## Alumni Horae

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

Julien D. McKee, ’37, Executive Director; Roger W. Drury, ’32, Editor, Sheffield, Mass. 01257

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### ST. PAUL’S SCHOOL CALENDAR

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

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<td>Spring Term opens</td>
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<td>Interscholastic Regatta at Worcester, Mass.</td>
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<td>Hundred and Twenty-first Anniversary</td>
<td>June 3-5, Friday through Sunday noon</td>
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<td>Graduation of Sixth Form of 1977</td>
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<td>Last Night</td>
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<td>Advanced Studies Program ends</td>
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<td>122d Session begins — all students arrive</td>
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**Vol. 57 NO. 1 SPRING 1977**

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## Alumni

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*The Cover:* Robert W. Rae, 2d, '77, made use of the Winter Term Independent Study option to study the flute.  
*Photo Credits:* Martha Mae Emerson, Cover 2 and pp. 3, 4, 8, 26, 28, 29, 31; Bradford Herzog, p. 14; Robert W. Owen, Cover 1 and pp. 7, 9, 10, 11, 17, 18, 19, 20; R. W. Drury, p. 12.
The Rector’s Letter

Dear Alumni & Alumnae

What winter weather! While reading and hearing about the rigors of severe weather in other parts of the country, we have experienced a long and very cold winter here in Millville—actually, the second coldest on record. Not much colder than the winters you remember, to be sure! The temperature remained below 32° for the first six weeks of this term, most of the time well below that level. Two storms early in January brought thirty inches of snow; thereafter dustings of four to eight inches were frequent.

The severe weather has not been entirely unwelcome to the School. Early in February, while walking to a Sixth Former as we talked to the Schoolhouse one morning, I remarked casually: “Nice day, isn’t it?” The temperature at that moment was 17 degrees, and the sky overhead a deep blue as the day was crisp and sharp and perfectly clear. The Sixth Former replied, “Oh, yes, Mr. Oates. But we haven’t had a bad day since the middle of November.”

School life and youth and many activities are made for the fine outdoor conditions we have had, even with the snow and cold. Cal Chapin reports the black ice on the Pond, some twenty-four inches thick, provided our best skating in twenty years. Skiing, too, has been superb: on our five-kilometre Nordic trail in the woods below the Gymnasium; on the many trails that wind throughout the School’s 1,800 acres, used daily by forty-five students whose winter sport has been cross-country skiing (used daily, also, by many faculty and spouses, converts to this fine sport); on our new eighteen-metre jump.

The School has been busy not only with vigorous outdoor sports, but also with indoor sports: basketball and squash, SPS and JV hockey in the Gordon Rink, gymnastics and wrestling in the Gymnasium.

The School has been busy, yes: in many ways. Each day until the last week of February, eight or ten or more families visited us with sons and daughters to talk about School life and the requirements for admission. Students have enormously helped our visitors, and the School, by serving as guides for tours of the grounds and buildings. These student guides are given the opportunity of writing a brief appraisal of candidates, which then is added to the many reports we receive from teachers and headmasters and principals and friends. All these materials are available to members of the Admissions Committee as they consider applications. I found the following student appraisal of a candidate in an application record I was studying the other day: “Good over-all attitude. Talkative. Interested. Polite.” Brief, informative, sympathetic and understanding. We are constantly reminded of the sensitive qualities of our students.

Academic achievement also continues to be a source of satisfaction to us, particularly at advanced levels, where student interest and initiative and energy combine with thoughtful support and direction from faculty. The result is sometimes quite remarkable. A Sixth Former spent last summer and fall in Cambridge, Massachusetts, working on a project in the Independent Study Program. In December his supervisor, a Harvard professor, reported that the work of this student is similar in quality to that of graduate students. How well prepared this Sixth Former was for such a successful venture, thanks to the continuing hard work of the faculty! Thorough and painstaking teaching, interest in students and support for their initiatives and their continuing growth and development—all lie behind such achievements. Students and School are constantly mindful of the careful attention of our faculty.

Successful initiative? Well, yes, and that reminds me of myself! Since writing to you in October, Jean and I have been married. In fact, since writing, the idea of our marriage appeared on our horizons and was nurtured, and then achieved in London during the Christmas vacation.

Though we have known each other many years, plans for our marriage came along this fall rather suddenly. In retrospect, my preoccupation with the School in recent years astounds me. As a teacher I have spent hours, many hours, exhorting others to learn, to be sensible, to be thoughtful, to be deliberate—but not too deliberate. I have learned my own lesson!

During this term, I have travelled extensively for The Fund for SPS. To Chicago, Pittsburgh, Florida, Philadelphia, New York, Boston. I always leave the School with mixed feelings. It is a joy to see alumni
and friends around the country, in their homes and at their work. It is a joy to experience the country again, now with Jean by my side. But I do inevitably regret the time that I spend away from the students and the School. Hundreds of alumni and friends are making sacrifices of time and effort and money. The Fund is so important to the future of this extraordinary School that I must do all that is in my power to support those who are supporting us. And I am grateful for their efforts.

Well, the Winter Term is over. It is Wednesday morning, March 9th, as I write. In a few minutes the sound of diesel engines propelling buses up the hill, past the Rectory, and on to Logan Airport and the Route 128 railroad station, will signal the departures of students. Another portion in the School’s long and continuing history is completed.

The Spring Term will bring many of you here, at Anniversary and at other times, we hope, to see and feel at first hand what we are doing. We welcome your interest and your continuing personal participation in the developing life of the School. The School needs your attention and your support. Thank you for all that you are doing for boys and girls and faculty—for all that St. Paul’s School is and means to all of us.

Sincerely,

March 9, 1977
The School in Action

"well, it was a winter"

Theodore Yardley

Having a Mrs. Oates in the Rectory means a new and gracious presence this term. Not that Jean was not here before, you understand—but we all appreciate her in her new role. The faculty welcomed Mrs. and Mr. Oates back from their Christmas wedding in London, on the eve of the new term, with a reception, given by the Vice-Rectors, in Hargate. Further, the Faculty Spouses' Group has a charming new member.

That group has grown out of the discussions about our common life, which were one of the good by-products of considering "visitation." It plans to continue its effort to bring together those who are married to teachers, and to help new faculty spouses learn and enjoy the ways of the tribe. (Dear Edwin Newman, author of "A Civil Tongue" and other works critical of certain usages: "Spouse" has a very specific meaning here. There are at least a few men in this role.)

So, by now, who is not aware that we have "extended visitation" in the dormitories? The four daily chapels just before the Mid-Winter Weekend have come to be called a "Week of Thanks," when anyone in the School is invited to show gratitude with a song, a talk, a skit, a prayer. The Rector chose the opening morning of the Week of Thanks to announce that, after the Mid-Winter Weekend, dormitories, according to their own decision, might have "extended visitation" (students, with permission, in the hallways and rooms of members of the opposite sex) in the afternoons and early evenings.

It was a time for the Rector to thank everyone, students and teachers and spouses and parents and friends of the School, for thousands of hours of study getting ready—for the process which has made us a little more close and understanding and, therefore, more ready.

Intervisitation, locally controlled

How's it going? I leave that to wiser heads. I know that I heard a young lady suggesting a ping-pong game to be played in a boys' dorm near where I live. She was given the qualified welcome, "You'll have to come in the afternoon. We don't let girls in after supper." Local control.
A group which may be helping shape the future around here is the committee of teachers and students on minority members, appointed in the fall and settling down to work this winter. Advice from all former minority teachers has been sought, beginning with the present Bishop of Washington, the Right Rev. John T. Walker, who was the School's first Black faculty member. The group has two purposes in addition to its historical survey: to find ways to help admissions people recruit minority faculty and students, and to find ways to help the community make such people true members of itself as soon as possible after their arrival. Dr. J. C. Douglas Marshall of the Classics Department is the chairman, assisted by four faculty members and four students.

**Busts come to life**

Dr. Marshall is leading a series of seminars on the past, as well. Every other Thursday afternoon a group of us are gathering for seminars on the history of the School. The opening meeting was devoted to personality profiles by history teacher José A. G. Ordoñez, covering all the Rectors from Dr. Henry Coit to Dr. Drury. These Rectors, who for some had been merely busts in the Chapel or paintings in the Upper, came down off the wall and lived in the School again.

In a second session, the chairman spoke about the influence of Swiss and American schools (not English) on the group of men who were our founders. We learned also that if you want the first gleam of the idea which later became incarnate in Millville, you read Rousseau's *Emile*. Why? We all hope that after these seminars, which may continue with a couple of sessions of the great local yarns, led by several resident keepers of the lore, the School history will be made available to all in new forms and with renewed respect.

By the way, Sr. Ordoñez will be absorbing more history next year, as an exchange Master at Eton College. Timothy Wilson Smith, an Eton Master, will be on our faculty in Señor's place.

**The Simple Life deflated**

Eliot Coleman of the Form of 1957 came early in February as a Conroy Fellow to remind us of the variety of life-styles among our graduates. He told us he was wearing a (two piece) suit for the first time in months, and a ten-year-old suit at that. This, at a time when shorter hair on boys and a proliferation of three-piece suits at formal occasions are making the School ever more Brooks-Brothers, was of interest in itself.

But more interesting was the story of his efficient organic farm in Cape Rosier, Maine, where he and his wife have a house they built themselves, as well as rich acres they have wrested from Mother Nature, and disciples of their way of life every summer. Mr. Coleman was careful to deflate our "romantic" ideas of The Simple Life. Farming is for those who like to work. Unlike commune, he said.

The roommate problem was well explored by The Master Players in a masterful production of Neil Simon's "The Odd Couple," with Warren Oscar Hulser as the messy one and George Tracy as the neat one. They were supported by Messrs. Faulkner, Hall, Davis, and Doucette as Oscar's poker buddies, and Mrs. Lederer and Miss Cook as a couple of "dames" next door. Alden Flanders directed. What you do with two roommates who are both messy remains the housemaster's problem, but two well-attended performances of this comedy aided the Advanced Studies Program and the P.T.O. of Millville School, where our little ones go.

**Drama, and Dickey Visitors**

The "drama term" might be the name for the winter term, anyway. "Spectacle Molière," by the French Theater of Boston, began the term in January with a delighted audience of hundreds. Thirty-three short plays on ethical issues were written and performed on classroom time in the Introduction to Religious Studies course; innumerable short plays have been produced under Mr. Edgar's guidance, both in and out of the Drama course; and the term ends with the "house plays," entries by each of the dormitories who chose to take part in the Fiske Cup competition.

Perhaps all of this, in addition to the formal education in ethical issues, interpersonal conflicts, and the theater arts, builds toward the aplomb, or poise, which has been the mark of the Paulie/Paullette of the past and recent past. In my time, college teachers used to say one mark of SPS graduates was their ease in conversation with adults—from being long accustomed to seated meals, gatherings at the Master's fireplace, and other features of the School's family life. Of course, many of them always brought aplomb from their parents. But not all.

Visitors on the Dickey Fund continue to stimulate teachers first and students second. A "Dickey Visitor" comes first of all for the members of a department, who learn from him or her directly. The routine usually involves conferences and a special meal in Scudder, and sometimes, but not always, occasions when students may come in. Dr. Donald Murray of the University of New Hampshire has been with the English Department, discussing writing, and running a writing workshop. Professor Monroe Dansker, of the Committee on Applied Mathematics of the National Research Council proved, in his visit to the Mathematics Department, that if a person has ninety dollars and is gambling at a game with 6:4 odds, there is a 98% chance that he will lose the money. Or so *The Pelican* reported. Prudential education, if not moral education!

Alfred Malabre, '48, an economics editor for *The Wall Street Journal*, was a Dickey Visitor to the History Department, to meet the growing interest in the study of economics. And Frank Turner, coordinator of minority ministries in the Episcopal Church, was to complete the term with a visit to the Religion Department.

**Admirable Pelican**

Reviewing what to report to you about this winter term, I naturally turned to the student newspaper. There is not space enough here to include all the news it found fit to print. But I can urge you to write for a subscription to that good paper if you do not take it. A few years ago I would not have urged you to do so. It usually spoke with "the high whine of the spoiled but angry adolescent." But of recent years *The Pelican* has become professional, well-prepared, readable. And it still has a
refreshingly unofficial point of view.

The major concern, for so many, of the Sixth Form year continually reminds us that we are, among other things, a "college preparatory school." In the fall teachers hear from students who would, naturally, like a letter to a college saying, "this is the finest student in my thirty years of teaching." By the beginning of the winter term we are just finishing writing on the last forms for those who did not enter an "early decision" program. Mr. Harman has wisely warned us to write only when we can find real enthusiasm in our hearts, so the writing is usually a pleasure even when the chore is long. And when the results, either early, or in the spring, are in the affirmative, the teacher can feel a certain avuncular, or even maudlin (that's a midwife) pride.

Anyway, twenty-nine of them got in "early," with Harvard, Yale, and Princeton joining the early admissions colleges this year. For the rest of the Sixth Form, as the snows melt, uncertainty hangs over the end of the winter term. Where will I be this next year? The fates will speak in April, a fateful month for many Americans.

Quartet taped in Chapel

Musical events this term have included the Cantata Singers, the Aurora Trio, pianist Judith Felton, the Curtis String Quartet. Those who could receive Durham's Channel 11 on television could watch three concerts by the Concord String Quartet, recorded and taped in our chapel last fall, and enjoy not only the music but some between-the-movements close-up shots of a familiar window, a shield, a carving detail. Sunday afternoon organ recitals were largely attended by people from the Concord area and, of course, our daily chapels are surrounded with good music from the organ, almost weekly performances on the flute, or the violin; from the brass ensemble, or the chorus, or the mighty Madrigal Singers.

Blake on required athletics

"Bud" Blake usually reports on sports in full in another column. But at a recent faculty meeting Mr. Blake reported on some history of athletic requirements, and I have secured his permission to pass this on to you as pertinent to news of "The School in Action." The writer of the next paragraphs is our Head of Athletics, Maurice R. Blake:

"A bit of history is in order. In the early 1950's, I am told, and prior to that, athletics were not required of all students during all terms. Each afternoon, students not participating in athletics were gathered at the Lower Grounds (the gymnasium, in the winter time) and this group was led through some form of athletic activity in order that they get some exercise. They were known, not so fondly, by a name I won't mention. Partly to remove the onus from these students, all students were required to participate in team athletics all three terms from the early 1950's on. For approximately 20 years, Sixth Formers were allowed to petition the Athletic Department for the off term if they had some project they wanted to carry on — an example was the rebuilding of an old automobile.

"A few years ago, along with the advent of Independent Study, the change to the present system was made. Fifth Formers were allowed to take one term off from athletics, and Sixth Formers were allowed to take all three terms off if they so desired.

"I think I am correct in saying that there were several reasons behind this change. It was thought, for example, that Fifth Formers with time off could gain the necessary experience to insure that the time off they might take during their Sixth Form year could be put to better use. From the purely athletic standpoint, it had always been difficult to deal with Sixth Form students who did not have the ability, or interest, to participate on an SPS or a JV team. Uninterested Sixth Formers seemed to have an adverse effect on impressionable Third and Fourth Formers in club activities. Such older students were likely to be those with little athletic ability and desire to take part in any form of physical activity, and it seemed appropriate that they spend their energies doing other things.

"It is interesting to note, however, as the records show, that approximately 50 percent of any given Sixth Form voluntarily takes part in some form of athletic activity each season. For example, 92 of 135 members of the current Sixth Form are taking part this winter — nearly 70 percent. When people speak of the Sixth Form not participating in athletics, therefore, they are actually referring to less than half of the Form in most terms. Many students take part in two seasons, some in all three. Last year 16 took all three terms off: 9 girls, 7 boys. It should be pointed out that, from time to time, there have been Sixth Formers who have elected to take part in club activities even though their abilities were limited. Such students have added immeasurably to the activities and have, in some cases, been of valuable assistance to the coach.

"There are probably other reasons that could be given for terms off for Fifth and Sixth Formers, just as there are possibly reasons for not giving them terms off; but this seems to be where we are right now..."

