

PRINCETON DAY SCHOOL JOURNAL  
SPRING 1969



# PRINCETON DAY SCHOOL JOURNAL

SPRING, 1969

Vol. 1, No. 1

**Editors:**

Charles K. Gillies  
Virginia H. Taylor

**Alumni Notes Editors:**

Markell M. Shriver  
Herbert McAneny



**Cover:** A View of Princeton Day School in the spring.

**Back cover:** More student Art — See pages 10 and 11.

- 1 FATHERS by Douglas O. McClure, Headmaster
- 3 A STUDENT'S VIEW by Susi Schnur '69
- 4 THE FACULTY by Anne B. Shepherd
- 6 THEATRE WORKSHOP by Moyne Smith
- 8 COMPUTER IN THE CLASSROOM by Steven Gilbert
- 10 STUDENT ART
- 12 DRUGS AND STUDENTS 1969 by Willard Dalrymple, M.D.
- 16 WINTER ATHLETIC SCORES
- 17 ALUMNI NOTES

**Photo Credits:** Ulli Steltzer, Front and back covers, pages 1, 6; Tony Blair, '69 pages 3, 10, 11, 16; George Treves '71, pages 4, inside back cover; Orren Jack Turner, page 12.

## FATHERS: *Sanitary Engineers, Pals or Parents?*



Douglas O. McClure, Headmaster  
with Glenys Wolff — PDS '69

*The following article is adapted from a talk which Mr. McClure gave to fathers on Father's Day, February 12, 1969.*

All of us, I am sure, would agree that this past year has witnessed a peak of confusion for most of us in our attempts to understand what young people are doing and saying. This is as true at Princeton Day School as it is elsewhere, although perhaps not to the same degree that has prevailed in other more widely publicized institutions. This is the year of the faculty-student dialogue that goes on continuously. Some may feel interminably is a better description, but I do think it has been a useful experience. This is the year of bell bottom trousers and wondering what we should do about them. This is the year of questioning what constitutes the length of the mini-skirt, an issue that I hope I never have to resolve. This is the year of questioning the effectiveness of our Upper School honor code. This is the year of reevaluating our system of study halls and proctored study. The list of concerns could be expanded almost limitlessly.

The problem that this presents to us as parents and

especially as fathers, has been well stated by one of our contemporary prophets, Marshall MacLuhan, who, in some remarks he made when he was addressing himself to the general topic wrote as follows: "Character no longer is shaped by only two earnest, fumbling experts. Now all the world is the sage." Obviously, this is a bit of an overstatement, but I suspect that all of us at one time or another may have somewhat regretfully felt that this is terribly true much too often. I would suggest, therefore, that this should not be completely the case. I would like to make a special plea for one of those two earnest fumlbers, namely each of us as a father. My comments have been prompted by a discussion I had two weeks ago with a psychologist who has been working with some of our students in the Middle and Upper Schools who have certain learning difficulties. During the course of our discussion I was struck by a comment he repeated several times. He would talk about an individual and his problems, and

then he would say, "You know, this child needs more of his father's presence." He didn't say more of his parents' presence. He is emphasizing the idea that the student needs more of his *father's* presence if he is adequately to come to grips with what is expected of him in the school. The psychologist was not talking about what has been caricatured as "palship". Rather, he was trying to suggest that each of us as fathers must provide some kind of firmness in setting standards for our children, support for them as they go about trying to accomplish their tasks, and at the same time understanding of what confronts them in the process.

This is a more difficult task for all of us than initially it may seem to be. Some remarks made by Max Lerner the other day at a meeting suggest one possible way that we as fathers might go about solving this problem. While discussing our problems in talking to our children, he stated that we have perhaps put too much emphasis on being what he termed "sanitary engineers". We are overly concerned about their hair, their clothing and their manners. We are too much concerned about physical appearances, and not enough about what they actually are doing. He was not suggesting that we should not have some concern about their appearance. Rather, he was trying to point out that we as parents, and I think particularly as fathers, need to try to find out what he called their hungers, what really shapes their inner world. To make such an attempt clearly calls for a creative act of the imagination on our part. Mr. Lerner went on to suggest that there is a way in which we can accomplish such a creative act. We should attempt to find out from our children who their enemy actually is, what their concept of heroism is, and finally, what their Jerusalem or Utopia is that they occasionally think about. Only by finding answers to those particular questions will we be able to see them from a perspective other than that of a sanitary engineer. Granted this is a particularly difficult task, especially at this time when all of us are faced with the rapidity with which the gap between their world and ours is widening, and are confronted with an increasing awareness that our children have actually become an economic drain on us for an indefinite period of time.

I think all of us may find this at times a bit bothersome. Yet clearly never before has it been as im-

portant for us as fathers to try to make that creative act. We forget much too frequently the degree to which we are mysterious and little known figures to our children. We are involved in occupations that frequently defy any kind of easy description. We lead hours that bracket the lives of our offspring and usually prevent us from coming into direct contact with them as often as we should. We are subject to pressures that make us want to establish our domestic lives on our own terms when we are actually at home. I say this with feeling because it applies to me, too.

I suggest, therefore, and I can't emphasize this enough, that we spend some time not just listening to our children but actually hearing what they are saying. I don't suggest we sacrifice our role as fathers; obviously, that is not my point. I do suggest, however, that we concentrate on really hearing what is on their minds. Perhaps we should spend more time asking our children what it is that they are doing—not just listening to them describe their teachers' idiosyncracies or the foibles of their peers, but actually asking what it is that they think they are learning, asking them to discuss the basic concepts, the general ideas that are involved in each of their courses. We certainly must continue to defend our roles as adults and as parents, but at the same time we must offer the kind of reassurance needed by each child that we will truly hear what he is saying and find ways to support him as he goes about his job. It may be helpful to keep in mind a remark made recently by John Gardner. He wrote, "No matter how firm an intellectual grasp a young person may have on the idea that education is a life long process, he can never know it with the poignancy, with the deeply etched clarity, with the overtones of satisfaction and regret that an older person knows it. The young person, after all, has not made enough mistakes that cannot be repaired."

If we can accept all this implies we may be in a better position to understand the importance of much of what our children are doing and thinking that too frequently we find upsetting and react against.

So to go back to my earlier comment, let us make sure that we realize what our responsibility is and avoid being fumblers in the process. The task is much too important for us not to accept this particular challenge.

## “A Student’s View”

by Susi Schnur '69

PDS can correctly be defined as a middle-to-upper-class private school. The atmosphere which these terms connote, however, does not exist in PDS.

PDS is unusual. In most other similarly defined high-schools, one may anticipate finding one of two 'types'.

The first of these two types is, of course, the 'stereotyped teenager'. He has existed immutably in every generation.

The 'stereotyped teenager' and his elected crowd carefully choose their own affectations and create their own superficial codes of behavior. In orthodox adherence to these arbitrary regulations, they orient themselves to two polar values; there is an 'in' and an 'out', an 'accepted' and a 'rejected'. It is all a very serious business.

At PDS, most students find this description very difficult to meet. Even PDS's prize thespians cannot play the role with conviction:

"Ellen", I said. "You're not at all convincing. In this part you're supposed to despise Martin because he wears white socks and uses big words."

"I can't do it", she answered. "The part isn't credible; I can't hate Martin for those ridiculous reasons, and I can't muster up conviction with my tongue glued to my cheek."

The second type of teenager which one might expect to find at PDS is the student rebel, or activist. Although he has existed in every generation, the activist seems to be particularly popular today.

Most activists seem to have sincere and meaningful beliefs. There are a few, however, who simply aggravate any causes into existence so that they can defy the patterns of society and invoke attention and excitement; their means has become their true cause, and the fact that they are protesting cigar-smoking aerodynamics professors is irrelevant.

In PDS, one does not find many student rebels. Some people frown when they hear this, because raiding the Headmaster's office is much more exciting than writing a proposal to the Student Council. True, but most PDS students realize that the former method of attempting to invoke change is not only irrational, but it is also self-destructive.

The latter method, while it is admittedly not as emotionally charged as the first, is, for many obvious reasons, more rational.

Of course, in systems where student appeals are disregarded, the rational approach is precluded. In PDS, however, we are fortunate to have a headmaster and



a faculty who acknowledge and encourage student opinions and suggestions, and who act upon them.

Well then, without many 'stereotyped teenagers', and without many student rebels, what and who are the students at PDS?

We are concerned individuals who think and produce.

We belong not only to the society of PDS, but we also belong to the society of Princeton, of the nation, and of the world.

We belong not only to our own generation, but also to the generation that precedes us.

We are conscious not only of ourselves, but also of all peoples and all times.

PDS is our immediate environment; we begin our lives by working and thinking within its framework.

Many hours are spent and much knowledge is created. Literary magazines and newspapers and senior year-books are published.

Dances are danced together, songs are sung together, plays are performed together, sports are played together, projects are undertaken together.

Students become proficient as social-workers, artists, scientists, linguists, musicians, travelers, athletes, orators, writers, photographers, mathematicians.

A new school government creates a larger and stronger core of leadership and power.

PDS is our microcosmic society. It is unusual in that we each give our share. It is extraordinary in that we each receive more than our share. All in all, we accept it, even with white socks and big words.



