pounds, he was captain and stroke of the second Shattuck crew in 1911 and was named to the SPS Crew the following year. He was the first winner of the Frazier Prize, which was then given to the Fifth or Sixth Form boy who achieved highest distinction jointly in scholarship and athletics.

Charley married Catherine D. Colt shortly after his graduation from Yale and they had two daughters, Mary (wife of George N. Lindsay, '37) and Catherine, and two sons, Charles D. Dickey, Jr., '36, and Whitney Dickey, '42. Mrs. Dickey shared her husband's interest in St. Paul's School, and those who served on the Board of Trustees with Charley look back with the
greatest pleasure to the many times Catherine was the hostess at the Trustees dinners and during the Trustees Meetings in New York, and to the charm she brought to the gatherings of the Trustees and their wives in Concord at the fall and Anniversary meetings.

Charley had, among his other gifts, a special ability to meet in easy association with the faculty. He was interested in their ideas and in their problems. As one result, he set up the plan known as the Dickey Visitors, by which distinguished men came to SPS to talk intimately with members of the faculty.

All who have attended St. Paul's in the last sixty-five years know of the Dickey Prizes, which are given on the last night of the School year to the students who have had outstanding records in each academic subject. Founded by C. D. Dickey, Sr., they have been carried on by Charley since his father's death.

It might seem that the most obvious contribution Charley Dickey made to the welfare of St. Paul's School was financial. He was elected to the Board of Trustees in 1924 and was almost immediately made Treasurer, a position he held for twenty-five years, and then continued for more than a dozen years as chairman of the finance committee. When he took over, St. Paul's had an endowment of $3 million; when he retired in 1962, the endowment stood at more than $23 million.

With all my admiration for Charley's management of the finances of the School when they were under his direction and his generous gifts to students and faculty, it is nevertheless my opinion that St. Paul's will always be more indebted to him for the day-to-day interest he took in every aspect of life in the School, not only during his active association as a Board member but also in the fourteen years since he retired. He served with four Rectors, all of whom looked to him for advice, which he would give with modest confidence, and our present Rector secured inspiration from the mutual admiration and affection Charley and he held. Charley's common sense touched with idealism and imagination stimulated the thinking of those five Rectors and helped them solve their problems.

Charley will be missed by another group — of which I hold myself one — not confined to St. Paul's but bound by the ties of close friendship, who think often of his easy charm, his gift as a story-teller, his loyalty and the warmth of his companionship. These gifts were an essential part of what Charley gave to our School, gifts without price. Charley loved St. Paul's School.

Henry A. Laughlin, '10
BEIRNE LAY REMEMBERED

(The writer of the letter below, a member of the Sacred Studies Department from 1926 to 1935, recently celebrated the 50th anniversary of his ordination as priest.)

My most vivid recollection of the first days at SPS [in the fall of 1926] is Mr. Beirne Lay. I conducted service in the Old Chapel the first Sunday of September. After the service, he came with his genial hand outstretched and said, "I wish to welcome a fellow Eastern Shoreman." That may mean nothing to you but it did to me. The Eastern Shore is the part of the state of Maryland east of the Chesapeake Bay. The inhabitants are very much aware of themselves and their locale. I did not know it, but Mr. Lay's father was the first bishop of the diocese of Easton, which is the Eastern Shore. He made me feel at home when I was alone in a strange land. I suppose every newcomer at SPS must inevitably be a little uncertain of things, and I was. His hand was needed. . . .

The service on the 11th of June went splendidly. I planned it from the Green Book's First Service and included eight or nine hymns which I picked. I managed to keep three bishops in their places. I think I learned this technique from your father [S. S. Drury], and even listened to a laudatory sermon with some equanimity. My advice to anyone venturing on such a service in the future: omit the sermon!

Dr. George Merrill, '27, priest and psychiatrist, was present and so may be said to have represented the School. Others from each period of my ministry were also present. It was a very heartening reunion. . . .

H. Martin P. Davidson

DRESS CODE NOT THE ISSUE

There was a serious error in the spring issue of the Alumni Horae that I feel must be corrected.

In "The School in Action," Mr. Dennis Doucette said that the change in School rules allowing turtlenecks as an alternative to neckties "was precipitated when more than one hundred students visited the Rectory at 9 a.m. one Sunday to talk with the Rector about this issue."

In fact, as reported in The Pelican of February 2, those 100 students went to the Rectory to discuss and demonstrate support for the report and recommendations made by the Student-Faculty Committee on Parietals. The issue here was intervisitation, not the dress code.

I hope this makes it clear that the dress code is not one of the more pressing issues at St. Paul's School.

In a more pleasant vein, congratulations on your new format, and thanks for such a fine publication!

Meg Ziegler, '77
Editor, The Pelican

NEW FORMAT

Just a note to say that I very much enjoyed the latest Horae. I prefer the new format and design; it has the unmistakable mark of quality and imagination. Bravo!

Charles Scribner, 3d, '69

I've just finished my cover-to-cover tour of the Horae and must say that the format is perfectly fine. . . . I've been in touch with Lee Carter, to see if we can have a get-together of SPS types here [in Cincinnati], perhaps to coincide with Anniversary. . . . Alles Gute.

Richard E. Schade, '62

Faculty Notes

"As a tangible indication of corporate commitment," the faculty has given or pledged more than $120,000 to The Fund for SPS. In reporting for a faculty committee, André O. Hurtgen stated that participation by the faculty was nearly 100%.

An article by Maurice R. Blake, head of the Physical Education Department, entitled "Mandate for Coaching," appeared in a recent issue of the Independent School Bulletin.

The Rev. H. Martin P. Davidson, a member of the Sacred Studies Department from 1926 to 1935, celebrated the golden anniversary of his ordination to the priesthood at a Eucharist in Baltimore on June 11. (See Letters, above.)

Robert E. Duke, Director of The Fund for SPS, has been named assistant to the Rector for development. During the summer he expects to move his family to Concord from Rockville, Maryland.

Charlene C. Garrison, for four years a member of the Modern Languages Department, is leaving SPS to teach at Simmons College in Boston.

