Alumni Horae

St. Paul's School
AUTUMN 1976
Alumni Horae
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St. Paul’s School, Concord, N.H. 03301
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ST. PAUL'S SCHOOL CALENDAR
(Events at Concord, N.H., unless otherwise noted)

1976
Dec. 15, Wednesday Autumn Term closes; Hockey, St. Mark's School, at Watson Rink, Harvard University
March 31, Thursday Spring Term opens
March 3-5, Friday through Sunday noon
June 5, Sunday at 2 p.m.
June 10, Friday

1977
Jan. 6, Thursday Winter Term opens
Feb. 11-14 1:30 p.m. Fri. to 6 p.m. Mon.
Mid-Winter Weekend
March 9, Wednesday Winter Term closes

Hundred and Twenty-first Anniversary
Graduation of Sixth Form of 1977
Spring Term closes
The School

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*The Cover:* A lull in Upper School corridor and common room, brought on by a new issue of *The Pelican.*

The Rector’s Letter

Dear Alumni & Alumnae

How much small incidents reveal about ourselves and the School! The other morning I received this brief note from a member of the faculty:

For the “tiny actions that reveal larger attitudes” department: I was walking behind a student on the way to breakfast this morning; he was talking to another student. There was a crumpled piece of paper on the ground in their path. The student reached down, scooped it up, and put it in his pocket without even a pause in his conversation or stride. There is a pride in the appearance of this place.

Thoughts of Manville House, years ago, came rushing to mind. Work squads, rigidly organized for daily five-minute clean-ups (from 7:40 a.m. until 7:45 a.m.), swooping around the outside of Manville; small Third Formers assigned to climb in and around bushes to fetch paper and cans thrown there carelessly in the previous twenty-four hours. For a moment the School was a spotless oasis until — probably about 7:46 a.m. — the first bits of debris again began to settle on the ground about the place.

Wastebaskets and trash cans everywhere about the School spoke a silent message: put refuse here. Yet weeks could go by before it was necessary to empty these containers!

Today the School is neat. Something has happened. Has the national consumption of Popsicles gone down? Does the fast food industry package its popcorn and cheese-its in edible sacks? Perhaps. But a complete explanation for this change must take into account developments in fundamental attitudes in the School community. There is nothing to pick up if nothing has been discarded carelessly. Student interest in the Eco-Action Society fosters Chapel programs and School activities that nurture the development of self-control in the care of the physical spaces of the School.

But equally important, I believe, there is a feeling of responsibility on the part of students and faculty for every important aspect of School life. Everywhere I see pride and pleasure in our buildings and in the beauty of grass and tree, stream and lake, in the soft expressive loveliness of gently rolling hills.

I sense gratitude, and an appreciative understanding as well, and a desire to help the community. And particularly, to help other people. Student guides provide a friendly reception for admissions visitors, as they long have done. But also, a few will turn up voluntarily at noon on Saturday and at other moments during the week, when they are free, to ask whether there are any unexpected visitors or unanticipated needs — thoughtful service beyond and outside the schedule. The other day, an assigned guide arrived at 10:15 a.m. to be told that the family she was to meet was in the Waiting Room along with three other families. Turning down an offer of a formal introduction to the family by the Director of Admissions, this student walked into the full Waiting Room and cheerily called out: “Will the real Dr. Smith please stand up?” Contact was completed. The tour began. The result? A buoyant introduction to the School for a visiting family, and for all the families then in the Waiting Room, as the burst of friendly laughter attested.

Student discussion last year of the needs of new students in their first day at School led to the writing of many letters during the summer, in which returning old students answered questions and offered advice — helpful assistance for new students, to be sure. But more important, an atmosphere of concern and caring for new entrants to the life of the School was created, and it contributed importantly to the firmness that characterized the start of the year.

Further, those discussions last year, buttressed by faculty suggestions and support and the strong leadership of the Sixth Form (who returned early and voluntarily, at the urging of the President of the Form, to talk over objectives for which the Form would work this year) resulted in a day of special “mission impossible” activities which provided openings for sharing friendships as limited group tasks were carried out.

It is good for our School that appreciation for opportunities exists, as students and faculty work
together on important aspects of our common life. For we seek now a productive consensus in the community on a matter of the greatest significance for us, namely the implementation of visitation.

This is an issue of almost infinite complexity, which calls for emotional strengths and understandings openly recognized and understood and accepted in ways that transcend our previously developed capacities. The "human strength" arising from our life of continuous interaction between generations provides fiber for these searchings. Some of our activities, particularly the provocative work of The Study Group, will be referred to in other pages of this issue of the Horae, I am sure.

Why do we seek to understand visitation so fully in its meaning for personal and social development? Here is my brief answer to this important question, taken from my Annual Report to the Trustees:

As a coeducational school we affirm the importance of relationships between men and women as part of the process of education. We seek and we support opportunities for the establishment and strengthening of understandings of these relationships. As an educational institution we are committed to the understanding of, and support for, personal growth. Developments within the individual, within the School, the family, and in the world at large, shape and sharpen the changing internal world of each person. And personal growth makes necessary the continuing development of opportunities for the understanding of relationships between men and women. As an educational institution in residence, one in which the sense of community is sought and supported, we accord a considerable importance to the maintenance of relationships between generations, and to their strengthening. Change and development within these relationships is sought through the affirmation of stronger responsibilities among the generations; progress within a sense of tradition. Finally, we remember at all times other important objectives of the School community which, though supported by increasing personal maturity and self-confidence which come through the focusing of attention on relationships, lie in great part in other parts of school life: academic learning, physical activities, and a broad range of activities that draw upon development in all areas and which in turn support that development. Change in any part of School life must always be considered in relationship to broadly understood general goals and objectives.

Now you will see how important it is that we do not have to pick up trash about the School in daily exercises of intense futility! A school building on the themes of daily life can work together on issues that have no previously discovered solution! At the very least, these are the objectives for which we strive.

Oh yes, fall weather has been beautiful; our games and sports, spirited; thirty-nine Sixth Formers have won National Merit Commendations, and a Halloween dinner and dance and surprise holiday will have engulfed us long before this letter is printed. We are having fun and we are working hard and long. Come back to see us when you can. There is much more for us to tell you about.

Sincerely,

October 23, 1976
I nearly choked when the voice on the other end of the line informed me that I had been selected to write "The School in Action" for this Alumni Hour. Alphabetical order? Seniority? Why me?

"It's your turn; everybody has a turn. Good luck.

My mind boggled! To summarize the Fall Term activities, to capture the essence of School life, to recreate on paper the complexity of this unbelievably active community would require an experienced eclectic. Where to begin? What to include? The Labors of Hercules seemed insignificant in comparison.

The weather! When in doubt, mention the weather. Especially when we've been having such a typical New England fall. Something for everyone: cold and clear, yet just enough Indian summer to keep the sun worshippers and the black flies hopeful. Highs of eighty degrees, lows in the twenties and, so as not to be guilty of predictability, rain nearly every weekend. Nevertheless, the foliage has been a continuing source of pleasure for us all in these special days.

Special days! That's it! Our fall has been a series of events and activities focusing on special days, starting with "Mission Impossible." (What a perfect and appropriate title to begin with, for my prodigious assignment!)

"Mission Impossible." Visions of Barbara Bain and Martin Landau are conjured up when one recalls the television thriller of the same name. The T.V. concept: an impossible assignment is presented to the selected experts, and they must design an approach and a philosophy which will guarantee them a successful mission. Examples: the dictator who must be overthrown, or the nuclear power plant documents which must be destroyed. . . .

Obstacles; Unity; Choices

There could not be a format more palatable to our T.V. generation students. With Mr. Kellogg and the History Department providing the initial creativity and enthusiasm, the "Mission Impossible" idea was expanded into a special day for each of the four forms.

The Third Form would concentrate on an introduction to the School and to the new faces and personalities of its membership. A series of small-group activities was designed for them, primarily physical and goal-oriented (e.g. get all ten members of your group over a seemingly insurmountable obstacle) and, under faculty leadership, the entire Form worked its way through the network of tasks toward a better understanding of themselves.

The Fourth Form approach was similar, but the assignment more demanding: integration of new students into the Form and development of a concept of form unity.

The Fifth Form's problem concerned alternatives for the Sixth Form year. "What are the options available (Independent Study, Travel-Study or Work-Study Programs, School Year Abroad, Early Graduation, traditional curriculum) and how do I begin to make the proper decisions?" The Form met as a large group, then divided into small group sections, led by members of the faculty, and exchanged ideas on the Independent Study option.

College Workshops

The Sixth Form was faced with the following questions: what college? for what reasons? with what in mind? Mr. Harman and five other faculty members ran a series of workshops dealing with college advising, career counseling, and the issues and concerns related to these important topics.

All students continued this experience through lunch as they ate by forms and pursued discussion of their respective missions. Following lunch there was an "Activities Bazaar" in which all major School clubs and activities were represented. The purpose was to expose new students to the extracurricular possibilities in the community. The consensus of the School at large was that the "Mission Impossible" special day had been an educational success.

100
day appears to be acceptable behavior for many Americans. Our School community recognizes the implicit importance of the Presidential election, and in addition tries to prepare students for informed and intelligent involvement in the process. We have, therefore, given them opportunity and encouragement to participate in the many events surrounding this election.

Election Day, before & after

First, special arrangements were made so that students might all see the Presidential Debates — viewing areas were designated around the School, and homework assignments for the following day were adjusted. Second, we arranged to have Michael Ford, eldest son of the President, visit the grounds and address interested students and faculty, while he was campaigning in Concord on October 10. Finally, the day after the election, November 3, has been designated a “special day,” with activities to help the School focus its attention on the election. There are plans to have a political writer from the Concord Monitor, Mr. Rod Paul, serve on a panel of students and faculty which will discuss election results and answer questions from the assembled School.

In addition, many St. Paul’s School students are working in local and national political campaigns (as part of their work in the History term course, "Practical Politics"), and the John Winant Society continues to stimulate the interest of the School community through the use of polls, questionnaires, and bulletin boards. Generalizations about such activity are difficult, but the educational process is at work in many ways.

Nash Bash on Red Bible

Talk of politics and special days immediately brings to mind local School politics and that special day on which a decision will be made on the question of Intervisitation (dormitory visiting privileges for members of the opposite sex). Probably the most vital of the political/educational issues at School this term, the question of Intervisitation has provided the community with action and involvement of another variety. An outsider would require a glossary of terms to interpret an occurrence now typical in any dormitory:

The “network student” calls a special “coordinate meeting” to discuss the Red Bible in preparation for the meeting of the “Study Group.” Suggestion of the dorm: let’s have a “Nash bash” on Saturday night.

For the uninitiated this translates: A student in the dormitory, who is part of the voluntary network of students set up to assist the School in the discussion of Intervisitation, has invited a girls’ dormitory and some faculty members not living in dormitories to meet as a group to discuss the transcripts of the sessions of the Study Group (which were published and sent to students, parents, Trustees, and officers of the Alumni Association, last summer). The purpose of the meeting is to develop a proposal for the Study Group, a group consisting of students, faculty, and faculty spouses and chaired by Mr. Oates, which has been considering the question of Intervisitation and, more important, the concerns and interests of our coeducational experience. The suggestion is to hold an open house, as Nash House has done, when the girls will visit in the boys’ dormitory and continue discussion of the particulars of Intervisitation.

Is School Life Too Busy?

Certainly the interest generated by the idea of Intervisitation has meant more house meetings and more community dialogue, both of which are now an integral part of the School in action. Of greater concern and benefit, however, are the educational lessons concerning trust, privacy, intimacy, and responsibility which have been focal points for, and important by-products of, these discussions.

Now, everyone can appreciate how valuable such extensive dialogue is to a community, but is there time for it in this School, which demands so much academically from the students? Appropriately, the question of whether or not life at St. Paul’s is too busy has been set as the topic for discussion on another special day — October 30, Parents Day, when parents will hear students debate this question in the Saturday morning meeting.

The above activities document our continuing efforts to meet the issues and concerns that most visibly and immediately affect our daily lives. We are anxious to bring the community together, to help prepare the students for thoughtful decision-making, to make policy on pressing (or seemingly pressing) issues, and to deal with the needs of individual students. At the same time, however, we are aware of how important it is for St. Paul’s School as an educational institution to continue to be strong and to prosper. These future considerations demand attention, and the School is actively involved in them, as well.

A special meeting of over one hun-
hundred alumni, parents, and friends working in Phase III of the Fund for SPS was held here on the first weekend of October. Discussion of techniques for making calls for the Fund and presentation of many kinds of information about the School were on the agenda for the series of meetings coordinated by James W. Kinnear, 3d, '46. Also, on October 15, W. Walker Lewis, 3d, '63, Co-Chairman of the Case Development Committee of the Fund for SPS, responded to a faculty request, giving a presentation on the Fund campaign, designed to bring the faculty up to date and keep them involved in the progress of the Fund.

**Visiting Architects et al.**

Another sign of activity related to future planning is the work being done by a student-faculty committee assisting the architectural firm of Hardy, Holzman, Pfeiffer Associates with the planning of the new facility for the performing arts.

Because the life of St. Paul's School is excitingly complex and the pace unrelenting, we have to struggle for objectivity in evaluating all that we do. In an effort to achieve a healthy perspective on our programs, philosophies, and general situation, therefore, we encourage the visits of resource people from outside this community—in many cases friends and alumni of the School. William Perry, Jr., Professor of Education and Director of the Bureau of Study Counsel at Harvard University, addressed the faculty during the opening day meetings before the students arrived. Mr. Perry shared with us many of his experiences and theories concerning adolescent development and the personal growth of the student. Nothing could have been more appropriate for a faculty orientation meeting than these fresh ideas and new perspectives.

Then on Friday, October 15, Richard M. Hunt, '44, Associate Dean of the Harvard Graduate School of Arts and Sciences, visited the School as a Dickey Visitor to the Religion Department. He spoke in Chapel on Friday morning and met with the Religion Department and a number of students at different times during the day to discuss the Department offerings and more general matters. Dr. Hunt's special interest in moral education presented the community with another opportunity to gain insight into matters of tremendous import to a school like St. Paul's.