## The Faculty

### ... News and Views

by Anne B. Shepherd

"Now *here* you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that." The Queen's immortal words to Alice ought to be printed on the top of each PDS faculty contract, and the proof of the "extra running" many of us attempt to do may be witnessed any hour of any week-end by any casual dropper-in. The most impressive time is Sunday afternoon, when any teacher in his right mind, one would think, would be home. But just wander through those shadowy halls. Mrs. Roy Vogt will be found in her classroom, correcting a mountainous pile of papers (at least she has an inspiring view of wooded hills at sunset), Wesley McCaughan is interviewing prospective parents in his office, a long line of assorted teachers is queuing up to use the ditto machine, this reporter is working with a group of seniors on the year-book, Steven Gilbert is hovering over one of his computer students who is rapturously producing yards of paper streamers, Lower School teachers are making artistic bulletin board displays in their classrooms.

Acutely aware of our greatest need, time, I felt that the most fatuous, inane, and impertinent question I could ask my colleagues was "what extra-curricular activities are you involved with in your free time?" I received, of course, a certain proportion of rejoinders in the "You've gotta be kidding" vein, but by and large the evidence of non-academic pursuits and community involvement was impressive.

First of all, we have a significantly large group of teachers who write and get published. George Packard, the head of the English Department, completed his first novel last summer and had the unique experience of placing it with a publisher within a week. The title is *That Grail Song, Sam, One More Time* and the Boston publishers Gambit, Inc. will release it next August. Mr. Packard's spring and summer vacations will be dedicated to his next novel. In Peter Sears, a

new member of the English Department, we have a recognized poet. In the past year, the following magazines have printed his work: *The Saturday Review*, *Quartet*, *Antioch*, *Anti*, *Fiddlehead*, *Premiere*, *Jeopardy*, *Southern Poetry Review*. Mrs. Blackwell Smith (Moyné Rice Smith) who has two most successful collections of plays, learned last fall that her first volume, *Plays and How to Put Them On*, is now in braille and greatly enjoyed by blind children. Our other playwright, Mrs. Richard Gilbert (Margaret Gilbert), the director of Lower School music, had a handsome edition of her children's operettas published by the John Day Company some years ago, and now is preparing another. PDS audiences know from their enchanted moments under the spell of those Lower School productions how charming that next book will be.

Steven Gilbert of the Math Department reviewed three mathematics textbooks on the twelfth grade-college underclass level for *The American Scientist*. One of these books he is using as a basic text for his present senior course.

Finally, my article on "Teaching Harlem Students in a College Readiness Program", first published in 1966, was reprinted in the October 1968 issue of *Research in Education*.

A writer in another language received extraordinary recognition this year for her contributions both to literature and to education and for her furthering of Franco-American relations. Mme. William Whipple (Renee Pauline Exiza), who teaches French in the Upper School, was awarded the "Palme Académique" by the French Government. This award recognizes high achievement in cultural fields and is given to teachers, writers and artists. The official presentation was made early in December in the office of the French Consul-General in New York. Mme. Whipple, former head of a girls' school in France, had a novel about such a school published last year: *Les Demoiselles de Vertu*. Recently, during spring vacation, Mme. Whipple at the invitation of the University of Marburg (Germany-Essen province) conducted a seminar for advanced French students on the subject: "France and American Education."

Of PDS faculty who are concerned with public affairs and community organizations, Stuart Robson certainly leads the group. He is Tax Assessor for Princeton Town-

ship and a member of the Board of Improvement Assessors for the township. He is also vice-president of SAVE (Small Animal Veterinary Endowment) and vice-president of SNOWDEN INC., a corporation with the double purpose of restoring colonial houses to livable conditions and constructing preplanned greenhouses in the Princeton area. Mrs. John Fine, who teaches Latin and Greek, has a long record of public service in Princeton. She is now in her second term as secretary of the Princeton Township Open Space Commission, and she says she still occasionally "does spot assignments" for the League of Women Voters. She continues to be a member of the Princeton AFS Committee.

Mrs. Theodore Kane is on the Princeton Library Board; Mrs. Frank Stricker, who joined the Science Department this year, quickly found work to be done at the Princeton Day Care Center, to which she hurries off every afternoon.

An institution which has very close ties with Princeton Day School is the Princeton Adult School. A gratifying number of our staff either teach or take courses there Thursday nights. As co-chairman of the Board of Directors, I no longer teach (except to substitute in emergencies), but Mrs. H. N. Archer is teaching French for her eighteenth year! Mr. Packard has a Writers' Workshop which includes people of all ages and highly diversified purposes. Carl Storey, PDS's business manager, gave a course the first semester in Small Business Management, the fifth course he has offered at the Adult School. Teachers taking courses were Mr. McAneny, Mr. Gilbert, Mme. Whipple, Mrs. Marshall, Miss Harris, Mrs. Gilbert. In addition to teachers and students, PDS this spring is providing its planetarium and a lecture room for a course in astronomy, taught by Edward Jenkins of the University. Donald Sawyer, our science teacher, is assisting the instructor with the planetarium showings and in general acting as host to the visitors. Miss Tracy Harris, our new French and Spanish teacher, in addition to an Adult School course, is studying Russian, Chinese and Hebrew privately.

PDS has its own little "Adult School" offering on Tuesday nights, when Mr. Gilbert gives an introductory computer course to any interested parents or faculty. Mrs. Alan Williams, Huson Gregory and Mrs. Kirby Vosburg have been members of this elite group. Mrs. Williams also takes our senior level computer course!

Moving from the clatter of the teletype to the realm of the "concord of sweet sounds", we find two of our company who do indeed "have music in themselves" and therefore are not "fit for treason, stratagems and spoils". Miss Catherine Campbell, head of the Mathematics Department, an accomplished violinist, plays string quartets every week, and sometimes plays in the

orchestra that accompanies the Society of Musical Amateurs. Our Headmaster, Douglas O. McClure, is a member of the Trinity Church Choir and regularly (except for crises) rehearses with them Thursday nights.

The most unusual out-of-school involvement is David Gardner's. When he is not teaching chemistry at PDS he is taking a full senior year course at the University. A man of many interests and talents, Mr. Gardner entertained both Middle and Upper Schools with a magic show of great virtuosity.

Our next youngest male teacher, who joined the math group this year, is Steven Hahn. A co-director of a summer camp (Interlochen in Hillsbury, N. H.), Mr. Hahn is fairly expert in group dynamics and is connected with two youth groups: he is the adviser for the Jewish Youth Group of Princeton, and on Sunday nights he has his own informal discussion group for ninth- or tenth-graders. About fifteen boys and girls usually attend, most of them from our school.

An out-of-school activity in which every teacher and administrator participates several times a year is attending professional conferences, workshops, seminars, study groups. Some of our staff do more than attend such meetings, however; they hold positions on governing boards or they speak at meetings. Rarely a week goes by that Mr. McClure does not attend a meeting of some national educational enterprise (the quaintest of which is the Headmistresses Association of the East, a legacy from Miss Fine's). The organization he considers the most interesting and newsworthy this year is the newly formed *Independent Educational Services*, of which he is the treasurer. This non-profit company recently absorbed the McBride Reading Clinic, and expert remedial reading will be one of the services they offer independent schools.

Another association of great interest to Mr. McClure, and which has involved many of our faculty at different times, is INTERCHANGE. Nine schools belong to this group, six public, three independent. The latter are Rockland Country Day, Dwight School of Englewood, New Jersey, and PDS. These schools are interested in developing new curricula in many academic disciplines. Last fall there was a conference on history, attended by J. Parry Jones, Gary Lott and Mrs. Donald Roberts. This spring the subject will be sex education, and Mr. McClure is chairman of this session. He has asked Harry Rulon-Miller and Mrs. Vogt, both members of our school's committee on sex education, to participate in that meeting.

Writing for this publication, I cannot think of an artistic transition from sex to football, though if my medium were *Playboy*, "By heaven, methinks it were an

(Continued on Inside Back Cover)

## Theatre Workshop

by Moyne Smith

No try-outs, no qualifications, no productions, no scenery, no props, no audience, no homework, no textbooks, no exams, no marks, no inhibitions.

Pantomime. Big movement. Five (six?) senses. Use the space. Improvise dialogue. Think. Concentrate. Work alone, with others, with the entire group. Yes, you can! Who's ready? Don't criticize yourself while creating.

Improvisations: beggar, king, astronaut, microbe, bacon, labyrinth, typewriter, door, cloud, motor, flat tire, banana, now, eternity, everybody, nobody, sea, anger, fear, joy . . . . .

Scenes: Capote, Sophocles, Hansberry, Marlowe, Carroll, Benet, Giradoux, Shaw, Albee, Saki, Malory, Ibsen, Chekhov, Shakespeare, Yeats, Molnar . . . . .

The bell rang? Dirty, sweaty, breathless. Walk don't run to your nearest class. **PUT ON YOUR SHOES!**

Today's pantomime theme is "The Four Seasons." On stage in a semi-circle fifteen brow-furrowed students sprawl in contorted positions of concentration. Then Hal walks to the center of the stage and lies on his back, luxuriating in the sunshine, beaming, dozing; he does not say a word, but the watchers know that he is a bum on a park bench. They can see children running past him, waving and laughing. Leaves fall, the wind rises; he shivers, turns up his collar. Snowflakes fall; he huddles, fumbles for a cigarette butt, cups it as he tries to light it. Birds sing, and children are playing ball in spring.

Mary puts on snow-suit, hood, boots, mittens; raincoat, rubbers; bathing suit; skirt, sweater, shoes.

Helen is a pond which freezes, melts, ripples, rages.

Kate is mustard, pepper, vinegar, salt.



George shovels snow, digs garden, mows grass, rakes leaves.

Lisa is a seed, a sprout, a sunflower, a dried stalk.

Nan walks the same woods in spring, summer, fall, winter.

Pat celebrates Halloween, Christmas, April Fool's Day, Fourth of July.