Robert W. Gorman, an intern in the Modern Languages Department, is engaged to Miss Michelle Alkon, a cancer researcher at the New England Children's Hospital in Boston.

The Rev. Preston B. Hannibal of the Religion Department is engaged to Miss Sandy Colvin, New Haven Third Grade teacher.

J. C. Douglas Marshall of the Classics Department is the author of two articles which have appeared in scholarly journals in the past year. The fall, 1975, issue of Medium Aevum, a journal of medieval studies published at Oxford University, contains his article, "Three Problems in the Vision of Tundal," a discussion of the date and sources of a 12th Century vision of heaven, hell and purgatory. His essay, "The Classics in American Education: Ornament or Tool?" appears in the April, 1976, issue of Classical Outlook. Mr. Marshall will address the American Classical League at its annual meeting in July on "Classics in American Education, 1776-1976."

Joan G. Ogilvy, an intern at SPS in 1974, will be married to Robert J. Holden, Jr., in early July. Both bride and groom are on the faculty.
of Groton School.

Diane L. Souvaine of the Mathematics and English Departments was married to Richard D. Horn, June 12, 1976, in Reading, Massachusetts.

Paul D. Talbert, School Engineer, was installed in the highest elective office in Masonry in the State of New Hampshire, at semi-public ceremonies in Manchester, attended by thirty members of the School community, in May.

The Rt. Rev. John T. Walker, a member of the History Department from 1957 to 1966, was elected on June 12, by a comfortable margin on the first ballot, to be Bishop Coadjutor of the Episcopal Diocese of Washington, D.C. By this election, Bishop Walker, who has been serving as Suffragan Bishop in the diocese since 1971, will succeed the present Bishop of Washington on his retirement.

The feelings of the students were demonstrated in a recent chapel. The night before, students had collected signatures to make up a gift book of appreciation. As another part of their tribute, they enacted one of Con’s celebrated Third Form English classes, where even Rip Van Winkle would be jarred to attention.

The Last Night Prayer asks that no student will go away unimproved. St. Paul’s has long prided itself on its special and effective warmth. This warmth is generated by such people as Con and Ann.

Next year they will be living in their beautifully restored colonial house, a short distance from School (fifteen minutes according to Con, twenty according to Ann). Happily, then, they will not be leaving their friends behind, and they will continue, I trust, to keep their refrigerator stuffed with food.

George L. Carlisle

Con Prudden Retires

God from afar looks graciously upon a gentle master.” With these words of Aeschylus, George Tracy ended his tribute to Converse and Ann Prudden at the faculty dinner which concluded the spring term.

God loves a gentle master, and so do the students and faculty of St. Paul’s School.

During his twenty-four years at St. Paul’s, few faculty or students have remained untouched by the gentleness and kindness of Con and Ann. In and out of the classroom, Con’s warmth is unmistakable. Their house is a place of welcome, and their refrigerator seems to be always filled with food to enable Ann to prepare a banquet at the last minute. It is Con who carves out a final needed for the highboy of a friend or who welds in place a piece of a Betty lamp for another. Con and Ann always have a smile and a greeting in even the grayest days of the slush season.

Form Notes

1917:
John B. Ryerson has been a U. S. Golf Association Committee member since 1952. His long and varied golfing career has taken him over some 1400 different courses in the United States (in every state except Alaska) and in several foreign countries. From 1925 to 1967 he served as president and treasurer of the Otsego Golf Club at his summer home in Cooperstown, New York.

1921:
Walter D. Edmonds received the National Book Awards accolade this spring for his children’s book, “Bert Breen’s Barn,” a story of a young person’s search for dignity and security in upper New York State at the turn of the century.

1923:
Hugh J. Jewett, M.D., professor of Urology at Johns Hopkins University and editor of the Journal of Urology, was married, December 27, 1975, to Mrs. Margaret V. Moseley.

1924:
The Rev. H. Brevoort Cannon’s book, “The Falling Angels,” recently published by The Vantage Press, will be reviewed in the Autumn Horse.

1925:
The Rev. Francis A. Drake and his family are living in Swanage, Dorset, England, where he has been serving churches in the town.

1926:
Walter Abbott Wood, Jr. is spending the summer in a continuation of many seasons of icefield exploration in the Canadian Rockies and Yukon Territory. He was married on April 1, 1976, to the former Renee Menassa Gilbert Van Alen, widow of the late Samuel T. Van Alen, ’51.

1928:
Casper Wister and Uta Schlegel Cass have announced their recent marriage. The couple will live in Leucadia, California.

1932:
J. Peter Grace, president of W. R. Grace & Co., New York chemical manufacturers, assured stockholders at the firm’s annual meeting in May, that the firm has had a long-standing policy against making governmental or other payments in countries where it operates. When asked if such contributions had been made in Canada or England, where they are legal, he replied, “No. In addition to being honest, we’re pikers!”

Classmates of S. Dillon Ripley, Secretary of
W. Fellows Morgan, '06, and Henry A. Laughlin, '10, seen at Turkey Pond, on Anniversary.

the Smithsonian, remembering his thespian skills at School, smiled appreciatively in May when the newspapers printed a picture of him with Chief Justice Burger, wearing hats of pleasantly antique style, on their way to open a re-creation of the 1876 Centennial exhibition at Philadelphia, put on in the Smithsonian’s Arts and Industries Building.

John T. Robinson writes from his home in Tucson, Arizona, that he “rode for a week, as usual, in the spring round. Wish I could rope as well as I can shoot a hockey puck. Both need improvement!”

Eugene H. Walker is making a study of water resources on Nantucket, for the U.S. Geological Survey and the State of Massachusetts. This year, he is president of the Thoreau Society.

Eric P. Swenson, executive trade editor for W. W. Norton & Co., New York publishers, has been named a vice chairman of the company.

John C. Chapin and his family have moved from Londonderry, Vermont, to Manchester, Vermont.

Ferdinand Pecchi-Blunt has been named Commander of the Order of Merit of the Italian Republic, chiefly in recognition of his having put the family villa in Tuscany at the disposal of the Italian Government for the state visit by President Pompidou of France in 1972 and again for the 1975 weekend meeting of the foreign ministers of the EEC.