Another distinguished alumnus will be returning to the School during the weekend of November 20. Harvey I. Sloane, '54, Mayor of Louisville, will visit St. Paul's as a Conroy Fellow. Dr. Sloane, who is, I'm told, best remembered from his School days as a formidable opponent on the squash courts, will share with us some of his experiences and views on political life and the issues encountered during his term in office.

**Dance; Music; Art**

Now one must superimpose on this busy schedule the visits of the Contemporary Dance System from New York City, which held an open rehearsal here on October 5, and of Terry Orr with other members of the American Ballet Theatre, who will present a dance program November 22; and the music programs and art displays (e.g. Australian Bark Paintings from Arnhem Land) that come to the School. These visits all represent very special days for us and valuable learning opportunities for the students and faculty.

How does one go about capturing the feelings of the community, the pace of life, the multiplicity of activities, while at the same time conveying the excitement following the announcement of a “surprise” holiday, the spirit generated by a “Hymn Sing” day in Chapel, the groans and laughter accompanying the daily Reports? Where do the meat-and-potatoes, nuts-and-bolts of normal classroom work fit in with such a report? The meetings of the Parnassian Society? The Hugh Camp Cup? Mission Impossible!

You should have been there!
An addition this year to the program usually offered at St. Paul's in the fall term is an activity called Aerobics. This is a technical label for a system of training whose aim is the progressive improvement of the circulatory-respiratory system, and not specifically muscular strength. Such activities as jogging, bicycling, swimming, cross-country skiing, along with calisthenics and strength-developers, make for gradual gains in overall body fitness.

This activity is provided for students who really have no feel for the more highly structured forms of athletics or for team games such as football, soccer, and field hockey. It provides an opportunity to experience a very beneficial form of body conditioning without being embarrassed by lack of knowledge or skill at larger group or team sports.

A typical day for the group may start with a slow series of stretching exercises for body or muscle warm-up. This is followed by a jog through the woods, using our wonderful trails around the pond. At a designated area, the joggers stop and carry out a special activity planned by the instructor, such as a rope climb, pushups, situps, walking a log, etc.

Upon return to the Lower Grounds, the group may take part in some lead-up game like kicking a soccer ball in a game of keep-away, or in a similar activity.

Such a program can be carried on at any age level, during any of the three terms, in almost any kind of weather. In the winter term, for example, it can be planned around cross-country skiing, combined with activities in the Cage and Gymnasium.

At present, we have six boys and six girls enrolled in Aerobics, under the enthusiastic guidance of two new faculty members, Judy Geer and Linda Landon.

THE SPS teams are off to a rather mixed start: slow for the boys and fast for the girls. As of October 18, boys soccer has won two and lost three; while football, with a small, inexperienced team, has lost all three starts. Cross-country has won three and lost two. Field hockey is undefeated in five games, with girls soccer having lost only once in the first four outings—a very close game with Exeter.

REMEMBER the annual Christmas Hockey Game, to be played this year at Harvard University's Watson Rink, in Cambridge. The new location gives Boston alumni an opportunity to be host to a tradition now 81 years old. Plan to be there! Support the SPS Team and the Advanced Studies Program. Our opponent this year is St. Mark's. The date is December 15, 1976.
Edward C. Collins, 3d, '77, discusses a painting with Thomas R. Barrett, Head of the Art Department, in the Studio.

200 Fast

On the second Sunday of October, two hundred SPS students joined in a 24-hour fast, designed by a student committee to enhance appreciation of “what you have.” The money saved was donated for the relief of world hunger.

“This Week,” the School’s weekly bulletin of coming events, billed the fast, as a “non-activity”—a witty but not too accurate term, since participants were drawn together in an outdoor program, including a litter pickup, in the afternoon, “so they could complain about how they felt,” the committee suggested, “or say how good it was; to make it a more unifying experience.”

Happy Return

Summoned to the front door of his house by an urgent telephone call, at 7:25 a.m. on September 23, the Rector found a crowd of breakfast-bound students standing in the early sunlight singing, “Happy Birthday to you!”

More surprises welcomed him home at the end of the day, when he returned from a long day of travel and meetings—Manchester in the morning, New York City at noon and in the afternoon. There in the Rectory was a massive birthday cake, and a two-foot-square “card,” decorated with drawings by Bill Abbé and photographs of the Rector himself, and containing page after page of signatures of the senders: students, staff, faculty spouses, and even—the Rector surmised—invisible paw prints of faculty dogs.

A happy birthday indeed!

Stuffed

“Holy Maloley! I can’t believe it!” exclaimed Schoolhouse custodian Arthur Muzzey.

It was 6:30 a.m. on October 2. He had just arrived for work, and behold! there was the glass-walled office in the first floor hall stuffed full of chairs, chair pads from the Reading Room, and crumpled pages of the New York Times, Boston Globe, and Concord Monitor. The pranksters’ cryptic signature was an omega-and-lightning-bolt symbol.

The journalistic glut had been created, it appears, in the early morning hours. How many movers and crum­

Fall Exhibits

Exhibits in Hargate during the first half of the fall term featured “Early Stone Sculpture of New England,” represented by a portfolio of gravestone rubbings made by Ann Parker and Avon Neal, and paintings done by primitive Australian tribesmen of Arnhem Land on eucalyptus bark.

The gravestone rubbings showed a surprising assortment of imaginative designs executed in very low relief, chiefly from the eighteenth and late seventeenth centuries. In the bark paintings, on the other hand, the aborigines created a language of figurative symbols to record everyday events or to retell tribal myths.

Winant Poll Favors Ford

A random poll conducted by the Winant Society, twenty-six days before Election Day, indicated a heavy student preference for President Ford: 60% as against 35½% for Carter and 4% for McCarthy. Those faculty members polled divided 2/3 for Ford, 1/3 for Carter. When asked to compare the leadership qualities of the two major candidates, 57½% of the students chose Ford, 37% Carter. Only two out of three faculty members questioned saw any choice on this score, and their preferences were evenly divided.

Three Men – 117½ Years

Long service to St. Paul’s School continues to mark the School staff, as it does the solid core of the faculty. Last summer, the Horae reported the retirement of six staff members, including two who had served under five Rectors.

Three more faithful long-timers have since joined the ranks of the retired: Albert DuFresne, Superintendent of Grounds, who worked for SPS for 48½ years; Gerald Edmonds, electrician, 37 years; and Charles Newbegin of the Maintenance Department, 32 years.

All honor to them!
One well-lit July afternoon, Stu, Chris, and Gary go to Memorial Hall to set up their video cameras at various angles to and distances from the long front steps. Stu mounts his studio camera for a side view; Chris readies his for straight-ahead shots; Gary plants his camera inside the Hall, atop the balcony and looking down on the steps. Al, who has been working on a different project, has come along to help with the shooting and prepares to rove the set with his portable rig.

Responding to an announcement at lunch, fifty students and teaching staff from the summer school voluntarily assemble for an hour to play out the scene. With calm authority, Doug, the director, explains the concept of the action to the gathered throng and sends them to their places. The cameras start.

On the edited, finished videotape, the students are frolicking—dancing, horseplaying, tossing frisbees. “SUDDENLY” flashes on the screen. The background music changes from light to ominous. The teachers appear, locked in two rigid lines, their lips set tightly, their grim faces goggled, their heads bedecked with hunting hats. Summer school director Phil Bell, in the role of the czarist general, waves the faculty forward. They advance inexorably, each one thrusting forth a tennis racquet.

The students panic and plummet wildly down the
long steps. The music builds. Dozens of quick cuts: twisted faces, churning legs, falling bodies. Several shots of Doug's face frozen in an angry scream.

The first line of pedagogues kneels, raises a column of stringed weapons, and delivers a volley of tennis balls at the kids. Many victims fall dead or wounded. A second line rises above the first and, with deft overhead arcs, bats forth another round. More students hit the hard stone of the steps. Amidst the turmoil, Jeff lifts Bev into his arms and mounts the stairs, fearlessly into the shadow of the waiting faculty forces. "MY CHILD IS WOUNDED" appears on the screen. Another fusillade, and Jeff and Bev slump down.

Then a fuzzy missile strikes Carolyn, and the impact jars the baby carriage she has been tending. The carriage teeters on a step and careens forward. More cuts, as the camera follows and the music rises in a grinding crescendo. The czarist forces have crushed the student frivolity. "STUDY HOURS RESUME."

When the shooting is over, the students spontaneously attack the faculty with water pistols. It has been a typical hour in the life of Man & Media, one of the major courses that make up the Advanced Studies Program at St. Paul's School. Film connoisseurs will recognize the sequence as an exercise in parody derived from the famous Odessa Steps sequence in Sergei Eisenstein's silent film, The Battleship Potemkin. Doug, Chris, and Stu, having seen the Odessa Steps at the end of the first week of Man & Media, entitle their version "The Ode-SPS Steps."

The Advanced Studies Program (ASP) was founded by St. Paul's in 1958 to provide talented students from New Hampshire public and parochial high schools with educational opportunities otherwise unavailable to them. For six weeks each summer, about 190 students from around the state come to live at St. Paul's, each choosing a major course of study from among more than a dozen advanced offerings in mathematics, science, history, foreign language, creative arts, and media. These major courses meet for twenty-one hours a week, Monday through Saturday, and in most cases a full year's work is compacted into the six weeks. In addition, each student in the Program takes an English course stressing writing and literary interpretation, which meets for three hours a week. Joining the classroom teachers is a corps of college students who act as teaching interns in each course, tutor and counsel students, coach in the recreation program, and supervise in the dormitories.

The lovely setting; the abundance of time; the six-week frame; and the motivated, gifted youngsters who choose to come and imbibe one another's excellence make for a heavenly combination. As I try to capture the special life of the ASP and the Man & Media experience in particular, I feel like a small figure on tip-toe eagerly waving a butterfly net, hoping to snare a few significant and colorful moments before they fly away.

Man & Media begins with a fire hydrant. It is the middle of the first week, and the students are tackling their first field exercise with the video cameras, to film an inanimate object. The purpose is to get them to
play with the equipment imaginatively, to explore and
develop the potential of video technology to record the
world around them. The kids are still nervous, inex-
perienced, and technologically awestruck. For a while,
it seems that the best they can venture is to adjust the
focus occasionally. Everyone stands three or four feet
from the hydrant and obtains the same static, lifeless
shot. A few are bold enough to walk around the
hydrant, but none dare approach it.

None, that is, until Melanie gets her hands on the
camera. Immediately she goes for the zoom lens and
begins to probe every crack and corner of the hydrant.
She pans the chain, tries overhead and low angle shots,
moves in on the object’s ripples and textures, rack-
focuses from one valve to another, and even shoots
through the chain links.

As thoroughly as Melanie has worked over the hy-
drant, she has worked over the class. Everyone catches
on. Everyone is infected with video fever. Later,
while viewing the playback of the class’s collective
footage, someone says, “I never knew a hydrant could
be so beautiful.” Lesson One for Man & Media.

The hydrant exercise is supervised by Jeff and Tony,
SPS ‘76 and ‘77, who have signed on as student assist-
ants to handle the technical part of the course. Almost
all of our machines are housed in a four-room audio-
visual suite whimsically called the AViary. It is quite
an experience for Jeff and Tony, having just completed
their Sixth and Fifth Form years at St. Paul’s, to
turn into instant teachers and guide other students
through the maze of portable and studio cameras,
connecting cables and pins, microphones and audio
levels, production bay exercises, and editing in three
easy lessons, as well as the radio broadcast parapher-
nalia located in an adjacent building. Gradually the
students come to view the technology not as an
intimidating but as a potentially liberating force in their
lives.

“MAN & MEDIA” leads its students along two
parallel tracks — academic and technical —
toward the goal of cinemacy — Richard
Lederer’s word for the film and video equivalent
of literacy.

The academic half of the 6-week course in-
cludes: basic film aesthetics; reading, writing,
and discussion of the ideas of Marshall
McLuhan; analysis of the concept of culture and
the cultural elements that shape our view of the
world; advertising strategies; the study of in-
structional, fiction, essay, and documentary
films, culminating in a week-long study of the
feature film, Citizen Kane; and field trips to
newspapers, radio stations, and TV studios
around the State.

On the technical side, students progress from
experiments in all manner of short projects, such
as the “Ode-SPS” sequence, emphasizing process
more than product and including scratch-and-
doodle film, soundtape blending of news and
music, video montage, a multimedia ad cam-
paign, animation, audio feedback, and comic
strips, to the final creation of the video yeartape
described below. Ed.

On the door of the AViary is a picture of a woman’s
face with the caption “People are Media.” Nothing in
the program illustrates the idea of the picture better
than the crowning Man & Media project — the
making of a “yeartape,” a yearbook of the ASP on
videotape that will be shown to the ASP students and
their families on the morning of graduation, to the
general public on Concord Cablevision, and still later
to the students again at their June reunion. The media
students have looked forward all summer to this final

Students Chuck and Melanie at work on a portapack
field exercise, in Advanced Studies Program M & M
course.
electric culmination of their knowledge, feelings, and efforts.

Most mornings during the fourth week are spent shooting footage in chapel and in every ASP class, and a crew goes to capture the sports action each afternoon. The cameras even mingle with the evening to record dormitory life, square dances, and cook outs. Now it is easy to spot the media students. They are the ones with the strained neck muscles, the ones who look depressed whenever something funny or exciting happens and there is no camera present to record it, the ones who, it seems, cannot see without first adjusting their horizontal and vertical sync pulses.

On Friday morning, at the end of the first week of yeartape shooting, one of the girls' dormitories presents a chapel program. Dressed in black robes and each holding a lighted candle, the girls glide forward in procession down the aisle. One announces:

"It is said that ASP was created in seven days. In the beginning the school was without classes, teachers, and students. And Phil Bell looked upon the campus and said, "Let there be a summer school." And there was a summer school, and it was good. And Bell said, "Let there be a faculty in the midst of the summer school." And the interns and the teachers were the faculty. "And let the students be gathered into six places and let the dormitories appear." And it was so. And the students learned to live together. And such was the first week.