Shared decision

Well, it was a winter. Where you have been; where we have been. Heavy storms postponed the meeting of the School community with architect Norman Pfeiffer. Five days later, the weather still below zero and the snow still coming, one hundred seventy of us made it to the Reading Room for a presentation of plans so far on the proposed Performing Arts Center. However the details come out, we all feel a part of the eventual decision after this and other meetings and discussions. The local community roundly disapproved of Mr. Pfeiffer's first location for the building. Now we know it won't be there. If I were an architect making a proposal like this one, I would propose something I did not want, first! We did so enjoy being against that first location.

Conglomerated term

I conclude, almost at the end of the term, knowing that I must have left a lot out. There has been, to quote our new President Carter, a "horrible conglomeration" — in this case, of events too numerous to chronicle. But now, to "the days of rest that are before us!"
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The big news at SPS this winter, as with the rest of the nation, was the weather. New Hampshire had the best skiing in the country for most of the winter, and our School community took full advantage of it. Buses ran to Pats Peak five days a week, with the exception of only two days in the entire term. The heavy snowfall provided great cross country skiing on the School's beautiful acres.

Extremely cold weather, as early as November, gave us the best black ice skating on the ponds in the memory of even the old timers here. While the wind was biting at times, the Club teams skated almost daily on the pond rinks, losing only three days in January and two in February, due to heavy snow. (In contrast, we had only fifteen skating days in all during the entire winter term of 1975; twenty-five days in 1976.)

Our squash teams made strong showings this year. The girls won the New England Championship at Exeter on February 26, while the boys' team was losing a tight race to Exeter by one point, for the boys' championship, at the SPS courts, on the same day.

Gymnastics continues to be popular with the girls, nearly one fifth of whom were in that program. Cross country skiing is gaining popularity each year, as shown by the increasing numbers (29 boys and 17 girls) who took part on the grounds this winter. Thirteen girls had figure skating instruction, both in the Gordon Rink and on the Pond.

Cal Chapin's 40th year of coaching Old Hundred Club hockey on the Pond was an outstanding one which saw his team finish undefeated. They played a team from the Concord city Bantam League after the Club season, and won that game too, making the season truly one to remember for the OH team and coach.

The Delphians won the Club championships in both squash and basketball.

SPS team records follow (the figures give totals of games or matches won/lost/tied):

| Boys Hockey     | 11/7/0 |
| Basketball      | 10/6/0 |
| Skiing (13 meets) | 26/30/0 |
| Squash          | 4/7/0 |
| Wrestling       | 5/6/1 |
| Girls Basketball| 5/6/0 |
| Skiing (8 meets) | 7/4/0 |
| Squash          | 5/2/0 |
| Boys JV Hockey  | 5/8/0 |
| Basketball      | 11/4/0 |
| Squash          | 3/7/0 |
| Girls JV Basketball | 6/3/0 |
125th Anniversary Book

August Hecksher, '32, of the Board of Trustees has been appointed by the Board to write and edit a book about the School as it has illustrated the course of educational history, for the 125th Anniversary of St. Paul's in 1981.

Intended for a general audience, the book will not attempt to be a chronological account of SPS history, but will fill out the story of the School's development since 1934, the year of publication of St. Paul's School, by Arthur S. Pier, '90.

During preparation of the book which, like the Pier volume, will be published by Scribner's, J. C. Douglas Marshall of the Classics Department will help in gathering material. Mr. Marshall has been conducting a series of weekly seminars on SPS history during the recent winter term.

Parents Committee Meets

A student presentation, lasting an hour, which included three reports of Independent Study projects at School and away, an account of the process of early graduation, a flute solo with piano accompaniment, and a drama class exercise put on by two students and their teacher, followed the Annual Meeting of the Parents Committee at SPS, on February 19.

Earlier, the Committee, with its chairman, Jonathan O'Herron, presiding, heard reports on various phases of School life by the Rector, Vice-Rectors John H. Beust, Philip E. Burnham, and Virginia S. Deane, and Thomas J. Quirk.

Mr. O'Herron spoke gratefully of the work done by the Committee to achieve good results in the 1977 Parents Fund to date, and outlined plans for later phases of the campaign. A report was made for the current Alumni Fund by Julien D. McKee, '37, Executive Director of the Alumni Association, and for the Fund for SPS (now more than half way to its goal), by Robert E. Duke, Assistant to the Rector for Development. (Progress notes on the two annual giving campaigns appear elsewhere in this issue.)

Present for the Parents Committee weekend were about twenty-four members, spouses, and special guests, including parent members of the Pelican Club who are thus informally recognized for their generous support of the School's giving programs.

Eco-Ski Hijinks

The School's Eco-Action group ran a new sort of cross-country ski meet at the old golf course on a Sunday after-

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<th>GREATER MILLVILLE CRICKET TEST MATCH</th>
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<td>Lord's-in-the-Cage</td>
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<td>Learn the game that gave its name to the most famous SPS day of them all. Instruction and competition in the Cage starting at 9:00 a.m.</td>
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<tr>
<td>Under the Practiced Eyes of Messrs. Tracy, Hall, and Marshall</td>
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<tr>
<td>SNEAKERS REQUIRED</td>
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Right: A view of one event of the Surprise Holiday declared by the Rector on February 22, with description given in the mimeographed program of the day. (More pictures overleaf.)
noon in February. Competitors had a chance to race three-legged, backwards, and/or blindfold. The day was one of the last reminders of a very cold term; participants and spectators were glad to partake of organic marshmallows and pancakes toasted over a blazing fire. The Pelican described observers chuckling "as they drank cocoa and watched contestants ski over logs, off a jump, and up a tree in the obstacle course. The winners received baked goodies for their agile efforts."

Exhibits

Polymer and watercolor paintings of aspects of island life, done on sabbatical last year by Thomas R. Barrett, Head of the Art Department, in Maine, Greece, and Ireland, were exhibited in Hargate during the late fall.

The lead-off exhibit of the winter term was a group of small water colors and oils by the pioneer American modern artist, Arthur G. Dove, recognized since his death thirty years ago as one of the most skillful and inventive of American masters of watercolor.

A final major exhibit of the term brought to the School a diversely interesting collection of charcoal drawings and bronze and wood sculpture by New Hampshire sculptor Blanche Dombek. Miss Dombek was present at the opening and attended classes as a Dickey Visitor to the Art Department.

Poet on the Night Watch

Among thousands of entrants from every state of the Union, every province of Canada, and fifteen foreign countries, Brian J. Murphy of SPS came up with the winning poem in the first annual Irish Whiskey Poetry Competition, last fall. Competitors were required to compose a verse about Paddy Irish Whiskey.

Because his six quatrains "celebrated brilliantly the American usage of 'Paddy' as an Irish nickname," the prize went to Brian Murphy, "security officer" at the School for two years, and his name became the first to be engraved on a silver loving cup made in Kilkenny.

The prize-winning poem appeared in advertisements in National Lampoon, New York, the Boston Phoenix, and elsewhere. Never before, surely, has an employee of SPS risen to such national literary fame!

The Difference

"Writing is rewriting; rewriting is the difference between the published and the unpublished."

Such was the text for an afternoon writing workshop given at the School in January for members of the English Department, by Dr. Donald M. Murray, professor at the University of New Hampshire. The Pelican reports that the workshop "featured writing several drafts on a thought and then expanding it until the perfect passage evolved. One faculty member, finishing his sixth draft, grumbled, 'At least we don't have to check for punctuation.'"

Professor Murray, a Dickey Visitor to the English Department, "spent the bracingly cold morning," as The Pelican put it, "brightening up various English classes. His remarks won instant respect."

Scenes from February 22 Surprise Holiday: at right, faculty members Andrè Hurtgen and George Chase show how to "create a Calder" and demonstrate the gentle art of lassoing. Other morning events were: power plant, Chapel, and kitchen tours; ballroom dancing lessons, figure skating and paper plane contests; a scientific extravaganza; an inscription hunt; and "encounters with the muse and the materiel," in Hargate. Below, the student-faculty dance (black tie optional) in the evening.
Discipline in a community is ultimately dependent upon the capabilities and desire for self-discipline on the part of its individual members. Inevitably every community has a set of rules and expectations. In a school, it is not always easy for students to understand the need for those which sometimes are at variance with the expectations for their behavior when away from school.

For example, many students are accustomed to drinking during vacations. There is nothing wrong with this, but a school—though making an exception for 18-year-olds under certain restricted conditions—can hardly countenance drinking during term time. A student is expected, therefore, to discipline himself to control whatever drinking habits he may have, while he is at school.

The expectations of St. Paul's are for normal considerate behavior so that each member can pursue his interests, enjoy himself, and do his work. The stated rules of behavior are few. Students may not use or possess alcohol, marijuana and other drugs, or explosives. They may not be in the rooms or corridors occupied by the opposite sex except for the hours stated under the recently implemented policy of 'intervisitation'.

However, one has yet to find a community in which all rules are obeyed and all expectations adhered to. Consequently, though no system, per se, can be expected to assure the absence of rule-breaking, a disciplinary system is developed.

Our system has varied over the years. At one time, the Disciplinary Committee met regularly and concerned itself with the endeavor to anticipate rule-breaking by counseling students who seemed to be headed for trouble, working closely with the dormitory masters. At present, the committee performs more as a judicial body, meeting only at the request of the Rector. Counseling is carried on by the dormitory masters, supplemented by members of the faculty whose primary responsibility lies in this area. Whatever success may have been achieved by either arrangement has always been dependent on the individuals involved and their handling of the procedures.

The basic philosophy underlying disciplinary actions is a consideration of what appears to be best for

George R. Smith, '31

The Discipline Committee
& Its Work

George R. Smith, '31, Independence Foundation Master and Head of the Mathematics Department, is the senior member of the faculty, having returned to the School to teach in 1935. He is chairman of the Discipline Committee.
DEAR SIR, you know the story goes
St. Dunstan tweaked the devil's nose.
When "Nick" knocked and cried,
"Who's within, sirs?"
His welcome was a pair of pincers!
The abbot of the monastery,
Who sat a-musing o'er his sherry,
And all the monks at their devotions,
Did hear with awe the wild commotions,
And, guided by a sulph'rous smell,
They thronged to gentle Dunstan's cell.
Imagine these good folks' surprise
When they beheld with starting eyes,
Their sainted brother grim and glum
Tweaking Old Nick's probosculum!
This incident, it seems to me,
Should e'er be held in memory,
A lesson to the priestly pastor,
A model to the harried master.
And so, when some presumptuous cuss,
Or faculty obstreperous,
Or when one of your devilish boys
In any way your peace annoys,
Just get a pair of stout strong pincers,
A foot in length or sixteen inches,
And heat them in the kitchen fire
To temperature which you require,
And thus avoiding words or blows
Like Dunstan tweak that fellow's nose!

J. Gregory Wiggins
the student. It is not always easy to reconcile steps which might seem a sensible response to the student's behavior with a punishment which might speak more clearly to the student body. In case of doubt, the decision is always made with the best interests of the student in mind.

At present, minor infractions are handled at a 'local' level by dormitory masters; student members of the dormitory government; classroom teachers. A judgment is inevitably made as to whether to report an incident or to try to settle it personally. By and large, minor incidents are not reported. Mechanical errors such as latenesses and absences are reported rather automatically, with a resultant detention hour on the following Sunday which can also cancel a weekend privilege. If such reports accumulate, further restrictions may be imposed. For continued neglect a student might be asked to stay over a day into the vacation, or perhaps to write the Rector a letter stating his resolve to abide by the regulations.

**THE D.C. IS CALLED IN**

Major infractions are reported to the Vice-Rector in charge of student affairs who can either try to resolve them personally or, in consultation with the Rector, decide that the student should appear before the Disciplinary Committee.

The Committee consists of three members of the faculty, the President and Vice-President of the Student Council, and the Groupmaster and House Councilor of the student involved. The student may bring a friend, either a teacher or a student, to the meeting as an advocate. It is rather a lengthy procedure, but the purpose is to insure fair and even treatment of all cases and to avoid hasty judgments.

At the meeting, each member of the committee has in hand statements written by the student and the person who reported him. Anyone present can ask questions or say whatever he believes to be pertinent.

Facing page: Disciplinary action in the "old days?"
Summary one-man judgment is recommended in these tongue-in-check verses, which accompanied the carved wood bas-relief given to Dr. Drury, one Christmas in the early twenties, by J. Gregory Wiggins (1912-16), creator of many carvings in the SPS Chapel and Upper School dining room.

It is not meant to be a grilling session or a time for reprimand. The emphasis is placed upon ascertaining the facts and motivation, in so far as possible.

Even so, it is basically a somewhat sombre meeting, though occasionally the atmosphere is cleared by a refreshingly youthful response. I remember with pleasure one time when four Third Formers, two boys and two girls, were before the committee for having congregated in one of their rooms late at night. They were asked what they were doing. After a pause, it was divulged that one boy and girl were comparing the plantar warts with which they both were afflicted!

How do the students react to these meetings? What do they say? What can they say?

They say they are sorry for what they have done; it was a thoughtless act. Rarely do they accept the thought that they might have profited from the prior mistakes of others. Evidently, they have to learn through their own experiences. It seems unfortunate and a very inefficient use of time. They say that they are sorry to have broken the trust that the School places in each student.

After everyone has had a chance to speak up and no more questions are asked, the student and his advocate leave, and the committee settles down to draw up a recommendation for possible action, which the Rector receives the following morning. He then speaks with the student and his groupmaster. Other students often come in to the Rector’s office to stand up for their friend who is in trouble. The Rector then makes his decision based upon all the accumulated information and informs the student of it.

**TO WHAT EFFECT?**

One would like to think that in all cases a lesson is learned by the student involved and, more often than not, this is probably so. One would also like to think that the punishment of one student would act as a deterrent to others who might be similarly involved. Unfortunately this does not appear to be true, although it is hard to judge. The number of times the Disciplinary Committee is asked to meet for very similar incidents during the year reminds us that its actions come after the fact of rule-breaking, and that the disciplinary tone of the School rests primarily on the attitudes of the students and the effect of the advice and counseling they are receiving in their day-to-day contacts with the teachers and students most closely interested in their development.
The Discipline Committee: a Student Council Simulation

Philip S. Wallis, '77

Each member of the St. Paul's community thrives on the many experiences which are offered. In order for students and faculty to live together and enjoy these experiences, structure is needed. Over the years, necessary guidelines have been established—few, yet all-encompassing. These are divided into minor and major School rules. Typically, a minor infraction might be smoking without parental permission or missing Chapel, classes, and other appointments. The major School rules state that students may not use or possess alcohol (except if 18 and with a parent), drugs, or explosives; and may not be in the rooms or corridors of the opposite sex, except for those hours specified under “intervisitation.”

When a major school rule is broken, discipline is individualized. The case is sent by the Rector to the Discipline Committee for their recommendations.

The Discipline Committee has seven members: three faculty members, two officers of the Student Council, and the Groupmaster and House Councilor of the student involved. Present also before the Committee is the student in question and his chosen “advocate” (faculty and/or student, attending to give support to the student during presentation of the case). Many of the issues and personalities are usually known

Philip S. Wallis is President of the Sixth Form of 1977.
before the meeting, and so the time the student and advocate are present is relatively short. After the student and advocate have left, the actual disciplinary meeting begins, lasting from half an hour to an hour and a half. It may seem incredible that such an amount of time must be taken for each case, yet many factors have to be considered: the manner, degree, and situation of the infraction; and the attitude, family situation, and academic and social standing of each student.

Realizing that many students do not comprehend the complexities involved, the Student Council officers decided last fall to simulate a Discipline Committee case as a demonstration. They divided the Council and a few of the onlookers into five groups. Within these groups, each person played the role of one of the people involved in a disciplinary hearing, and was given classified information concerning that one role. The only information known to everyone was the General Information and The Student's Statement.

General Information. It is December 1st, and exams are about a week away. The student before you was suspended for drinking last winter. He went home for a week and spent a week 'on bounds' (fairly severe restriction) after his return. During the summer, the student was asked to write the Rector indicating his desire to return to the School and live up to expectations. The student successfully completed the task.

The Student's Statement. At about 11:30 last Saturday night, I was caught by Mr. Murphy (the security guard) drinking at the ski jump. The dance had just ended and I was going to meet some friends. I had consumed a can of beer on the way and had the rest of the six-pack with me when Mr. Murphy saw and approached me.