John R. Bermingham has become the representative of the Secretary of Commerce for the Dakotas, Montana, Wyoming, Utah, and Colorado, based in Denver.

Crocker Nevin, formerly vice-chairman of the Evans Products Co. and chairman of the Marine Midland Bank of New York, has joined the investment banking house of Drexel Burnham & Co.

Paul M. van Buren has resigned as chairman of the religion department at Temple University, to spend a sabbatical leave in Cambridge. His fifth book, “The Burden of Freedom,” is scheduled for October publication by the Seabury Press.

Benjamin Rush, 3d, conceived the plot and did the research for a novel, “The Court Martial of George Armstrong Custer,” to be published by Scribner in August. The book’s author is Douglas C. Jones.

Charles F. Boswell, 2d, registrar of Hobart College and its coordinate women’s college, William Smith, has been celebrating his twenty-first year in the college’s employ. He reports that the family enjoy life in the Finger Lakes region — golf, tennis, squash, ski racing, etc. “Despite the odds,” he says, his daughter and son will apply at SPS. “Nothing ventured, nothing gained!”

Lewis T. Preston, head of Morgan Guaranty Trust Co.’s international banking division, has been named a vice chairman of the firm and a member of the board.

Robert D. Kilmars has opened law offices in Providence, Rhode Island. For the past ten years he was with the Industrial National Bank of Rhode Island and, before that, practiced law in Boston.

Thomas M. Fry has become vice-chairman of Wyomissing Corp., fabrics and paper concern.

Hunter Goodrich, Jr. was married to Judith Lloyd Coulter, May 22, 1976, in Chestnut Hill, Massachusetts. The bride is the daughter of Mrs. Donald F. Cutler, Jr. of Chestnut Hill and Charles J. Coulter, Jr. of Hamilton, Massachusetts.

Michael Arlen’s “Passage to Ararat” received the contemporary affairs prize of the National Book Awards this past spring. The book, describing the author’s search for his roots in Armenia, was reviewed in the spring issue of the Horse.

Alfred W. Gardiner has started his own real estate firm, Gardiner Intermountain Land Co., in Basalt, Colorado. Before opening the new office, he was vice-president and treasurer of a real estate firm in Denver, Colorado.

Alexander C. Ewing, who raises Polled Hereford cattle in Millbrook, New York, had the grand champion female and the highest priced female ever sold, at the 1976 New York State Polled Hereford sale.

Bernard M. Makihara is returning to the head office of Mitsubishi in Tokyo, after five years in Washington, D.C.

George R. Packard is not discouraged by his loss of the primary election for U.S. Senator from Pennsylvania in April, and writes that he “will continue to fight in some capacity for clean government. Meanwhile, I’m job hunting!”

Henry H. Stillman, Jr. was married on February 21, 1976, to Marion Taggart Shipley.

Kurth Sprague’s book, “The Promise Kept,” received the poetry prize of the Texas Institute of Letters at its annual banquet in April. Sprague is a graduate student at the University of Texas, in Austin, where he is writing a

William L. Henry, who has been stationed in Hamburg, Germany, for the Continental Oil Co., is moving with his family this summer to Houston, Texas, where he will be working for the company in another capacity.

Grayson M.-P. Murphy, 3d, was married on May 8, 1976, to Rosita O’Callaghan of Limerick, Ireland.

John B. Outhank has become president of Schweppes USA, Ltd.

Hugh H. Fenwick is now foreign sales manager of Lockheed Electronics Co., a subsidiary of Lockheed Aircraft Corp., in the company’s product and systems division in Plainfield, New Jersey.

Gunnar I. Baldwin, a teacher in New Hampshire, has started a secondary occupation, promoting a form of composting toilet.

Richard C. Higgins is a graduate student in English at New York University.

After seven years on the faculty of Yale Medical School, Richard V. Lee, M. D., is leaving to become professor of Internal Medicine and vice-chairman of the Department of Internal Medicine at the State University of New York at Buffalo. His headquarters will be at the Buffalo Veterans Administration Hospital, where he will be chief of the medical service. He hopes to continue to do some research on isolated Indian tribes of the Amazon Basin and the Chilean Andes.

Herbert Parsons, 3d, ran his seventh Boston Marathon in the sweltering heat of late April and finished well to the fore of the pack of more than a thousand contestants. He was quoted by the Harvard Independent as praising the attitude of the spectators. “I’ve never seen the crowds better than today,” he said. “Sometimes when you go by in a race, people will hand you an orange slice, but that doesn’t do any good. This time they were out with water, ice, everything! I felt so good to be from Boston.”

Frederick E. Guest has been made vice-chairman of Bessemer Securities Corp. of New York City.

W. Edwin Stanley, 3d, announces the birth of his second child and first daughter, Lindsay Baird, on July 29, 1975.

Anthony H. Horan, M. D., who has a private practice in urology at St. Clare’s Hospital in New York city, has been appointed instructor in clinical urology at the New York Medical College.

Anthony C. Stout is head of a publishing company in Washington, D. C., dedicated to improving the quality and scope of government and public policy journalism. The most widely read publication of the firm, co-founded by Stout seven years ago, is National Journal, a weekly dealing with national politics and government.

Ransom B. True is a research historian, directing the “Weyanoke Project” at the University of Virginia in Charlottesville. He and his associates are writing a history of Weyanoke Plantation, located on the north bank of the James River between Richmond and Williamsburg. True received his doctorate in history from the University in May. A year ago, on May 23, 1975, he became the father of his second daughter, Betsy Badger True.

Alan F. Ayers, 3d, is an associate with Drake Sheahan/Stewart Dougall, management consultants in marketing and physical distribution.

David S. Barry received his doctorate in history from the University of Wisconsin, in May. On December 17, 1975, he and his wife became parents of a daughter, Neville Morgan Barry.

Robert B. Bowler, Jr., in his seventh year as a teacher at Cate School in Carpinteria, California, was named coach of the year by the National Lacrosse Association for California. The undefeated Cate team have been state champions for two years.

Nicholas Biddle, Jr. has joined the new institutional equity sales department of the New York firm of Faine, Webber, Jackson & Curtis after six years in similar work with the firm of Kuhn Loeb. The Biddles continue to live in Lloyd Harbor, “where our three daughters are fast growing up.”