A second girl continues:

"In the second week the faculty brought forth homework and homework and homework, and quizzes yielding tests after their kind. And there was panic throughout the campus. And Bell saw that it was good. And Bell said, "Let there be late lights and tutoring sessions in the dormitories of the school." And it was so. And the students learned to learn together. And homework and late lights were the second week.

The narrative moves through each week of the ASP and deeply affects everyone in the congregation. Afterwards, the media students enter the AViary excitedly. Here, say some of them, is the perfect continuity for the yeartape. Having recorded the entire program, we can use it as a thread running through the yeartape; from each speech we can cut, through editing, to shots of the appropriate subject matter. But other students are not convinced. The girls' presentation was indeed moving, and such a continuity device is tempting, but it seems terribly linear and smacks of the Hollywood story line.

Those who wish to use the chapel program as a main thread argue that such continuity need not be oppressive, that ultimately it will give us the freedom to be creative within each sequence. Those opposed say that the function of the yeartape is not simply to tell a story or sell an idea. The audience for the yeartape is primarily the ASP students, and they already know the story of the Program. The yeartape is an opportunity for its artists-creators to express themselves freely by actively taking part in recording and shaping an experience. The tape should not depict "reality" per se, but should act as a medium for expressing and recapturing vivid sights and sounds.

A vote is taken, and the class is split evenly. The debate continues into a second day. So much, it seems, is at stake, and people become emotional.

"I have never met a more interesting and loving group of people than those I met in M & M. The anti-linear, loosely structured classroom allowed us to relax and let our minds experience a unique exploring process. M & M excites the students' philosophies, morals, and opinions. With all these things rising to the surface, it's no wonder our classroom discussions often included shouting and hurt feelings.

Finally, the students elect, 10-5, not to use the chapel sequence as a running continuity. This is a bold decision; essentially they have voted to reach beyond their grasp — or what's a medium for? Visual and aural transitions are more difficult to create than narrative ones. Emotional and aesthetic continuity is more impalpable than story continuity. The students will now have to be a great deal more active in their shooting; they will have to log every inch of tape they shoot and know every image and sound before they can begin editing. Most of all, they will have to trust their feelings, experiences, and classmates.

And the kids pull it off! They go out and shoot a total of forty hours of source material and they log it all. From that forty hours they create a final screenplay consisting of eleven detailed pages involving hundreds of cuts and edits. Continuity and transitions begin to accumulate. Voice-over interviews match up with the images on the screen; a triangular beaker in the chemistry lab dissolves into a fishing net from the ecology field trip; the camera cuts from a student writing mathematical notes on the board to a teacher writing mathe-
matical symbols on another board in another classroom; an experiment in building pyramids of cardboard cylinders in Calculus class changes to the building up and tumbling down of human pyramids at one of the cookouts. The teachers in the Ode-SPS Steps sequence raise their tennis racquets — and the scene cuts to the tennis courts, and a sports sequence begins. One gets the sense that the media students have become electric children who have perfected their intellectual and emotional circuitry and have discovered ways to extend their senses.

A race against the clock begins. As graduation nears, the editing facilities glow day and night. The interns and the students begin to live in the AViary. One learns to step over the slumbering bodies.

Showing the yeartape...was like watching three weeks of sweat and tough work go up on display wide open for comment. The feeling is as big a high as you can ever get. I really can't comment much further because the day is hazy with tears of joy and sadness...I got out of M & M exactly what I paid for. I paid with lack of sleep, with screaming, quietly discussing, laughing, singing, listening and loving. I know that you have to go through hell to get to heaven. But if you make it, it ain't like any other place you've ever been or ever will be again.

Two nights from the end, Ann, a college intern in English, comes to the AViary at the students' request. For a long time, the kids have wanted her to come to them and sing "The Lake Isle of Innisfree," a song she had previously presented in chapel. The mood is relaxed, intimate, contemplative. Ann finishes, and no one moves or speaks. A deep sadness is felt, and the members of the class become aware of a strange fact: they want to finish the yeartape, but to finish will mean the end of the program.

Next evening, the last of the session, the class videotapes the ASP talent show and stays up much of the night editing it onto the master tape. Finally, the credits are done, and so is our task. Martha sings to the class, some of the students go out to watch the sun rise, and Gary is awakened by a vapor of baby powder dumped on his head.

In the morning, the students ask the staff to take them downtown for a last breakfast, and together we all sit there gigglng over our orange juice and eggs. Everyone is exhausted and excited about graduation and showing the yeartape to the other students and their families. We string up three monitors around Memorial Hall and jack the sound into the auditorium speakers. And then we show the tape.

I still get an incredible feeling every time I think of the yeartape because we created that! At sixteen I became a surrogate parent, watching my child grow and mature. That's a corny way to express it, but it's creating something that has a part of you in it.

On the monitors, the students see themselves as luminous presences moving and making sounds in places that have become very dear to almost every one of them. They will return for their reunion next June and again the yeartape will work its magic upon them, recreating memories grown dim. Everyone will cry. It is always the best moment of the year.
The New Students

(Including family relationship to alumni and to students now in the School)

The italicized sentences in the outer columns of the following three pages are quoted from remarks by the Rector in Chapel on the opening day of School in September.
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People have cared about this School — Dr. Shattuck, Dr. Coit, hundreds of members of the faculty and their spouses, hundreds of students who became alumni and Trustees and committee members. Were that not so, we would not be here this morning, would not have the exciting prospect of this year in front of us.
Development and growth will be attained as we pursue unsuspected possibilities, when we become aware of them through our knowledge and experience.

A fundamental test of our intelligence and our being is our capacity to identify genuine opportunities and to make use of them.

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| III  | Katherine Kent Skow |  
| III  | Melissa Greer Solomon |  
| IV   | Bryan Keith Spence |  
| IV   | David Alban Stevenson |  
| III  | Albert Jones Stewart | F William F. A. Stride, Jr., '49  
F Barry R. Sullivan, '55  
F Hooker Talcott, Jr., '50  
F Edward T. Tawn, Jr., '52 |
| IV   | William Frances Adair Stride, 3d | F Albert Tilt, Jr., '22  
F Albert Tilt, 3d, '46  
B Alexander C. Tilt, '73  
step-F Joseph R. Busk, Jr., '45 |
| IV   | Timothy Perkins Sullivan |  
| IV   | Barbara Geer Talcott |  
| IV   | Helen Gwyr Taws |  
| IV   | Patricia Sheperd Tilt | GF Albert Tilt, Jr., '22  
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step-F Joseph R. Busk, Jr., '45 |
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| III  | William Booth Van Ingen | GF *Lawrence B. Van Ingen, '17  
F Lawrence B. Van Ingen, '42  
step-GF Donald F. Bush, '19 |
| III  | William Booth Van Ingen | GF *Lawrence B. Van Ingen, '17  
F Herbert P. Van Ingen, '44  
step-GF Donald F. Bush, '19 |
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| III  | David Geoffrey Underwood |  
| IV   | Evelyn McLane Van Ingen | GF *Lawrence B. Van Ingen, '17  
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| III  | Francis Skiddy von Stade, 3d | GF *F. Skiddy von Stade, '03  
F Philip R. von Stade, '46  
B Philip R. von Stade, Jr., '69  
B Robert L. von Stade, '71 |
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| III  | Mason Bacheller Wells, 2d |  
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F Claire S. Werner, '78 |
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| III  | Gifford Simonds West |  
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| III  | Richard Phillips Woodward |  
| III  | Peter MacLachlan Bruce Wragg |  
| III  | Nicholas Andrew Yardley |  
| III  | Christopher Zenon Zannetos |  

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*Caring and thoughtfulness of many are just behind the opportunities that we can discern, and are represented symbolically in everything we see and touch and feel. Let us be mindful. Let us be grateful.*
On Sabbatical

Richard F. Davis

Since no one has asked me about my trip this summer, nor invited me over to show my hundreds of slides, I thought I would tell you about it now,” said Ted Yardley, as he began a recent Sunday sermon.

The reader will not be subjected to my hundreds of slides, but may be interested to hear something of how a sabbatical leave refreshed, recharged, and re-educated me, much as other St. Paul’s teachers have been reinvigorated by sabbaticals in recent years.

Last September, my wife, Peggy, our children, ages four, six, and seven, and I flew to England and began an eight-month stay in a village outside Oxford. I registered as a “Recognized Student” at the University, thus securing full use of the University facilities for study. After ten years of teaching, I welcomed this wonderful opportunity for reflection, study, and catching up with the latest scholarship in my field.

Because a “Recognized Student” has no formal requirements of study, I was able to tailor my reading and classes to suit the needs of the courses I teach at St. Paul’s.

Our children began classes in the Wooten Village Church of England school the day after our arrival—still suffering considerable jet lag. They adjusted quickly and with some ease. The “flat” we rented was coincidentally the same one that the Tracys had lived in during their sabbatical, just as the village school was the same one attended by the Tracy children six years before.

The family upstairs, from Israel, had been in Oxford during the Tracys’ sabbatical and remembered them, and the family downstairs, with three children the same ages as ours, were also “Yanks.” We quickly felt at home, and our other English neighbors very soon made us welcome. Through our children we became friends with other sabbatical families from New Zealand, Australia, and Bangladesh.

The Newcomers Club of the University—in spite of its name—was very helpful, and Peggy enjoyed many guided tours by dons through the colleges of the University, and visits to other historical sites outside Oxford.

We soon established a pattern: the children at school, I studying in the Bodleian Library, and Peggy shopping (almost daily, due to the tiny size of our refrigerator and regular availability of fresh food), or exploring the colleges.

It was nearly Hilary Term, the winter term, before I felt at ease with the Bodleian’s three catalogues—one for books published before 1920, one for those after 1920, and one for recent acquisitions. Their peculiar numbering system stemming from the seventeenth century would delight the avid worker on crossword puzzles. But what a marvelous library it is! Imagine having delivered to your desk books printed in the sixteenth and seventeenth centuries! Of course, manuscripts from earlier periods are available, but my medieval Latin was a bit too rusty for them.

The lectures at the University were superb; each term put me in a quandary over which ones to attend. “Soviet Russia,” a series of lectures given by Dr. H.
While readying myself to teach again this summer in the Advanced Studies Program, I decided to create a historiography unit to introduce my students to the difficulties of reading and writing history. To me, having just visited Canterbury Cathedral, the varying accounts of Saint Thomas Becket's martyrdom and life seemed the perfect material for an introductory unit in the summer school's Modern European History course.

Few libraries besides the Bodleian could have provided such riches of material about Becket. The manuscripts written by the monks who witnessed the murder were available (I passed these by, in favor of 19th century translations of the original Latin), and histories of every century from the 13th to the present. What started as a small project—contrasting various eyewitness accounts and interpretations of Becket's murder—turned into a fascinating three weeks in the library, with Enlightenment historians, canons of Canterbury, monks, Protestants, and even Henry VIII, arguing every conceivable interpretation of exactly the same (?) event. When it was all done, I was able to go back to Canterbury and see the site of the martyrdom through different eyes.

Our weekends were reserved for outings. Besides seeing every zoo and safari park within seventy miles of Oxford (a concession to the children, which Peggy and I enjoyed at least as much as they), we toured numerous castles, manor houses, museums, exhibitions, and all those historical places one should see but never has time to enjoy fully on a brief trip. Everything was so much more fun, with no pressure to see it all at once, as we could return to look again, if time ran short.

School holidays allowed us to make longer trips. Soon after New Year's we packed ourselves into our left-hand drive Volvo station wagon and drove north through the extraordinarily beautiful English countryside, stopping for picnics from our proper English wicker hamper (with a complete tea set, of course) along the way. The weather was abnormally dry with temperatures in the forties.

York was particularly thrilling because it remains essentially a medieval city. The city walls and gates are preserved and it is possible to walk around the city on the wall. York Minster has been carefully and beautifully restored and, even in the fast-moving modern world, is as awe-inspiring and spiritually uplifting as it was built to be in the 12th century.

We followed the Roman wall in northern England, stopping to walk through an excavated Roman bath and garrison and watch a dog herd sheep. The sight of Edinburgh as we drove down into it at night was
rivaled by views of the city we had from the Castle where James I was born (in “that room right there”) and from the crags we climbed with the ever-present sheep above Holyrood Palace. To stand in the bedroom of Mary, Queen of Scots where Lord Darnley took part in the murder of Mary’s lover was fascinating for a teacher of Modern European History.

Stirling Castle, like Edinburgh Castle, stands on a crag above the valley floor. Looking out from the thick walls of the castle, it was not difficult to imagine the forces of the Highlanders marching again to besiege that strongpoint.

Oxford To Grenoble

In February, we left Oxford for a week to drive through London, Canterbury, and Dover, cross the Channel on a Hovercraft, and continue through northern France southward to Grenoble. Having used the Great War as a central unit in a course studying war and peace, it was with a feeling of déjà vu and deep sadness that we drove through the battlegrounds and never-ending cemeteries of “the war to end wars.”

We were driving south to visit the Matthewses, also on sabbatical from SPS. Bill Matthews, ‘61, was studying French literature at the University of Grenoble and, indeed, all the Matthews family were learning French. We enjoyed glorious days skiing and sledding in the French Alps (the French ski and sled as they drive— with abandon).

In France, as in England, we met people who were effusive in their thanks for American help in World War II. While embarrassing to one too young to have contributed to America’s efforts, these expressions were a heartwarming contrast to the nightly news reports of factional strife in Northern Ireland and Lebanon.

When it came time to leave England at the end of April, we were both reluctant to leave and eager to be home again. We had made many wonderful friends, had fallen in love with England in a different and deeper way than our earlier, brief stays had allowed, and had come to feel very much at home with a people who, despite increasing difficulties, carry on so admirably.

There is much that we missed while we were away, of course: our families and friends; the invigorating, if exhausting, life of the School; and, materialists that we are, the comforts of home. Coaching the Keble College Crew, for example, was not the same as coaching the SPS Crew. The oarsmen were most responsive and delightful people, but lacked the resolve of our crews. Coaching from a bike on the towpath is also a far cry from being driven in a launch on beautiful Turkey (but better for my waistline after all those cream teas).