The following information was known only to those who played the roles: Student: You are a seventeen-year-old Sixth Former. This year, you have been drinking about three times a week. You have confided to your Groupmaster under the confidence system that you are also a regular user of marijuana. One of those with whom you have been drinking is the House Councilor. The Groupmaster does not know that the House Councilor was involved with your drinking.

Sixth Form Officer: You have attended St. Paul's for four years and have served on the Student Council before becoming an officer. This disciplinary case is the twentieth (20) to come before you this year which has involved drinking or smoking marijuana. Before becoming an officer, but while serving as a House Councilor, you broke School rules. You are aware of the extent to which this student has continued to break rules after his suspension of last year.

House Councilor: You are a Sixth Former who has been at St. Paul's for four years. You have never been before the Disciplinary Committee, but you are a frequent drinker. And you have been drinking with the student before you. The Groupmaster does not know about your drinking, nor does the Sixth Form officer.

Groupmaster: You have taught at St. Paul's for three years and have been a resident of the same house since you first arrived. The student has been your friend and has confided to you, under the confidence system, that in addition to his drinking, he is also a regular user of marijuana.

Faculty Member: You have been a member of the St. Paul's faculty for twenty years and have served on the Disciplinary Committee for the last four years. You were a housemaster for the first ten years and have spent the last ten years living in a private house. Last year saw more disciplinary cases than ever before. You have conducted twenty Disciplinary Committee meetings so far this year.

In their several roles, the group members discussed the situation and made their recommendations for punishment. Once the recommendations were made, the "disciplinary meeting" ended and several questions were asked—first in the small groups, then in general discussion:
1) Was the House Councilor's decision influenced by his rule-breaking with the student?
2) Was the Student Council officer's decision influenced by his rule-breaking while a House Councilor?
3) Was the Groupmaster's decision influenced by the confidential knowledge he held?
4) Was the faculty member's decision influenced by last year's disciplinary record?

This exercise demonstrated many of the difficulties of a community and helped to develop the House Councilors' insight into School rules and disciplinary problems, by making apparent the complexities of a disciplinary case. Most important, the exercise enabled the Councilors to realize that discipline at St. Paul's is not to hinder students, but to develop them.
ISP - an Invitation to Originality

How does St. Paul's School go about providing individual guidance for the nearly seventy Sixth Formers who elected this winter to embark on projects in the program - now in its tenth year - which goes by the catch-all title of Independent Study?

Who chooses the projects? Who are the teachers? Who supervises the work and judges its quality? What does the ISP do for the student and the School? What is the purpose of the ISP?

The late J. Carroll McDonald (1943-69), writing in the spring 1968 issue of the Alumni Horae, answered the last question this way:

"Although these experiments [in independent study] have taken a wide variety of forms, all seek to release the student from attendance at an excessive number of classroom periods, from a too circumscribed curriculum, from a too tightly supervised time schedule, from too inflexible a division into classes; in general from all those over-regulatory aspects of school life which limit rather than expand the student's opportunity to develop with greater scope both his talents and his personality. The over-all objective is to encourage more responsible individual study.

And he concluded:

There will of course be pluses and minuses. These will provide a useful guide for future policy; and even if there are some failures on the part of individual boys, failure itself cannot but be a profitable experience at this stage of the game, for it is better for boys to try their wings at independent study in secondary school than to meet the fate of Icarus at college.

Since Carroll McDonald wrote those words, the program has evolved in more ways than even he might have foreseen. In 1968, it was still assumed that SPS students would all be boys! The early projects were limited to "academic" work which could be done at School in the time freed by dropping one course for one term. Changes since then have brought increasing flexibility in location and type of projects and in the amount of time which a student may be allowed, free of other School requirements, to pursue them.

As described now by the School Statement, the Independent Study Program is seen to be a major choice for Sixth Formers:

For the Sixth Form year each student has several options: (1) elect to continue at School a program of five courses; (2) elect a five-unit program at School, one or more units of which are independent study; or (3) engage in one to three terms of an Independent Study Program project away from the School. The remainder of the year (if the Independent Study Program project is one or two terms) follows one of the first two options.
The student is responsible for initiating and developing an ISP project. The process begins in the fall term of the Fifth Form year. At some time during this term, the Director of the ISP calls a meeting of the Fifth Form, at which the subject of independent study is discussed thoroughly. Fifth Formers are made aware of the schedule for submitting proposals for their Sixth Form year. (The deadline is normally early in May, for projects to be undertaken the following fall.)

At this point it becomes the task of the individual to work out the details and necessary arrangements for a project, if the optional ISP is to be pursued. Students have a wonderful resource in the files of the ISP Director, which include copies of all former ISP projects and information on opportunities and offerings in a variety of areas. Our faculty is another source of information during this planning stage.

Clearly, the student who negotiates a project for him or herself with an adviser's help, and who prepares a comprehensive proposal from scratch, learns much. Moreover, this involvement in the process increases responsibility and assures us that the project is what the individual really wants.

To qualify for the ISP option, a student must be in good academic standing and, if the project is not on the School grounds, must secure letters of approval from parents and proposed on-the-job supervisors. Then the student has to find a person on the faculty to act as adviser for the project. (At times, faculty spouses with knowledge of a particular field of study act as advisers.)

THE ADVISER'S ROLE

The ISP adviser plays an important part, serving as counselor, teacher, and evaluator. Student and adviser must reach an understanding which defines their respective roles in the project. Communication (whether the student is at School or away) is essential. The adviser attempts to ascertain that the project undertaken by the advisee is feasible, that materials are available, and that all necessary arrangements have been made to assure the most profitable use of the time.

Without diminishing the enthusiasm for independence, the adviser must warn the student of his or her responsibility not only to work and learn, but to provide some appropriate evidence of accomplishment. The adviser indicates as clearly as possible the basis on which the work will be judged: first an objective judgment of quality and of the discipline and initiative shown in the undertaking and, second, a subjective assessment of the value of the project as a learning experience.

After discussing a rough outline of the project with the faculty adviser, the student submits a typed final proposal. The adviser reviews it, adds comments, and submits it to his department Head.

It is important that the department Head know exactly how much ISP advisory work every member of the department is accepting, so that faculty work load can be balanced from term to term. Good advising takes time. Also, the academic departments must
know what work in their specific field is being undertaken through independent study.

With departmental approval, a project is submitted to the ISP Committee for final review. The Committee is a joint student-faculty committee of six students and six faculty members, chaired by the ISP Director. Members are nominated by the Director and the Vice-Rector in charge of student affairs, and approved by the Rector.

At least four members of the Committee (two students and two faculty) read and discuss each proposal individually, voting to approve or disapprove. These discussions are confidential, final decisions being rendered by the Director alone. In some cases, additional information is needed before a final decision can be made.

In case of rejection, the student is told of the action and the reasons for it, and is given an opportunity to resubmit the proposal with modifications or to submit an entirely different application. Our task is not to deny a student participation in the Program; rather to ensure that the independent study activities represent the very best in learning experiences.

The whole process outlined above takes place during the term before the project is to be undertaken (i.e. by November, 1975, for the winter term of 1976, etc.) and is repeated three times a year.

**COSTS: REPORTS: GOALS**

Participation in the Program often involves increased cost to the student. This cost is shared by students, parents, the 25th Anniversary gifts of the Forms of 1944 (assistance for socially-oriented projects) and 1947, the Heckscher Prize (for the most worthwhile year-long project), and the School's scholarship funds.

During the course of an independent study project, the student is required to keep a daily journal, to be in contact with the faculty adviser once a week by personal conference or, if away from School, by letter or phone call, and to prepare a summary exercise—either a final presentation for the School community or a paper, reflecting on the educational and personal significance of the experience. The student's performance is evaluated at the end of each term (even if the project is to be continued during the next term) on a "satisfactory-unsatisfactory" basis. The adviser is responsible for the final evaluation and is asked to supplement it with specific written comments about performance and the over-all usefulness of the experience to the student.

How do we define "satisfactory" completion of a project? What are the educational goals?

Independent study emphasizes the learning experience and the student as learner. It opens to the student opportunities which will develop the initiative for learning and the capacity to recognize and to define real problems. It should foster interest in learning for its own sake. It may help the student make connections between explicitly vocational, aesthetic, and moral decisions. In these ways, the ISP strives to complement the School's academic and extracurricular programs.

The Program has definitely changed and influenced
the traditional relationship between teachers and students and of both to the subject or field of study, has promoted a more flexible curriculum and pattern of community life for Sixth Formers, and has helped create a more direct, open relationship between the academic and outside communities.

**PROBLEMS?**

Are there problems? Of course there are: in helping students, as they plan projects for themselves, to take into account their preexistent obligations (college situations, extracurricular commitments, etc.) and some sense of their own capabilities; and in helping them develop the capacity for evaluation of their own efforts and performance levels. And we must constantly perfect the means for School support of the Program and for faculty interpretation and evaluation of the results.

In making a firm commitment to the ISP as an important part of its curriculum, the School relieves the Director of one-half of the normal teaching load and provides office space and secretarial help. A reexamination of the Program as a whole occurs formally every two or three years, with informal reviews being given at least three times a year by the Trustees and faculty.

In general, we are encouraged by the response to the Independent Study Program by both students and faculty. Clearly, they have found it a stimulating invitation to originality.

ABOUT half of the Sixth Form were engaged in ISP's during the recent winter term.

Forty worked at School, on projects in the arts (music, dance, and other, 24), modern languages and literatures (4), sciences (3), classroom teaching (3), forest management (3), Admissions Office (2), and Black literature and oral tradition (1), etc.

Fourteen lived at SPS while working nearby at various types of apprenticeships: in state government offices (4), teaching (3), medical facilities (2), veterinary hospital (2), silversmithing (1), experimental video (1), and exceptional children (1).

An additional fourteen lived and worked away from the School. For example, one boy studied for the French "baccalauréat" exams in an international French school in Washington, D.C. (he will offer a final paper and his report card from the school). A boy completed his MS of a book on mycology (which will be his final presentation), in the Boston area. Another boy studied furniture and cabinet-making in Cambridge (he will give a chapel talk about the experience and will submit his journal and a project in wood). A girl did research on conservation, on the staff of Dr. Richard Leakey in Kenya (she too will give a chapel talk, and will present a research paper and exhibit of photographs).

The articles printed on pp. 20-24, by Vincent Peterson, '77, and Lee Walker, '76, are examples of a paper and a report produced in the ISP as results of work at the School or nearby. For reasons of space, neither is printed in its entirety. The Peterson paper, moreover, represents only one stage of an ISP stretching through all three terms of the current year.
There is a Timbuktu in Harlem

African Retentions in American Black Life

an ISP paper

Vincent R. Peterson, '77

What is Africa to me?
Copper sun or scarlet sea
Jungle star or jungle track
Strong bronzed men, or regal black
Women from whose loins I sprang
When the birds of Eden sang?
One three centuries removed
From the scenes his fathers loved,
Spicy grove, cinnamon tree,
What is Africa to me?

From "Heritage," by Countee Cullen*

This question is the heart of the two studies, "The Negro in the United States," by E. Franklin Frazier and "The Myth of the Negro Past," by Melville J. Herskovits. What is Africa to the black man in America and how influential is she in defining his habits, attitudes, and culture to the present day?

Although both books made their original appearances in the 1940's, they were revised with copyright dates of 1957 and 1975 respectively. Thus, both authors had the opportunity to alter their previous work at the dawn of the Civil Rights movement. This point is significant as their theses are explained, for the validity of each book is rigorously tested by the events and attitudes of the late fifties and early sixties.

Herskovits asserts that the black man has retained, in altered form, traces of his African past. These Africanisms, as they are called, have survived the test of slavery and are keys to unraveling what he has termed the myth of the Negro past. On the other hand, Frazier holds that "it was in the New World, particularly in what became the United States, that new conditions of life destroyed the significance of their African heritage and caused new habits and attitudes to develop to meet new situations."

How does one account for this difference in opinion? Perhaps, in this case, professional interest demonstrates its bias. Herskovits, being an anthropologist,

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may be looking at a displaced African, while Frazier is studying the evolution and history of the Afro-American, with an exclusive focus on the events which shaped the black man in America. The conclusions of the two authors reveal yet another difference. Frazier believes the Negro minority is striving for assimilation into American society. Herskovits’ findings question who is doing the assimilating, who is buying into what.

Underlying the argument is the question: what was slavery’s impact on the African? Does the man become a modified African or a new being with a different set of responses to life?

**Religious Practices**

The documentation of black religious practices by Frazier and Herskovits has a silent theme playing beneath the examples, counter-examples, theories, and histories. It is failure—the failure of Christianity to convert the African, to sway his modes of religious thought, or to dislodge one set of myths for another. Frazier recognizes this, allowing that the Negroes were “attracted” by certain elements in the new religion, such as fervor, rituals, and baptism, but still he cannot bring himself to attribute the attraction to preexisting African religious precepts.

When one speaks of African religions he is speaking not only of the supernatural but of an entire world view. To imply that the Africans merely forgot their methods of explaining life is ludicrous. Voodoo will affirm this opinion for, at its roots, Voodoo is a combination of Catholicism and African supernatural practices. As Herskovits points out, if one tribe is conquered by another the defeated tribe does not discard its discredited gods but merely adds the gods of the conquerors, continuing meanwhile to propitiate the old gods lest they turn against their former worshippers.

Thus, one has a foundation for assuming that black religious norms contain both European and African gods, perhaps distinguished from one another, perhaps not, and that the Africans chose to reinterpret the new religious thoughts into the structure of their own world view—a view that did not separate magic from religion.

As one studies the religious beliefs of many African tribes, it becomes clear that there is a difference between the European and the African understandings of such concepts as sin, the devil, God, etc. The coupling of religious practices with the belief that supernatural abilities indicate superiority and authority gives validity to such concepts as ancestral cults, and invests the gods with their awesome power. This is not to say that God and sin and the devil do not exist, but to indicate that they do not provoke identical responses.

The African, says Herskovits, “recognizes the fact that in reality there is no absolute good and no absolute evil, but that nothing can exert an influence for good without at the very least causing inconvenience elsewhere.”

**The Devil a Trickster**

At the root of Christianity’s failure to proselytize the African is its inability to overcome this pragmatic view of wrong and right. This is why the devil is such a different character in the African view. The devil is not evil personified but manipulative non-good—a trickster who, like a charm, must be placated lest he misdirect those who would be good. He is the figure at the crossroads, literally, to misguide the unsuspecting person. That the missionaries aimed at converting the young first is indicative of the tenacity of this belief among the adult Africans. The devil is not only a trickster but a divine trickster, whose acts indeed bring fortune to one and misfortune to another. Just how developed this idea is may be seen by the slave’s choice of literary hero—Br’er Rabbit. Originally an African wild hare, this character achieves his ends—and provokes laughter—through manipulation and tricks. Similarly, Anasi, the spider, survives by his ability to outwit those larger than himself. The power of a devil, of course, is “turning the trick,” and it is here that the

"Vinny has pursued unremittingly the question of the existence or lack of African cultural residues in the culture of Black Americans living today. The only significant change has been that he has been digging deeper and longer into African influences on elements other than literature before plunging into the question of literary tradition. This change has been a good one and should broaden and deepen both Vinny and his odyssey through black literary history. . . . Vinny has been able to do an immense amount of reading and thinking about an area that is obviously important to him and which he plans to pursue in college and throughout his life.” Richard Lederer, faculty adviser
merger of African beliefs and Christian myths may be perceived for “God don’t hurt you. You need not bother about God, but we try to stay on the good side of the devil.” (Puckett, as quoted by Herskovits)

Another distinguishing aspect of the African reinterpretation of European religion is that it is not the act but the consequences of the act which for the African define a sin. The relationship between sin and the secular is filled in some cases by the supernatural — ancestor cults, to be precise. That this relationship existed during slavery is learnt from Frederick Douglass, who wrote:

It is considered bad luck to “sass” the old folks. This latter idea may have at one time had a real meaning, since the old folks were “almost ghosts” hence worthy of good treatment lest their spirits avenge the disrespect and actually cause bad luck to the offender.