Paul L. Siegel writes that “from those trying attempts to launch model rockets with the SPS Rocket Society,” he has “graduated to larger playthings.” His venture, EARTH/SPACE, INC. “is working with private companies to determine profitable applications of Space,” with the ultimate intent of lowering the cost of getting to and using Space, making it “as economically accessible as a trip to Europe.” His Earth/Space Newsletter is published at Palo Alto, California.

Roger A. C. Williams is working for the Department of Commerce in Barrow, Alaska, on atmospheric research. He “continues to avoid white-collar work and to balance other interests — such as backpacking and rail travel — against employment.”

F. Joseph Roll, Jr. and his wife are postdoctoral fellows in the Yale University School of Medicine department of medicine.

DeWitt L. Sage, Jr. was a Conroy Distinguished Visitor to the School in April, meeting with students many times to talk about the art of film making, and presenting five of his documentaries to overflow audiences of students and faculty. Some of his films have appeared or will appear on television, and one received an Academy Award.

D. L. Sage, Jr., ’60, speaking at SPS.

A second child, Katharine Delano, was born to John Winthrop Aldrich and his wife, April 30, 1976.

J. Sherman Barker has become chairman of the history department at Hotchkiss School. Last summer and this, he taught in the Advanced Studies Program.

Alexander G. Higgins has been transferred to Bonn, West Germany, as one of four American staffers of the Associated Press, writing news for AP’s United States and world services.

Michael C. Madeira has been appointed vice-
Thomas A. Roberts, Jr. is a fellow in gastroenterology at Ohio State University. He and his wife now have two boys, four and two, and a girl, five months (as of May).

Under the name of Chelsea Design, Arthur T. Sempliner is doing product design and interiors and packaging, for Clairiol, J. C. Penney's, United Distillers, R. J. Reynolds Tobacco, Nesles Foods, "and a host of others." He is headquartered in a barn and outbuildings on the waterfront in Douglaston, Queens, New York.

Charles W. Eliason, 3d, has received his Master of Science degree in Mathematics from the University of Illinois.

The Rev. Henry L. Scott, Jr., associate rector of St. Paul's Episcopal Church, Darien, Connecticut, is engaged to Margaret Carr Howell, daughter of Mrs. Richardson Howell of Atlanta, Georgia, and the late Clark Howell, Jr.

W. Prescott Wolcott is an institutional stockbroker, working for Advest Co., in Boston, Massachusetts. He and his wife, Sandra, live in Milton with their son, Cotty, and daughter, Jessica.

William J. Gordon has become executive assistant to Governor Jay Hammond of Alaska. A campaign aide to Hammond in 1974, he joined the governor's staff after teaching school for four years in Anchorage.

Capt. Christopher B. Howard, USAF, graduated from the Air Force School of Technology in September with an M.S. in systems management. He is now stationed at the Global Positioning System Joint Program Office in Los Angeles. On April 3, he was married to Norma Rose, an Air Force nurse, in Brownsville, Pennsylvania.

To Robert W. Coxe and his wife, Gro, a son, Olav, was born on March 5, 1976. The name, Coxe explains, comes from Mrs. Coxe's native Norway.

G. Warfield Hobbs, 4th, is working for Texaco, exploring for oil on the northwestern continental shelf, and is often "out on the drilling rigs in the cold and windy North Sea." He received a master's degree in petroleum geology from Imperial College, University of London, in June, 1974. He finds the social and cultural life of London "a pleasant contrast to my three and one half years in the Amazon jungle."

Gordon MacGregor Strauss was married on May 8, 1976, to Deborah Kaysner, daughter of Mr. and Mrs. Leo Kaysner, Jr. of Birmingham, Alabama. Strauss is an associate of the Washington, D. C. law firm of Cramer, Haber & Becker.

Philip H. Tenter and his wife, Frances, became parents of a son, Alexander Nicholas, December 29, 1975.

Eden Weinmann has finished Columbia Law School and is dividing his time between community organizing, urban planning, and writing.

Stephen Van Rensselaer Whitman was married to Patricia M. Egan, daughter of Mr. and Mrs. William Q. Egan of Winnetka, Illinois, May 29, 1976, in Winnetka.

Hugh R. Clark is in the Far East, en route from Nepal to Japan — at least, we so interpret the condensed note received by the Home: "Barbara and I are off for two years in Japan after taking a truck from London to Nepal. Should reach Japan in Oct., '76."

Gordon Grand, 3d, works for the world banking division of the Bank of America in San Francisco. He and his wife, Cecily, have a baby daughter, Angela Wilmerding, born October 19, 1975. Grand received an M. B. A. from the University of Virginia Business School in May, 1975.

Daniel N. Maxwell is working toward a Ph. D. in linguistics at Indiana University.

Lawrence P. Terrell is an attorney for the Federal Energy Administration in Washington, D. C.

Garretson B. Trudeau, creator of the comic strip, "Doonesbury," became, at twenty-seven years of age, the youngest person ever to be so honored by Yale, when he was awarded an honorary degree by the University in May. The students, joined by President Brewster, gave Trudeau a prolonged standing ovation when the degree was conferred.

Thomas Wight Beale has completed one year of a three-year term as a junior fellow at Harvard.

Harry Griffin Billings is engaged to Deborah Coolidge Woodward, daughter of Mrs. John D. Runyan of Dayton, Ohio, and the late Robert Woodward.

James H. Geer, Jr. has joined North Carolina National Bank in the operations division, in Charlotte, North Carolina.

John B. Goodwin, Jr. has been promoted to assistant vice-president of the international division of Morgan Guaranty Trust Co.

Gordon MacGregor Strauss was married on May 8, 1976, to Deborah Kaysner, daughter of Mr. and Mrs. Leo Kaysner, Jr. of Birmingham, Alabama. Strauss is an associate of the Washington, D. C. law firm of Cramer, Haber & Becker.

SPS Chairs, Plates, etc.