We were happy to return. Fletcher, our seven-year-old, announced in a stage whisper to the entire 707 as we approached the coast: “Look, there it is— THE UNITED STATES OF AMERICA!”

What I have learned at Oxford has been a clear and immeasurable help to this year’s teaching. No one has asked to see my slides, but the students are seeing some of them, nevertheless, when we talk of cathedrals, or Tudor architecture, or Parliament, or the memorials of World War I. I am refreshed and attacking my duties with enthusiasm—the only way one can teach with any success.

St. Paul’s has wisely provided the faculty with the opportunity to renew themselves professionally and emotionally through grants for summer travel every five years and, in the tenth year of service, through travel grants and continuation of the cash salary for a sabbatical leave. Of course, even with the School’s help, taking a sabbatical is expensive in our inflationary world, but every “ha’penny” we spent of our savings was well worth it.

John Lindsay, ’40, addressing the School in 1975 as a Conroy Fellow, observed that everyone should have a sabbatical. How right he is!

P.S. If asked, I would be happy to show my slides.
The dialogue printed here is an edited segment from one of five ninety-minute discussions at St. Paul's School in the spring of 1976. The eleven participants formed "The Study Group," appointed by the Rector in April, with himself as chairman, to think broadly but specifically about the social structure of the School, particularly the further implications of co-education and of the proposal to permit students to visit in rooms of the opposite sex.

The Study Group was made up of three students, two faculty wives, three faculty members, the School's psychological consultant, a Vice-Rector, and the Rector. These eleven held weekly meetings in Scudder, in late April and May, starting at 12:45 and ending promptly as the chapel bell struck two. An additional open meeting was held on May 19.

The discussions were taped, transcribed, and slightly edited to remove identifications of speakers. This was done by decision of the members, who wished the transcripts to be read as a whole, not as a series of individual, personal statements. During the summer, printed copies were sent to all students, parents, faculty, Trustees, and a few others. Copies are still available, and one will be sent by the School in response to a request by any reader of these pages who wishes to see the full text.

The pages printed here are a portion of the meeting of May 18, further edited to adapt oral syntax for the printed page and to condense parts of the discussion which were unduly repetitious or which wandered from the central themes, but not, it is hoped, so far as to destroy the oral flavor or to obscure the sense of exploration which mark the unedited words.

In the captioned photographs on pages 118, 119, and 122, are shown eight of the eleven Study Group members who took part in the discussion. The three not pictured are Paul E. Emery, M.D., consultant, Mrs. Lee Hawley, faculty spouse, and Roslyn A. Rawls, '77.

The dialogue sprang from a faculty comment (italicized at the beginning), one of several overheard at a faculty dinner, which was jotted down for The Study Group to consider.

Responsibility and Trust at SPS

"Students will not take responsibility for the actions of others. A student code was laughed at, at a house meeting. Students indicated they would not report another student, even if their own place in the School depended upon it."

It seems to me the sentence indicates that there is a clear code of student conduct. And the code is not what we adults would like it to be. That is, the students look at their life as their private operation and they will lead it according to their rules and regulations. They see the faculty as intruding upon this with standards and attitudes which they, or some of them, are not about to buy.

But what you are saying can also be said in another way. The adult may say the student doesn't have a code of ethics or a code of behavior; but the students may be more tolerant than adults are.

Right. Yes, I think that we are getting into an un-
We started talking about the idea of the student code last week in Student Council. I guess the main idea behind it is that it might curb some of the rule-breaking, because it's easier to follow rules that you have put upon yourself than the rules that are superimposed on you.

What's interesting to me is that, from the faculty point of view, you can say that students who do not turn other people in are being irresponsible; but that is a narrow tunnel. Maybe students are responsible, if being responsible means hesitating to turn people in.

It comes out to what you're defining as responsible action and what you are implying is improper conduct. For instance, if a student will not take responsibility for the actions of others, it implies that students will not do so in major rule-breaking cases. The Council is taking a great step in student responsibility for the actions of others in enforcement of the smoking rules. The consequences of illegal smoking are not nearly as great as the consequences of smoking marijuana or drinking, and therefore the students don't feel quite as ill-at-ease in subjecting others to Sunday detention for illegal smoking as they do in subjecting a student to possible expulsion or suspension for breaking a major School rule. It's a matter of relative punishment and how you feel about doing that to a fellow student. No matter how you look at it, the students are going to have more trust for other students than for the faculty, just by nature. It seems to be a breach of trust when a student goes running up and tells an administrator or faculty member another student has been breaking a rule.

Yes. I think this reporting of another student is drawing them away from each other instead of drawing together. You've got that, now that the Student Council is taking it upon themselves to enforce the smoking rule. Now Third Formers who are smoking are afraid of the President and the Student Council representative.

Before that, the Third Former who smoked was afraid of the faculty.

Right.

So it's fragmenting the student cohesion. Now some
students and faculty are perceiving it from the same angle. I think there are some faculty who viewed student enforcement of smoking rules as an attempt on the part of the students to prove their responsibility, so that they could then have parietals and exercise responsibility there. I think it's a very healthy development, but we don't want to destroy the sense of responsibility of student for fellow student.

STEALING AND TRUST

There's a parallel in the stealing issue. I guess many of the dorms have been plagued with this problem, and there are many ways to go about solving it. Obviously, one would be to set up little snooping committees, and policing. That kind of thing would completely violate the trust and this isn't the way to go about it. So, perhaps we don't catch the thief. We don't break down the trust either.

The thievery itself is breaking down the trust. In the first place, it is very difficult to deal with because there is one person — we hope only one person — in a given dorm, who is stealing and breaking the trust of the whole dorm. And in trying to enforce the stealing rules, the whole dorm is distrustful of everyone else in the dorm. It's almost the lesser of two evils: whether you're going to try and enforce the stealing rules and break up the trust in the dorm, or let the stealing go on and have the trust broken anyway. I had that problem in my dormitory last year: quite a lot of stealing, especially of my own stuff. We had house meetings and there was really no way to deal with it. We never caught the thief.

A good illustration of the complexity of the trust issue — that it isn't a nice, simple matter.

I think turning in a student would be a responsible thing for another student to do, because in a way he would help him. One could go to the groupmaster and talk in a very confidential way and say, "I know this person is breaking rules all the time. How can we help this person?"

Yes, but then again — .

That's a responsible way of dealing with it and also trusting.

Speaking for myself, if I were to come across a friend
or someone that I know who was, you know, overindulging in drink — obviously the person has a problem. I would take it upon myself to do something, but I wouldn't want to call it "reporting." I don't know what I would say it was.

What would you do?

I just wouldn't call it "reporting." I would talk to a faculty member or someone responsible, about this person. I don't know — "reporting" has a connotation of — .

Tattle-tale.

Yes.

Well, that's what she was saying. Through the confidence system with a groupmaster, or with a faculty member you trust, it's not like tattle-taling. It's going in, saying "there is a definite problem here. I would like to be as much a part of helping out as I can. Can you help me help this person?"

What is a Problem?

Well, what about the person you don't think has a problem, but who breaks rules?

That's a problem.

But if you yourself don't think it's a problem for that particular person — .

We have to call it a problem, because obviously rule-breaking is a problem for the community.

There's a difference between a student with a personal problem and the student who is emotionally sound, academically sound, and sound in all phases of the community, except the fact that he is breaking the rules.

Can you give me a practical example of how a sound person like that would break rules all the time?

Well, are we saying "all the time," or are we saying one who breaks rules — ?

Once a week.

Can you give me a practical example?

All right. You take the student who gets good grades and who is an active student, who gets drunk on Saturday night, and you see this person getting drunk. Do you report this person?

Do you think the student has a problem?

No, I don't.
I do, because I think the student must be uncomfortable living in the community where what he wants to do on Saturday night is out of phase with what is expected.

But that’s out of phase with what you expect, not what the students expect or what is going on in their home community.

That’s true, but it’s a School rule, nevertheless.

Yes, they’re out of phase with the School rule, but they are not out of phase with the community in which they live. — I would like to get off the subject of drunkenness, because I think that could be a severe problem. With a person who simply has half a beer on a Saturday night — they are breaking a rule, and that’s — to me — where we come down. That is breaking the School rule. But I can’t see that people would view that as necessarily a deep personal problem.

But when we say “report,” we’re talking about reporting when you yourself see that it is becoming a problem, and it would benefit the student who you think has the problem to speak to a faculty member or someone about it.

Then, from a faculty point of view, the fact that they’ve taken half a bottle of beer is a problem for the School community because they are breaking the rules which have been established for the entire community. But from a student point of view I can see that this is not viewed as a problem.

You’re saying if we were to transfer this, let’s say, to the adult community, you and I wouldn’t worry about the guy who goes out and has one or two drinks on occasions, but the guy that gets drunk all the time has a problem.

We used to think of this as adult thinking. It’s not adult thinking; it’s human thinking.

Human thinking! All right.

That’s what the students are saying. There are certain things they consider problems, and they would like to help the other students with them. And if the student doesn’t have problems, they are not here to exercise authority.

What about stealing, though? This thing not only is a problem for the person who is stealing — he’s obviously breaking a rule, violating other people’s personal privacies and properties, and so on — but it’s the problem of the community as well. I don’t see why these people don’t get turned in. There must be people who know.

Last year in my dormitory there was a stealing problem. There was a person whom I suspected of stealing, and I immediately went to my groupmaster
and said, "I'd like to talk to you in confidence. I don't want to get this person in trouble but I've seen him coming out of people's rooms where he was not a friend, and I suspect him of stealing. I think he's got a severe problem and I'd like to talk about it." And so we talked about it. We never actually pinpointed the guy for stealing, but I felt much better than if I just sort of suspected, and kept it in. I couldn't do that with a problem of stealing, because anyone who steals does have a very severe problem. But one who breaks rules does not necessarily have a problem, because among students it's an accepted practice.

What about stealing food? Is that the same thing?

Stealing food from where? The dining room? Or from another student?

There's a difference, is there? Yes, stealing food from somebody's room or the dorm refrigerator, when it's obviously someone else's, not yours.

The dorm refrigerator, I think, is more along the same lines as stealing anything. But if you were going into a friend's room and she's got cookies and you take one, you see her later and say, "I took a cookie."

That's not stealing. That's not the kind of stealing the dormitories are having now. A girl, for example, had a box of graham crackers in her room and went back to the room to get them and they were gone. All of them. I mean there was no note. Or someone has some Tabs lined up on the window and comes back after practice to find they are not there.

That's stealing.

I keep thinking that somebody else knows.

This is, I think, the assumption that we've operated on very often in the School. We thought the students knew but weren't telling, but I'm not sure it's that way at all. The students do not know who has been stealing the food or who's been doing what. If they did know, we have a system and we would find out quickly. The thing that concerns me is just any breaking of the major School rules. Sometimes it's not the person who's doing the breaking of the rules who concerns me; sometimes they don't seem to care. It is the people whom they are affecting that really upsets me. Let's say if you see, or I see, a student on the grounds drunk on Saturday night. Now you have a couple of younger
students who think this person is just the greatest guy that ever came to St. Paul's, and they admire him so much, and they see this boy drunk. What are they to think? You know, "My hero does this and does that and he seems to be all right and he seems to be able to function in a varsity sport or do well academically. So if he can do it, then I can do it." This is my concern. Because when this happens, then all of a sudden the morale is down, a person gets caught, the kids are heartbroken. But they still continue to see these types of things. This is why I think there should be better communication between faculty and students, and groupmasters and students. And, even if it is in confidence, at least we know that the students are concerned, to the point where they are willing to work with you to do something about it.

WHEN ADULTS BREAK RULES

I was just trying to work out in my own head what happens to adults who report people who break the rules. The implication is that we do. I'm trying to think of some examples. You know — people with income tax — you don't call up IRS and say, "Joe Blow . . . he told me, you know . . . wrote up something with his income tax." The assumption is that we do this with each other. I'm really not sure this is true.

An example: I was driving into Concord in a speed zone. How many of us obey the speed limit? And when we see one of our friends disobeying the speed limit, how quickly do we report them? This is the type of acceptable behavior within an adult community that we seem to tolerate.

I think we do take action against one another on that sort of thing. It wouldn't be unusual, if you saw someone ripping into town and you were coming the other way, I think you might very well say, "Were you aware of how fast you were going?" Which is different from reporting to some central agency. If you know someone who cheats on his income tax, and that's an important thing to you, you don't have very much to do with him, I think.

Sure, if I see someone who is really bombed, is really out of control, I'm definitely going to say something to them. You say something to them even if you don't report them. But you don't necessarily keep them as your best buddy or associate with them all the time. Or maybe you do.

It can definitely affect your judgment of them.

I suspect we're much too uninformed about the degree to which students monitor other students.

I think we have assumed a certain type of behavior, which we call adult behavior, and assume that the students are a different kind of animal and are not adult, and we're responsible for them.

We care as much about each other as adults do about each other. The reason that some are upset when someone is suspended is because we care. The reason that we wouldn't want to report someone is because of the fear of getting someone in trouble.

As if we went to the police and said, "He was speeding down Pleasant Street."

That's right.

But you are saying that if that person has a "problem," that's a different matter.

Yes. That's caring. If you think a person has a problem and you can't handle it yourself, you've got to go to someone who can.

That doesn't necessarily mean disciplining the person. It means dealing with the problem.

Picking this up: something that's been on my mind since we began is the proposal the faculty accepted the other day of having all major rule-breakers reported to a central location. Now that you have that, what happens to the groupmaster-student relationship — going in confidence or going to talk about a student who has a major problem?

As I understood the proposal, it didn't change the confidence system at all.

No, not at all.

JOE SMITH'S PROBLEM

Even before the proposal was implemented, if I went up to my groupmaster and said, "Joe Smith has a problem in that he gets drunk every night," the groupmaster, whenever he saw Joe Smith, would have a hard time dealing with him with any trust because he knows
that Joe Smith gets drunk every night.

Joe Smith has already taken care of upsetting that trust.