So one sees it is not the act of “sassing” the old folks that would be a sin, but the consequence of their spirits’ revenge which would make the act sinful. The concern is with the hierarchy of secular life — respect for the elders — and one method of showing this respect for a “new ancestor” was a proper burial.

Death is a serious issue to the African, for it represents the gaining of a new ancestor and a chance to plan and perform the last rites in a fashion winning favor with the spirit. Often secret societies would wave their flags in ceremonial show during the procession to burial, mourning the loss of a member and showing material wealth and power simultaneously. The one wish of any African was a decent burial. In fact, it was feared that inadequate interments doomed an angry spirit to roam without peace, while elaborate burial indicated the rank of the deceased and insured the new spirit recognition among the spirits in the after-life.

Herskovits makes a connection between this ceremony and those performed by blacks in America. Whether this is a true retention or not can only be speculation.

How would any African retentions exist in the New World? If one remembers that no class of African was exempt from sale to the slavers, an answer begins to appear. In African society, when one expelled an opponent from the village he also banished all his opponent’s servants, relatives, and diviners. These diviners, shamans as they are called, were therefore among the first and most numerous of the Africans to arrive as slaves in the New World. What better method of retaining religion and magic is there than to have the authority transplanted to the New World, there to transmit his knowledge to his offspring? Proof of these shamans and their influence is found among plantation journals and slave narratives.

**The Shamans vs. “Book-Learning”**

A conflict developed between religion “in the spirit,” as transmitted by the shamans, and “book-learning.” That this conflict still exists can be seen by comparing the various black religious cults which build their credibility on simple belief with those churches in the rural South where such retentions as spirit possession, tapping (which has replaced African dancing), and hooting continue today. Often the tenacity with which blacks believe has a basis in African forms — baptism for example.

Frazier denies that slave interest in the Baptist faith can have merely been based on the resemblance of the baptism rite to African ways of praising the water-gods. He is right! That similarity is only one of many that can be cited as attractions. True, the revival frenzy appealed to Africans as a form of spirit worship or possession, and the fruits of relative independence for the slaves to use their own preachers and interpretations of the Bible might be another; but the fact that baptism changed a black’s status from slave to free in the New World until 1664 was another, more powerful, reason for slaves at first to join a faith which they proceeded to change with their own African religious mores.

What is Africa to me? The search for Africanisms in American black life continues in other areas of study — language, music, dance, literature. The overall importance of the work of Frazier, Herskovits, and others is that it points toward an open field in which the evidence and truth is dynamic.

What is Africa to me? Every black has asked it, some with arrogance and some in innocence. Each seeks an answer that makes clear his relationship to his homeland — both that original one and his actual one.

The black myth is as old as the black man, and as long as there remain myths about his ancestral home, Africa, they will follow him wherever he goes. All that one can hope is that, wherever truth resides among myths, our not-yet-found explanations of black life in America will be closer to that truth.
While deciding on and applying to colleges, I inevitably thought of my future and the direction I wanted my life to take. Why was I continuing the study of the Classics, with fifth year Latin and third year Greek? Obviously the ancient languages and culture gave me great pleasure, but how did I plan to use them? I wanted to share what I had learned with others.

To test as well as to contribute my abilities in a practice teaching experiment, I arranged to spend the winter term living at home in Bow, N.H., and teaching at the Bow Memorial School.

The town of Bow is located on the outskirts of Concord and is populated by about eleven thousand people. There are many new housing developments and a majority of families are in the upper middle class economic bracket. Five hundred children attend the school, in grades Kindergarten through Ninth. The younger children are separated from the Seventh to Ninth Graders by a newly built addition in the traditional open classroom style, with classroom areas divided by rolling bulletin boards and each student given a tote-tray as a place to keep his or her belongings. Since it was the only available area, I worked in this open-room section, though my students were in Grades Seven through Nine.

Since there was no Latin course offered at Bow Memorial when I arrived, I had to start with a fresh group of students. In getting my project started and throughout the term, I had enthusiastic encouragement and support from three dedicated teachers, Miss Thelma Lamarre, Mrs. Larose Wilkins, and Miss Lillian Grossman. I spent one day per week with Miss Grossman at Concord High School, where I sat in on the Latin and mythology classes she teaches there.

At Bow, Miss Lamarre and Mrs. Wilkins made special requests of all the junior high Grades to sign up for Latin on the bulletin board I had erected. Through their pep talks to students, I was able to begin with twenty pupils who had sacrificed their free study periods to meet with me. The number grew to thirty-three by the conclusion of the project.

Before planning lessons, I discussed the possibilities with each class and concentrated on their interests. Most of the students were eager to learn a foreign language and chose to begin with grammar and vocabulary. I dittoed the materials I had compiled from such varying sources as the Cambridge Latin Course, Latin our Living Heritage, Latin for Americans, Curriculum Guide for Latin Heritage in Secondary Schools, Word Power Through Latin,
Voices de Olympos, and How the Romans Lived and Spoke. Fortunately, all my students thrived on variety of study, eagerly watched film strips on the Olympians, and liked the sections we did on the Roman family.

Each class was opened with, "Salve, discipuli!" and the pupils answered, "Salve, Magistra!" I conversed with them a bit in Latin for the first few classes, which intrigued and motivated them. How it happened I will never know, but I was not stumped by any difficult questions at first and I impressed them with my quick responses. Perhaps I was not always accurate, but it served the purpose of arousing their interest.

The atmosphere of my classes was relaxed and friendly. The students responded well to the individual attention and patience I tried to show them. Without pressure to produce and accomplish, they did very commendable work, because they enjoyed it.

I requested no hand-raising (which took the students a while to get used to), but referred to them by the Latin names they had chosen. They, in turn, were allowed to call me Lee, and frequently exercised the privilege with shouts of "Hi, Lee!" echoing fifty feet down the halls at me.

There was never a real discipline problem throughout my entire project. Since the students gave up study periods for Latin, I required no home work and tried to construct the schedule around student preferences. I did, however, insist on perfect attendance in the periods to which they had committed themselves. A student could be excused only by speaking with me before class and explaining any important conflict that had arisen. This worked well until the end of the term, when school snow sculpture competitions, vacation, and final reports interfered. Student enthusiasm started to dwindle, and before I had time to right the situation, my project was completed.

This setback could by no means dampen the excitement we had shared before the school activity intrusions. By my constant drill the students remembered from lesson to lesson, and many were so encouraged by their successes that they started attending extra classes. Three girls surprisingly appeared three times every Wednesday plus their regular class on Tuesday. In these, we practiced a play, worked on bulletin boards, and built fine friendships.

I was allowed the privileges of a teacher with full use of school supplies, copy machines, teachers' room facilities, a desk to study at in free periods, and the helpful services of the school secretaries. With the help of Mr. Nelson Evans, the resource center coordinator, I had a bulletin board space reserved in the main corridor, and the students used the art room supplies in creating displays. One class used the theme of mythology, and another represented the Roman empire and Roman life styles. Unfortunately, there was not time for any other class to present a bulletin board.

A LATIN PLAY

The Seventh Grade section climaxed its term by presenting a Latin play which I had put together, using the characters they were familiar with in the Cambridge Latin series. They made their own scenery and brought in what they thought appropriate for costumes. Although the lead actor had laryngitis and we had no more than three full-cast rehearsals, the play was a total success and was performed before the Sixth and Seventh Graders and their teachers.

The play was certainly my biggest challenge in that I had to keep seven over-enthusiastic students reasonably quiet and organized. Since I never had a classroom or even a secluded area to call home base, we had to work on most of the scenery and rehearsals in a deserted corridor and sometimes in the resource center itself. This meant that I had to be especially firm about the noise level so as not to disturb other students. This was frustrating because younger children were constantly filing by and distracting my classes. I learned, however, that we would have to make the best of the situation and enjoy the work we were doing, even if interrupted occasionally.

In retrospect, this independent teaching project served four purposes: it gave me insight on a teaching career, gave me an opportunity to contribute to the teaching of Latin in public schools, helped build my personal character, and - I hope - made some future Latinists of the students at Bow Memorial School.

"Lee's task was a formidable one since many of the children involved had never heard of the Latin language. . . . Questionnaires submitted by the children in her program clearly indicate their enthusiasm and appreciation. Lee seems to have sown the seeds of traditional learning in a pleasant and effective way at Bow School." J.C. Douglas Marshall, faculty advisor
Anniversary

The School’s One Hundred and Twenty-first Anniversary will be celebrated, June 3-5, 1977. Coolidge M. Chapin, ’35, is in general charge of Anniversary plans.

Anniversary Graduation — Tentative Program

Friday, June 3
2:30 p.m. SPS Baseball vs. Belmont Hill
5:00 p.m. Latin Play, Chapel Lawn
8:30 p.m. Student Drama, Dance and Music Performances, Memorial Hall

Saturday, June 4
9:00 a.m. Memorial Day Ceremony, Sheldon Library
10:00 a.m. Anniversary Symposium, Memorial Hall
12:00 n. Alumni Meeting, Memorial Hall
1:00 p.m. Parade
1:15 p.m. Alumni and Parents Luncheon, The Cage
3:00 p.m. Boat Races, Turkey Pond
5:00 p.m. Flag Pole Ceremony
7:00 p.m. Reunion Dinners

Sunday, June 5
9:00 a.m. Holy Communion, Old Chapel
10:30 a.m. Chapel for Sixth Form, Parents and Alumni
11:30 a.m. Luncheon for Sixth Form, Parents, and Alumni, Upper School
2:00 p.m. Graduation, Chapel Lawn
3:30 p.m. Sixth Form departs

Reunion Forms and their Chairmen:

1922 — 55th: Gardner D. Stout
150 E. 73rd St., New York, N.Y. 10021

1927 — 50th: Laurance B. Rand
21 E. 40th St., Rm. 704, New York, N.Y. 10016

1932 — 45th: Percy Preston
Dunwald Road, Hopewell, N.J. 08525

1937 — 40th: Alexander H. Whitman
Burton Lane, Cedarhurst, N.Y. 11516

1942 — 35th: George S. Grove
P.O. Box 212, Santa Clara, Cal. 95050

1947 — 30th: Jeremy B. Whitney
90 Mosher Road, So. Dartmouth, Mass. 02748

1952 — 25th: William S. Reid
160 Mount Vernon St., Boston, Mass. 02108

1957 — 20th: Henry A. Wilmerding, Jr.
Piping Rock Road, Locust Valley, N.Y. 11560

Main St., Hampstead, N.H. 03841

1967 — 10th: David McI. Parsons
57 E. 93rd St., New York, N.Y. 10028

1972 — 5th: Thomas G. Hagerthy
Box 1367, Great Falls, Montana 59403
$30 million - why?

"Prove all things; hold fast that which is good." — St. Paul

Osborn Elliott, '42

In a time of rapid and fundamental social change, which of our institutions will survive? Which should?

Most likely, the ones that should and will survive are those that anticipate change, adapt to it — and cause change to happen. This quite accurately describes the role and function of the new St. Paul's School.

A new SPS? Perhaps self-renewing is a better term; for the old School — 121 years old this year — still holds fast, in St. Paul's own words, to "that which is good."

— a striving for excellence in the mind;
— a reach for grace in the body;
— a knowledge of love in the soul.

Yet in recent years St. Paul's, like every other institution of our society, has been subject to the winds of change. Its special role, in its special sphere — what someone has called "the free-wheeling presence of the independent schools" — has been to cause some winds to blow, as well.

SPS has led its field in the introduction of coeducation.

It has pioneered in offering independent studies to older students, giving them the freedom — with guidance — to set their own pre-college courses.

It has broadened its base, by seeking out students from the full spectrum of U.S. society.

In short, St. Paul's has used its long heritage as a Church School, not as an excuse to resist change, but as a driving force to explore new academic approaches.

Like other institutions, too, SPS has suffered from the inexorable advance of inflation — and now stands at a crossroad.

In one direction lies the promise of continuing progress, and the hope that St. Paul's will continue to produce young men and women qualified for leadership in the increasingly complex world; in the other, lies the slow but inevitable erosion of excellence.

Faced with these stark financial facts, the Board of Trustees of St. Paul's School arrived at a fundamental decision. They concluded that, in order for SPS to continue to meet its responsibilities as an innovator, standard-setter, and microcosm of excellence in secondary education, the School must embark on a major capital fund-raising drive.

The endowment of St. Paul's today (December 31, 1976) is $46,262,114. The need determined by the Trustees is to increase the endowment by $30 million.

This is the first major fund drive SPS has undertaken in 20 years. If successful, it should assure that no other major drive should be necessary for at least another generation.

It is not, like so many capital fund campaigns since World War II, aimed at acquiring mere bricks and mortar.

If St. Paul's School is to survive, its ability to anticipate change, adapt to it — and cause change to happen must be preserved. In a real sense, then, our goal is the very survival of the School itself.
Annual Giving

Progress Report on the 1977 Alumni and Parents Funds, as of February 22, 1977:

The two campaigns for annual unrestricted support of the School's operating budget are at the halfway mark for the current year. Both drives end June 30.

This is the second year of the Pelican Club, formed in the winter of 1976 to encourage large gifts from the group of devoted alumni, parents, and friends who can afford to make them, and to inspire even more generous annual giving by others in this period of severe financial bind. Those who contribute $1,000 or more in a school year qualify for membership in the Pelican Club.

Alumni Fund

As of mid-February, 1,080 alumni have made contributions totalling $118,000. Form Agents have worked diligently to increase participation and to obtain larger gifts. Their efforts have met with considerable success. One hundred twenty alumni who did not participate last year have given this year. Forty-two percent of those who also gave last year have made bigger gifts this time.

The Alumni Fund goal is $250,000. Form Agents are continuing to appeal for annual gifts by mail and personal call. A "telethon" canvass, the first ever conducted by the Alumni Fund, is scheduled for May 5, in New York.

Not counting towards the 1977 Alumni Fund goal are the special 50th and 25th Anniversary contributions of the Forms of 1927 and 1952, which are being given this year to The Fund for SPS. At this writing, 1927 has raised $299,900, and 1952, $74,910, as additional endowment for the School.

Parents Fund

The Parents Committee has two goals for the 1977 Parents Fund: to raise at least $110,000 and to exceed the 500-donor mark in participation. So far, 345 parents have given or pledged $85,700. Highlighting the interim statistics are figures for new gifts (67, totalling $22,525) and gift increases (77, totalling $13,775).

A general mailing, in the form of a progress report and an appeal, is currently being sent to all St. Paul's parents. Later, as the drive enters its final stages in the spring, the Parents Committee will renew its activity, making personal calls and writing follow-up notes where appropriate.

Full participation is essential to reaching the Alumni and Parents Funds goals. It is hoped every alumnus and parent will be thoughtful of the School's needs and help as generously as possible.
Regional Alumni News

Christmas Hockey Game

THE SPS hockey team played the traditional benefit game at the start of Christmas vacation on December 15, 1976, at Harvard's Donald C. Watson Rink (instead of Madison Square Garden), and the event was a splendid success. Our very strong team pinned a 6-4 defeat on St. Mark's School, in a game that was much more one-sided than the score indicates.

Spectators on the SPS "side" numbered about five hundred, including some three hundred and fifty alumni, parents, and members of their families, and about one hundred and fifty St. Paul's students and faculty members.

Music by the excellent forty-piece School Band was a great addition to an already festive atmosphere.

Thanks to Harvard's generosity in letting us use its rink without charge, and to Robert L. Clark, '61, and his committee of Boston alumni, who drummed up trade for the box office and sold advertising space in the program, net receipts to benefit the School's summer program, the Advanced Studies Program, reached an eight-year high of approximately $4,900.

The Alumni Association is immensely grateful to the School community and to the School's friends in New England for their enthusiastic support.

Julien D. McKee, '37

Form of 1934 Gets Together

THIRTY-ONE members of the Form of 1934 showed up for a 42nd reunion dinner at the Union Club in New York, January 28, 1977. This surprising number included Spencer Heraphath from England (somewhat jet-lagged) and a bearded unknown from California who, when the halo of hair parted, turned out to be Bill Pier.