The School Chair, black with cherry arms, and carrying the School shield in gold (as pictured), may be ordered from the School Store at $68. The School Rocker, all black, with the School shield, is priced at $55. Both prices are f.o.b. Concord.

Chairs are shipped collect from Concord. If ordered as a gift, a chair will be shipped prepaid, and the purchaser billed.

The Dinner Plates show the following buildings and scenes: Schoolhouse, Upper School Dining Room, Crew at Turkey Pond, Rectory, Hockey Rink, Payson Science Building, New Chapel, Sheldon Library, Drury, Hargate, Memorial Hall, and Middle. The price is $25 per set of one dozen. They may be ordered from the Business Office, which will ship them collect to the purchaser, or will bill the purchaser and ship prepaid (if ordered as a gift).

From the School Store, the following items may also be purchased (shipping charge extra); — Glasses (high-ball or old fashioned) with the School shield, for $8.10 per half-dozen, shipped express collect (or prepaid and billed);
— SPS ties, four-in-hand, silk, $8.50; bow, with pointed or square tip, $5.50; — Blazer shields, $2.75.

Halcyon and Shattuck ties are available at the Store to those eligible to wear them, at $6.50.
Oliver Jonathan Deceased

Barclay McFadden, Jr. has married Jane Perry McCutchen, daughter of Mr. and Mrs. Thomas E. McCutchen of Columbia, South Carolina. He is a 1976 graduate of Colgate Darden Graduate Business School at the University of Virginia.

Stephen B. Prudden was married to Adelaide Moys Shafroth, daughter of Frank H. Shafroth, '43, and Mrs. Shafroth, of Denver, Colorado, June 12, 1976, in Aspen, Colorado.

Roland Livingston Redmond was married to Marjory Lindsay McGregor, daughter of Mr. and Mrs. J. Ramsay McGregor of Dayton, Ohio, July 17, 1976. Redmond is studying for a master's degree in wildlife biology at the University of Montana.

Francis J. Rue, 3d, and his wife, Sally, are working for master's degrees in landscape planning at the University of Massachusetts, in the Department of Landscape Architecture and Regional Planning.

On February 1, 1975.

Charles G. Beavers, 3d, reports he is "working lucratively on a ranch in the Western Rockies, flying hang-gliders, riding, climbing, kayaking and dreaming of sunset at 15 feet."

Evans R. Dick, 3d, has entered his second year as a stock broker for F. R. Herzog & Co. in New York City.

S. Alexander Haverstick, 2d, married Jessica Stevenson Whalen, daughter of Mr. and Mrs. Edward James Whalen of Short Hills, New Jersey, May 22, 1976, in Short Hills. Haverstick and his bride have both completed their second year at Columbia Law School.

Scott W. Johnson graduated, magna cum laude, from Harvard in June, 1975, and is working for the Bedford Stuyvesant Restoration Corporation, in New York City.

Richard H. Parrot reports that he is "currently a blackjack roulette dealer in Reno, Nevada, a graduate student in the field of journalism, a part-time professional gambler and a full-time real estate speculator -- not necessarily in that order."

William Hadden Stewart, currently editor of the weekly North Charleston, South Carolina, Banner, had an exhibit of his photographs of the South at the Discovery Gallery on Vesey Street in New York City, during the month of June.

Guy C. Antonioli directs marketing research for the medical division of Cyanamid de Mexico, S.A. de C.V., a subsidiary of American Cyanamid. A graduate of the Wharton Business School of the University of Pennsylvania, he has been working for the company since June, 1975.


Guy C. Antonioli directs marketing research for the medical division of Cyanamid de Mexico, S.A. de C.V., a subsidiary of American Cyanamid. A graduate of the Wharton Business School of the University of Pennsylvania, he has been working for the company since June, 1975.

George F. Litterst has finished the first year of his master's degree program at the New England Conservatory of Music, in Boston.

Carl Scott Nelson writes that he and Scott G. Fossl are in the master of arts program in the Amos Tuck School at Dartmouth College.

Deceased

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

'04 - Oliver S. Kelly, January 15, 1976
'05 - Albin C. Swenson, 1969
'12 - David W. King, September 5, 1975

'21 - Cyrus S. Roberts, 1975
'23 - Huntington McLane, June 4, 1976
'26 - John Howe, January 22, 1976
'27 - E. Gould Ingram, June, 1976
'27 - Timothy L. Woodruff, June 19, 1976
'29 - Albert T. Johnson, June 16, 1976
'38 - Richard B. Dominick, May 6, 1976

David Bruce Sampson has worked for the department of marine resources of the State of Maine since graduation from Stanford last year.

Frederic E. Williamson, 2d, was married to Cynthia Lou Wetherell, daughter of Mr. and Mrs. Robert Charles Wetherell, Jr. of Bowie, Maryland, June 5, 1976, in Mystic, Connecticut.

'1972:

Debra G. Sistare graduated in June from Bowdoin College, where she was a dean's list student and won college letters in field hockey and skiing.

'1973:

Robert M. Lake, Jr., a junior at Amherst College this past academic year, played No. 2 on the college squash team.

George S. Stillman, Jr. will be married this summer to Frances E. Collins, daughter of Phyllis D. Collins of Far Hills, New Jersey, and Mark M. Collins of New York City.

Scott B. Taylor, a dean's list student at University of California, Berkeley, who was captain of the lacrosse team during the past season, led the team in points scored and was selected as an attack man on the all-California, all-star team.

'1973-1974:

In what we believe to be the first marriage of two alumni, Craig M. Gordon, '73, and Susan F. Rueter, '74, are planning to be married this summer, on July 31, 1976, at Barnstable, Massachusetts.

'1974:

During a year off from school, Thomas A. Painchaud has been playing on the Concord (N. H.) Budmen, a senior hockey team, throughout the eastern United States and the Province of Quebec. The team compiled an 18-5-1 record.

James F. Rutherford has completed a season of playing on Princeton University's "A" rugby team and has been elected an officer of the Princeton Rugby Club for next year.