Sonia reads poetry in a hammock, tosses a book aside because of sand in her eyes on the beach, munches an apple as she studies by the fireplace, chews a pencil at a school exam.

Don swims, plays football, ice hockey, baseball. The whole class joins in. The exercise spontaneously turns into children's games. Fifteen Upperschoolers are playing hopscotch, hide-and-seek, jacks, giant steps, tag, and Auction — a game new to everyone except Louisa. It is the only one of the games new to Eleana, A. F. S. student from Brazil.

Today's subject is "God." Betty creates the softness of moss, the fragrance of a flower, the song of a bird. She entices the bird to her finger, gently caresses it, and lets it fly away. She is pure grace, delicacy, simplicity.

Jim strides to the center, impassive, huge. Emotionless he controls the strings of his marionettes.

Nick paces in agony as he beholds the world he has



created, before he hurls the ultimate weapon of destruction at it.

Today's key word is "Life." Amy starts across the stage as a child and gropes above her head for a door-knob, pushes the door open, rushes through, slams the door behind her; walks briskly, radiantly, and opens the next door excitedly; strides chest-up with confidence, but hesitates at the next door and opens it reluctantly; walks slowly with backward glances until she comes to the last door.

Nora as a child happily holds onto her mother's hand; then she saunters arm-in-arm with her mother; she walks away from her mother; she supports her mother.

"Time." The students become an alarm clock, a sun dial, a referee's whistle, burnt toast, sand castles.

Simple improvisations can turn into complex and intricate ones. "Greeting people." Self-conscious blind-date, nervous college interview, bewildered Reiko arriving from Japan, the entire group walking a city sidewalk where Janice is trying to hand out pamphlets.

Some turn into continued stories. Phyllis in the park buys a balloon, is pulled up into the sky by it, and floats off-stage. Dora comes floating back in, and the balloon collapses. Ellen is now on stage falling from the balloon; she lands on a cloud. The story gains momentum until everyone has been a part of it.

Eva washes a tottering pile of dishes, which crash. Audrey instantly becomes two people in the apartment below awakened by the noise. This beginning turns into phone calls to police, Sherlock Holmes on the track, evidence, clues, testimonies, solution.

"Dependency" starts with mother and child and ends with the solar system, in one class; in another, it starts with a see-saw and ends with a ten-man pyramid, which collapses in uproarious laughter.

Improvised dialogue is more difficult than pantomime. "Non-communication." John tries to confess to his adviser that he has cheated on a test; the adviser is telling John what a good student he is. Diane tries to tell her father that she has wrecked his car; he is lecturing her about the cigarette smoke on her breath. A boy and a girl try to tell each other that the affair is finished. A mother and father try to explain to each other why Johnny can't read. A Black and a White try to tell each other why race is not important; this leads to another team trying to tell each other why it is.

In scene study, every student plays every part. The many short scenes from plays, novels, stories, poems stress various emotional conflicts, various kinds of characters, various uses of space. In a few weeks one student may play parts as different as Lady Macbeth and Liza Doolittle; Mordred and the Dormouse. Occasionally a scene has been done, so it cannot be repeated.

One girl, playing the Little Rock student in *In White America*, identified so completely with the part that she was in tears by the end of the scene; so was her audience.

Sometimes individual students are transformed. The class clown becomes a shy, sensitive beggar; the clumsiest feet delicately walk a tightrope; the weakest voice screams in terror; the tightest body whirls into a cyclone; the most self-conscious finishes an action without hesitating or laughing.

At other times the entire group experiences a metamorphosis. Everyone has come to class frustrated, or indignant, or furious, or (most often) tired. Every paper is due on the same day; everyone's transportation has broken down; everyone's alarm clock has failed; every parent is impossible; everyone has received a warning for no reason; everyone is freezing; everyone is smothering. Everyone is a rebel. Or everyone is silly. Today's word is "Thankfulness." Unanimous groans. No one is thankful for ANYthing. No action. Glum sitting. Finally Ben walks drunkenly across the stage, throwing money away. The class laughs cynically. Silence. Nothing. Then Cathy, visiting from last year's workshop, walks softly to stage center, kneels, strokes but does not pick tall grasses, and quietly rejoins the group. Now Penny rises and walks barefoot across a meadow of lush grass. Delightful things start happening; simple, lovely things.

These are some of the experiences which are now involving thirty Upperschool students in two Theatre Workshops. If this kind of creativity were a part of each child's curriculum from Kindergarten through Seventh grade, a child might not have to go through the shyness, withdrawal, lack of spontaneity, frozen-voice-and-body of the middle years of growing up. Young years of large-movement pantomime; improvised dialogue; play-acting fantasy, folktale, myth, ballad, history, legend, and reality could lead to elective workshops where, in addition to more complex improvisations and more difficult scenes, students could create and direct their own plays and films. They would choreograph, light, design, costume, build.

The first step would be a coordinated Arts Department, including a theatre director trained to teach both teachers and students. It might mean a workshop for teachers, K-VII, who would learn how to use creative dramatics more effectively in their classrooms; or the addition of specialized teachers of creative dramatics for all students in K-VII. In VIII through XII the elective workshops would then be taught by a team of teachers of acting, dance, art, crafts, music, literature, writing, design, etc.

Perhaps "etc." is a valid ending to this article.

# Computer in the Classroom

by Steven Gilbert

"What is a computer? What is computer programming? Can machines think? Can they act beyond the wishes of those who control them?"

These are questions frequently raised by adults when first confronted with the existence and the possible use of computers.

"How can I turn it on? How can I turn it off? How can I learn how to use it? What does this button do?"

These are questions frequently raised by the children of those adults when first confronted with the existence and the possible use of computers.

I have seen no clearer indication of some sort of "generation gap" than the great discrepancy between the reactions of *most* adults and those of *most* children when members of either group are confronted by computers. While this article is not an attempt to answer either set of questions, the differences in attitude which are implied are relevant. It is certainly desirable that young people acquire a familiarity with and understanding of the machines which are becoming increasingly important to so many aspects of human endeavor. It is desirable that they receive exposure to computers to the extent that they will be able to answer the "parental" type of questions or at least to avoid the inappropriate attitudes of awe and fear. The "adult" set of questions characterizes the vast majority of those who administer formal education; one of the major obstacles to the successful use of computers in education should be apparent.

Schools are beginning to make greater use of computers for administrative purposes such as student data processing, billing, library cataloguing, and course scheduling.

There are probably three basic reasons for the recently increased use of computers by educational institutions. First, while the variety and efficiency of available computer facilities is increasing, the costs are decreasing rapidly. Second, publicity and the obviously successful use of computers in industry has brought pressure on schools to diminish the gap between the pace with which education and business adopt and adapt new methods. Third, several large corporations have discovered that education is an important *potential* customer for the computer industry. Finally, there are two factors which are likely to gain greater influence in the near future: the demand for personnel familiar with the use of computers is growing with alarming rapidity in nearly all fields; the scarcity of qualified teachers appears to be a problem of increasing magnitude.

Those schools which have already begun to use computers have usually done so with considerable assistance from members of the computer industry and often with

financial assistance from foundation and government sources. The surprising eagerness of industrial personnel to assist educational institutions in any way is almost invariably contrasted by the lack of computer-knowledgeable personnel in education: very few schools possess even one faculty member with either a background in or an interest and opportunity to establish a background in the implementation of computer usage.

PDS is undoubtedly unique in its variety of use of computers. The Business Office has a contractual arrangement with a service bureau for the computer processing of most financial operations. The Development Office has a contractual arrangement with the same service bureau for the computer processing of alumni and development records. The yearly task of constructing the course and student schedules is done with the assistance of a different computer service firm. Finally, the computer course and informal student use of computers has evolved from the extensive generosity of the Princeton University Computing Center, Educational Testing Service, Applied Logic Corporation, and Aeronautical Research Associates of Princeton. The current student activity would have been impossible to arrange without the assistance of individual members of these organizations and the unanticipated offers of the use of their equipment. In addition, so many local businesses have offered help of various forms that many have been rejected for lack of the feasibility of PDS's easily making use of such arrangements. PDS has frequently been in the position of having more computer time offered than it has been logistically able to use.

The present pattern of computer use by students at PDS is somewhat complicated. There are two courses—Computer I and Computer II. Computer II is for those students who have demonstrated a competency in computer programming, in mathematics, and in individual interest comparable with the objectives of Computer I: Computer II has little structure and focuses on the development of extended individual projects. Computer I was initiated as a pass-fail half-credit elective for juniors or seniors who desire an introduction to computer programming and matrix algebra. The number of freshmen and sophomore "auditors" and the impressive progress of several "beginners" has altered the concept and structure of the course. The greatest student use of PDS computer facilities is related to neither computer courses nor to any other course. With the

approval of his adviser or homeroom teacher, *any* student may obtain the opportunity to "play" with the teletype or keypunch. If a student uses the facilities under the circumstances which involve purchasing computer time, PDS pays roughly two-thirds of the costs and charges the student for the remainder. Approximately seventy students from grades six through twelve have become involved with computers to various degrees under this arrangement.

The teletype at PDS which is used to access computer systems is surrounded by students throughout each school day. Students manage to keep the teletype busy most evenings, weekends, and during vacations. Enthusiasm for the use of the various devices frequently develops nearly to the point of addiction—refusal of access to the machines is considered a severe punishment. Students have "broken" into the school in order to use the teletype.

Proficiency in computer programming has become the only academic area obviously dominated by boys. The most likely explanation is that there is such great competition for the use of the limited computer facilities that only the most aggressive, the persistent, and occasionally the inconsiderate, can gain the extended usage necessary for mastery. In addition, most girls and many boys find the impossibility of obtaining any degree of privacy with the teletype a deterrent; many of those boys who have become most involved find it difficult to refrain from "assisting" the less experienced students even when such assistance is clearly not desired.