During a fine dinner, arranged by Frank Geer, the members of '34 reminisced, boasted, and toasted each other, in characteristic fashion. Those in the gathering were: Lee Ault, Alden Blodgett, Jr., William Bonbright, Alexander Brock, Oliver Brooks, John Clark, William Clothier, Courtlandt Dixon, Angier Duke, Francis Geer, John Gibson, John Harman, Spencer Heraphath, Henry McAdoo, Jr., John McLane, Jr., Charles McVeigh, Jr., John Mecham, John Millet, William Mixter, Jr., Malcolm Muir, Jr., Courtlandt Nicoll, William Oliver, Richard Pearce, William Pier, Henry Reed, Jr., Guy Rutherfurd, Alvah Sulloway, William Tenney, Edmund Twining, Jr., Thomas Victor, and I. Twenty-four others wrote to express regrets, send regards, etc.

This thoroughly hearty occasion might be one that other Forms of similar vintage could well emulate.

F. Skiddy-von Stade, Jr., '34

Pittsburgh Alumni Association

THE RECTOR and Mrs. Oates were guests of honor at a dinner preceding the sixty-second annual meeting of the St. Paul's School Alumni Association of Pittsburgh, March 1, 1977, at the Pittsburgh Golf Club. In the course of his remarks, after the meeting, about the present state of the School, the Rector answered questions about intervisitation, college admissions, coeducation, the Independent Study Program, and opportunities for study abroad.

Twelve alumni were present, seven of them with their wives, in addition to the parents of two students now enrolled at St. Paul's, and the widows of three former members. Special recognition was given to two of the latter group, Mrs. James H. Elkus and Mrs. Theodore W. Friend, Jr., whose husbands had in former years been presidents of the Association.

The officers, Frank Brooks Robinson, '50, president; Henry H. Armstrong, '49, vice-president; and G. William Bissell, '56, secretary and treasurer, were reelected. Mr. Robinson read the names of members who had died since the last meeting, and a moment of silence was observed in their memory.

G. William Bissell, '56
Books

MAYDAY AT YALE, A Case Study in Student Radicalism

The spring of 1970 saw the previously stable Yale campus, and its for-the-most-part quiescent student body, torn apart by a pattern of disruption familiar to other universities across the country. A student strike, mass rallies, "nonnegotiable demands": weeks of wrenching torment for sympathizers and doubters alike, all summed up in the single, banners-unfurled term "Mayday."

Beneath this accretion of rather formulaic activism smoldered the supposed "issue" at stake—the trial of a group of Black Panthers known as the New Haven Nine. But behind the trial itself, of course, was a crime. One Alex Rackley, a Panther worker, had been found floating in the Coginchaug River about twenty-five miles north of New Haven, his torso and arms covered with cigarette and scalding burns. The bruised body bore rope marks and ice pick wounds. When found, his wrists were tied with gauze and his neck with a wire coat hanger. The autopsy showed he had been shot twice with a .45 caliber hand gun, once in the head and once in the chest.

Needless to say, Mr. Rackley did not function as a focal figure in the disturbances at Yale. His saga seems to have been disposed of by the demonstrators, whose concern centered on the defendants, as peremptorily as by his murderers.

John Taft’s book, Mayday at Yale, wisely begins where the real story begins, with the crime and the judicial proceedings which followed. Aply subtitled, "A case Study in Student Radicalism," the book proceeds to paint the picture of a largely moderate campus galvanized into action by professional radicals from across the country and by their own vague sense of social guilt. Meanwhile, the university administration was alternately paralyzed and paranoid, mistaking both the depth of student concern and the power of a national political focus on the events taking place across the New Haven Green.

Taft makes clear that the sentiment of the student body was aroused more by the contempt of court citations against two Panther observers in the courtroom (a police officer tried to prevent them from passing notes, and a scuffle ensued) than by any genuine "issue." But reason was in short supply during those heady weeks: constant demonstrations put both the courthouse and the campus in a state of siege; suspended classes left emotionally-charged students free to blow with the winds of out-of-state visitors. Even the dubious value of "celebrity" played its hand: defendant Bobby Seale was still the hero of the Chicago Seven, and French novelist Jean Genet arrived to lend his talents to the deification.

John Taft suggests in his preface the extent of contributions to the book from other sources, but it’s obviously his own synthesis that gives coherence and credibility to the project as a whole. As he correctly notes, the Yale events "were the last manifestations of a movement which had made headlines for over five years." In his handling of Mayday at Yale, he offers a thoughtful, well-written, and thorough analysis of the entire era.

André Bishop, '66

PAINFUL EXPERIMENTS ON ANIMALS

Since the beginning of time, man's relation to domestic animals has warmed, made gentle, and ameliorated man's relation to man.

In 1907, when I was six years old, Sergeant Kendall of Barrytown was modelling a bust of me which was later cut in marble. I had just seen my first automobile. It belonged to Governor Levi P. Morton of Rhinecliff. The automobile filled my imagination.

Sergeant Kendall liked to talk while he worked. He drew me out: perhaps the automobile should replace
the horse; when it was in the garage, not working, the automobile did not eat. I did not love horses, and my mouth ran on.

Sergeant Kendall loved horses. His whole family rode. Kendall told me, a little boy, that if man's relation to the horse was lessened he would lose some of his gentleness and understanding. He settled the idea so deeply in my head that recollection of it seventy years later is still clear as a bell.

Dr. Pratt's book calmly examines cruelty to animals used in scientific research. It is a scholarly book which invites and will receive the attention of scholars. The subject is broad. The attack is broad and sustained. The author presents alternatives to abuse of animals.

Read the book (but stay away from Equus, a play about cruelty to horses. I still lack understanding and affection for horses)!

Chanler A. Chapman, '19

THE SHAPING OF A CITY: Business and Politics in Portland, Oregon, 1885 to 1915

In his profusely illustrated 535-page paperback, Kim MacColl has documented, exhaustively and often in day by day detail, the personalities, motivations, and methods which he believes determined the present shape of the city of Portland. The thirty years which he examines are shown to have been an era of single-minded mercantile aristocrats who, by their astute management, industry, and acquisitiveness (abetted often by prudent intermarriage) dominated the business, political, and social life of the city.

How should a young man assure his future prosperity in Portland? one newcomer is reported to have asked an earlier pioneer. Join Trinity Episcopal Church, he was advised, and marry a Couch. The young man did both, and prospered.

But there is more here than a minute examination of thirty years of Portland history. The book can also be read as a case study, applicable to the same period in many another American city.

Few contemporary observers, says MacColl, "questioned the traditional notion that private development was synonymous with progress and the public welfare . . . Although many decisions reached in the 30 year period proved, in retrospect, to have been wise, few of them were made for legitimate public policy reasons. The record is fairly clear. Human
greed was the dominant motive in determining the physical shape of the average American city, particularly during the 50 years following the Civil War."

Though MacColl pulls no punches in his analysis of the Portland of that period, his judgment of the city in which he has lived for twenty-three years is balanced. He agrees that Portland is in many ways unique. It is blessed by great natural beauty and a high quality of life. It has always been justly admired for its support of public education and cultural opportunities, for its civility and good taste. These characteristics paradoxically prevailed even during the years which he writes and often with the direct support of men who were simultaneously building great fortunes at the public expense.

"What was not unique about Portland," says MacColl, "was the fact that it was a corrupt city, corrupted in part by the very success and power of its wealthiest pioneer families and some of their newly arrived associates... The major corruption... stemmed from the inability or unwillingness of the business-political leadership to distinguish between two antagonistic interests—the public and the private."

R. W. D.

GENTLY DOWN THE STREAM

EARLY in these highly entertaining memoirs, "Gus" Barnard observes: "in troublous times (about the turn of the century) the city of Springfield, Mass. published a list of some of its available titles under the heading 'cheerful books.' I like to think that this autobiography would have been on the list." This reviewer heartily agrees, for Barnard's "Notes from an Endangered Species," as his book is engagingly subtitled, tell the story of a happy man.

After sketching his ancestors, he establishes that he is indeed a WASP; in fact, a lifetime member of that controversial minority and of the "Establishment."

With amusing detachment, he recalls the rituals of a childhood around New York and Long Island and is soon off to boarding school at St. Paul's for five years—for what noble purpose and to what immediate benefit even he might be hard pressed to say. He was a blithe spirit there, and had little use for the restraints of the system. Much of the spirit of the School must have entered his system, however, for in later years he confesses that his days at St. Paul's "were both a privilege and an unforgettable experience. You don't have many of those in life."

In his company you will hear again the magical sound of a puck as it slaps against the boards on a crisp winter afternoon on the Pond; possibly you will share again the terror that crept into the breast of even the most stalwart as he waited his turn to make his Sixth Form speech on a Saturday afternoon in the Big Study. (Gus tells a wonderful story here, one of the many that make his book such rich and lively reading.) He remembers Chapel for that morning each fall when the Rector's prayer for "children playing in the streets of Jerusalem" confirms to the congregation, restless with excitement, that today is Cricket Holiday. He also luxuriates in the almost sensuous beauty of the Sunday Evensong service.

Two or three recollections of his days at St. Paul's may seem to some to be flights of fancy. The Old Upper is described as set on a hill overlooking the Library Pond, and on a winter morning Gus and a friend toboggan down from the Old Upper to speed their course to breakfast at the New Upper. Now there's a trip for you! And Dr. Drury is pictured on one occasion as wearing a black cape and a pork pie hat. Who of you can recall such a sight? Finally, to be done with carping, we are treated to a picture on Race Day of the winning crew's flag and oar going up the pole to the strains of "Auld Lang Syne"! From an oarsman, too! All part of the license of colorful autobiography, I'm sure.

Then come his years at Yale, an American version of the Grand Tour, a brief shot at Wall Street, his early writing (distinguished by the publication of two novels), his service in military intelligence during the war years, and finally his postwar diplomatic career, from his first assignment as number two man in the Antwerp Consulate-General to his last service as Consul-General in Nassau, Bahamas.

Somewhere along the way, he introduces us to his likeable Uncle Jay, who "had something—style maybe." That is just what Gus Barnard has—style, in his life and in his writing. When he writes about his consular stint in Antwerp, there is a merriment and robustness in his prose, heightened by an eye for detail, that is reminiscent of a spirited scene from a 17th century Flemish painting.

While reflecting happily on the details of his elegant wedding to the lovely Diana, to whom he has now been married for over thirty-six years, the author chooses to remind us that he is an Aquarian and as such has "a tendency towards detachment." Indeed he has, as well as a sharp eye for a pretty girl, confessing earlier, in
fact, that “the opposite sex holds at least equal rank with college as an influence on my formative years.” It is this very detachment which gives his autobiography an extra dimension and perspective. “I had the unfortunate quality,” he says, “of being able to view my superiors objectively, which is no good at all in any organization.”

Instead of complicating his life with passionate involvement in the affairs of men, the author has been content with a more leisurely pace, as an observer of the passing scene. When he elected to resign from the State Department and retire, he says with characteristic wit and wisdom, “I was no captain of industry who would go crazy doing nothing. The change will be imperceptible.”

Now, living in Connecticut, in a house that is “indubitably a manor,” yet in his eyes “a quiet citadel in which to stand aloof,” Gus reflects thoughtfully on the meaning of life, enjoys immensely the present moment, and appreciates but never bemoans “the good old days.”

J. Randall Williams, 3d, '30


The old saying that you don’t have to be a cook to appreciate good food makes a point and has some truth in it. The point and the truth here is simply that you do not have to be an angler or a Waltonian to get great pleasure from Dr. and Mrs. Pool’s book about Walton and his times. The book is no sermon, but like a good sermon it is short, instructive, interesting, and well expressed—all in a handsome setting. It is also a lot of fun.

A history teacher, starting a course on England in the 17th Century, could do no better than to assign this book to his class for required reading before the first lecture. The lucky students would get a clear, concise and enjoyable picture of what it was like in those days. The first chapter outlines Walton’s life. In doing so it covers briefly the lives of five men of that century whose biographies were written by Walton—John Donne, Sir Henry Wotton, Richard Hooker, George Herbert and Dr. Robert Sanderson.

(cont. on page 35)
Editorial

We doubt if any reader has perused this issue so sketchily as to miss all of the many mentions of that most welcome news for St. Paul's — the marriage of the Rector to Miss Jean Matson at the start of the Christmas holidays. It is an occasion for gratitude and rejoicing.

For the head of a school like St. Paul's, whose job, however much its responsibilities are shared, entails many lonely decisions, what better balance-wheel can there be than a steady and personal companionship? To Bill and Jean Oates, the Horae wishes deepening joy to bless their lives. Through them, assuredly, St. Paul's School will be blessed.

It is often said that St. Paul's alumni, out of proportion to their number, are leaders in national life. The evidence is there, but in scattered and fragmentary form.

Why has the full extent of public recognition of alumni leadership never been adequately reported in the Horae or other School publications? Is it modesty on the part of our alumni achievers? If so, spotty reporting by others has conspired to keep the record incomplete. The Horae prints reviews of only that fraction of alumni books which are brought directly to the Editor's attention; beyond that, the "Form Notes" of the past year have recorded a handful of other books, and a few medals and awards in medicine, archaeology, literature, and citizenship.

The suggestion has now been made that the Alumni Association attempt to collect for printing in the Horae as complete a listing as possible of alumni achievement during the year: public service honors and awards; books published; and every sort of public recognition of merit — in the arts, the professions, business, and other spheres.

Is this a territory where angels fear to tread? Most obviously, there are hazards of choice. Can one assume that the record of normal step-by-step career advancement, which occupies so many of our "Form Notes" (promotions, offices held, business directorships, etc.) should have no place in the new listing? Would all agree that an effort should be made to exclude quid pro quo honors which come in direct response to financial support of political or social agencies?

What then? Presumably, a Nobel Prize would always qualify! On the other hand, private publication by an alumnus of a monograph on his hobby would usually be an iffy question. But broad ground lies between.

Should honorary academic degrees be included? Elective public offices won? Ownership of a winning racehorse? Should the list-makers trust their own standards for inclusion, keep the criteria strict, and risk hurting the feelings of those who are left out? Or should they sweep with a broad broom, letting each reader of the list judge both the disinterestedness of those who bestow the honor, and the degree of personal merit in the achievement recognized?

If Horae readers would welcome such a list, published once a year, the Editor invites them to send in ideas on what should be included, and what excluded. Nor is it too soon to begin to give the idea body, by accelerating the present flow, to the Alumni Association, of press clippings and handwritten notes detailing alumni achievements and honors.

One word of caution: the proposed list must not be peppered with inaccuracies. Those who help in the project are therefore begged to verify their facts and give their sources of information, if they are reporting it in their own words.

Our next issue will include letters of comment on this proposal. By then we should know whether or not there is a mandate to go ahead with it, and in what manner.
THE TWO MAGNETS and other poems 

This second collection of poems by James Gore King contains forty-four pieces, varied in theme and form. They reveal a poet who delights in rare instants— "the magic turning in the melody"— who has no ambition to entangle a reader in difficult imagery or allusions, but is content to communicate directly his observations on history, nature, or human experience.

Among the most successful are his portraits of people vividly remembered: the Californian in the bar, "swinging his shoulders, telling his breezy fables"; the poet imprisoned in an outer man of thick thumbs and gaudy waistcoats; the headmaster "who passed among us in our 'teens,/Who nodded quickly and passed on/And waved his stick at us in jeans."

The poet's heart returns to a fresh summer morning in the country, with "clucking of hens in the mystery beyond the hedge"; to life indoors on a rainy day. He is drawn to both city and country (the "two magnets" of his title poem) but is specially aroused by the sight of woods, fields, and sunshine; by clover-scented meadows; by the taste of wine; by the sound of the sea. His love of English history suggests subjects in Lincoln Cathedral, the Archers' Gate in Southampton, a London tavern spared by the Blitz.

Technically, King seems most at home in simple, traditional forms; his control is less sure when he is working in irregular meters. One notes with pleasure how the poet relishes a light-hearted holiday in double rhymes in the poem called "Plasticity," where he declares that he is not uniformly wiry, strong, and rigid as a paper clip, but unpredictable and human; that he "can move about and daily/With this and that quite whimsically. . . . Hold still or stretch in ways elastic/And much rejoice at being plastic,/And sing a tune and dance it too—/And most of all play games with you!"