But until the other student reported it, the groupmaster might not have known and so Joe wouldn’t have felt it.

He wouldn’t have felt it. I know what you mean.

And it would make the situation between myself and Joe Smith difficult, because I’m trying to help. But if Joe Smith found out that I had talked to the groupmaster about his drinking problem, suddenly he and I are — .

But he is not going to find out because it’s in confidence.

Yes, but — .

So the only way it’s difficult for you is that you know you told the groupmaster.

Okay.

It wouldn’t be difficult if you would go as far as to do this — to talk to the groupmaster. Then, instead of feeling guilty inside, you would feel good inside, I hope.

Yes, but I still want to help Joe Smith without being the sole reason for his getting expelled from School or suspended. I want to help Joe and not be the eternal tattle-tale.

The groupmaster has exactly the same feeling. The groupmaster would love to help Joe Smith without having him get expelled, too.

How often have you actually, in your life here, gone to a groupmaster and reported someone?

Reported? Well, these stealings were the only time that I felt compelled to, because in my dorm there were no problems severe enough to call for an actual confidence reporting.

But would you feel insecure about doing it?

If I felt someone had a problem and I felt strongly enough that I wanted something done about it, I wouldn’t feel hesitant to talk to my groupmaster in confidence.

So you wouldn’t be too afraid that Joe Smith would find out?

No, but I would feel bad about it, because I went in there with the intention of helping Joe Smith; and if I felt that getting expelled is not helping Joe Smith, but depressing him more and making him turn into an alcoholic, then I would feel guilty.

What if the groupmasters and the students talk with one another, before we get to the situation where Joe Smith is in danger of losing his position in School? We have in our dorm weekly meetings with a few students who do a lot of the running of the dorm. And, what’s really been an eye-opener to me, the last few years that we have been doing this, is just how much the students do care. They care about things that we would never know about if we didn’t have this system. It’s not a rating session but there’s always the feeling there that the students who are talking with us and we with them are mutually caring about the same things and the same people.

I think it’s hard for students to believe that people at the School, whoever they might be, really care for students. I don’t know how to explain this.

It’s a stereotype of school and students and faculty. The faculty is out to get you. The students are out to break rules.

I think when a student really thinks about it, he comes up with the conclusion that the faculty can’t be here to get you.

If we get you all, we’ll have no job!

In our dorm meetings, there are two faculty members and also the students. They bring up other students. And we sometimes bring up problems that we have—privacy problems and all sorts of things.

That’s where we begin to share completely, so that the students realize we are having trouble with our eight-year-old listening to words used by fifteen-year-old students. I’m concerned because I’ve been telling my eight-year-old not to use those words. We are all a community together.
I would like to comment about the question of Joe Smith and the students' not wanting to do anything that might lead to what you refer to as “expulsion,” also that the groupmaster doesn't want to do anything that would lead to “expulsion.” Is there an assumption that if someone leaves the School it's an “expulsion” for discipline purposes, or might it be done for the purpose of getting help that the School cannot give?

If I were to talk to a groupmaster and a couple of weeks later the student that I had discussed with him was expelled, I would be wondering, “Look what I've done!”

That doesn't necessarily have to be a negative thing.

Yes, but if it was my opinion that expulsion would hurt the fellow, and I wanted it to be dealt with in another method, I'd feel bad if he gets expelled, because it won't have fulfilled my intentions in reporting the incident to the groupmaster in the first place.

But would you want to check with someone else whether your conclusion is right? You know, if someone reaches a different conclusion, that to leave the School would benefit this individual.

Yes, but the situation can still arise wherein what I wanted to do was not happening at all, and the reverse was happening. That would make me feel as if somehow in trying to help him I had actually hurt him.

I think as a groupmaster I would feel — as long as I didn't have firsthand evidence of Joe Smith's problem — I still had a little negotiable time and could work with you to see what could be done, short of making it an official case. If I find firsthand evidence, I may have to report it. But I would fight like — excuse the language — like holy hell to keep it out of the Discipline Committee if I honestly felt I could persuade other people that was wise. We have different attitudes about how to handle different people and so your perception that expulsion would be exactly wrong has to stand up against other people's arguments, coming from the same concern for the individual. I think that's fair. We have to have our ideas compete in the arena of discussion.

And sometimes you lose.

It's two o'clock.
Phase III of The Fund for SPS is firmly begun! On the first weekend of October, eighty-six alumni and friends of St. Paul's settled down in Millville for three days of intensive meetings, to prepare themselves to raise the next $10 million towards the Fund’s $30 million goal. Simultaneously, another fourteen Form Agents and Regional Chairmen who were not directly concerned with the Phase III effort were present for their own meetings — many of them sitting in on Fund sessions.

Three days is a large chunk from the lives of busy people. Though they must have come in response to a variety of motives and emotions, the impressive fact was that they were there, committing those three days and many more hours and days of effort during the coming year, to their belief in SPS.

By midday on October 3, when the last ones had started home, they were united in conviction that the Fund is needed, that St. Paul’s School is worthy of it, and that they can successfully complete the major share of the Fund entrusted to them.

The large gifts received during Phases I and II of the campaign already total about $14 million, according to Ralph T. Starr, ’44, General Chairman of the Fund, who spoke to the group during the weekend. Amory Houghton, Jr., ’45, under whose leadership Phase II is still in progress, stressed that persistence, on

(cont. on page 128)
a foundation of belief in the validity of the effort, will bring the desired result.

Phase III aims to solicit one thousand or more above-average gifts, adding $10 million to the Fund by next Anniversary.

The group worked long and hard, under its chairman, James W. Kinnear, 3d, '46, listening, making notes, asking questions; informing themselves about, and appraising, the School as it is. They heard reports on admissions, Chapel program, student attitudes and concerns, and college distribution. In particular, they reviewed the School’s problems with a deficit budget, and were shown the results of studies and projections which proved conclusively to the Trustees that, to preserve the values of the School, they must seek a significant increase of endowment.

Some of the visitors took advantage of the opportunity to attend a class or watch athletic practice, and nearly all were in Chapel on Saturday or Sunday morning.

The final day’s meetings concerned housekeeping details, such as the relationship between gifts and taxes, a deferred giving program for alumni fifty or more years out of SPS, the giving of designated or memorial gifts, and assignment of the names of those to be approached during this stage of the campaign.

“Occasionally,” as Ralph Starr said, “there was time off for eating and refreshment!” Even then, the chief topic of conversation continued to be St. Paul’s School, its productive, zestful present and its future hopes.

High in everyone’s mind, of course, was the fact that planning has already begun at the School for the new facilities for the performing arts, made possible by one anonymous donor’s gift of $3 million to the Fund.

The largest Alumni Fund gift ever made to the School was announced during the first weekend of October, as the Directors of the Alumni Association, Form Agents, and Regional Chairmen held sessions coordinated with the Phase III meetings described above.

The gift totals $230,742, comprising the 50th Anniversary Fund of the Form of 1926 ($34,861), the 25th Anniversary Fund of the Form of 1951 ($20,881), and $175,000 from all other Forms. The two major reunion gifts are to be added to The Fund for SPS and placed in the School’s unrestricted endowment; the $175,000 will be used without restriction for current operations.

At a dinner in the Gates Room, where the Alumni gift was announced by Frederick C. Witsell, Jr., ’52, President of the Alumni Association, awards were presented by Albert F. Gordon, ’55, Fund Chairman, to E. Laurence White, Jr., ’36, for the best overall performance as a Form Agent; and to Charlton Reynolds, Jr., ’55, for achieving the greatest increase in Alumni Fund participation. George H. Howard, Jr., ’43, who was not present, was cited as the Form Agent whose Form increased its total gift by the greatest amount.

The Form Agents agreed on the necessity to make a further 10% increase in the Alumni Fund for 1977, and to keep clear the distinction between annual giving of unrestricted funds for current operations and the capital drive of The Fund for SPS.
THE FALLING ANGELS: 
A MYTH IN “DEMonTIA”


This small book has a big punch. It is easy reading. But there is nothing light or frivolous about the Rev. H. Brevoort Cannon’s persuasive demonstration that an ancient myth, long neglected, is still very useful in unfolding and clarifying profound truths in the history and present plight of Western Civilization.

As reported in Revelation, Ch. 12, “There was war in heaven” and “the great dragon was cast out, that old serpent, called the Devil, and Satan, which deceiveth the whole world: he was cast out into the earth, and his angels were cast out with him.”

Cannon’s thesis is that this mythic conflict, although generally ignored and forgotten, continues throughout the world in the human psyche and eventually explodes into murderously irrational wars and revolutions. It underlies many of our political ideologies; our utopian, materialistic aspirations.

The word “demontia” is coined to encompass the strategy and tactics of the Devil working masked and incognito in and around us. “The Devil,” writes Cannon, “rejoices in the most successful of all cover stories. His opponents have declared that he does not exist!”

Readers should be warned that this book is slanted. It has a strong, unabashed, and (I prayerfully hope) an overpowering bias: Christ can and does exorcise the Devil and the evil spirits. Who or what else ever has or ever will?

It must also be said that many readers are unwilling or unable to consider, much less take seriously, any truth expressed in terms of mythology, or demonology or, for that matter, straight-forward Christian belief.

Brevoort Cannon is well aware of this mental block in his reading public. And I, for one, think he does a powerful job in trying to overcome the complacencies of an incredulous reader. He carefully explains that, although our ways of seeing and explaining things today differ from old times, reality itself is not different. “If there were good angels and devils two thousand years ago, there are good angels and devils today. The fact that we have not noticed their existence simply means that the glasses we wear distort and conceal what is before us. Somehow our angle of vision is warped,” so that the distinctions between good and evil, light and shade, do not stand out clearly for us as they did for Jesus of Nazareth, St. Paul and countless others who have successfully gained similar perspective.

Today, while scorning demonology, we can speak eruditely of schizophrenia, mass psychoses, manias, phobias, obsessions, and even “the collective unconscious,” as expounded by Jung, with its archetypes. But there is in our day, Cannon believes, “a kind of censorship, so hidden and subtle as to defy detection. In consequence, the great themes of what men have bled, sweated, and died for have been smothered by matters often trivial.”

Triviality, meaninglessness, emptiness, and disillusionment—these inevitably result from every attempt to reduce reality to purely rational, objective, or scientific formulas. “Anthropology, sociology, and psychology offer no basis for declaring that some things are evil and others good.”

The Falling Angels is a sophisticated and sympathetic treatment of a truly great theme. It reaffirms and reinforces faith that the superhuman and irrational powers of evil, as dramatically pictured in myth, are not invincible. The evil in our midst can be identified, unmasked and successfully opposed (or “exorcised,” if you prefer) in the name of Christ.

The Christian answer to the myth of the falling angels is that the ultimate and decisive clash between the loving goodness of God and the evil of Satan and the falling angels who side with him was, and still is, on the Cross of Christ. The final defeat of the Devil is assured. The nature of demonic subversion and confusion is unmasked.

Whether or not you have yet committed yourself for good in the ongoing battle, this book is stimulating...
and informative. For many readers, it will also be provocative. The illustrations, too, by Joseph Stannard are imaginative and strong.

*J. Paschall Davis, '26*

**JEAN CHARLOT’S PRINTS: A Catalogue Raisonné**

All the works in "multiple media" by Jean Charlot, French-born painter, muralist, and printmaker, from 1916 through 1974, are catalogued, described, and illustrated in this sumptuous volume. Accompanying the more than seven hundred plates in black-and-white and twenty-seven in color, are all the carefully researched data expected in a "catalogue raisonné": title, date, place, medium, size, colors, states, editions, printer, sources, collections, etc.

In addition, Morse has introduced much illuminating autobiographical and technical material from Charlot's diary and from his own conversations with the artist, who has lived and worked in Hawaii for the past twenty-five years.

Peter Morse was formerly assistant curator of Graphic Art at the Smithsonian Institution, and is now a research associate of the Honolulu Academy of Art. Study of this book is certain to reward anyone interested in the history or techniques of print-making, from the merest novice to the most advanced professional. To admirers of Charlot, and collectors, the handsome, large-format volume will be a treasure.

*R. W.D.*

**FREEBOOTERS MUST DIE!**
by Frederic Rosengarten, Jr., '34. Haverford House, Wayne, Pennsylvania, 1976

Politicians and Bicentennial celebrants have noted throughout the year that America does not have a single soldier fighting on foreign soil. This observation falls on receptive ears. Prodded and coaxed in some instances by a vociferous minority, Americans have grown uncomfortable with the notion of foreign intervention. As long as Henry Kissinger does not commit American soldiers, we will allow him to negotiate peace.

In this year of '76, Frederic Rosengarten, Jr. retells a tale that is remarkable by contrast. He has resurrec-

ated the sensational exploits of William Walker, a freebooter or soldier of fortune. In his own time, Walker was variously a hero and a villain. His actions, while inconceivable to us, were a clear outgrowth of contemporary nineteenth century attitudes.

Hemispheric conquest appeared to be American destiny in the 1840's and 1850's. The confluence of an idealistic sense of mission and economic greed produced the conviction that the hemisphere was ours for the taking. Elected in 1844, President James K. Polk embodied this American feeling. During his term, he was relentless in his pursuit of land, vigorously executing a policy that reflected public consensus—the conquest of the continent.

William Walker was a conqueror. He was born in Nashville and raised in an austere Spartan fashion. He studied both law and medicine but practiced neither. In the one episode of human tenderness in his life, he fell in love with a winsome New Orleans belle, but, following her sudden death in an epidemic of cholera, the twenty-five-year old Walker turned to adventure and conquest. He had shown an early interest in politics and an affinity for Byronic heroism that foreshadowed his destiny.

Walker went from Nashville to San Francisco and together with a friend, as Rosengarten tells us, “became convinced that, despite U.S. neutrality laws, the Democrats of Nicaragua should be supported—partly to thwart the British, but mostly because in their opinion Nicaragua deserved to be Americanized by the importation of American institutions and Anglo-Saxon settlers.”