So far, very little use of the available computer facilities has been made in conjunction with courses. Those few teachers who have expressed an interest in learning of the possibilities of integrating computer projects with their courses have had little opportunity to pursue their interests. The only successful course-related projects have resulted from a teacher's reliance on the ability and initiative of one of his students whom the teacher has discovered to be both computer and subject matter oriented. Such situations have arisen in each academic discipline. Students have also been involved in the development and implementation of computer programs which augment PDS's dynamic study hall arrangements and perform other clerical tasks.

It has become apparent that once a student begins to view a computer as a plaything and to lose his reluctance to experiment with its use, his progress in mastering programming languages and techniques becomes impressive, sometimes shockingly so. Many of the students have learned to use the language BASIC which no faculty member (including the teacher of the computer course) has yet learned. While from the

student's point of view he is merely having a good time, from the teacher's point of view the student is gaining the familiarity with the limitations and potential uses of computers which was alluded to in the beginning of this article. Invariably, such an attitude of "playing" has led the student to some degree of proficiency in using at least four different computer programming languages. Several questions related to traditional course structure arise when the progress of these informal students is compared with the progress of students in any course.

While the present PDS computer facilities are certainly evidence of vast progress over the last two years, it is clear that the situation is far from ideal. Students would benefit greatly from the physical presence of a computer (some are now available for as little as \$9000) or at least the opportunity for frequent and *easily arranged* direct "hands-on" experience with computers. *In addition* frequent and comfortable access to a large-scale computer system via teletype *for all students* is highly desirable: this implies the availability of at least six teletypes at PDS. Finally, it is most important that some method be found to remove the necessity of charging students for computer usage: the present policy disadvantages those students who can neither afford to buy "prime" time nor arrange to use "non-prime" time.

Obviously, it would also be advantageous to provide some kind of "in-service" course for at least one member of each department. Such a course should include both practical training in the use of at least one computer language and computer system and an exposure to current developments in the uses of computers in education emphasizing CAI research. It is imperative that PDS be prepared to *evaluate* the many technological aids to instruction which will soon be made available: it is not quite as important that PDS be prepared to use such aids.

The alumni and parents of PDS can be of great assistance in all aspects of computer activities at PDS. The donation of time on some regular basis would be valuable. Many alumni and parents are far better qualified than any faculty members to conduct problem-workshops or seminars on computer programming, the development of computers, the actual and theoretical operation of computers, etc. For those who are willing, interested, but who have no expertise, any regular assistance with the supervision and administration of the present program would be welcome. Finally, the provision of transportation and supervision on a regular basis would enable PDS to take advantage of more of the many offers from local industry for the use of computer facilities.



Welding  
in the  
Art Studio

Scratch board  
etching  
Kathy McClure, X



Sculp metal and papier mache  
Leslie Ann Grey, XI





Fiberglass  
and sculp metal  
Nanda D'Agostino, '68



Sculptress  
Bebe Ramus, XII



Clay head  
Karin Grosz, IX

## Drugs and Students 1969



Willard Dalrymple, M.D.  
Director, University Health Services  
Princeton University

Drugs, a word which used to refer to various chemical and biological substances with effects on the human body, today have assumed a new restricted meaning: agents which are used to affect the human mind. The increasing use of such "drugs" by today's student generation evokes concern sometimes approaching panic among many student-watchers.

Is the drug scene today unique? I believe it is. In spite of the talk about all societies having their mind-active drugs, there are features of today's scene which have occurred rarely if ever before: first, the concentration of drug use in a particular age group, mainly at the initiative of that age group; second, the almost systematic search for new agents; and third, the indiscriminate, non-ritualized use of multiple drugs by the regular drug users. Most of the so-called primitive societies which have used psychedelic drugs, such as peyote, have done so within a highly organized social framework, often with religious ritual. Even for alcohol, our society has created a fairly intricate, even though partly ineffective, system of social and legal controls for the use of that powerful, mind-active "drug".

America's youth culture, though not devoid of internal controls and standards, is relatively formless, subject to sudden fads, lacking in tradition, and possessed of an unusual number of deviant sub-groups. Although the avant-garde has turned away from psychedelics—by no means an insignificant phenomenon—tolerance for drugs as a matter of personal choice is high. And note how strong and autonomous the youth culture is. Made possible by affluence, by the large number of young people in the small geographic area of urban and suburban America, by instant communications, and by the loosening of family structures, the youth culture is in a position to set its own course in a way that no previous generation of youth could have done, whether

or not it so desired. This has ensured that a phenomenon such as the drug revolution would be unique—for merely living in the 1960's is unique.

Not all the facts on psychedelic and other mind-active drugs are at hand as yet. But a substantial amount of knowledge is available and must be faced realistically.

First, two generalizations. Let's get started by getting the terms addiction and habituation on the record. Addiction produces a physical dependence on a drug, so that physical illness—nausea, tremor, sweating, and eventually convulsions, collapse, coma and perhaps death—follow withdrawal of regular doses of the drug. Addicting drugs also possess the characteristics of tolerance; up to a point, increasingly large doses are necessary to produce the desired psychic effect. Some drugs, such as the opiate narcotics, addict easily; others, such as alcohol, amphetamines, and barbiturates, with difficulty. Still others, notably the psychedelics such as marijuana, LSD, or mescaline, do not addict.

Habituation is the formation of an overwhelming psychological tie to a drug. It seems hard for many people to understand the existence of this phenomenon, but it is an undeniable fact. Nevertheless, habituation appears to have been unusual in the United States, even though it apparently occurs readily in those geographic areas where marijuana is freely available.

Instead of the terms addiction and habituation, some have preferred to use the terms physical and psychological dependence, which indicate how close the two phenomena are. The practical effect for human lives would seem to depend much less on whether the dependence is physical or psychological as it would on such other effects as behavior change, either on or off the drug concerned, or the costs and difficulty of obtaining regular supplies.

The second generalization: drugs are individual with individual characteristics; the effects of each differ, but there are classifications with similarities. The opiate narcotics and their synthetic equivalents are similar and so are the psychedelics. The psychedelics include the cannabis products (marijuana, hashish, and THC), LSD, mescaline, peyote, DMT, DMA, STP, etc. Drug effects are dose-related. Though the psychedelics may stimulate the autonomic nervous system, causing vomiting and other

*Willard Dalrymple, M.D., is Director of the University Health Services at Princeton University. His article is adapted from remarks made at Phillips Exeter Academy last February where as an alumnus he addressed the faculty on the subject of drugs and students. Dr. Dalrymple is a parent of seventh and ninth grade boys at Princeton Day School and a member of the school's Board of Trustees. Since joining the Board last year he has been actively engaged in studying the school's total health program—mental as well as physical.*

*At this point, as a school we are involved in several levels of discussion about the problem of drugs. The school is represented on a number of local groups and committees which are looking at the problem in the context of the entire community. Within the school the Joint Conference Committee (of Trustees and Faculty) has taken on the task of exploring all aspects of the problem. In addition, the Student Council has recommended and the school is attempting to set up a program on drugs similar to the very successful ones which have been held on the topic of sex education. The school condemns the use of drugs by young people anywhere as having possible dangerous consequences. All members of the school community are, of course, bound by current laws about drug use.*

*Dr. Dalrymple's article is offered here as another resource for parents and alumni in their efforts to understand this issue. The school firmly believes that education and communication between generations is the most constructive approach to this subject.*

*—Ed.*

symptoms, their primary effect on function is change in perception. Small doses cause mild distortion and accentuation of visual perception, particularly color. Time may be distorted. With increasing doses, illusions, visual hallucinations or images of cerebral-cortical origin appear, and then synesthesia, in which sounds are seen, color felt, and so forth. Control of thought is progressively lost. With large doses, an overwhelming mixture of brain activity occurs, which usually has only limited relationship to the outside world. Euphoria and a sense of relaxation is common in the early stages, but other stimuli are so strong with higher doses that there is little opportunity to feel relaxed.

Two other aspects of moderate to heavy doses of psychedelics deserve mention: first, the sense of individual identity may be blurred or lost. This may be frightening or may be felt as a mystical experience giving "unity" with all mankind, with love, with history or with God. Second, mainly for those with careful psychological preparation and some maturity, past experience may be reviewed with intense emotion and sometimes reintegrated. The dangers of psychedelics have been well documented and publicized, even though sometimes exaggerated. The two

dangers of LSD have received the most attention: the psychoses which follow its use on rare occasions, and the still inadequately investigated damage to human chromosomes and possibly to human offspring. Some thousands of prolonged psychoses, usually lasting for weeks or months but sometimes longer, have occurred following LSD ingestion, and a handful of deaths has resulted. Prolonged psychoses are apparently rare following the use of other psychedelics, including marijuana, and it is not known whether any of the others can damage chromosomes.

Perhaps a more serious risk of psychedelic drug use is what may be called sociologic escalation, exaggerated by some drug opponents and too often ignored by youthful drug users. While fortunately the evidence is that the great majority of those who use marijuana once or twice use no more, and that even casual users may restrict their drug usage to marijuana, there is equal evidence that those who are regular users of marijuana overwhelmingly use some other drugs. Fortunately, at least at the present time, this is rarely heroin, but the escalation is frequently to LSD or, more recently, to amphetamines, particularly "speed". There is some heresay evidence that instead of LSD, the most commonly used of the strong psychedelics is becoming

the chemically pure, active ingredient of marijuana, tetrahydrocannabinol, or THC. The dangers of THC may turn out to be similar to those of LSD.