R. W. D.

Colton P. Wagner, '37

(Book Reviews cont. from page 33)

The titles of the middle six chapters speak for themselves: “The Rails of Wellington and Oddfellows”; “Religious and Political Struggles”; “Town and Country in the 17th Century”; “Music, Masques and Plays”; “Medicine and Science”; and “The American Colonies.” Through those pages, the big events are portrayed simply. The features of everyday life are detailed with humor and understanding. Picking through the chapters you learn what “in foids” means; what a syllabub is; what going to school was like, as power swung from Anglicans to “reformists” and back; what ordinary people did for transportation, sports, gardening and meals; what entertainment was then available in theatre, music, and art; what advances were made in science and medicine (despite the painful and mostly erroneous cures of the day); and who left all that for our shores.

Returning to the opening maxim, it does state the truth, as noted, but not the whole truth. If you are an angler and a fan of Walton, you really will get just that much more from the Pools’ book. It describes the rods, leaders, flies and, yes, bait used in Walton’s days. It tells of fishing books preceding The Compleat Angler; surmises on sources; defends the author from unworthy accusations of “borrowing” and “bait fishing”; and presents a generally sympathetic view of one of the most often reprinted books in the English language.

On a personal note, I thank the Pools for an easy task. Having known, enjoyed, and respected Dr. and Mrs. Pool for some years, it is a pleasure to be able to commend their book without reservation. As his friends know, Dr. Pool is a retired Trustee of St. Paul’s. At the same time, he was head of the Neurological Institute of Columbia Presbyterian Medical Center—sought after around the world for his knowledge and ability. Yet he had time for wise counsel to his School not only in medicine but on all matters. Not incidentally, he has recently been inducted into the Harvard Athletic Hall of Fame for his preeminence as a collegiate and national squash player. His sports and interests are many. His favorite now is angling for trout and salmon, with lovely flies he ties himself. He has made—and I have tried—a rod and ‘line’ according to Walton’s specifications, complete with a home-tied fly on a hand-forged hook.

Dr. and Mrs. Pool are indeed a unique, interesting, amusing and widely contributing couple. Their book reflects these qualities.
**NEW STUDENTS ERRATUM**

I certainly enjoyed the last issue of the *Alumni Horae* but I just wanted to bring you up to date on new student Ian Coats MacColl's SPS relatives. In your listing of new students, I believe that my grandfather and namesake, Alfred Mainwaring Coats, '86, Ian's great-grandfather, should have been included.

Fred (A. M. C. MacColl, '50)

**SUSPICION ERASED**

On the off chance that you have not seen it, I enclose The Log of the Mystic Seaport for October, 1976. In it is an article by Crosby Brown, '24, on the open boat voyage of Henry Ferguson (1864), the third Rector, plus a review of Brown's book from which his article is an excerpt.

I remember hearing garbled versions of this tale when I was in School, most of which involved at least a suspicion of cannibalism. At that time it did not seem particularly out of place to have this suggestion made with respect to a Rector of the School. I am happy to discover after all these years that the entire crew of the longboat survived.

Henry S. Streeter, '38

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**Faculty Notes**

*Day by Day, a Diary of Sketches*, by William Abbe of the Art Department, is being widely distributed all over the country to prospective donors to the Fund for SPS, as a means of giving them insight into daily life at SPS as seen by a very talented member of the faculty.

George A. Boyce, who taught physics and general science at SPS in the second half of 1921 and later devoted most of his life to the education of Indian children, died in Espanola, New Mexico, November 5, 1976. Born in Scranton, Pennsylvania, January 20, 1896, he received his bachelor's degree from Trinity College, his master's from Cornell University, and a doctorate in Education from Columbia University. After early teaching posts at SPS and other eastern secondary schools, he served in the U.S. Bureau of Indian Affairs as a national curriculum specialist, and was director of Navajo and Hopi Indian schools in Window Rocks, Arizona. He was the founding supervisor of the Intermountain Indian School of Brigham City, Utah, and of the Institute of American Indian Arts of Santa Fe, New Mexico. It was his dream that some day Indian schools would be able to provide Indian children with the sort of opportunities available at schools like St. Paul's. He retired from connection with the Bureau of Indian Affairs in the late 1960's. He is survived by his wife, Oleta M. Boyce; two sons, George A. and Robert A. Boyce; two stepsons; a stepdaughter; three grandchildren, and two great-grandchildren.

Will K. Dick, '67, a member of the Admissions Department from 1971 to 1975, gave an informal concert of classical and modern guitar music at the School in February.

Josiah H. Drummond, Jr., Director of Development, and Julien D. McKee, '37, Executive Director of the Alumni Association, were
featured panelists at the January district conference of the Council for Advancement and Support of Education, in Portland, Maine. Also present was Daniel K. Stuckey (1948-67), assistant principal for development and alumni affairs at Phillips Exeter Academy.

Ann Dunlap, who taught in the Advanced Studies Program last summer and has recently graduated from Colby College where she majored in English and Music, joined the faculty early this month as an intern. She is working in the Admissions Department.

An essay on the function of art as a form of spiritual experience, by the Rev. Alden B. Flanders of the Religion Department, is featured in the February, 1977, issue of Independent School, under the title, “Spirituality and the Arts.”

Woodruff W. Halsey, 2d, Director of Activities and a member of the Modern Languages Department, is engaged to Katherine Anne Vickery, ’76, daughter of Mr. and Mrs. James C. Vickery of Williamsville, New York, and a freshman at Princeton.

Walter H. Kiel and Timothy P. Miller, both of the Art Department, held a two-man show of their paintings and sculpture at the Farnum Library of the New Hampshire Technical Institute, in February.

Richard H. Lederer, chairman of the publications committee of the National Association of Independent Schools, led a workshop on the NAIS magazine, Independent School, at the NAIS Annual Conference in Chicago, in February. Mr. Lederer, Form of 1923 Master in English, is on leave this year for advanced study at the University of New Hampshire where he recently lectured on linguistics to the English faculty and graduate student body. Others from SPS who attended the NAIS Conference were the Rector, William A. Oates, who is a national director of NAIS, Robert E. C. Tenney of the History Department, Robert V. Edgar of the English Department, and Woodruff W. Halsey, 2d of the Modern Languages Department.

J. C. Douglas Marshall of the Classics Department, who has been conducting a series of Thursday seminars on the history of the School (see Millicent Notes), has recently been made a trustee of the Vergilian Society of America for a five-year term, and a member of the American Philological Association’s committee on the Classical Tradition in North America.

William A. Oates, Rector, was married to Miss Jean Matson, in London, England, December 22, 1976. The wedding took place in St. Helen’s Church, Bishopsgate, where the Rector’s son, the Rev. Thomas N. Oates, ’66, is a minister. A native of Vermont who has lived in Concord most of her life, Mrs. Oates has worked for the School since 1957, chiefly in the important post of secretary to the Director of Admissions.

The Rev. Molly A. B. Radley, a member of the Religion Department from 1971 to 1973, became the first woman to enter the Episcopal priesthood in New Hampshire, by ordination at St. Andrew’s Church, Hopkinton, by the Bishop of New Hampshire, January 18, 1977.

Peter J. Sheehan (1965-71), a former member of the English Department, was married to Medora B. Dashiell, daughter of Mr. and Mrs. Hamilton L. Dashiell, December 18, 1976, in Cambridge, Maryland.


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### Form Notes

1907
George Matthews, Jr. regrets that he cannot give more to the Alumni Fund. “St. Paul’s is still the greatest school,” he writes. “I have little news except that I am, for my age, in good shape.”

1922
Fifty-fifth Reunion: June 3-5
Douglas Debevoise reports the birth of a grandson, the child of his daughter and her British surgeon husband.

Theodore Voorhees is acting dean of Catholic University Law School, in Washington, D.C.

1923
Paul Sinclair was married to Mrs. Genie Braeshearr Hamilton, in East Hampton, New York, October 2, 1976.

1924
Nautical surgery appears to have been added to the list of accomplishments of J. Lawrence Pool, M. D., by a careless newspaper compositor. In a New York Times review of Dr. Pool’s book on Izaak Walton, one paragraph colorfully starts off: “When Dr. Pool wasn’t playing squash or racing sailboats or trepanning skulls or writing about it, he found time etc.”

1925
The Rev. Francis A. Drake, in a note received late last fall, reported that he and his wife “are continuing to help churches in the Swinage area of the south coast of England. We consider it a great privilege to be here.”

1927
Fiftieth Reunion: June 3-5
Howard R. Townsend hopes to move south within a year or two, “but not to Florida!"
Connecticut gets worse every year, weather-wise and population growth-wise!"

1930
Archibald Cox, Harvard Law School Professor and former Watergate Special Prosecutor, is a member of the legal team representing the Passamaquoddy and Penobscot Indians, who have filed suit to reclaim ancestral lands equaling about two thirds of the State of Maine. Cox, who owns a summer home on Penobscot Bay, in one of the areas contested by the Indian suit, says that the Indians “have a strong case and they deserve a fair hearing.”

1931
Henry Yool wrote to Form Agent Frank Rogers in mid-September, from his home in Devonshire, where he is now retired after thirty years of teaching in English schools. “We have a garden,” he says, “over an acre in size, with lots of flowering shrubs and room to grow all my own vegetables. It was badly overgrown but I am winning it back inch by inch. At the moment the asparagus patch is emerging from the thistles! It is fine to have time to do jobs that may take days or even weeks. For instance, the car is twelve years old and the bottom edge of doors is rusting through. I am rebuilding them with fibre glass. The great difficulty this year has been the lack of rain since March. Pheasants were using my carrot patch as a dust bath. The lawn appeared entirely dead and the water pump often drew air from the well. At last, ten days ago, we had a good downpour... The lawn is already turning green and the vegetables are shooting up.”

1932
Forty-fifth Reunion: June 3-5

1933
John M. Callaway runs a growing mail order business in Dorset, Vermont — American Decorative Arts, Inc. He reports also that his wife has just published “the definitive book on stenciling, The Art of Decorative Stenciling.”

John K. McEvoy has “retired again,” this time from Brunswick Junior College after reaching the age of 62, but he writes that he is “busier than ever.”

Oliver G. Stonington, M.D., won a silver medal in the over-forty-five age group in the senior Olympic Ice Hockey Championship at Santa Rosa, California, last July.

1934
John C. Jay recently had three articles published in San Diego magazine, one on a “UFO abductee” in Arizona, one on the social and political background of New Zealand history, and a third on Taos (New Mexico) Ski Valley and “its incredible fuhrer, Ernie Blake.”

F. Skiddy von Stade’s write-up of a lively 1934 reunion appears on page 29 of this issue.

1935
Paul Hurst, Jr. was married last July 14 to Sumie Tsukamoto, in Kobe, Japan. She is a graduate of Aoyama University in Tokyo and holds the gliding altitude record for Japanese women, at 15,880 feet. Hurst writes that he recently completed a circumnavigation of the Japanese archipelago (Okinawa-Okinawa via the Okhotsk Sea) in his boat, Staghound. He says that “fishermen expected the Soviet to remove Staghound from Japan, as their amphibious had bagged some 900 ships and 10,000 prisoners. But we got through, dark and silent, except for the bow wave that was covered by a school of small whales.”

1937
Fortieth Reunion: June 3-5
Anthony Drexel Duke and his wife, Maria, are the parents of a son, Washington Alcebo, born in New York City.

The fortieth anniversary year of Duke’s founding of Boys Harbor in East Hampton, Long Island, in 1937, was observed by U.S. Senators Jacob Javits and Pell with insertions in the Congressional Record of February 22. The senators described Tony Duke and Boys Harbor as making “a unique and enduring contribution to the lives of thousands of disadvantaged children.”

Starting as a summer camp for a dozen youngsters trapped in the Great Depression, Boys Harbor today serves some 1,200 boys and girls per year in its array of programs, with a staff of fifty professionals committed to working with each youngster continuously from age 7 to age 16.

Henry P. Tomlinson is proprietor of Tomlinson & Earle, Bay Head, New Jersey, real estate agency.

1938
William W. Warner’s “Beautiful Swimmers: Watermen, Crabs, and the Chesapeake Bay” (Atlantic, Little, Brown, 1976) has received the 1976 Science Prize of the United Chapters of Phi Beta Kappa.

1940
Henry W. H. Baker writes that he would be delighted to hear from or to see any SPS alumnus of 1940 or the years just before or after, at his home in Holly House, Essex Street, Deep River, Connecticut.

1941
Thomas Dolan, 4th was remarried, November 13, 1976, to Elizabeth G. Kenworthy.

John C. McIlwaine has been working for the Campaign for Yale, raising corporate funds, and more recently for the National Audubon Society, in the same capacity.

1942
Thirty-fifth Reunion: June 3-5
Osborn Elliott, deputy mayor of New York City for Economic Development, has been reelected a trustee of the New York Public Library.

Paul M. van Buren’s book, “The Burden of Freedom,” was published by The Seabury Press last fall.

1943
E. Kimbark MacColl’s book about Portland, Oregon, reviewed in this issue, has been setting records for sales of a local volume. A second and perhaps third volume are contemplated by the author to complete the history.

1944
C. F. Damon, Jr., a past president of the Hawaii Bar Association, is completing his second term in the house of delegates of the American Bar Association.

Alexander K. McLanahan was recently appointed chairman of the board of visitors and governors of St. John’s College, Annapolis and Santa Fe.

Lewis T. Preston, vice-chairman of the board of J. P. Morgan & Co., Inc. and chairman of Morgan Guaranty International Finance Corporation, has been elected a director of General Electric Co.

1945
Charles Haines, an associate editor of the book, “Between Friends/Entre Amis,” reviewed in this issue, has also been serving as a promoter of exhibitions of photographs from the book, in Chicago, New York City, and Atlanta. Further exhibitions are to be put on in Seattle, Fort Worth, and Houston during the coming summer. Haines has also been commentator on the Canadian Broadcasting Co. program which broadcasts the concerts given by the National Arts Centre Orchestra of Ottawa.

William P. Wood has been elected president of the Philadelphia Museum of Art, succeeding George M. Cheston, ’66.

1947
Thirtieth Reunion: June 3-5

1949
C. Christian Beels is an assistant professor of Psychiatry at Columbia University College of Physicians and Surgeons.

W. Bliss Carnochan’s book, “Confinement and Flight: an Essay on English Literature of the Eighteenth Century,” was published early this year by the University of California Press.
1950

W. D. Howells has returned to work in Washington at the Department of State.

After his unsuccessful campaign for the United State Senate, George R. Packard, 3d has become deputy director of the Woodrow Wilson International Center for Scholars, in Washington, D. C. He is also "anchorman" on a weekly news analysis program on TV Channel 12 in Philadelphia.

1951


Peter H. Steltz and his family have moved to Switzerland, where he is working in the Geneva office of Faine, Webber, Jackson & Curtis, stockbrokers.

1952

Twenty-fifth Reunion: June 3-5

Ralph H. Coffin, Jr. has become a director and group vice-president-international of International Playtex, Inc., a leading marketer of personal products and a subsidiary of Esmark, Inc. Formerly he was president of the international division of Standard Brands.

1954

Theodore C. Achilles, Jr. is vice-president and part owner of Morrow Electronics, a small, fast-growing manufacturer of marine navigation equipment. He was elected to the Oregon House of Representatives as a Republican, in November. He and his wife, Joan, with five children, live on a farm just outside Portland, "with assorted pigs, goats, cows, chickens, horses, and other critters under the watchful eye of Farmer Joan."

William D. Harrison was married to the former Pennae L. Bost in March, 1975. He is vice-president of Kleinwort Benson, Inc. of New York City.

John R. McInley, Jr. has been one of the principals of the investment counsel firm of Van Cleef, Jordan & Wood, Inc. of New York City, for the past two years.

1955

Locke McLean is engaged to Sara Parsons Ridgway, daughter of Mr. and Mrs. William C. Ridgway, Jr. of Short Hills, New Jersey. He is a vice-president of Morgan Guaranty Trust Co.

1956

David W. Barrow, 3d is president of the Mid-County Bar Association of St. Petersburg, Florida.