Walker's ambition was American dominance in Nicaragua, and he succeeded, in the sense that he managed to be "elected" president of the country. He came very close to realizing his grandiose dream of a slave empire in Central America. But for his ultimately fatal mistake of quarreling with Cornelius Vanderbilt, American history might have remembered him. It is interesting to speculate about what might have happened had Cornelius Vanderbilt and William Walker joined their financial and military strength in Nicaragua.

It was during Walker's rise to the presidency that he was such an enigma to the American people—a villain on the one hand, a hero on the other. In an 1857 editorial, *Harper's Weekly* said, "We have again and again called Walker a hero. We are obliged to recognize a persistence, an endurance, a resolute heroism which merit a higher place in human esteem than can be ceded to all the knights errant of history and Faërydom. . . . The difference is that ours is a
nineteenth century hero. . . . Who knows how soon he may replace the laurel of the hero with the diadem of a king?"

At the same time, the American government was forced to condemn his actions as a defiance of the American neutrality policy. Walker was executed in Honduras by a firing squad at the age of thirty-six.

The eagle screamed in nineteenth century American history. William Walker, and others like him, made it possible. Although this book details Walker’s exploits, it leaves the reader unclear about why he became a freebooter. True, the environment supported his actions through general acceptance of the concept of Manifest Destiny, but how did the American people come to believe in Manifest Destiny and, more specifically, what led Walker to accept it? These questions remain to be answered.

The book is laden with maps, portraits, and newscloppings that help to document and illuminate the freebooter’s deeds. *Freebooters Must Die!* tells a story that is often lost in our version of American History—a story well worth the knowing.

Roberta E. C. Tenney

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**GREAT LARRY'S**

(The letter below spurred the Editor to a little research, results of which appear in the editorial postscript.)

Classmates of Larry Rand, the peerless Form Agent and Reunion Chairman of 1927, must be ever watchful for spurious reports such as that in the *Summer Alumni Horae* (p. 78), wherein 1936 is said to have had “the largest 40th Reunion in SPS history,” twenty-three men. Rand mustered twenty-seven for our 40th, and that was really a sub-par effort for him. This casts doubt upon Mr. White’s further claim that his Form’s 25th had also been “a record-size reunion.” Thirty-four of our men showed up at that time.

I don’t know of any cups or medals awarded in this area, but if there should be I’d have to put Rand’s name in contention.

B. W. Kendall, ’27

Editor’s P. S. Kudos to both Larrys! Brinck Kendall is correct in giving Laurance Rand, ’27, credit for the larger 40th Reunion (27 men and 19 wives vs. 23 men and 20 wives for ’36); but E. Laurence White, Jr., ’36, did rightly claim a record for the 25th Reunion of his Form in 1961 (39 men, 26 wives, 10 children, which was believed at the time to be “the largest single class reunion in St. Paul’s history”).

The *Horae* hereby creates a new order of dignity, the Reunion Accolade, and bestows it impartially on both of these two great Form Agents and Reunion Chairmen. May their tribe increase!
Editorial

Limits of space, and early commitment of what space there is, often leave the Editor with too few pages to print all he would like. Readers of the present issue are thus denied the full text of a thoughtful paper read to the Phase III volunteers in early October by Vice-Rector Virginia S. Deane. She spoke about how students grow in social responsibility, summing up her observations as follows:

Here are the issues in student life: "Who is in charge? How do I get in charge? Of what do I become in charge? How do I respond to the in-chargeness of others? What is my grade as a person, as a social being? What is my competence, my value?"

In response to these questions, young people must be students of their personal experience, not just participants in it. They must apply thought, reflection, sensitivity, to their values and feelings, their choices and risks; and to the values, feelings, choices, and risks of others. Hence our many discussions of social situations, in the dormitories and throughout the curriculum, especially in courses in Human Relations; hence The Study Group transcripts; and hence the concerns we consider in Chapel.

Hence, too, the Horae's decision to print in this issue thirty minutes of dialogue from The Study Group transcripts, under the title, "Responsibility & Trust at SPS."

In these pages of dialogue within and between generations, can be seen education in process, as the Group talks frankly about internal School problems, and begins to define an integrating point of view on them and on new decisions crucial to life at St. Paul's.

"There is an 'easier way' to do all this," the Rector wrote to the Editor recently, "but I am glad we are not pursuing it."

Easier ways are a great temptation, with their promise to save time, to give a shortcut; but in education they lead too often to wrong destinations. The unstructured explorations of The Study Group are certainly not an easy way. At times, they would "try the patience of an oyster." Yet they are likely to be the shortest route to the desired goals of responsibility and trust in the School community.

THE PARENTS FUND, now entering its twentieth year, long ago took its place as a major annual source of unrestricted income for the School. Its steady increase to a record $111,000 in 1976 has not, however, always been adequately reported in the Alumni Horae.

Perhaps this is natural. The Horae was begun for the Alumni and, during most of its life, has been directed exclusively to reporting the School to the Alumni and the Alumni to each other. But times have changed. School parents past and present are now among the readers of this magazine, as are other friends of the School. In annual giving, the unrestricted gift of the Parents Fund stands beside that of the Alumni Fund, as together they provide a significant margin of excellence in what the School can offer.

Hereafter, beyond question, the Horae should report and applaud both Funds impartially. In this we are glad to follow the lead of the newly published Alumni Fund Report. It has shed its former purely Alumni orientation, appearing under the title, "Annual Support for St. Paul's School: Report of the 1976 Alumni and Parents Funds."

Bravo to both!
Faculty Notes

Thomas R. Barrett, Head of the Art Department, has returned from a sabbatical year of painting and travel.

Karen E. Breiner, first woman faculty member, who taught in the Modern Languages Department from 1970 to 1973 and was a housemaster in Corner and Middle, was married, June 24, 1976, in Quantico, Virginia, to Arthur James Sanders. Mr. Sanders, a graduate of the F. B. I. National Academy, is a detective attached to the Redkey, Indiana, State Police Post and teaches at Ball State and Indiana Universities. Mrs. Sanders is an instructor in the Spanish department and a member of the core faculty of the School of Foreign Service, Georgetown University, where she is also a doctoral candidate.

A. David Burdoin of the Mathematics Department had a taste of the Arctic, in August, as one of a small group of tourists traveling on the supply ship, Nordnorge, which stops at mining towns and weather stations along Spitzbergen's west coast, accessible by ship only because it is warmed by the Gulf Stream.

Richard F. Davis of the History Department returned from his sabbatical leave in time to teach in the Advanced Studies Program last summer. He writes of some of his year's experiences, in this issue.

Robert V. Edgar, English Department member and dramatics coach, is back from a year's leave of absence, during which he taught French at a local school in Vermont.

Richard H. Lederer, Form of 1923 Master in English, is on leave of absence this year, on a full academic scholarship at the University of New Hampshire, where he is doing his course work for a doctorate. He spent a busy summer at SPS, teaching in the ASP (and writing the article about it which appears in this issue), playing tennis, and winning, with his partner, Bill Simonton, the Concord men's doubles championship for the fifth time. In July, he was awarded first prize by The Independent School Bulletin, as author of the best article in the "subject field" published by ISB during the past school year, for an article on the decline of College Board verbal scores.

William R. Matthews, Jr., '61, of the Classics Department has returned from a year's sabbatical spent with his family in Seyssins, in southeastern France. He commuted to the University of Grenoble for courses in French literature, language, and phonetics, and wrote a novel about boarding school life.

Jean E. Murphy of the Physical Education Department, coach of girls tennis, won the Concord mixed doubles tennis championship last summer, for the second time, with her partner, George Lagos.

Percy Preston, '32 ('37-'42; '46-'72), former Head of the Classics Department, with his wife, Helen, and four others, including Henry B. Roberts, '32, spent three weeks cruising in a chartered yawl along the Aegean coast of Turkey, in late September and early October. Percy reports that the pleasures of daily swimming and visits to Greek archaeological sites along the way helped compensate for the less than adequate cruising breezes.

New Faculty

Joan C. Carter (English), an intern last year in the English and Classics Departments, has become a full-time member of the faculty and groupmaster in North Upper.

Diane K. Cook (History) has returned after a year as a History intern, to teach, and work in the Development Office. She continues as a groupmaster in Alumni.

Julia Gee (Mathematics), a 1975 Phi Beta Kappa graduate of Dartmouth, was a lab assistant in Botany while at Dartmouth, coached cross-country skiing and was a member of the U. S. women's Olympic four-oared crew which rowed at Montreal.

Linda Kelley (Modern Languages), a master's degree candidate at Middlebury College who has done work with emotionally disturbed adolescents, teaches Spanish. She and her husband, William Kelley, live in Kittredge.

John Shuster (Music), a Dartmouth graduate who holds an M. A. T. from the Harvard Graduate School of Education and an M. A. from the New England Conservatory of Music, and has had experience as a choral director and drama coach, is teaching voice and may also teach piano. With his wife, Shirley, he is living in Corner and serving as a groupmaster.

Three new interns this year are: Taber Allison (Science), who received his B. A. from Wesleyan University in 1974, and a master's degree in forest science from Yale School of Forestry and Environmental Studies; Linda Landon (Art), a 1975 graduate of Trinity, who has worked during the past year as an architect's assistant in Hanover, New Hampshire, and raced with the Eastern Ski Association Team; and Robert W. Owen, a June graduate in political science from Stanford University, who is working in the Development Office.

Group photographs of the new faculty members and interns are printed overleaf.
NEW FACULTY AND INTERNS

Below, left: new interns, left to right, Taber Allison, Linda Landon, Robert Owen. At right, new faculty members, Diane Cook, Julia Geer, Linda Kelley, John Shuster, Joan Carter.

Form Notes

1926
S. Morgan Barber, Jr. writes that he is enjoying ranch life in Nevada.

Benjamin W. Frazier has been working for fifteen years to prevent the destruction of a gatekeeper's cottage near his home in Garrison-on-Hudson, New York. The cottage was designed by Andrew Jackson Downing, America's foremost landscape architect of the 19th century. At last report, it appeared that Frazier's efforts were doomed to failure.

Samuel W. Hawley was one of nine citizens of the Bridgeport, Connecticut area who were given an award in May, by the Bridgeport chamber of Commerce, as Senior Builders.

Harold Payson, Jr. is retired from the U.S. Navy but is actively working for Roger Williams College in Bristol, Rhode Island, where he now lives.

1930
J. Lawrence Barnard's memoirs, "Gently Down the Stream," an excursion into nostalgia which the publisher believes will "enchant those who yearn to escape the encircling stridencies of 'reality,'" was published in October by Walker & Co.

1931
Thomas Rodd, vice-chairman of J. P. Morgan & Co., will retire from that post at the end of the year, but will remain as senior adviser until the mandatory retirement age of 65.


George H. Hogle, M. D., busy with private practice and family and couple therapy in Woodside, California, and as clinical assistant professor of Psychiatry at Stanford University, is also a consultant on heart transplant and cancer research units. He says that, to him, "the big movement in my field now is holistic medicine, including biofeedback, relaxation, and meditation."

1932
Dallas Pratt, M.D., has written a comprehensive study of animal experimentation from the humanitarian point of view. Entitled "Painful Experiments on Animals," it is published by Argus Archives, New York City.

1933
Henry Hope Reed contributed a long and sympathetic review, to the London Times Literary Supplement in August, of Rolf Keller's, "Bauen als Umweltzerstörung" ("Construction as World-wide Destruction"). Are there other alumni, he wonders, who review for the TLS?

1934
Thomas L. Fisher, 2d, still on the faculty of the Fletcher School of Law and Diplomacy, is also a director of the Center for International Visitors, in Boston.

The Rt. Rev. Paul Moore, Jr., Bishop of the Episcopal Diocese of New York, has committed the weight of his personal and official prestige to an effort, shared by many other religious leaders of New York City, to persuade the city's business community that it has a moral responsibility for the economic health of the city and should base decisions on moral criteria as well as considerations of financial profit.
1940
William T. Glidden was a Ford delegate from the Massachusetts Sixth Congressional District to the Republican National Convention in August.

1942
Osborn Elliott has become Deputy Mayor of New York City, as a dollar-a-year man heading the city's economic development efforts. It will be his job to try to make New York City more attractive to businessmen and persuade them to make new investments there.

1943
Robert V. Lindsay, an executive vice-president of Morgan Guaranty Trust Co. of New York, since July 1, will become head of the bank's personnel and services division on January 1, 1977.

1945
Alexander M. Vagliano, became an executive vice-president of Morgan Guaranty Trust Co. on July 1, and succeeded, on October 1, to the post as head of the bank's international banking division formerly held by Lewis T. Preston, '44. Preston became a vice-chairman and board member of J. P. Morgan & Co. on July 1.

1949
Leonard S. Davey, Jr., general manager of Station WJAR-TV, Channel 10, in Providence, Rhode Island, since February, 1975, was named in late August to be a vice-president of the Broadcasting Division of the Outlet Company.

1950
Geoffrey Gates and his wife, Wende, happily announced the birth of a son, Christopher Devlin, April 27, 1976.

1951
Alfred M. C. MacColl has become director of development at Albany Academy.

1952

1953
Harris S. Colt and his wife, Margaretta, have opened in New York City a book store dealing exclusively in military, naval, and aviation history—a specialization which they believe to be unique in the northeast if not in the whole United States. They also carry a selection of original prints and posters, as well as periodicals.

Randall W. Hackett was married to Eleanor C. McLean, daughter of Mr. and Mrs. Thayer Cummings, October 9, 1976, in New York City.

Paul E. Phillips, M. D. has been promoted to Associate Professor of Medicine at Cornell University Medical College, and associate attending physician at the Hospital for Special Surgery and the New York Hospital, in New York City. He is continuing to do full-time research, teaching, and practice in arthritis. This year he has been an invited lecturer at national and international medical conferences in Utah and Finland, and visited the Soviet Union as a United States delegate in the joint USA/USSR Cooperation in Arthritis.

1954
Duncan Whiteside is administrator of "Transitional Services," a residential and vocational program for discharged psychiatric patients, in Queens, New York.