Speed and the other amphetamines are perhaps even more dangerous than the psychedelics. With the profound ability to stimulate the nervous system and to cut appetite, the amphetamines when used in large doses over a period of time often produce severe paranoid states and result in poor nutrition and general weakness. In these weakened states, severe infections, sometimes fatal, can occur; since speed is often "mainlined" into veins with unclean equipment, hepatitis is often passed from one user to another.

Despite these dangers (perhaps even occasionally because of them) drug use persists and even increases. Why? The stated reasons, the conscious ones, are well known: aesthetic, to promote appreciation of beauty and personal creativity; the desire for intoxication, usually a mild, pleasant high, just as many adults use alcohol; and lastly and more rarely, a deliberate method of seeking escape from either reality or anxiety. Behind these are more important unconscious motivations. Although hard data are not available, three major psychological processes have been widely discussed and seem to apply.

First, and most simply, rebellion. Adolescent rebellion has been with us since human society began. Adolescents today have found in marijuana and other psychedelics an ideal, relatively safe tool with which to club their parents' generation. In addition, the existence of the youth culture today has made possible the institutionalization of some symptoms which would in previous generations have remained personal and individual. Like the dancing mania of the middle ages, drug use becomes a community activity rather than an individual symptom; this process aids the individual to avoid facing his symptoms and through it his psychopathology, which is a basic aim of every good neurotic.

Second, lack of internal controls and ego strengths. Growing up in a permissive society, the children of permissive parents lack the guideposts by which to set the needed internal thermostat of self-discipline. Experimentation, new sensation, whim and hedonism have no opposing forces in their personalities when this happens. When young people from junior high school age on up have received few guidelines for behavior, have been expected to make up their own minds on virtually every subject from an early age, have natural human curiosity and an adolescent desire for experimentation, and then have ample opportunity to gather with friends, with their parents out of the house, "pot parties" flourish, even (or perhaps especially) in Princeton.

And third, reactive depression. Again, parental permissiveness has been shown to be interpreted by children as lack of concern. The neglect which is felt contributes to a feeling of depression, from which relief may be sought in drugs. For these people, all the impersonality of society reinforces the feeling of depression.

Beyond these individual, psychological factors, there are many causes for individual and collective depression in the society today, and it is here that sociological influences make their impact on the drug scene. There are many pressures on students to attain and excel as never before: growing professionalism and specialization at an early age catches some students before they make the decisions and commitments demanded of them; marks do not go up as rapidly as scores on college boards and SAT tests; there is an overwhelming mass of intellectual and sensory stimuli coming at students today, which may lead to psychological numbing, as Kenneth Kenniston points out. (We can sympathize with the young man who complained that trying to get an education at MIT was like trying to get a drink from a fire hose). At the same time that we expect more of individuals, we reward individuals less well. Young people know full well that they are likely to wind up as members of a team, or cogs in a machine, as they see it, rather than

creative, important individuals whose single contributions make a difference to an organization or society or a community. College itself is a period of disengagement of the young person with life; he often feels superfluous to society, uninvolved in its problems. One way to combat these pressures on the individual might be to institute formal programs in which students would take a period between secondary school and college in which to mature and gain further motivation for education. Such a period of twelve to eighteen months would be welcomed by many young people, I believe.

Partly for such reasons, the response of institutions and society to drug use is the most difficult and complicated part of the drug scene today. The problems of rules, regulations, law, discipline, education and dialogue have no clear-cut answers that any advocate can point to as established by fact and irrefutable logic. I do suggest that there are some basic subjects on which decisions must be made—and on which discussions must be held—before the final decision on overall drug policy is reached.

First: What are the needs of the individuals in the community? To start with, students have a need for mental and physical health, which obviously may be damaged by drug use. On the other hand, the boys must become men and they will not do so in complete isolation from either the issues or the problems of the world. The issue that is raised is what rules and what contact with reality will benefit the individual's needs for development.

Rules can play several roles. They can be used to control behavior, perhaps to protect the individual from harm. This disciplinary function of rules has its limitations. I understand that there is evidence that the deterrent effect of rules relates primarily to the likelihood of being caught rather than to the existence or severity of penalty. I am not aware that anyone knows whether the existence of largely unenforced rules or laws tends to encourage the disregard of other rules or laws.

Rules may also have educational function. They can serve as models against which the individual, particularly the maturing individual—can compare his own standards or behavior. When do they serve this function well? Again, we do not know and this is an area which needs careful social science investigation. That they do have such function may be inferred from the evidence that the example of violence (experimentally, in films) provokes more aggressive behavior by the beholders, whether they be immature or mature in age. That the role model effect may be limited to those situations where the aims of the rules are consonant with the aims of those subject to the rules may be inferred by King and Vreeland's study of the Harvard houses, in which they found attitude shifts in students when their own goals and those of the houses agreed.

Rules may also be necessary public relations measures, particularly for educational institutions.

That last statement, of course, applies more to the needs of the institution than to the needs of the individual—needs which themselves need consideration. It seems clear that the existence of a large group devoted to the use of drugs and perhaps other deviant behavior at the expense of academic goals and work would tend to damage the intellectual goals of the academic community. We must be very careful, however, not to assume that all, or even a majority of drug users do downgrade their academic work. The limited evidence available is to the contrary. Many—perhaps a disproportionately high number of those college students who use drugs on a regular but occasional basis (say once a week) have high intellectual capabilities and accomplishments. For the academic establishment to ignore this dichotomy in denouncing both drugs and drug users will merely lower its esteem among students, who know better, and widen the generation gap—as did Dean Munro's statement about the stupidity of student drug users year before last, I believe.



The third basic subject on which decisions must be made before formulating an overall drug policy concerns the rights of individuals. This subject is important both to institutions and to society at large. It can be argued—and has been—that individuals enrolled at private institutions possess only those rights granted them by the institutions. Even the law has denied this extreme position, however, and I suppose that no one would propose, for example, that a school or college should open or censor students' mail. I do not propose to settle what rights of privacy a student has but merely note that de facto if not de jure students at many colleges now have essentially complete rights of privacy in their rooms provided that they do not openly flout regulations or disturb others.

For society, the question is as acute. What right does the individual have to choose his own poison? If tobacco and alcohol, why not pot and LSD? On the other hand, what right does society have to protect individuals from harming themselves? Narcotic laws and traffic regulations, so why not control of dangerous drugs? I know of no clean-cut answer to the dilemma. At the present time we appear to be willing to prohibit or control those harmful or potentially harmful drugs which are approved or used by only a relatively small minority of the population—a statement still true about marijuana.

This is all separate from the problem of what penalties are appropriate for what society or institutions consider to be crimes. This forms the fourth basic subject. It is all too easy to design rules and penalties to be therapeutic for the angry or indignant feelings of those who write or support the regulations rather than therapeutic for those to whom they apply. One psychology researcher carefully demonstrated that light or moderate penalties were more likely to change attitudes of children than heavy penalties. This study concerned the discipline that parents might mete out to disobedient offspring rather than school regulations, but the argument would seem to carry over. Apparently if the youngster is confronted with an overwhelming force or potential penalty he tends to convince himself that he has complied out of necessity but that the rule was not necessarily just. On the other hand, if the potential penalty is light, he tends to convince himself that the policy to be enforced is what he wants himself, for why should he yield to mild force? There are obvious difficulties in applying observations from a single study to all institutions, or all drug users or all circumstances but the principle involved seems well worth including in any drug policy. I assume that in the field of drug regulation, penalties should be flexible as they are for any other crime or misdemeanor defined by responsible authority.

The final basic consideration is what constitutes an effective educational program. Many of the efforts which have been made in the past few years have been interpreted by some young people as mere efforts to enlist conformity or loyalty to a standard which they no longer accept. When the goal is to influence behavior, successful communication between human minds and personalities is most likely to be effective. Let's grant that there are some young minds and personalities today which reject communication, but I think that they are a minority. For the overwhelming number of others I believe that formal debate or exhortation is less likely to be effective than informal conversation or colloquia in which the speaker or older party is genuinely interested in multiple points of view and in which he indicates the exact relationship of the available facts and whatever his personal conclusions are.

At this point I think it is probably clear what my personal attitudes towards drugs are and what I personally favor for drug policy.

Lest there be misunderstanding, let me say that I favor extensive discussions of drugs, sex, and other matters which may be important to students' present and future lives—discussions carried on by parents, interested faculty members, perhaps visiting consultants and certainly students. I favor carefully worded and planned regulations aimed as much at guiding students as at creating discipline. These regulations should provide mild to moderate penalties with flexibility in their administration. On the national and state level, I favor severe penalties for drug pushers and suppliers but rather mild penalties for drug users, carefully tailored to the nature of each drug and with ample provision for therapeutic rather than strictly repressive response to drug use.

The drug scene is not a serious menace to our national life or institutions. Though not to be encouraged, it is out-ranked nationally by the many injustices which our society has tolerated too long and locally by such things as the excesses of student activism and our own inability to respond to students' deeper needs. The important thing is that we not sweep the drug problem under the rug and refuse to face the realities in our students' lives. Our willingness to discuss realities according to our own convictions and abilities, making students partners in the discussions, will do much to teach them the great and real business of living. Whenever I feel depressed about the state of our world and our nation I think about the individual students I know, particularly the premedical students. That gives me renewed faith in the future. Idealistic, capable, hard-working, they have significantly more promise than my own group had.