'03 - Fairman Rogers Dick, retired specialist in railroad securities, died in New York City, February 11, 1976. He was ninety years old. The son of Evans Rogers and Elizabeth Tat­ham Dick, he studied at St. Paul's for four years, becoming a member of the Concordian and of the executive committee of the Mis-
Samuel Paul Robert Watkinson Milbank, Jr., retired recipient of an honorary scholarship at Harvard and graduated in 1907 with honors. Seven years after beginning a career in investments on Wall Street in 1908, he organized his own firm, Dick, Gregory & Co., but the dislocations of World War I scattered the partners and, following service in the field artillery with the A. E. F., he returned to become a partner in the banking and fiduciary firm of Roosevelt & Son. New Deal measures subsequently forced the separation of his security business from the other functions of the parent firm. Accordingly, in 1933, he formed the New York City investment security firm of Dick & Merle-Smith, in which his brother, the late E. R. Dick, '07, was also associated. His major investment field was railroad securities. He became a respected consultant on railroad credit and financial matters, whose counsel continued to be sought even after his retirement as a general partner of his firm in 1946. He served for three years in the Navy in World War II as a shakedown officer and Navy Yard pilot, and was a member of Squadron A in New York City. He was also a member of the Early Birds of Aviation, an association of pre-World War I flyers, whose names are inscribed on a tablet at the Smithsonian Institution. A trout fisherman and hunter, he was for several years president of the Boone and Crockett Club, and had been a member of other sporting and social clubs in the New York City area. He is survived by his wife, Elise Urquhart Dick.

'03 — Samuel Eliot Morison, historian, who taught at Harvard for forty years and was twice a Pulitzer Prize winner in biography, died in Boston, May 15, 1976, at the age of eighty-eight. A writer of unrémitting industry, he could impose order on complex sources; no historian ever followed more successfully the precept of Francis Parkman to become personally acquainted with the scenes and seasons of the action he wished to describe, to live and feel the history he proposed to write. In 1939, for example, he organized an expedition to retrace the voyage of Christopher Columbus in sailing vessels. Award of a Pulitzer Prize to the resulting biography of Columbus was a tribute both to the impeccable scholarship of the book and to its narrative sweep and vividness. Much of his best work dealt with the sea. In this category are "The Maritime History of Massachusetts," 1921; "Admiral of the Ocean Sea," (Pulitzer Prize) 1942; "John Paul Jones," (Pulitzer Prize) 1960; the "History of U.S. Naval Operations in World War II," 1947-62, and "The European Discovery of America: the Northern Voyages and the Southern Voyages," 1971 and 1972. He wrote three histories of the United States (1927, 1938, and 1965), the last of them, "The Oxford History of the American People," being his own favorite and containing what he called his "mature thinking about American history." The characteristics of salty wit and crustiness which made him a popular lecturer at Harvard made him also forbiddingly exacting as a supervisor of graduate students. He was a lifelong Bostonian. From the house on Beacon Hill where he later lived a life of restrained elegance, he came to St. Paul's in the autumn of 1901. A good student, but only once published in the Horae Scholasticae, he later gratefully recalled as highlights of his two years at SPS the quality of instruction, especially in the Classics; a voluntary class in Shakespeare's plays; "the wonderful skating which gave such zest to a boy's life in winter, and the chapel services which confirmed and strengthened me in the religion in which I was brought up." He earned undergraduate and graduate degrees at Harvard and studied for a year at the Ecole des Sciences Politiques in Paris. Earlier, his principal interest was in mathematics, but history began to grip his mind in the course of writing his doctoral dissertation, a life of his great-grandfather Harrison Gray Otis. From this, after overseas army service in World War I, he went on to produce his great "Maritime History of Massachusetts." He was the first Harmsworth Professor of American History at Oxford, 1929-35. During that appointment, he wrote "The Oxford History of the United States," his first such work, which was later the basis of a book written jointly with Henry Steele Commager, "The Growth of the American Republic." Two major historical undertakings, which occupied him over a period of many years but not to the exclusion of other projects, were the five-volume Tercentennial History of Harvard University and the fifteen-volume History of U.S. Naval Operations in World War II. Though he retired as Jonathan Trumbull Professor of American History emeritus at Harvard, in 1955, and from the Navy with the rank of rear admiral in 1951, his historical and biographical production continued unabated. Among works written in the final quarter of his life were biographies of Commodore Perry and Samuel de Champlain. Fittingly, in keeping with what he called his "almost passionate love for the sea and for Mt. Desert Island," he was buried near his summer place on a headland at Northeast Harbor, Maine, the port from which he had often sailed out on his own yawl. He is survived by three daughters, Mrs. Edward W. Spingarn, Mrs. H. Books Beck, and Mrs. Catharine Morison-Cooper, and eight grandchildren, one of whom is Elizabeth R. Morison, '73. He was the father of the late Peter G. Morison, '36.

'07 — Paul Denckla Howe died in Philadelphia, May 13, 1976. The son of Arthur Whitney Howe, '76, and Mary Williamson Howe, he was born in Philadelphia, January 7, 1889, and was a student at St. Paul's from 1903 to 1907. He attended Brown University. His career was in banking and stock brokerage in his native city, but he vacationed every summer in Bristol, Rhode Island, where he was able to indulge his great love of sailing. A man with many SPS family connections, he is survived by two daughters, Mrs. Walter H. Lippincott and Mrs. George R. Clark (both married to members of the Form of 1928); two brothers, Arthur W. Howe, Jr. (father of Arthur W. Howe, 3rd, '41) and Williamson Howe, '17; three grandchildren (two of whom are SPS members), Walter H. Lippincott, Jr., '56, and Paul H. Lippincott, '29, and four great-grandchildren. His only son, Alder Blumer Howe, '36, was killed on Guadalcanal in World War II. His youngest brother, John Howe, '26, died in January.

'10 — Robert Watkinson Milbank, Jr., retired woolen importer, died May 5, 1976. He was born in New York City, November 17, 1893, the son of Robert W. and Edith L. Milbank, and studied at St. Paul's from 1906 to graduation in 1910. At Columbia University, which he attended after St. Paul's and from which he graduated in 1917, he was captain of the hockey team. He received the Croix de Guerre for service in action in France as an ambulance driver during World War I, and returned home to enter the family firm, Milbank, Leaman & Co., which had been founded by his father. After retirement, he made a hobby of working on the family genealogy at his home in Westhampton Beach, New York. He was a skillful bowler and an enthusiastic boater who owned several boats at various times during his life. He is survived by his wife, Leonora Milbank; a daughter, Mrs. Constance Milbank Dennison (the daughter of his first wife, Ruth, who died in 1974); three grandchildren, and three great-grandchildren.