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

Robert C. Guild is teaching economics, statistics and introduction to business at Ball State University, in Muncie, Indiana.


John H. Pattie has resigned as chief public defender of the County of Imperial, California, and sold his private law practice, to retire to the position of assistant district attorney of El Dorado County, in charge of the Lake Tahoe Office.

1957

Tenth Reunion: June 3-5

George H. Hobson and his wife, Victoria, are continuing their teaching of Scripture in Protestant and Catholic parishes and prayer groups in France and Switzerland, as part of the "charismatic renewal." Their main endeavor is "the training of leaders in principle of Christian renewal, personal and collective."

David P. Hunt is with the United States Embassy in Norway, and would be glad to hear from SPS alumni traveling in the area.

1958


Wyllis Terry, 3d received his degree from Harvard as a Master of Educational Administration, in the spring of 1976, and is now head of the upper school at Green Hill School, Dallas, Texas.

1959

Wilfred C. Files has spent the winter employed as a heavy metal fabricator, making internals for nuclear reactors, in Hampton, New Hampshire. He describes the work as "very blue collar and good for collapsing ivory towers." He will return to his teaching in Alaska next year. He was married on Thanksgiving Day, 1976, to Genevieve Gray.

Robert W. Woodroffe, 3d is coordinator of a Pittsburgh ministry to medical personnel (physicians, nurses, housekeepers, etc.), and priest-in-charge of St. Luke's Episcopal Church in Pittsburgh. He and his wife, Sally, have two daughters.

1960

William H. Marmion, Jr. is chairman of the history department at Bryn Mawr School in Baltimore, Maryland, having resigned from the ministry in 1974. In the summer of 1975, he was married to Elizabeth Marsden of Marietta, Georgia.

Judson H. Phelps has been appointed vice-president, marketing, of the L'Oreal Professional Division of Cosmair, Inc. of New York City.

1961

John Winthrop Aldrich and his wife, Daffy, are parents of a girl, their second daughter, Katharine Delano, born April 20, 1976.

Peter J. Pell and his wife, Alexandra, are parents of a son, Peter Jeffcott, born January 3, 1977. Pell is coaching one of the men's hockey teams in Aspen, Colorado. Among the players, he writes, are Peter A. A. Looman, '65, and Stephen B. Frudden, '68.

Lyndie H. Pillsbury is in his second year at Georgetown University Medical School, planning to go into pediatrics. He and his family enjoy Washington and hope to stay there.

1962

Fifteenth Reunion: June 3-5

William E. Lively, 2d has bought a condominium in Boston's Back Bay district. He has been skiing every weekend of the past winter and reports that he "ran into" Michael Ransmeier on the slopes of Cannon Mountain.

Malcolm Smith, Jr. was married to Elizabeth Harding Jessup, daughter of Mrs. Price Jessup of Washington, D. C., and the late Philip S. Jessup, October 23, 1976, in Washington.

1963

Charles W. Eliaison, 3d is working in the pricing and scheduling department of Caterpillar Tractor Co., in Peoria, Illinois.

Brooke Pearson and his wife, Betty, have announced the birth of their first child, a son, Peter Gwynne, September 20, 1976. They are settled in rural Vermont, where Pearson practices law and coaches youth hockey in Burlington.

1964

Haven N. B. Pell and his wife, Simmy, are the parents of a son, Haven Jr., born in November, 1976. In August, Pell was elected to the executive council of the young lawyers section of the American Bar Association, for a two-year term. He reports that Bruce Lauritzen, '61, and his wife, Kimball, also became parents of a boy last fall. The child, born in October, is named Clarkson Davis Lauritzen. "Bruce and I," says Pell, "hold the fort for the SPS Alumni Association in Omaha."

John N. Staples, 3d is practicing law in Los Angeles and Laguna Beach, California. He and his wife, Lila, have a daughter, 2½ years old.
1965
David B. H. Martin, Jr. has started work in a Washington, D. C. law firm.

Richard H. B. Livingston was married to Elizabeth Dubben, daughter of Mr. and Mrs. Robert M. Dubben, December 4, 1976, in Bridgehampton, New York.

1966
George M. Cheston is working in advertising and sales promotion for Lenox China, “manufacturer of America’s largest-selling fine china and crystal.”

Daniel Drury has joined the new controlled-environment agriculture firm of Agrownautics, Inc., in Lakeville, Connecticut.

John G. Ordway, 3d reports that he was married in August and is self-employed in Minneapolis, designing and building custom homes.

Paul F. Perkins, 3d is finishing a second year of medical residency at the Cambridge (Mass.) Hospital. He plans to spend next year traveling and doing emergency ward work in Europe.

1967
Tenth Reunion: June 3-5
Allan MacDougall, 3d is a management trainee in the international department of Mellon Bank, in Pittsburgh.

Christopher A. Mandeville is living in Schenectady, New York, and is administrative assistant to the project coordinator of Peoples Energy Project, Inc., also known as the Peoples Power Coalition. The Coalition is active in behalf of consumers in the area of utility/energy reform.

I. David Reinhold has received his Ph. D. in organic chemistry and will be a postdoctoral fellow at the University of Alberta in Edmonton, Alberta, for the next one or two years.

Nicholas P. Trott expects to receive his M. B. A. from New York University in June.

1968
James T. Colby, 3d is supervisor of the Westchester (N. Y.) division of the contract administration department of Consolidated Edison Co.

D. Richard Grace was married to Barry Martin Stewart, August 28, 1976, in Locust Valley, New York.

Barclay McFadden, Jr. is president of Llama Trading Co. of Brattleboro, Vermont.

Francis J. Rue, 3d and his wife, Sarah, are looking for a job, after completing a master’s degree program in Landscape Planning at the University of Massachusetts.

1969
Charles R. Bradshaw is stationed on the U. S. Coast Guard Cutter Temora, an ocean-going tug homeported in New York City.

William R. Cahill is a second year law student at Hastings College, San Francisco, and is on the staff of the Hastings Constitutional Law Quarterly.

Roy A. Hunt, 3d is engaged to Sallie Gilman Deans, daughter of Mrs. John Otto, 3d of Buffalo, New York, and the late John S. Deans, 3d.

Donald Duncan McPherson reports that he is studying for the C. P. A. examination and expects to be married in July “to a beautiful Swede.”

Charles Scribner, 3d is a full-time editor at Scribner’s in New York, but during the past winter did some lecturing in Los Angeles, Bryn Mawr, and Sarasota. He was an instructor in the department of art and archaeology during the fall term at Princeton University, teaching Baroque Art. He recently received his Ph. D. from Princeton in the field of art history.

Livingston D. Sutro is a graduate student of anthropology at the University of Arizona.

Daniel K. Thorne was married, October 25, 1976, to Nancy Louise Marnette.

Thomas H. P. Whitney, Jr. is a second year law student at Boston University.

1971
Yeates Connell, Jr. is in his first year of medical school at the University of Cincinnati.

David B. Reath was a finalist in the medical student research forum at the University of Texas Southwestern Medical School at Dallas.

Arthur B. Schoen, Jr. has been assigned to the bankers and brokers division of Bankers Trust Co., New York City.

Peter A. Seymour is a writer and editor for Cue Magazine in New York City.

Charles F. Stewart, 3d is working in Aspen, Colorado, as a desk clerk, and writing for the local weekly, The Aspen Journal.

1972
Fifth Reunion: June 3-5
Russell J. Bartlett is engaged to Marina Moskos, daughter of Mr. and Mrs. Stephen Moskos of Concord, New Hampshire.

Locke E. Bowman, 3d was married to Ruth T. Reinersen, daughter of Mr. and Mrs. Stephen Reinersen, December 13, 1976, in Cambridge, Massachusetts.

Henry S. Florsheim, a senior at Brown University, is working as a producer at WJAR-TV News in Providence.

George A. Goodspeed was married to Linda S. Tetreault of Pawtucket, Rhode Island, October 2, 1976.

Howard E. Grace is engaged to Deborah Greene, whom he met at Franklin College, Lugano, Switzerland. They expect to be married soon after his graduation from Yale in May.

Christopher B. Hale is “ensconced on scenic Martha’s Vineyard, working on building a 34-foot cruising boat to go into production at the Martha’s Vineyard Shipyard. So it goes.”

Roy N. Ordway, Jr. is working with “Proctor Program,” a Massachusetts juvenile detention program. He received his A. B. in urban studies from Vassar College in May, 1976.

1974
Sara B. Cole, Elizabeth P. Munson and Emily M. Bateson, ’76, all played on the Yale field hockey team last fall.

1975
Helen M. Hunt is on the field hockey team at Stanford University and played in the national tournament this year.

From Mark E. Powden we have the cryptic report that “John Marchand gained renown throughout the Harvard community earlier this year as he risked life and limb to rescue friend Bones from the jaws of near certain death.”

1976
Katherine Anne Vickery is engaged to Woodruff W. Halsey, 2d, a member of the Modern Languages Department since 1959.
Deceased

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

'06 — Paul W. Billwiller, 1971
'07 — Arthur D. Sykes, date unknown
'08 — Jay William Campbell, date unknown
'08 — Leslie I. Laughlin, February 7, 1977
'15 — Howard H. Pell, Jr., Nov. 23, 1976
'18 — Samuel C. Hopkins, Jr., date unknown
'19 — Belden Wigglesworth, February 6, 1977
'22 — Henry Parish, Jr., date unknown
'25 — Henry C. Collins, Jr., date unknown
'38 — Charles F. Gore, April 1, 1976
'42 — Ernest N. Petchek, Autumn, 1976

'04 — Oliver Stuart Kelly of Palm Desert, California, died January 15, 1976. A student of St. Paul's from 1900 to 1904, he was a member of the Delphian and SPS football teams and stroked the winning Halcyon Crew, in the year of his graduation. The Halcyon has been unable to secure information about his later career. His wife, Ann Weston Kelly, survived him by one month.

'05 — Samuel Crowell, Jr. died in Kittery, Maine, October 22, 1976. He was eighty-nine years old. Born in Boston on December 1, 1904, he was a member of the Delphian and SPS football teams and stroked the winning Halcyon Crew, in the year of his graduation. The Halcyon has been unable to secure information about his later career. His wife, Ann Weston Kelly, survived him by one month.

'11 — Rodney Corning Ward died January 1, 1977, in Naples, Florida, his home since moving from Shelter Island Heights, New York, ten years ago. He was eighty-two years old.

The Halcyon has been unable to secure information about his late
career. His wife, Ann Weston Kelly, survived him by one month.

'15 — Hugh Allen Ward died at his home in Westhampton Beach, New York, January 10, 1977. Born in Montclair, New Jersey, July 24, 1896, the youngest of three SPS alumni sons of Rodney A. Ward, '81, and Harriette Woodruff Ward, he entered the School in 1909. In his Sixth Form year he was a member of the Cadmean and of the Old Hundred hockey team. His career at Yale, where he was a member of the class of 1919, was interrupted by service overseas for a year and a half as a first lieutenant of infantry in the A. E. F. After the war he began a career in commercial banking with one of the predecessor firms of what is now Manufacturers Hanover Trust Co. of New York. For the last eighteen years before retirement in 1961, he was with Bankers Trust Co., also in New York City. He continued active after 1961 as a registered representative of the brokerage firm of Gode, Winmill & Co., and in 1968, when he was seventy-two years old, he joined in starting a new investment advising business, Halsey Associates, in New Haven, Connecticut, commuting from his Long Island home almost to the time of his death. He was an ardent supporter of the Yale hockey team and had long been treasurer of his college class. His own notable success as an organic gardener at his place in Westhampton Beach gave force to his claims for the virtues of compost and to his activity in support of The Soil Association of Haughley, Suffolk, England.

'R 8 — Douglas Rider Wilson, retired New York City attorney, died in New Milford, Connecticut, September 8, 1976. Born in Pekin, Illinois, January 22, 1898, the son of Everett W. and Anna W. Wilson, he was a graduate of St. Paul's, Yale, and Harvard Law School. He headed his own law firm in New York City for many years, moving to New York City.
Milford about twenty-five years ago, there to continue practice until his retirement. One of the ablest students of his time at St. Paul's, he was a Ferguson Scholar in 1915, won the Drum Latin Prize, the Oakes Greek Prize, and the Vanderpool Prize in the Natural Sciences, and received the School Medal at graduation in 1916. He was Cadmean vice-president and a member of the society's debating team, and played "point" on the Ithshman hockey team of 1916. As youth and man he was known for his high standards and wise counsel, and he was one of the warmest of friends. During the closing months of World War I, while an undergraduate at Yale, he trained at Camp Jackson and Fort Sill. He is survived by his wife, Gertrude S. Wilson; a daughter, Mrs. Peter G. Ipsen; and four grandchildren.

18 — Richmond Matteson Newell died November 17, 1976, in Laguna Hills, California. Born in Pawtucket, Rhode Island, April 25, 1898, the son of Charles H. and Eliza L. M. Newell, he was a student at St. Paul's from 1912 to 1917. His career was in finance and real estate — the final twenty years being occupied by work in the southeast part of Florida. In happy retirement after 1954, he traveled extensively in North America with his wife, the late Hazel Salisbury Newell. He was of a humorous disposition and believed by good health until the last year of his life. He is survived by two daughters, Phyllis Newell and Shirley N. McCorkie, and three grandchildren.

21 — William Brown Dinsmore, Jr., a composer and retired teacher of music, died in Edgartown, Martha's Vineyard, June 17, 1976. He was seventy-four years old. The son of William B. and Marion Carey Dinsmore, he was born in New York City and studied at St. Paul's from 1915 to 1919, becoming a member of the School Orchestra in his last year at School. From 1924 to 1928 he was a music student at the Juilliard School in New York City, and subsequently taught harmony and counterpoint there for twenty-three years, at the same time taking private pupils. He composed a number of pieces for piano and orchestra. In 1940, excerpts of his opera, "Thorwald," were performed in Carnegie Hall. Despite failing health, he continued to compose after moving permanently to Martha's Vineyard in 1965. He is survived by his daughter, Frances A. Dinsmore, and two step-daughters, Mrs. George Z. Szabo-Imer and Mrs. Fletcher Hodges, 5d.

21 — Samuel Churchill Wilcox died at his home in Berlin, Connecticut, June 2, 1976, at the age of seventy-three. A Hartford native, he was the son of Frank L. Wilcox '76, and Harriet Churchill Wilcox. He received his school diploma, magna cum laude, and won Old Hundred letters three times in football and twice each in hockey, track and baseball, and an SPS letter in hockey. He graduated from Trinity College in 1925. In later years he was a member of Trinity's Board of Fellows, and received from the college alumni their medal of excellence. After college, he was with Peck, Stow and Wilcox Co. of Southington, Connecticut, makers of tinsmith machinery and Worth tools, until 1952 when the business was sold. At that time he was vice-president and treasurer of the company. Not wishing to retire, he joined in purchase of a Chevrolet dealership (renamed Wilcox-Rau Chevrolet, Inc.) in New Britain, Connecticut, continuing as president until his death. He had also been vice-president of Berlin Savings Bank since 1966 and was a former director of banks in New Britain and Southington.

24 — Charles Lord Bell died at his home in Oakland, Pennsylvania, November 3, 1976. The son of Archibald M. and Genevieve Lord Bell, he was born in Pittsburgh, Pennsylvania, April 3, 1905, and attended St. Paul's for six years. He became a member of the Library Association and the Cadmean, won acclaim for his skill in a minor role in the Lincoln's Birthday Play in 1923, and was an assistant editor of the Horae. After his years at St. Paul's, he entered his lifelong work with the Pittsburgh brokerage firm of Moore, Leonard & Lynch. He served in the Air Force for three and a half years in World War II as an intelligence officer in the Canal Zone, with the final rank of captain. He is survived by his sister, Genevieve Bell. He was a brother of the late Archibald M. Bell, Jr., '19.