1955
Nicholas W. Craw, who has been a driver of racing cars since 1968 but took time out from 1970 to 1974, as a consultant for the Office of Economic Opportunity and Director of the Peace Corps, is back in his preferred career, driving for a North Carolina stock car team. Although he did not take part in the so-called "radial challenge" series run by the International Motor Sports Association until its third year, he leads in races won and stands third in total points.

W. Barnes Hunt writes that he has moved his independent investment counseling company, Own Canoe Corporation, into larger quarters in the Lincoln Building in New York City. "Among other things, mind you," he adds.

1956

A card from Thomas B. Trumpy brought a delayed "supplementary 20th Anniversary Report" to his Form: "Trumpy and Cooley lifted several glasses with their respective friend and wife in Venice on May 29. We hope those assembled in Concord had as good a time."

1957
Alden H. Irons has been transferred by the United States State Department to Port-au-Prince, Haiti, as chief of the political section in the American Embassy. He and his family expect to remain in Haiti until August, 1978. His most recent previous assignment was as political officer and labor attaché at the Embassy in Helsinki, Finland.

SPS Chairs, Plates, etc.

The School Chair, black with cherry arms, and carrying the School shield in gold, 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 $9.00 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, $3.50

Halcyon and Shattuck ties are available at the Store to those eligible to wear them, at $6.50.
1958
Henry Huntington Janin is now political officer at the American Embassy in Accra, Ghana. A letter received in early September announced that he and Ann Stewart Wandner planned to be married in Washington, D. C., in November, 1976.

Guy G. Rutherford, Jr. and his wife announced the birth of a daughter, Elizabeth Frances, August 18, 1976.

1959
Thornton C. Carpenter is senior analytical chemist for the Midwest Research Institute in Kansas City, Missouri. In this capacity, he is assistant project leader for the Analytical Chemistry Facility of the National Cancer Institute's Bioassay Program. He reports that the move to Kansas City with his wife and two children “has been a fine change for all of us and a big step in the right direction.”

1961
John Howard Francis Shattuck is now director of the Washington, D. C., office of the American Civil Liberties Union. Among his stated goals is to seek legislation to control Federal intelligence agencies and to end “the subversion of political freedom” in the name of national security.

CHANGES OF ADDRESS
To simplify the keeping of up-to-date addresses in the School and Alumni files, alumni are asked to send any change of permanent address, with Zip Code, to Development Office
St. Paul's School
Concord, N. H. 03301
The Development Office will be able and glad to help any alumnus locate a friend whose address has changed.

1962
Frederick K. Burt and his wife, Vivian, who were married April 19, 1975, in Princeton, New Jersey, are rejoicing in the birth of a son, Eric Haviland, born August 8, 1976. Burt is with RCA Global Communications in New York City.

Richard E. Schade received his Ph. D. in Germanic Studies from Yale University in June. He and his wife and daughter have been in Germany from August to December with a group of University of Cincinnati students on a work-study program.

1963
John H. Chamberlain is vice-president and general manager of two commercial banks operated by the First National Bank of Boston, in Bolivia, South America. In addition, he has recently been named executive president of the Boston Finance Corporation S. A., in La Paz. Now the father of a son and a daughter, he has been in Latin America for eight years. The outlook from 13,000 feet in the Andes, he says, “is quite good and the chances of returning to sea level not too likely.” He reports that Donald Maur “is alive, happy, and all over, in Nassau.”

Arthur E. Laidlaw, Jr. was married to Kimet Eileen Mooney, daughter of Mr. and Mrs. David W. Mooney of Purchase, New York, at Stratton Mountain, Vermont, Oct. 16, 1976. Both bride and groom work for the Stratton Mountain ski area.

1966
Thomas N. Oates was ordained to the Episcopal diaconate, by the Rt. Rev. Alexander Stewart, bishop of Western Massachusetts, September 25, 1976, at the cathedral in Springfield.

1967
Harry Griffin Billings was married to Deborah Coolidge Woodward, daughter of Mrs. John D. Runyan of Dayton, Ohio, and the late Robert Woodward, September 25, 1976, in Dayton. Billings is general manager of the Chart House, a restaurant in Duxbury, Massachusetts.

Stephen Van Rensselaer Lines, 4th, was married to Mary Backus Adams, daughter of Mr. and Mrs. Worthington M. Adams of Farmington, Connecticut, July 10, 1976, in South Londonderry, Vermont, where the bride's family have a summer home. Lines is a principal of Armitage Press, in Cambridge, Massachusetts.

1968
With his wife, Joanne, and year-and-a-half old son, John Todd, Ronald B. Russell writes that he is enjoying life on the coast of Maine and would welcome visits from SPS friends.

David W. Sayward graduated from Boston University Law School in June.

Andrew P. Young, Jr. is working at the First National Bank of Boston.

1969
Brian T. Aiken is studying for the B. A. in Classics, at Worcester College, Oxford University, England.

Carlos deZ. Loumiet is on a Marshall Scholarship, studying for the B. A. in Jurisprudence at Wadham College, Oxford University. Now in his second year at Oxford, he expects to graduate in June, 1977, simultaneously from Wadham College and Yale Law School, where he had completed two years of study before going to England. Both he and Brian Aiken would be delighted to see any friends or former classmates who may be passing through Oxford during the coming year.

1970
William T. Gildden, Jr. is studying at Yale's Graduate School of Forestry and Environmental Studies.

Nathaniel T. Wheelwright was married to Eugenia Stevens, daughter of Dr. and Mrs. Alexander Raymond Stevens of Seattle, Washington, September 2, 1976, in Seattle.

Clement B. Wood, 3d, and Lisa R. Wolfson are engaged to be married in March, 1977. Miss Wolfson is the daughter of Mr. and Mrs. Richard F. Wolfson of Coral Gables, Florida.

1971
Charles Albert Kiger was married to Vida Kajfez, daughter of Dr. and Mrs. Darko Kajfez of Oxford, Mississippi, September 4, 1976, in Oxford.

David B. Reath was married to Wendy Marjorie Hitt, daughter of Mr. and Mrs. Charles Hitt of San Juan, Puerto Rico, August 21, 1976, in San Juan. Reath is in his second year at the University of Texas Southwestern Medical, at Dallas.

1972
Patrick H. Fairley has been accepted on an early decision application, by Georgetown University Medical School.

Willis M. Homea was married to Ruth Alice Rawlings, daughter of Mr. and Mrs. Thomas Carter Rawlings, August 21, 1976, in Water Valley, Texas.

Cynthia Mann is engaged to be married in January, 1977, to William David Olson, son of Mr. and Mrs. Joseph Olson, Jr. of Nashua, New Hampshire.

1973
James B. Brooke, a senior at Yale, spent much of the year 1976 on a broad sweep through South America. “In January,” he writes to his Form Agent, “I flew to Manaus in the Amazon, from where I took a boat to Belém. Unfortunately the boat left me behind at the first stop — a small village. Macho bucks later I got to Belem, from where I took buses to Rio, seeing most of the Brazilian coastal cities. I was in Rio for five months freelancing for a local English language daily and researching on censorship of the press for my senior paper at Yale. I left via São Paulo and Iguacu Falls to N. Argentina. Paraguay refused to let me in because of my backpack. From Montineros country I went to Bolivia for two weeks and then to Peru for another two. I hiked the Inca trail to Machu Picchu.
After one week in Ecuador, I rolled into Colombia, making it to Bogotá last week. A lot of long bus rides in small seats! I got back from Bogotá with a big $15 in my pocket."

William T. Godwin and his wife, Susan, are parents of a son, Michael, eight months old. Godwin attends Berkley School of Music.

George S. Stillman, Jr. was married to Frances Collins, daughter of Mrs. Phyllis D. Collins and Mark M. Collins, August 14, 1976, in Dark Harbor, Maine.

1974

Brady P. Fowler reports himself "alive and living in Somerville, MA, where he is pursuing the fine and ancient art of clowning, under the auspices of the Theatre 369, also of Somerville. He plans to attend Brandeis University in January, to study more theatre and learn some German."

Christopher R. Gayle was married to Lorinda LaBrie, September 11, 1976, in Haverhill, Massachusetts.

1976

Charles E. B. Altekruse, a member of the SPS Crews of 1975 and 1976, rowed in a four with cox on the United States Rowing Team last summer, winning a silver medal in the Junior World Championships in Austria, where his crew lost to the East Germans.

Deceased

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

'05 — Samuel Crowell, Jr., October 22, 1976
'16 — Douglas R. Wilson, Sept. 8, 1976
'21 — William B. Dinsmore, Jr., June 17, 1976;
'21 — Talbot Wegg, date unknown
'27 — Stanford C. Mallory, Sept. 29, 1976
'28 — Philip K. Crowe, October 16, 1976
'30 — Ogden H. Hammond, Oct. 18, 1976
'37 — Charles M. Baxter, Jr., Sept. 4, 1976
'38 — Bertram D. Coleman, Oct. 28, 1976
'38 — Curtis S. Read, September 22, 1976
'40 — Stanley B. Smith, June, 1976
'49 — John E. Rhodebeck, July, 1976

'12 — David Wooster King died September 5, 1975. He studied at St. Paul's for six years, graduated in 1912, and entered Harvard, but left college after two years, upon the outbreak of World War I, to enlist in the French Foreign Legion. He served in the French heavy artillery and was in the heat of action at Verdun in 1916, and on the Somme in the following year. In November, 1917, he transferred to the U. S. Army as a first lieutenant and was later assigned to the 37th Field Artillery. After the war, he was an accountant for a business concern in Somerville. He plans to attend Brandeis University in January, to study more theatre and learn some German."
the Institute was broken up by governmental anti-trust action, he joined the American Sugar Refining Co., remaining with that company until World War II. He served for three and a half years in the Navy, becoming executive officer of the amphibious training base at Bizerte, Tunisia, during preparations for the invasion of Sicily. Later, he was assistant naval attaché at the United States Embassy in Guatemala City. After the war he was connected with a number of sugar-related ventures, including sugar brokerage and the use of cane residues. By his long experience he was an expert in all aspects of the sugar business and welcome as a writer of articles for trade publications up to the time of his retirement five years ago. Boyhood pack-train camping trips with his father in the Sierras and California desert areas had shaped his lifelong love of the wilderness and he had many happy vacations with his own eldest son and grandchildren, canoe-camping on the Maine lakes. He was a dependable companion in all weathers. He is survived by three sons, T. Burnet Fisher, '42, Evan T. Fisher, Jr., '51, and Peter B. Fisher, '56; eleven grandchildren, and one great-grandchild.

'19 — Everett Pepperrill Wheeler, a geologist who made the first detailed maps of northern Labrador, died at his home in Blue Mountain Lake, New York, October 30, 1974, at the age of seventy-four. The son of David E. Wheeler, '90, and a student at St. Paul's from 1914 to 1919, he was a member of the Scientific Association and Forestry Club, and a supervisor in Twenty, and played on the Delphian football team in the year of his graduation. His A. B. degree was from Cornell University, where he stroked the varsity crew. He went on to earn an M. S. in 1926, and a Ph. D. in geology in 1930, both from Cornell. Except for a period of service in the Army Corps of Engineers in World War II, his entire career was in geological research and teaching. He had been a geologist for the National Lead Co. of Yahawas, New York, and led the British Newfoundland Exploration Company's expedition searching for iron ore in Labrador in 1955. Beginning in 1956, he was employed continuously by Cornell University, and at the time of his death he was senior research associate in geology at Cornell, and adjunct professor of geology at Syracuse University. He made a total of twelve expeditions into northern Labrador, some of them lasting a year or more, and was usually accompanied by his wife, traveling on foot with sledge and dogs in winter, and with pack and canoe in the short summers. He became fluent in the Eskimos' language and knew every aspect of their way of life. His study and mapping of the ancient anorthosite rocks of that area were influential in interpretation of similar rocks (a primary source of titanium) in the Adirondacks, while his detailed geologic maps of 10,000 square miles of Labrador served as the basis for indexing the first aerial photographs of the previously unmapped region. In recognition of his mapping of the lower part of the Whale River and Ungava Bay, a river and a lake have been named after him. He was a fellow of the Geological Society of America and of the Royal Geographical Society of London. His wife, Eleanor Sherman Wheeler survives him.

'21 — Pearce Bailey, a neurologist of international note, died in Washington, D. C., June 23, 1976. Leaving St. Paul's in 1920, at the end of his Fifth Form year, he went on to extended study in the field of psychology and psychiatry, earning his bachelor's degree at Princeton, master's degree at Columbia, doctorate at the Sorbonne in Paris, and medical degree at the Medical College of South Carolina. He studied with Freud, Jung, and Adler in Europe and, with Otto Rank, founded the Psychological Center in Paris. He began practice as chief resident of the neurologic service at Bellevue Hospital in New York City. Later, he was chief of neurologic service at Philadelphia Naval Hospital during World War II. From 1946 to 1956, he worked for the Veterans Administration in Washington, D. C., organized its department of neurology, and served as a neurologist at Washington hospitals and as professor of clinical neurology at Georgetown University. In 1956, he became the first director of the Institute of Neurological and Communicative Disorders and Stroke, then known as the National Institute of Neurological Diseases and Blindness, and three years later went to Belgium as director of the institute's international neurological research program. For the last nine years of his active career, before retirement in 1971, he served as chief of the institute's inter-American activities in San Juan, Puerto Rico. He was a former president of the American Academy of Neurology and of the American League Against Epilepsy, and secretary-general of the World Federation of Neurology, held membership in a great many local and national medical societies, and was an honorary member of fifteen foreign societies. His work and writings brought him many honors: he was made a commander of Public Health by the French Government, and was a member of the Pan American de Orden "El Sol del Peru." The son of Pearce and Edith L. Bailey, he was born July 22, 1902, in New York City. He is survived by his second wife, the former Anna Lee L. Hampshire, whom he married in 1969.