'11 — Charles Denston Dickey (see special article, page 87).

'12 — Edwin Thomas Holmes, who attended the School for the year 1907-08, died January 6, 1976. We have been unable to secure other details of his life and career.

'24 — William Van Duzer Lawrence, retired real estate executive, died at his home in Bedford, New York, May 4, 1976. Born December 4, 1904, in Bronxville, New York, a grandson and namesake of the founder of Sarah Lawrence College, he attended St. Paul's from 1918 to 1923. He was the winner of the Hallowell Cup for 100-yards dash and the Faculty Challenge Cup for 220-yards dash, both in the spring of 1923. After graduation from Yale, he entered the family firm, Lawrence Investment Co., in Bronxville, remaining with it all his life. At the time of his death, he was honorary board chairman and a director. He was a devoted outdoorsman, for many years a trustee of the Adirondack League Club, and he had traveled extensively, hunting and fishing. He is survived by his wife, the former Jean Hibbard; two daugh-
'26 — Robert Carter Nicholas died February 9, 1975. The son of Robert Carter and Roberta Johnson Nicholas, he was born in New Brunswick, New Jersey, July 21, 1908. He studied at St. Paul's for four years, becoming an assistant editor of the Horae, vice-president of the Cadmean and alternate on the Cadmean debating team, a member of the executive committee of the Scientific Association, chairman of the Year Book Committee, and a member of the Council. He was also a counselor at the School Camp in Danbury. He graduated from Yale in 1930 and from Harvard Law School in 1935, and followed a career in the law. During World War II, he served for three years in Europe with the Office of Strategic Services. He is survived by his wife, Jane Chace Nicholas; a son, Robert C. Nicholas, 3rd, ’56; three daughters, Mrs. Thomas Graham, Jr., Mrs. D. L. Kasdon, and Mrs. S. Atlanazoglou, and nine grandchildren.

'30 — Philip Sidney Mumford died November 30, 1975. The son of Norman W. Mumford, ’86, and Harriet Oliver Mumford, he was born in Short Hills, New Jersey, January 27, 1912, and entered the School in the Third Form in 1926. He was a good student and independent of mind, resisting the strong pressure at that time to be confirmed while at school, and taking up long-distance running from a hope some day to enter the Boston Marathon. He became a member of the Concordian and the Scientific Association; and was lost property manager, a member of the Record committee and a supervisor in Flanders. Graduating cum laude in 1930, he went on to graduate from Harvard, also cum laude, in 1934, with the S. B. degree. That same year he joined the American Machine and Metals Co. in Moline, Illinois, holding a series of responsible posts over the years and becoming vice-president and general manager. He served for three years of World War II as a cargo officer on the staff of the Commander of Naval Bases in the South Solomons. In 1953 he joined John Deere & Co., as a manager of Deere's Moline plant which employed more than two thousand workers. From this position he retired in 1972. He was interested in his community, taking active part in Red Cross and United Way campaigns, and was an ardent golfer and fisherman. Since 1973, he and his wife had spent their winters at a second home which they built on the Florida keys. He was a loyal friend to all who knew him, and full of fun, a staunch alumnus of St. Paul's who returned for reunions up to last year when his class had its 45th. He is survived by his wife, Jane Harris Mumford; two daughters, Ann Mumford Edwards and Martha Mumford, and a sister, Ann Dickinson (wife of Meredith M. Dickinson, ’28, and mother of Philémon Dickinson, ’60, and Andrew Dickinson, ’71.)

'33 — Brice Armistead Frey, Jr., retired insurance executive, died in Dallas, Texas, May 28, 1976. He was sixty-one years old and had lived in Corsicana, Texas, since retirement in 1972. At St. Paul's, he was a member of the Cadmean, Scientific Association and Cercle Francais, and was manager of the Dramatic Club. He was also an acolyte and a member of the chapel committee. Graduating from St. Paul's in 1933, he went to Harvard, and immediately after graduation in 1937 began his career as an underwriter with the Insurance Co. of North America. This career was interrupted by four years as a bomber pilot in the Pacific Theater during World War II — service which earned him the Distinguished Flying Cross and the Air Medal. After the war he was assistant manager of INA's New York office. In 1954, he joined General Reinsurance Corp. of Greenwich, Connecticut, as a vice-president and began the casualty facultative operations of the company — work which under his guidance gained representation in all United States and Canadian offices of the company. He was elected a senior vice-president in 1968, and two years later became president and director of Herbert Clough, Inc., a wholly owned subsidiary, holding both posts until early retirement in February, 1972. He is survived by his wife, the former Mary Jean Pace; a son, Alan Brice Frey, ’72, and a sister, Mrs. Richard Tomlinson.

'44 — Charles Pratt, Jr., writer and photographer, died of a heart attack in New York City, May 18, 1976. He was fifty years old. Among his published works was "Here on the Island," (reviewed in the Alumni Horae, Autumn, 1974) for which he produced both text and pictures, a sensitive evocation of the life of an island off the coast of Maine. He supplied the pictures for two books by the late Rachel Carson and had had photographs published in Audubon, Life, and Fortune, as well as in photography magazines. His work had been exhibited at the Metropolitan Museum of Art, the Cobert Gallery, Expo '67, and elsewhere. He was a founder of The Image Gallery. At St. Paul's, he was an associate head editor of the Horae, and was secretary of the Cadmean and a member of the Old Hundred Football team. He graduated at mid-years of his Sixth Form year, and a few months later enrolled in the American Field Service. He became an ambulance driver with the British Eighth Army in the Italian Campaign of World War II, and was wounded. After graduation from Yale in 1948, he worked for a time as stage manager of Broadway productions, including "The Consul," "The Boyfriend," and "Take a Giant Step." He is survived by his wife, the former Julie Folansee, and a son, Michael.