Despite many details of behavior, attitude, and even belief which may annoy all of us who are beyond the student age group, the great majority of today's college generation have high ideals, great commitments, and sincere value systems. We may deplore their interest in drugs, but their attempts to gain greater appreciation of the beauties of this world and its art are laudable; so are their attempts to solve their own "hangups" and to come to grips with some of the problems of our society. They demand sincerity and honesty, and reject hypocrisy and sham.

Perhaps there are some lessons that we, their elders, can relearn from them. Perhaps we can recapture some of the freshness of youth, the insistence on honesty, and its rejection of sham. Perhaps youth's unwillingness to accept the shortcomings of our society can help us all to get on the move in a constructive way. But the most important lesson that we can learn from them is that life, like a woman, must not be taken for granted.

The following books discuss "drugs" in a reasonable, reliable way. They are in the PDS library and would be particularly useful for parents and children to read together.

- Hyde, Margaret O., editor: **The Mind Drugs**. McGraw Hill, 1968.  
The most neutral, reasoned approach, perhaps a little short on facts. Because of the lack of bias, perhaps the most useful for a young person who is genuinely concerned about drugs.
- Louria, Donald B.: **The Drug Scene**. McGraw Hill, 1968.  
A careful, wide-sweeping review of the drug scene, stressing some of Louria's personal but extensive experience. Very slightly opinionated when it comes to socio-political theory. Strong and reasonable on drug dangers.
- Nowlis, Helen H.: **Drugs on the College Campus**. Anchor Books. Doubleday and Company, Inc., 1969 (paperback).  
Strong on the college scene and college policy, by an unusually knowledgeable college dean and psychologist who has headed the Drug Education Project of the national dean's organization. Less emphasis on the individual drugs.
- Cohen, Sidney: **The Drug Dilemma**. McGraw Hill, 1969 (paperback).  
Complete and authoritative. A little too elegant at points. Excellent chart of drug effects, glossary, and bibliography. By the new head of the Federal Bureau of Narcotics and Dangerous Drugs.



## WINTER ATHLETIC SCORES

### Basketball

	Varsity		J. V.	
	PDS	Opponent	PDS	Opponent
Wardlaw	75	59		
Englewood	62	65	36	54
Morristown	44	59	48	55
Hun	77	96		
Lawrenceville B	59	58		
Divine Word	94	66	39	40
Delbarton	50	78	39	56
Jewish Ed. Center	88	77		
Rutgers Prep	63	68	70	38
Chestnut Hill	39	60		
Neumann Prep	49	72	31	59
Montclair Academy	55	56	40	49
Class "C" State Tournament:				
Jewish Ed. Center	62	56		
Neumann Prep	67	79		
Season's Record:				
Varsity	5 - 9			
J. V.	1 - 6			

### Junior Basketball

	PDS	Opponent
Princeton MS "B"	57	46
Montgomery Twp. HS	41	61
Wardlaw	47	30
Princeton MS "B"	58	65
Rutgers Prep	70	24
Pennington Jr. Sch.	44	33
Montgomery Twp. HS	29	42
Chapin School	53	24
Season's Record: 5 - 3		

### Hockey—Varsity

	PDS	Opponent
Cranford HC	2	0
Brick Twp. HS	12	0
Princeton HS	6	1
Wassahickon HC	3	4
Hill School	2	3
South Kent	5	2
Kent School	1	5
Cranford HC	2	0
Lawrenceville	1	4
Lawrenceville	6	5
Princeton HS	9	1
Beacon Hill	3	0
Wissahickon HC	5	1
Wissahickon School Boy Tournament:		
Wissahickon	1	3
Cranford	8	2
Season's Record: 10 - 5		

### Hockey—J. V.

	PDS	Opponent
Princeton HS	5	2
Lawrenceville	2	4
Lawrenceville	0	5
Hun School	2	4
Princeton HS	3	2
Hun School	0	5
Season's Record: 2 - 4		

### Junior Hockey

	PDS	Opponent
Lawrenceville	7	1
Cranford HC	5	1
Wissahickon HC	6	2
Lawrenceville	8	3
Hill School	8	0
Cranford	5	1
Wissahickon	3	2
Essex Hunt Club	4	3
Season's Record: 8 - 0		

### Girls' Basketball

	Varsity		J. V.	
	PDS	Opponent	PDS	Opponent
Notre Dame HS 3rds	18	8	5	15
George School B	24	11	14	13
Princeton HS B	46	14	37	7
Stuart Country Day	23	11	20	7

### Wrestling

	PDS	Opponent
St. Joseph's	18	32
Englewood	25	28
Wardlaw	16	27
Solebury	31	19
Hun School	8	37
Rutgers Prep	19	26
St. Bernard's	21	23
Neumann Prep	22	26
Season's Record: 1 - 7		



## ALUMNI NOTES

### MISS FINE'S SCHOOL

1915

ELEANOR MARQUAND (Mrs. Douglas Delaney) writes that ANNE HOLLIS (Mrs. Edward Harris) frequently leaves her home in Rochester, New York to visit her four married children and seventeen (17!) grandchildren. This sizeable family lives forty miles from Rochester, in Minnesota, and in California. Anne's gift to Annual Giving this year was "In loving memory of Mrs. George W. Perkins, Jr. (KATHARINE TROWBRIDGE '12) and Mrs. Henry Lewis (MAY P. ERDMAN '13.)"

We are very sorry to report that LYDIA TABER'S husband, John P. Poe, died on July 4, 1968.

1925

President Nixon has appointed JACOB DYNELEY BEAM Ambassador to Russia.

1928

BETTY DINSMORE (Mrs. James E. Bathgate) sends the following: "A grandson, born in Denmark in late May '68, to our youngest daughter Ann and her husband, Gorm Raabo Larsen, is our big news! A three week trip—June 4th to 24th—(unfortunately for just me this time) was unexpected and highly delightful. We both enjoyed thoroughly the July visit to the U. S. of our French pair (daughter Mary and doctor-husband). Even made it to Maine with them for a brief sojourn in haunts of old. More excitement due this summer (June 28th) in form of visit to us here of the three young Danes—so Grandpa can see that small Danish-American Viking!"

1929

From JEAN HERRING (Reverend Jean Herring Rowe): "My husband, Reverend Roy A. Rowe, and I have founded, are building, and working to add to the building fund of the New Age Mission in Cave Junction, Oregon."

1933

Photographer-author ELIZABETH MENZIES has written a new book, *Millstone Valley*, to be published in April by Rutgers University Press. The book centers on the ecology and history of the Millstone Valley and deals with such modern problems as the effects of the growing population on the Valley. Photographs from the book were featured at the Princeton Antiques Show, sponsored by the Wellesley College Club of Princeton, March 20-22 at PDS.

1936

We hear from JOAN FIELD (Mrs. C. William Newbury) that she is "taking 2 week trip (husband's annual vacation) to British West Indies. Once-in-a-lifetime! First flight—4 planes in one day! Then back to put on "Ladies in Retirement" and "Yeoman of the Guard" at school where I 'teach' drama."

1940

ANN SLATER WOOD'S (Mrs. William A. Owens) "daughter, Jessie Ann (Kent School '67), is a sophomore at Barnard College. Son, David is V Form Kent. I am a degree candidate (Bachelor's, still!) at Columbia University in general studies. Bill has 2 more books almost ready for publisher. P.S. Cousin, PHEBE GULICK '47, and family have moved to neighboring village."

1944

ROSAMOND EARLE (Mrs. Joseph O. Matthews) writes from McLean, Virginia that "We have a far too active life with full time jobs, and expanding garden and some new real estate ventures, including the latest and fun one—a beach house in Kitty Hawk, N. C. which we rent during the summers and use ourselves as a peaceful retreat in the spring and fall for long weekends."

1949

From Ann Arbor, Michigan, KIRBY THOMPSON (Mrs. Donald A. Hall, Jr.) sends us news that she "got my M.S.W. from the University of Michigan in 1968 and am now working part time doing psychiatric social work in the outpatient clinic of the University Hospital's psychiatric hospital. Children—Andrew, 9th grade, and Philippa, 4th grade."

We congratulate MARTHA JAMIE-SON (Mrs. James G. Crowley) who was one of three candidates elected in February to the Lawrence Township school board.

1950

JEAN MILHOLLAND (Mrs. Charles D. Shriver) lives in Palos Verdes Estates, California where she works part time in the Palos Verdes library and is taking courses to become an accredited librarian.

1951

Classical guitarist, ALICE ARTZT, of Princeton, has returned from a concert tour of England, during which she made her London debut at Wigmore Hall. She is planning another tour for the fall which will take her back to England and to the Netherlands.

1953

VIRGINIA MEYERS (Mrs. Ronald V. Villafranco) writes that she is "now living in Princeton, while my husband, a major in the U. S. Air Force, is in Vietnam." Ginny and her husband have been living in Philadelphia and Colorado Springs.

1954

On February 17, 1969, mezzo-soprano JENNEKE BARTON appeared at McCarter Theatre in the role of Dardano in Handel's opera, "Amadigi." The opera was performed with the Princeton Chamber Orchestra and was Jenneke's first professional Princeton performance. She studied at the New England Conservatory in Boston while she was an undergraduate at Wellesley and has appeared with the Santa Fe Opera, the Boston Pops, the Little Orchestra Society and the Schola Cantorum with whom she recently toured Europe. Jenneke will make her formal recital debut in Carnegie Recital Hall this spring.

1955

CHLOE KING writes, "Bought a house in Needham, Mass. this fall and love it! Still involved with field hockey and lacrosse on weekends fall and spring, and ski on winter weekends. The Winsor School Physical Education Dept. keeps me very busy and happy 5 days a week."