'21 — John Edward Parsons died at "Lounsberry," his home in Rye, New York, July 20, 1976. The son of Herbert Parsons, '86, and Elsie Clews Parsons, he was born August 14, 1903, in the same house in which he died. Attending St. Paul's for five years, he played on the second Old Hundred football team and rowed on the winning Shattuck Crew of 1921. He was a Ferguson Scholar in his Fourth and Fifth Form years, chaired the Cadmean, and consistently led his Form and the School at rankings, graduating summa cum laude. He graduated from Yale in 1925 and from Yale Law School in 1928, spending a year thereafter as clerk to Chief Justice William Howard Taft in Washington. The practice of law in New York City occupied him until commissioning in the spring of 1942 as a lieutenant USNR. Attached to Cominch Headquarters, his job was to track the German U-boats, which took him on temporary duty in the Atlantic and to the Admiralty, London. In this assignment, an earlier facility at reading Delphian football signals proved most useful. Promoted to commander at the close of World War II, he received a Navy unit citation, Navy Commendation Ribbon, and the Order of the British Empire. Since school days a collector of American antiquite firearms, he wrote the catalog, "Percussion Colt Revolvers and Conversions," for the Metropolitan Museum of Art in 1942, and published later, "The Peacemaker and its Rivals," "Henry Deringer's Pocket Pistol," "The First Winchester," and "Smith & Wesson Revolvers"—books praised for their authenticity and objectivity. Another book, "West on the 49th Parallel," a study of the U. S. boundary with Canada, appeared in 1963, but a sequel, "The Bounding of Maine," was left unpublished at his death. The sport he enjoyed most was fishing for salmon, for which he visited the rivers of Anticosti Island for more than thirty seasons. He was a vice-president of the New York Historical Society, contributing many articles to its Quarterly. For nearly fifty years he was a member of the Lenox Library Association of Lenox, Massachusetts, was long a member of its standing committee, and was senior trustee at the time of his death. He is survived by his wife, Fanny Wickes Parsons; a son, John E. Parsons, Jr., '56; a daughter, Fanny Parsons Cullerton; two grandchildren, and two brothers, Herbert Parsons, '27, and Henry McIvaine Parsons, '29.

'22 — Richard Marshall Bond died September 25, 1976, in St. Croix, U. S. Virgin Islands, where he had lived and worked since 1952. He was seventy-two years old. The son of Marshall Bond, '94, and Amy Bond, he was born in New York City, but spent his boyhood in Santa Barbara, California, and from there came to St. Paul's in the fall of 1918. He wrote prolifically for the Horae during three of his four years at the School and became an assistant editor in the spring of his Fourth Form year. He was also a member of the Cadmean and the Scientific Association and winner of the Vanderbilt Prize in the Natural Sciences in 1921 and 1922. Following graduation from SPS in 1922 and from Yale in 1926, he studied for a year in Vienna. Later, he earned a doctorate in zoology at Yale. He taught for several years at Cate School, in Carpenteria, California, but then turned towards the main stream of his career, in wildlife management for the National Park
Service and later in soil conservation projects, in California. In 1932, he went to St. Croix for the Interior Department, but after a year took over the job of running a laboratory for the Department of Agriculture, doing research on soil, crop rotation, livestock, and related problems of economic importance to the entire Caribbean area. Traveling extensively in the area served by the laboratory, he continued at his head for nearly a quarter of a century, making significant contributions in zoology, biology, and agronomy. In the early part of 1976, he spent four months doing soil analyses in American Samoa for a private concern. He was a lifetime member of the American Association for the Advancement of Science and an ecologist in the best sense of the word, who believed that a healthy environment is essential to survival of all forms of life. He was a deacon in the Episcopal Church in St. Croix. Surviving are his wife, Edith Bond; a son, Richard; two daughters, Annette and Edith; a daughter by an earlier marriage, Jacqueline Brown; two granddaughters, and a brother, Marshall Bond, Jr., '27.

"22 - Theodore Wood Friend, Jr. died June 20, 1976, in Pittsburgh, Pennsylvania. A native of Pittsburgh, born February 28, 1903, he entered St. Paul's in the First Form in 1916 and followed the full six-year course to graduation in 1922. He became a member of the Cadmean and the Scientific Association and had the unusual distinction of winning letters in both crew and baseball. In 1919 and 1920, he coxed the Halcyon Crew; then, having put on weight, he went out for baseball and played on the Isthmian and SPS teams in the spring of 1922, starring in the game between the School team and Concord High—a game every detail of which he remembered to the day of his death. He attended Yale briefly and then entered on a business career. For many years he was a member of the Pittsburgh stockbrokerage firm of McKelvie Co. (now Parker, Hunter), and was a partner when he retired in 1950. He was an ardent fan of the Pittsburgh Pirates baseball club, from the time when he attended World Series games in Pittsburgh at the age of six, with an encyclopedic memory for batting averages and personalities of every player, over the years. After age forced him to give up golf, he occupied his leisure with a variety of recreations—among them, backgammon, bridge, bird watching, and keeping up with the world of sports. A staunchly loyal alumnus of SPS, he was a warm and gregarious man with a zestful sense of humor and an uncanny ability to remember faces and voices. He had friends of all ages. He is survived by his wife, the former Eugenia A. Blount, whom he married in 1956; two sons of a former marriage, Theodore W. Friend, 3d, '49, and Charles W. Friend, 2d, '51, and six grandchildren. His mother, Mrs. Theodore W. Friend, Sr., was living at the time of his death, but has since died.

"23 - Huntington McLane died in Falmouth, Massachusetts, June 4, 1976. Born October 16, 1903, the son of Henry R. and Alyss Schroeder McLane, he entered the Second Form in 1918. He was a good scholar, became a member of the Cadmean and Forestry Club, and was secretary of the Golf Club in his Sixth Form year. In the fall of 1922, he and his brother, Henry R. McLane, '24, were winners of the Garretson Cup for foursomes, and in the spring of 1923 he became golf champion of the School, winning the Strong Cup. After graduating from Yale in 1927, he worked for ten years in the New York City brokerage firm of Jessup and Lainton; but in the late thirties he left the city to devote himself full time to an occupation more in keeping with his love of the outdoors, horseback riding and hunting—running a cattle farm in Millbrook, New York. He served for three years in the Army in World War II, chiefly in the Southern European campaigns. In 1948 he gave up the farm in Millbrook and moved to Falmouth. He is survived by his brother; his wife, Edith McLane; a son, Jonathan T. McLane, '57; a daughter, Judy Hall, and a sister, Alyss Palmer.

"25 - John Griswold Livingston, Jr. died at his home in Princeton, New Jersey, June 28, 1976. He was born in Lawrence, New York, June 29, 1907, the son of John G. and Clara Dudley Livingston, and entered St. Paul's in 1920. He became a member of the Library and Scientific Associations, graduated in 1925 and went on to graduate from Princeton in 1929. From 1936 to 1948, he was associated with the food distributing firm of Penick & Ford, Ltd., of New York City, and after 1948 he was regional manager of National Distillers Corp. He retired in 1967. During World War II, he served for three and a half years in the Navy, in the Pacific theater, rising to the rank of lieutenant commander. He had been a fund raising administrator for Princeton University, Princeton Day School, and the Board of Overseers and Missions of the Presbyterian Church in the U.S.A. A descendant of Robert Livingston, first Lord of the Manor of Livingston, he was a member of Colonial Lords of the Manor, and of social clubs in Princeton and New York City. He was a devoted family man and friend, enjoying varied enthusiasms—stamps, railroads, bagnipes—and he had formerly been a fine golfer and lawn bowler. He is survived by his wife, Deborah Locke Livingston; a daughter, Mrs. Alfred N. Lawrence, Jr.; a stepdaughter, Carol Cooley; a stepson, Howard Cooley, 2d, and a brother, W. Dudley Livingston, '21. He was also a brother of the late Robert C. Livingston, '27.

"27 - Timothy Lester Woodruff, a pioneer in the shrimping business in the Republic of Panama, died in the Canal Zone, June 19, 1976. Born in Syracuse, New York, July 17, 1907, the son of John E. and Eugenie Grey Watson Woodruff, he studied for two years at St. Paul's and completed his secondary education at schools in Wyoming and at Pawling, New York. Until World War II, he worked in New York City, in the Grace Bank and in Sterling, Grace & Co., Inc., but after three years' service in Europe as a second lieutenant in the Corps of Engineers, he married and settled in Panama. He was an avid fisherman, both fresh water and salt, who won several trophies, usually for the heaviest fish taken on the lightest tackle. He is survived by his wife, Marjorie Bassler Woodruff; two sons, John E. Woodruff, 2d, and Timothy L. Woodruff, 3d; two stepsons, Warren P. and Robert E. Baker; a sister, Eugene Woodruff MacLeod, and six grandchildren.

"29 - Albert Tracy Johnson died June 16, 1976, in New York City, of complications following open heart surgery in April. The son of George T. and Esther S. Johnson, he
was born in Columbus, Ohio, August 1, 1910, and entered St. Paul’s in the Third Form with his twin brother, George T. Johnson, Jr., ’29. He became secretary of his Form and one of its strongest leaders, and later served loyally as a Form Agent from 1966 to 1972. He was Delphian football captain in his second year on the club team and baseball captain in his third, substituted on the Delphian hockey team in 1929, and was a member of the Delphian track team. Also in his Sixth Form year, he played SPS football and baseball and was president of the Athletic Association. He was a member of the Cercle and the Cadmean, and his combination of scholarly and athletic achievements was recognized by the award of the Frazier Prize in 1929. After graduating from St. Paul’s, he was a leading member of the class of 1933 at Yale. His first employment was with the Air Reduction Sales Co. in Ohio. For three years of World War II, he served in the Navy as an aircraft mainland officer in the Pacific theater, and afterwards he worked for railroad supply firms: the Buckeye Steel Castings Co., and Youngstown Steel Door Co., of which he was vice-president. For the last years of his active business life, he was a self-employed manufacturer’s representative. In 1972, he moved permanently to his summer home in Sagaponack, Long Island. He is survived by his brother; his wife, the former Barbara Duncan; two sons, Albert Tracy Johnson, Jr., ’59, and Michael T.ewksbury Johnson, ’64; a daughter, Mrs. Diane Johnson Embree; a sister, Jane J. Webster; his stepmother, Mrs. George T. Johnson, Sr., and three grandchildren.

'33 — Stephen Clegg Rowan, Jr., died in Baltimore, Maryland, August 11, 1976. The son of Stephen C. Rowan, ’99, he was born in Washington, D.C., December 4, 1917. He studied for five years at St. Paul’s and one year at Yale; then joined the Electric Boat Co., in Groton, Connecticut. In April, 1941, he enlisted in the Army, serving for the duration of World War II, as an ammunition officer with the Ordnance Department in England and, later, as a motor vehicle assembly officer in Cherbourg, during the campaigns of Normandy and Northern France. After the war, he worked for the Pennsylvania Bureau of Forests and Waters, returning to active military duty for the years of the Korean War. He retired from the Army in 1954. In 1963, he moved to Baltimore, where he worked as an appraiser for the Federal Highway Administration. He was a member of Old St. Paul’s Church and secretary of the St. Andrew’s Society; also vice-commander of the Military Order of the Loyal Legion in Maryland. Among his recreations were sailing and racing small boats on Chesapeake Bay and hunting with the Timber Ridge Bassets. He is survived by his wife, the former Elizabeth Anne Hopper; a son, Hamilton; three daughters, Dorothy, Deborah, and Sally, and two sisters, Mrs. William W. Wilbourne and Mrs. William C. Lucas.

Among thirty-eight Harvard men whose deaths in the Korean and Vietnam Wars were commemorated in a special service in Harvard’s Memorial Church on November 11, 1976, were two SPS alumni, Bigelow Watts, Jr., ’41, and Peter W. Johnson, ’62.

'34 — George Warren Wyckoff, Jr., died in Pittsburgh, Pennsylvania, September 29, 1975. He was forty years old. He attended St. Paul’s for two years, 1950-52; then transferred to Berkshire School, graduating from there and from Trinity College. He was a trust officer with the Mellon Bank in Pittsburgh, from 1960 to 1971, and from then until his death was president of the Lea Co., a private Pittsburgh investment company. Though he was active in a large number of educational and charitable organizations in the Pittsburgh area, strong personal interests came to focus in his study of the Eskimos of Baffin Island and the film he made about their life, and in his participation in a 1973 field expedition of the Carnegie Museum of Natural History to Yellowstone National Park, where he photographed much of the audio-visual portion of the museum’s Rocky Mountain Elk Group exhibit. He is survived by his father, George W. Wyckoff, Sr.; his wife, Eleanor George Wyckoff; two sons, George W. and William D. G. Wyckoff, and a daughter, Michelle R. Wyckoff.

'54 — Robert Kay Shoemaker died suddenly of a heart attack, July 10, 1976, while riding a roller coaster at a Tampa, Florida, amusement park. He was thirty-nine years old. He was a reporter for the Tampa Tribune and had earlier been a reporter for the Philadelphia Evening Bulletin and the Atlantic City Press. The son of Mr. and Mrs. Benjamin H. Shoemaker, 3d, he attended St. Paul’s from 1950 to 1952, and completed his secondary schooling at Germantown Friends School in Philadelphia. He later studied at Pennsylvania State University and Temple University Law School. He is survived by his parents; his wife, the former Phyllis Becker; two sons, Kurt and David, and a daughter, Kathryn.

'74 — Kim Karel Kemp and a close friend with whom she was making a vacation trip to California both died, July 17, 1976, on an interstate highway in Silver Bow County, Montana, when their jeep was struck from behind by an intoxicated driver. She was a dean’s list student of animal sciences at the University of Vermont, where she had just finished her sophomore year but who had decided to transfer to a western college in the fall and to Cornell in January. Born February 26, 1957, in Port Jefferson, New York, the daughter of Allan R. and Lucetta Kemp, she attended Green Vale School, and entered St. Paul’s in the Fifth Form in 1972. She became a member of the Pelican staff and quickly earned a place on the undefeated varsity field hockey team which played a series of matches in England in the spring of 1975. The following year, her strongly competitive spirit made her one of the three highest-scoring players on that remarkable team. She loved and was trusted by animals and had always been surrounded by them; even more, by her many friends, her lively smile, happy disposition, warmth, and kindness are vividly and gratefully remembered. She is survived by her parents; a brother, G. Paul Kemp, and a sister, Laurie Lucetta Kemp.
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