'69 — John Stephen Holland died as the result of a one-car accident, December 5, 1975. The son of Everett P. and Edith E. Holland, he was born in Exeter, New Hampshire, August 19, 1951, and graduated from St. Paul's in 1969. He played on the Delphian baseball team, was a member of the Winant Society and was vice-president of the Missionary Society. After a year at the University of New Hampshire, he left college and enlisted in the Army's Vietnamese language training program. He graduated at the top of his class and took further training in interrogation, but his hope to serve in Vietnam was frustrated when he was killed in the phasing-out of the war. He returned to the University of New Hampshire in January, 1974, majoring in history and international affairs, with the hope of going on to law study after completion of his undergraduate course in December, 1975. His B. A. degree in history, cum laude, was awarded posthumously one week after his death. A quiet, gentle person, of optimistic outlook and warm humor, he strove to go beyond compassion to real helpfulness. His family and friends have established in his name at the University of New Hampshire a memorial scholarship, to be awarded to financially needy upperclassmen of good scholastic rank, with preference to veterans. He is survived by his parents; three sisters, Nancy and Martha Holland and Janette H. Emlen, and a brother, George A. Holland.
THE ALUMNI ASSOCIATION
St. Paul's School, Concord, N. H. 03301

President
Frederick C. Witsell, Jr., '52 ............. 23 Wall St., New York, N.Y. 10015

Vice-Presidents
William Chisholm, Jr., '46 ................. Cleveland
Christopher J. Elkus, '59 ..................... New York
Albert F. Gordon, '55 ....................... New York

Benjamin R. Neilson, '56 .................... Philadelphia
Treasurer, Robert G. Patterson, '55 ......... New York
Assistant Treasurer, Robert L. Clark, '61 ........ Boston
Clerk, Coolidge M. Chapin, '55 .............. Concord, N. H.
Executive Director, Julian D. McKee, '37 .......... Concord, N. H.
Alumni Fund Chairman, Albert F. Gordon, '55 .... New York

(to Anniversary, 1977)
George H. Bostwick, Jr., '53
Christopher J. Elkus, '59
Robert G. Patterson, '55
Ralph T. Starr, '44
Frederick C. Witsell, Jr., '52

(to Anniversary, 1978)
W. Russell Byers, Jr., '58
William Chisholm, Jr., '46
Albert F. Gordon, '55
Bernard Gray, '65
Horace F. Henriques, Jr., '47

(to Anniversary, 1979)
William H. Moore, 3d, '58
George F. Murnane, Jr., '55
Benjamin R. Neilson, '56
Byam K. Stevens, Jr., '48
William M. Whetzel, '68

DIRECTORS

REGIONAL CHAIRMEN AND COMMITTEES

Atlanta .................. Hilyer McD. Young, '59
Baltimore ................ Philip C. Iglehart, '57
Boston .................. John M. Carroll, '46
Buffalo .................. Charles P. Stevenson, '37, Ch. Committee
Chicago .................. Frederic K. Houston, '55
.................. John D. Purdy, 3d, '36, Ch. Committee
.................. John K. Greene, '47
.................. John D. Purdy, 4th, '59
.................. Frank F. Reed, 2d, '46
.................. Theodore D. Tieken, Jr., '62
.................. Donald F. Welles, Jr., '45
Cincinnati ................ Lee A. Carter, '57
Cleveland ................ William Chisholm, Jr., '46, Ch. Committee
.................. Chisholm Halle, '51
.................. Stephen L. Hershey, M. D., '59, (Akon)
.................. David S. Ingalls, Jr., '52

Denver .................. John D. B. Gould, '50
Detroit .................. Selden B. Daume, Jr., '54
.................. Charles J. Cole, '36
Indianapolis ............... Cornelius O. Alig, Jr., '39
.................. Joseph B. Hartmeyer, '45
Long Island, N. Y. ............ Stuart W. Cramer, 3d, '47
Los Angeles ................ G. Hunt Rounsavall, '55
Louisville ................. Charles D. McKee, '58
Maine ..................... Timmons L. Treadwell, 3d, '41
Memphis .................. John S. Pillsbury, '56
Minneapolis ................. Hugh MacRae, 2d, '43
Northern New Jersey ........ E. Newton Cutler, '58
Omaha .................... Bruce R. Lauritzen, '61, Ch. Committee
.................. Haven N. B. Pell, '64
Philadelphia ............... Isaac H. Clothier, 4th, '50
Phoenix ................... J. Oliver Cunningham, '37
Pittsburgh ................ F. Brooks Robinson, '50
Portland, Ore. ............... Guy B. Pope, '54

Omaha .................... Bruce R. Lauritzen, '61, Ch. Committee
.................. Haven N. B. Pell, '64
Philadelphia ............... Isaac H. Clothier, 4th, '50
Phoenix ................... J. Oliver Cunningham, '37
Pittsburgh ................ F. Brooks Robinson, '50
Portland, Ore. ............... Guy B. Pope, '54

PRINCIPAL OFFICERS

Samuel R. Callaway, '32, President .......... Cold Spring Harbor, N.Y.
William A. Oates, Rector .................. Concord, N. H.
John K. Greene, '47 ...................... Chicago
August Heckscher, '32 ..................... New York
Horace F. Henigues, Jr., '47 ............ Greenwich, Conn.
Amyot Houghton, Jr., '45 ................ Cornings, N. Y.
James W. Kinnear, 3d, '46 ............... Greenwich, Conn.
W. Walker Lewis, 3d, '63, Treasurer .......... Washington, D.C.
Mary H. Lindsay .......................... New York
Cynthia N. MacKay ........................ Brooklyn, N. Y.

CORNORATION OF ST. PAUL’S SCHOOL

John R. McLane, Jr., '34, Clerk ............... Manchester, N. H.
Kaighn Smith, '46 ....................... Philadelphia
Ralph T. Starr, '44 ....................... Philadelphia
Rowland Stebbins, Jr., '27 .................. New York
Colton P. Wagner, '57 ..................... New York
James M. Walton, '49 ...................... Pittsburgh
John H. Williams, '52 ..................... Tulsa
Frederick C. Witsell, Jr., '52 ............. New York