DR. ANN BELFORD was married August 21, 1968 to Dr. Barry Ulanov of New York City. She is a psychoanalyst in private practice and an assistant professor in the program of psychiatry and religion at Union Theological Seminary in New York. Dr. Ulanov is a professor of English at Barnard College and at Columbia University.

ELSA JOHNSON (Mrs. William Millward), Vassar '59, is now spending a year in Princeton with her husband and seven year old daughter, after seven years in Tehran, Iran. Next year they will be in Cairo, where Elsa's husband will be teaching at the American University and where Elsa hopes to get an M.A. in English. She has for many years been teaching English to foreigners, although she was a biology major in college.

1956

From WHITNEY WING (Mrs. Robert P. Goodale): "I was married in Stowe, Vt. in August to Robert Goodale of Framingham, Mass. We moved to Maine in Sept. where Rob teaches art at the Hinkley School. We love Maine and the school and our new life."

ELIZABETH HOBART ALSOP (Mrs. David F. Hinchman) reports that "We have a new baby son born November 25, 1968. His name is David Randolph and we call him Randy. He's beautiful and a real delight for the rest of us. Betty is in 3rd grade, Stevie is in 1st grade."

#### 1957

SUSAN KOHLER (Mrs. Jerry W. Frost) has a son, James William (Jamie) who celebrated his first birthday on July 11, 1968. Her husband has received his Ph.D. from the University of Wisconsin and is an assistant professor of history at Vassar College.

JANE (BONNIE) CAMPBELL was married June 8, 1968 to Thomas H. Perkins in Hyannis Port, Massachusetts. SALLY CAMPBELL '63 was maid of honor. ABIGAIL RICKERT (Mrs. Michael L. Hershey) was also an attendant. Bonnie and her husband are now living in Denver, Colorado.

#### 1959

We hear from ANN KINCZEL (Mrs. Harvey Clapp, III) that she and her husband moved to Baltimore after he graduated last June from Harvard Law School.

We quote MARY (NANCY) McMORRIS: "Having spent the year after graduation from MFS studying in Lausanne, Switzerland, a junior year in Munich, and 2 years after college (major in German at the University of Pennsylvania) on an exchange scholarship at the Free University of West Berlin, worked for a year in New York as a trilingual secretary for the German chemical firm BASF (Badische Anilin- & Soda-Fabrik). Will attend the Harvard Graduate School of Education this fall, where I hope to do my M.A.T. in French, German and Russian."

#### 1960

CATHERINE OTIS sends us the news that she "was married to Greg Farrell on September 21, 1968 in Princeton. We're living in Trenton. He is with the State Dept. of Community Affairs; I am working with the Trenton Model Cities Program." EILEEN BAKER was married in London November 29, 1968 to Lord Strathnaver, eldest son of Charles Noel Janson and the Countess of Sutherland. Three members of the class, JUDITH TAYLOR, HARRIET GASTON (Mrs. John J. Davison), and MARTHA THOMPSON attended the wedding, as did SUZI SCARFF (Mrs. James C. E. Webster) '58.

Eileen and her husband are living in London where she is research assistant to a Member of Parliament and he is continuing his studies preparatory to a career in London's Criminal Investigation Department.

#### 1961

DEBBIE MOORE (Mrs. Herbert Fitz-Gibbon) has returned home after a year of traveling around the world with her husband, a high-ranking tennis player. She worked for six weeks at the Trenton State Home for Girls, where she had her first job in social work, and is now busy in New York in the same field; this time with very young boys who are in "temporary detention" at a juvenile center. Debbie's husband has joined a Wall Street firm, and Debbie hopes to start studying for an M.A. in sociology next September.

PEGGY WILBER is now teaching English and history in a new school, Ulster Academy, in Kingston, New York.

#### 1962

DOROTHEA (DEDE) SHIPWAY writes, "Married last June to Jerome P. Webster, Jr. and living in town. No longer at PDS, but am kept busy with 2 children—girl and boy ages 5 and 4."

#### 1963

BONNIE STRONG, who had been working for the Saturday Evening Post in Philadelphia until that publication's demise, flew to London on March 13, 1968. She has a job with an American firm there and plans to stay at least a year.

#### 1964

CARY SMITH is a teacher's assistant at the Martin Luther King School in New Haven, Connecticut.

GAIL PETTY was married in September, 1968 to James S. Riepe. The Riepes live in Philadelphia.

Also in September, NELLE MEN-AND married Leslie J. Knox, Jr. Nelle is studying at Rutgers. Her husband is a doctoral candidate at Princeton University.

After graduating from Cornell University, where she was a member of Phi Beta Kappa and Delta Gamma sorority, PENELOPE PETTIT was married July 4, 1968 to Robert Lee Kreinberg, Jr. The Kreinbergs are in Colombia with the Peace Corps.

#### 1965

On August 16, 1968 LYDIA OS-

BORNE and Joseph Sferra were married in Princeton. They are now living in Cranbury. Lydia is secretary to the Executive Director of the Alumni Council of Princeton University.

PESHE RAE (PAULA) CANTOR married Peter J. Kuriloff on September 12, 1968. Paula is a student at Radcliffe. Her husband is studying for his doctorate at the Harvard Graduate School of Education.

#### PRINCETON COUNTRY DAY SCHOOL

#### 1937

Probably the most widely known PCD alumnus, NICHOLAS deB. KATZENBACH, resigned his position as Undersecretary of State in the Johnson administration and is now general counsel for International Business Machines. He accepted an invitation to talk with History students at PDS early in the winter. He told his informal audience of students and teachers that the most serious of the "gaps" confronting the United States is the increasing gap between those who are educated and those who are not.

#### 1945

COLIN C. McANENY and his wife greeted their first son and third child on March 14. The boy is named Joseph Christopher McAneny. Colin is a geologist living in Livermore, California.

#### 1946

EDWARD H. ECKFELDT, III married Miss Claudine Aldrich of New York City on September 28, 1968. He is a stockbroker with Dean Witter and Co. in New York.

#### 1948

After serving one year on the Princeton Township Council, JOHN D. WALLACE was elected Mayor of the Township and took office on January 1, 1969.

#### 1950

JOSEPH OUTERBRIDGE was married in Hong Kong on November 26, 1968 to Miss Hedy Wong of Hong Kong and Shanghai. He lives in Macao, where he has an exporting and importing business.

#### 1951

Mr. and Mrs. HUGH S. FAIRMAN are the parents of Virginia Marshall Fairman, born on May 26, 1968. She is their second child, the other being Hugh Spencer, Jr.

## 1952

J. ROBERT HILLIER, Princeton architect, won three of the thirteen awards for outstanding design achievement given at the 68th annual convention of the New Jersey Society of Architects at Atlantic City last summer. The winning designs were chosen from among 102 entries. Mr. Hillier is taking an active part in planning future physical changes at PDS.

SHERWOOD SMITH has returned from a sabbatical year to teach English at the Chapin School.

## 1953

GRENVILLE CUYLER is teaching at the University School in Milwaukee, Wisconsin. He is the director of the drama program and teaches speech and drama from the fourth grade up through the twelfth.

## 1955

Captain JOSEPH L. DELAFIELD, III has received the Army Commendation Medal for meritorious service with the First Army Staff Judge Advocate's office. On active service as an Army lawyer since 1966, he is now assigned to Taegu, Korea.

## 1956

DAVID B. SMOYER has been appointed an associate director of the Department of Athletics at Yale University. Before this, he had been administrative assistant to the President of the North American Soccer League in New York City. A graduate of Dartmouth and the Harvard Law School, he formerly practiced law with the firm of Pepper, Hamilton, and Scheetz in Philadelphia.

JOHN F. COOK is with the First National City Bank in Milan, Italy, working in the International Division. The Cooks are expecting the birth of their second child.

ROGER F. KIRKPATRICK is studying for an M.A. degree at the University of Colorado.

CHRISTOPHER SHANNON is with the First National City Bank in Boston.

PETER S. MOOCK is working for a Ph.D. in Economics at Columbia University.

A son was born to Mr. and Mrs. DONALD C. STUART ("Jeb") on December 19, 1968. The boy is named Craig Cowenhoven Stuart. Jeb is associated with Town Topics of Princeton and lives in Harborton, New Jersey.

## 1957

JAMES CAREY, JR. is an assistant director of admissions at Middlebury

College, of which JAMES I. ARMSTRONG '34 is President.

A daughter, Jessica, was born to Mr. and Mrs. HARRISON S. ("Pony") FRAKER in December. She is the Fraker's second child.

RICHARD L. ROTNEM and Miss Judy Anne Blackwell, of Nutley, New Jersey, were married on January 25, 1969. A graduate of Cornell University, Dick is an officer with the First National City Bank in New York.

## 1958

GORDON ("Toby") KNOX, JR. was married on July 6, 1968 to Miss Nancy Jane Kirkley of Mount Lebanon, Pennsylvania. A graduate of the University of Arizona, Toby served for two years in the U. S. Army. He is now with the National Republican Congressional Committee in Washington, D. C.

## 1959

Since graduating from Princeton University in 1966, HOWARD McMORRIS worked for six months for a Paris bank, the Societe Generale; worked for the Chemical Bank of New York while studying economics; and spent six months studying German at the Goethe Institute in West Germany.

CHARLES C. STUART is working with Station WGBH, an educational television station in Boston. He lives in Jamaica Plains, Massachusetts.

First Lieutenant NICHOLAS W. HARE is in training with the Marine Corps in North Carolina. He expects to be sent to Vietnam in October.

ROBERT CARRICK, back home after a year of teaching in Rennes, France, is hoping to get a job teaching French or to work toward an M.A. in French, or both, next year.