24 — George Trowbridge Elliman, retired United States Foreign Service officer, died at the age of seventy-one in an automobile accident near his home in The Plains, Virginia, January 19, 1977. His wife, Natica de Acosta Elliman, was gravely injured in the same accident. He was born December 17, 1905, in New York City, the second of three sons of Douglas Ludlow and Theodora Trowbridge Elliman who attended St. Paul's in the twenties. A graduate of Princeton, magna cum laude, in the class of 1928, he worked as an advertising manager for the Saturday Review of Literature and was associated with Butler and Baldwin, New York City real estate brokers, before entering government service. For three years he worked in agencies engaged in defense and war work; then, from 1942 to 1945, he was assigned to duty on naval vessels in the Caribbean and southwest Pacific, as commanding officer and executive officer. He was executive director of the State Department's Office of Foreign Liquidation during the first three postwar years, and from then until 1959 held posts in the Economic Cooperation Administration, the foreign division of the National Production Authority and — as adviser for foreign activities — the Department of Commerce. He joined the Foreign Service in 1959, serving first as commercial attaché at the Embassy in Rome and then for two years as director of the international activities staff of the Business and Defense Services Administration of the Department of Commerce. In 1966 he was director of the United States mission to Ireland and Portugal on trade and industrial development. From 1967 until his retirement in 1969, he was special assistant to the International Labor Organization and a United States delegate to the ILO. He also served as a member of the Foreign Service Selection Board. Since retirement he had been a management consultant. He was an active organiser of clubs in the Washington and New York City areas and was a vestryman of St. James's Episcopal Church. Surviving are his wife; a son, Peter B. Elliman, '51; a brother, Ludlow Elliman, '27, and three grandchildren.

26 — Craig Wylie, retired managing and executive editor of Houghton, Mifflin Co., book publishers, died at his home in Cambridge, Massachusetts, December 6, 1976. He was sixty-eight years old. He was born in Washington, D.C., and came to St. Paul's in the Third Form in 1922. A self-assured and convincing speaker, he became a member of the Cadmean debating team and was treasurer of the Missionary Society. He was also on the Ithshman track team and football squad in his Sixth Form year. After graduating from St. Paul's and Harvard, he joined the School faculty in 1930 as a teacher of French. He stayed on the faculty for twelve years, but from 1955 to 1959 was given leave of absence from teaching to serve in the New Hampshire State Legislature. From 1942 to 1945, he served in Naval Intelligence in Washington, in antisubmarine warfare duty in the North Atlantic, and as executive officer at the antisubmarine warfare training center at Pearl Harbor. He was detached from active duty after the war with the rank of lieutenant commander. His first position in civilian life after the war was field secretary of the Massachusetts Commission for World Federation. In 1946 he joined Houghton, Mifflin, and for the next twenty-seven years served successively as a general editor, managing editor, executive editor, editor in chief, and vice-president and director of the trade book division. He retired in 1973. He was a member of the Tavern Club and the Club of Odd Volumes, both of Boston; the Century Club of New York City, and the Massachusetts and New Hampshire Historical Societies. In addition, he was a trustee of the Boston Athenaeum and was a member of the corporation and vestry of the Church.
of the Advent in Boston. He was a loyal alumnus of St. Paul's, a man of high personal standards and generous spirit who had many friends among his schoolmates, students and co-workers. Surviving are his wife, the former Angela Fowler; four daughters, Moira A., Pamela, and Jennifer Wylie, and Katherine Dalton; a son, Andrew Wylie, '65; two sisters, Mrs. Frederick C. Lawrence and Mrs. Hugh F. Sawbridge, and five grandchildren.

'27 – Stanford O. esterto n graduate of the University of Virginia. He conservationist, died at his home in Easton, Maryland, October 7, 1976. He was born in New York City, February 23, 1909, the only child of Franklin and Martha Stanford Mallory. "Bill" Mallory, as he was generally known at School, was a versatile athlete who won honors in several sports. He played two years each on the Delphian and SPS football teams, and three each on his club and School baseball teams. He was SPS football captain and Delphian baseball captain in the year of his graduation, treasurer of the Athletic Association, and secretary-treasurer of the Delphian Club. At Anniver sary, 1927, he won the Hallowell, Faculty, and Gardner Cups, for the 100 and 220-yards dashes and the half-mile. In addi tion, he was a member of the Scientific Association and the executive committee of the Squash Association. Between graduation from Yale in 1931 and United States entry into World War II, he worked on Wall Street in New York City, and for the Tri-Continental Corp. He ended his service in the Air Force as a ground officer in the Philippines in 1945. He had no children.

'28 – Philip Kingland Crowe, diplomat and conservationist, died at his home in Easton, Maryland, October 16, 1976. Born in New York City, January 7, 1808, the son of Earle R. and Kathleen Higgins Crowe, he studied at St. Paul's from 1882 to 1884 and was a 1932 graduate of the University of Virginia. He headed four United States embassies: in Cey lon, 1953-56, the Union of South Africa, 1959-61, Norway, 1969-73, and Denmark, 1973-75. In addition he had been special representative of the Economic Cooperation Administration in Nanking, China, in 1948-49, delegate of the United States to the Economic Commission for Asia and the Far East, in 1954, and special assistant to Secretary of State John Foster Dulles, in 1958-59. His service in World War II began with the 8th Air Force in England. Later, he moved to the China-Burma-India theater of war as chief of secret intelligence for the Office of Strategic Services. Before and for a few years after the war, he had been a reporter for the New York Evening Post, Life magazine, and Fortune magazine. During the sixties, he undertook six missions for the World Wildlife Fund, visiting government leaders to urge action to protect endangered species. These missions took him successively to North Africa and the Near East; South America; Australia and the Far East; Ceylon, India, Bhutan and Sikkim; Central America; and Southern Africa. As a young man, in the mid-thirties, he had spent a year collecting animals for museums in French Indo-China. He was the author of a number of books, relating sporting travels and experiences, which reinforced his appeals for public support of conservation of natural resources and wildlife. His career as a soldier, diplomat, and conservationist brought him decorations from the governments of France, Nationalist China, Portugal, Norway, and Denmark, and he received the Bronze Star from the United States Army. He was a member of the Council on Foreign Relations and was an advisor of the School of Advanced International Studies of Johns Hopkins University and the Fletcher School of Law and Diplomacy of Tufts University. He was also a trustee of the United World Wildlife Fund International and a member of the executive committee of the Fund in the United States, and was associated with many other conservation organizations. He held membership in a large number of societies and clubs – social, sporting, and professional – throughout the world. Surviving are his wife, the former Susana Norregaard, and four daughters, Mrs. David Neilson, Mrs. Guy Pfeffermann, Mary Bayard Crowe, and Clara W. Crowe.

'30 – Ogden Haggerty Hammond, Jr., died in Winchester, Virginia, October 18, 1976. The son of Ogden H. and Mary Picton Hammond, he was born in New York City, September 17, 1912. He attended St. Paul's for six years and was a member of the class of 1934 at Yale. During his course at St. Paul's, he was a member of the Cadmean and Cercle Français, and an assistant editor of the Horae, and winner of the Williamsson Medal for the best poem of 1928-29. In later life, he was a financier involved in mining prospects in Australia and oil exploration in Texas. He had a home in Winchester, and also in England where he bred and raced horses. He is survived by his wife, the former MARY WILSON; two daughters, Mrs. Hans Lurie and Mrs. Abdullah Alatas; a son, Ogden H. Hammond, Jr.; a sister, Millicent H. Fenwick, and two grandchildren.

'35 – Hugh Whitney Fosburgh, outdoorsman and writer, who was President of the Sixth Form of 1935, died at his home in Minerva, New York, November 6, 1976. He was sixty years old. His novels of wilderness life, distilled from decades of intimate knowledge of the Adirondacks and published in the fifties and sixties, were widely acclaimed for their vivid art and narrative power. Before and after the war, he was a reporter for Life and Fortune magazines. His first novel was "The Hunted" (1930). Later came "The Sound of White Water," "A Clearing in the Wilderness," "The Drowning-Stone," "One Man's Pleasure," and "The Good Chance." Fos burgh's experience as a B-24 bomber pilot in the Pacific in World War II (winning him the Air Medal and Distinguished Flying Cross) formed the basis of another widely praised novel, "View From the Air." He was born February 3, 1916, in Irving, New York, the son of James Boice Alleyne and Eleanor Whitney Fosburgh. He entered the First Form in 1929 and soon gave evidence of becoming a leader of his class. Ultimately he was not only President of the Form but also an acolyte and crucifer; a member of the Concordian, Library Association, and Missionary Society; a counselor at the School Camp, and a member of club and School teams. He played for three seasons on Delphian football and baseball teams; two on SPS football, and three on SPS baseball, and was a member of the executive committee of the Athletic Association. He graduated from St. Paul's in 1935 and from Yale in 1939. Iconoclastic, agonistic, humorous, he created for himself a style of life which fitted no standard pattern. He knew nature too well to think or write sentimentally about it, and was faithful to the truth of weather and seasons and to the human and animal inhabitants of his world, becoming a memorable reveler of what he knew and saw. He is survived by his wife, Frances Cheston Fosburgh; two children by his first wife, Helen Fosburgh: a son, Pieter James Fos burg, '64, and a daughter, Lacey Fosburgh; two brothers, James W. Fosburgh, '29, and Peter W. Fosburgh, '41; a sister, Mrs. Evan M. Wilson, and four step-children, Mrs. Joseph Hornblower, Thomas Thacher, Whitney Tower, and Harry F. Tower.

'35 – Mandeville Mullally, Jr. of Lawrence, Long Island, a New York City attorney, died on November 19, 1976. The son of Mandeville and Edith Bolton Mullally, he was born in Mt. Vernon, New York, July 22, 1916, and entered the School in 1930. In his Sixth Form year he became an assistant editor of the Horae, secretary of the Concordian and a member of the debating team. He was also the alternate on the School debating team. He graduated from Yale in the class of 1939, was a graduate of the University of Virginia Law School, and served as a trial lawyer in the legal section of Occupation Headquarters in Japan at the end of World War II. After the war he
joined the New York law firm of Miller, Montgomery & Sogi, remaining with the firm until his death. Fishing and golf were his recreations. In addition, he gave many years of faithful service as a member of the board of directors of the Lawrence Country Day School, most recently as president. He is survived by his wife, Mary Tyler Mullally; two daughters, Nina B. and Amanda Mullally; a son, Kevin Mullally; a sister, Eleanor M. Snyder, Esq.; two stepchildren, Lucinda Mel- len and Henry S. Meffen.

37 - Charles McGhee Baxter, Jr., retired New York City investment banker, died September 4, 1976. Born February 10, 1919, in Cleveland, Ohio, the son of Charles M. And Marcelle Andrews Baxter, he was a student at St. Paul's from 1935 to the middle of his Sixth Form year, making many lasting friends and becoming a member of the Concordian and goalie on the SPS hockey team. He was a graduate of Westminster School, and received his bachelor's and law degrees from New York University, remaining in that business until retirement in 1971. He had a keen interest in secondary education, serving for twenty years as a trustee of Westminster School, was an enthusiast of amateur cock-fighting, and a breeder of thoroughbred horses. Surviving are his wife, Ellie Wood Baxter; a son, Charles M. Baxter, Sr., and two children by a former marriage, Mrs. Peter Hankin, and Gordon M. Baxter.

38 - Bertram Dawson Coleman, 2d, retired Philadelphia stockbroker, died in an automobile accident in Bryn Mawr, Pennsylvania, October 28, 1976. He was fifty-seven years old. Born in Philadelphia, he studied for five years at St. Paul's, played for two seasons on the Old Hundred football team, was a member of the Science and Math team in 1958, and was an effective speaker on the Concordian and SPS debating teams. He was also a supervisor, an acolyte, and a member of the Library Association. He went on to graduate from Yale and the University of Pennsylvania Law School, though five and a half years of Navy service in World War II interrupted his college and graduate school years. He was assigned to naval duty in the Atlantic and later served in the island campaigns in the southwest Pacific, attaining the rank of commander. After the war he was president of the Ebensburg, Pennsylvania, Coal Co. In 1958 he became a partner in Drexel & Co., stockbrokers, and in 1966 was made chairman of Drexel, Harriman, Ripley, Inc. He later served as chairman of Drexel, Firestone, Inc. (the firm now known as Drexel, Burnham, Inc.) until his retirement in 1972. He was a director of the Philadelphia Museum of Art, Western Savings Bank, and Rockower Brothers, Inc. He had formerly been chairman of Greenfield Real Estate Investment Trust. He was a member of clubs in the Philadelphia area and in New York City. Surviving are his wife, the former Patricia Diston; a son, William D. Coleman; two daughters, Carol and Mariana G. Coleman, and a brother, Francis I. G. Coleman. '41.

38 - Richard Bayard Dominick, M.D., died in May, 1976, at The Wedge Plantation, his home in McClellanville, South Carolina. He was fifty-six years old. While at St. Paul's, he was a member of the Cadmean and Dramatic Club, and sang tenor in the Choir and Glee Club. He was graduate of St. Paul's, Yale, and the Columbia University College of Physicians and Surgeons. He never practiced medicine but instead devoted his life to entomology as president of the Wedge Entomological Research Foundation, established at his home in McClellanville primarily to publish a 150 -volume work entitled, "The Moths of America North of Mexico." He was a fellow of the Royal Entomological Society. In World War II, he served as a Marine Corps pilot in the Pacific, was wounded, and received the Air Medal. He retired as a major. He is survived by his wife, the former Tatiana Djenné; a daughter, Mrs. Bruce M. Kendall; a son, Oliver Dominick, and one grandchild.

40 - Stanley Blanchard Smith, 2d, an Episcopal clergyman, died of leukemia, June 28, 1976, in Newton Wellesley Hospital (Massachusetts). Since graduation from Episcopal Theological School after World War II, he had served parishes in Pepperell and Medford (Massachusetts), Cincinnati, Detroit, Lafayette (California), and Plymouth on the Island of Montserrat in the British West Indies. He was a loyal alumnus of his seminary. In the middle sixties, he returned there for a year to work on a systematic correlation of the sermons of the late Dr. Theodore Ferris of Trinity Church, Boston. A priest of strongly ecumenical outlook, he was also a liturgical liberal who was equally at home in the "central altar" church in Lafayette and in the Montserrat setting where services might include multiple choirs, steel drums, and dance. He was born in Boston, May 2, 1921, the son of Stanley B. and Nora Kathleen Smith, entered St. Paul's in the Second Form, graduated in 1940, and went on to Bard College. During World War II, he served for two and a half years in the Air Force in Northern Italy, as a radio operator in troop transports—an experience which led him on to a lifetime hobby as a radio "ham." He is survived by a daughter, Sara Ward Smith; two sons, William W. and Stanley B. Smith, Jr.; a brother, Albert O. Smith, '36; a sister, Ann J. Gilmore, and two stepdaughters, Jayne McLaughlin and Sally Dunn Smith.

45 - John Emmons Rhodebeck died in Concord, New Hampshire, in July, 1976. The son of Dr. and Mrs. Edmund J. Rhodebeck, he was born May 27, 1927, in New York City. He entered the Third Form in 1942, beginning an accelerated course to graduation as a Fifth Former in June, 1945. His only extra-curricular activity during those years was in the Scientific Association. He received his A. B. degree from Harvard as a member of the class of 1949, and was later employed at the Harry G. Emmons, Inc. store in Concord. He is survived by his wife.
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August Heckscher, '32 ................................ New York
Horace F. Henriques, Jr., '47 ....................... Greenwich, Conn.
Amory Houghton, Jr., '45 ........................... Cornning, N. Y.
James W. Kinneear, 3d, '46 ........................... Greenwich, Conn.
W. Walker Lewis, 3d, '65, Treasurer .............................. Washington, D. C.
Mary H. Lindsay ........................................ New York
Cynthia N. Mackay ..................................... Brooklyn, N. Y.

John R. McLane, Jr., '34 Clerk .............................. Manchester, N. H.
Katherine R. N. Munson ............................ Bryn Mawr, Pa.
Ralph Smith, '46 ........................................ Philadelphia
Ralph T. Starr, '44 ........................................ Philadelphia
Rowland Stebbins, Jr., '27 .................................. New York
Colton P. Wagner, '37 ..................................... New York
James M. Walton, '49 ..................................... Pittsburgh
Joseph H. Williams, '52 ................................... Tulsa
Frederick C. Witsell, Jr., '52 .......................... New York