## 1960

ROGER S. MARCUS, a 1967 graduate of the Boston University Business School, is with the Amtico Division of the American Biltrite Rubber Company. He is manager of the Vinyl Floor Products Division.

## 1961

WILLIAM G. SHEA and Miss Judith Louise Field, of Somerville, N. J., were married on December 28, 1968. Both bride and groom are seniors at the College of Emporia in Emporia, Kansas, where Bill is majoring in theatre.

PETER RAYMOND is training as a Navy flier at Pensacola, Florida. He represented the United States in the Olympic Games at Mexico City, rowing in the fours without coxswain.

RANDY HOBLER is in the Peace Corps at El Al, Libya, teaching English to fifth grade Arab children.

## 1962

The engagement of Miss Dale Rose Raczkowski, of New Brunswick, New Jersey to JOHN C. BAKER has been announced. Jock is a senior at Rutgers University, majoring in history.

## 1963

TOM LEA played center on the Bowdoin College hockey team.

CHARLES SAMPSON played on the varsity hockey team at the University of Pennsylvania this winter.

FORD McK. FRAKER was named to the Dean's List at Harvard University at the close of the 1967-1968 year.

BERNARD KILGORE, JR. is a junior at Stanford University majoring in Economics. He intends to enroll in the ROTC at Washington State University this summer.

## 1965

NATHANIEL C. HUTNER won numerous honors while graduating *cum laude* from Exeter last June. These included a Gavit prize for excellence in the Classics, a Prentiss Cummings prize in Greek, and a first prize in the fifth year French course. Nat is now a freshman at Harvard.

## 1966

BRENT VINE, a senior at Exeter, has for the past two years composed background music for the academy's dramatic productions. For this year's show, "The Royal Hunt of the Sun," he has scored, played, and conducted the music.

## PRINCETON DAY SCHOOL

### 1966

KITZI BECKER has been working as House Manager of McCarter Theatre in Princeton this winter.

HOPE ROSE, having graduated from Lasell College, is doing experimental research at Harvard.

BARBARA SULLIVAN is studying in France on a junior year abroad program. She hopes to transfer from Middlebury to New York University, University of Pennsylvania, or the New School for Social Research, in order to concentrate on Sociology in her senior year.

### 1967

KAREN MEYERS made her Broadway debut as an actress in the part of Mary MacGregor in "The Prime of Miss Jean Brodie" at the Helen Hayes Theater. She played the part from September 7 until the play closed on December 14, 1968. She spent the summer of 1968 at the American Shakespeare Theater in

Stratford, Connecticut, as a minstrel in charge of the madrigal group. She did all their arrangements and accompanied them on the lute. Most recently Karen has played with the La Mama troupe in New York in "The Best-Looking Man I Ever Saw." Her mother reports, "Karen got rave reviews for her portrayal of a half-wit child." She is still doing concert work with her lute. PATRICIA SLY is a member of the Goucher College Glee Club, as is ANN McCLELLAN ex '68.

1969

ROBERT REYNOLDS was captain of this year's football team at Andover.

1970

CHRIS MISLOW was a mainstay of both the football team and the wrestling team at Princeton High School.

In an effort to improve communications between school and alumni the Princeton Day School Alumni Association has been trying to build a class secretary structure. The following alumni have agreed to serve as secretaries for their classes and, in most cases, for neighboring classes:

**Miss Fine's School Alumni**

- 1915—Mrs. Douglas Delanoy (Eleanor Marquand)  
62 Battle Road  
Princeton, New Jersey 08540
- 1938—Mrs. Albridge C. Smith, 3rd (Jan Ashley)  
62 Hodge Road  
Princeton, New Jersey 08540
- 1948—Mrs. Robert Kroesen (Joan Smith)  
New Road, R.D. 1  
Lambertville, New Jersey 08530
- 1950—Mrs. G. Reginald Bishop (Alice Elgin)  
166 Wilson Road  
Princeton, New Jersey 08540
- 1955—Miss Chloe King  
64 Carey Road  
Needham, Massachusetts 02194
- 1958—Mrs. William Peters (Linda Ewing)  
200 Hoffman Blvd. Apt. 1 - A  
New Brunswick, New Jersey 08824
- 1959—Mrs. Ralph C. Smith (Wendy Yeaton)  
2581 Main Street  
Lawrenceville, New Jersey 08648

The following were elected as class secretaries before their graduation:

- 1960—The Lady Strathnaver (Eileen Baker)  
53 Ennismore Gardens  
London S.W. 7, England
- 1961—Miss Peggy Wilber  
140 Quaker Road  
Princeton, New Jersey 08540
- 1962—Miss Katherine B. Adams  
75 East End Ave.  
New York, New York 10028
- 1963—Miss Alice Jacobson  
515 East 85th Street  
Apartment 10 - B  
New York, New York 10028
- 1964—Miss Cary H. Smith  
62 Hodge Road  
Princeton, New Jersey 08540
- 1965—Miss Molly Dorf  
283 Mercer Street  
Princeton, New Jersey 08540

**Princeton Country Day School Alumni**

- 1943—Peter E. B. Erdman  
219 Russell Road  
Princeton, New Jersey 08540
- 1947—George L. Pellettieri, Jr.  
121 Kensington Avenue  
Trenton, New Jersey 08618
- 1951—Edwin H. Metcalf  
23 Toth Lane  
Rocky Hill, New Jersey 08553
- 1953—Kenneth C. Scassera  
P.O. Box 338  
Kingston, New Jersey 08528
- 1955—Frederick S. Osborne, Jr.  
3621 Hamilton Street  
Philadelphia, Pennsylvania 19104
- 1956—Donald C. Stuart, III  
c/o Town Topics  
P.O. Box 664  
Princeton, New Jersey 08540
- 1961—Peter H. Raymond  
Cherry Valley Road  
Princeton, New Jersey 08540

**Princeton Day School Alumni**

- 1968—Robert E. Ramsey  
321 Clearfield Avenue  
Trenton, New Jersey 08618

As we go to press the Alumni Association is still engaged in the search for class secretaries. Volunteers and/or suggestions are very welcome.

**PRINCETON DAY SCHOOL ALUMNI COUNCIL**

1968-1969

*President*

RICHARD W. BAKER, JR. PCD '31

*Vice Presidents*

JOHN L. MOORE, JR. PCD '44  
MRS. JOHN C. VAN CLEVE MFS '61

*Secretary*

MRS. A. VAN SANTVOORD OLCOTT, JR. MFS '46

*Treasurer*

MICHAEL P. ERDMAN PCD '50

*Representatives*

W. PARK ARMSTRONG MFS '25  
ROBERT E. DOUGHERTY PCD '43  
GEORGE H. GALLUP, III PCD '45  
MRS. JEREMIAH S. FINCH (Trustee Representative) MFS '26  
MRS. JOHN R. HEHER MFS '58  
J. ROBERT HILLIER PCD '52  
MARY HOBLER PDS '68  
TRISTAM B. JOHNSON PCD '34  
NANCY MILLER MFS '57  
MRS. FREDERICK S. OSBORNE MFS '27

(Continued from page 5)

easy leap." However, Daniel Barren, Director of PDS Athletics and Varsity Football coach, attended the National Football Clinic, March 24-27, at Atlantic City. Next summer he will participate in a symposium on Sports Medicine at the Germantown Academy, August 8 and 9.

A presentation and demonstration of which we are all justly proud is that made by Mr. Gilbert and two of his students at the February 28 National Association of Independent Schools conference in New York. Mr. Gilbert and his young mathematicians discussed the use of a computer in a school, a subject in which they must be world authorities by now.

For more than ten years I have been a member of the Executive Board of the New Jersey Association of Teachers of English, and I have been asked by the chairman, Dr. Herman Estrin, to give a talk and lead a workshop on "Teaching Creative Writing in School" at their Writers' Conference April 27. At the "Department Chairmen's" Conference in May I shall be on a panel discussing English curricula for disadvantaged students.

Mention of such students reminds me of the program for Harlem students in which I shall be involved for my fifth summer, sponsored by Union Settlement and held at Columbia. Other people's summer plans are for the most part still nebulous as of this February writing. One heroic group of our friends is facing a summer all too monolithically structured: the committee who will make the schedule, Mr. Bronk, Mr. Gilbert, Mrs. Williams, and the faithful computer face a task so staggering in its magnitude the mind reels. Richard Poole will continue advanced studies in French at McGill University in Canada; Mr. Robson will take trips to New England and Florida for ecological observations and photo collections for his biology classes. Miss Gertrude Rogers (from our Lower School) will



Poet Peter Sears

be a group leader for the Experiment in International Living and may take a group of high school students to Australia, Asia or Africa. Most glamorous of all summer plans is that of Lester Tibbals, who will start his sabbatical year by going with his wife to Europe!

The "extra-curricular activity" which engages us all constantly, both in and out of school, is *talk*, and the talk this year has been focused on three serious concerns: the marking system, the schedule, and the sectioning of classes within a grade level. At the February faculty meeting, Mr. Gilbert and Mr. Gregory presented suggestions for greater flexibility of scheduling courses, without changing our present time plan. The English Department, which for the first time this year departed from heterogeneous sectioning, is now trying to study and evaluate the results of that change.

As you can see, the towers our faculty inhabit are neither ivory nor ivied.

### HOW MANY OF THESE ALUMNI CAN YOU NAME?



PRINCETON DAY SCHOOL  
THE GREAT ROAD  
P. O. BOX 75  
PRINCETON, NEW JERSEY

Non-Profit Org.  
U. S. Postage  
P A I D  
Permit No. 270  
Princeton, New Jersey

