

# FROM THESE ROOTS

*The Creation of  
Princeton Day School*



William K. Selden







# FROM THESE ROOTS



A MOUNTAIN LION BOOK

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## THE CREATION OF PRINCETON DAY SCHOOL



WILLIAM K. SELDEN



It is the policy of Princeton Day School to admit boys and girls of any race, color, religion, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of sex, race, color, religion, national and ethnic origin in employment or in administration of its educational policies, scholarship programs, athletic and other school-administered programs.

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Designers: John Romer and Bill Pasiliavich

Printed in the United States of America

Library of Congress Catalog Card Number 91-060399  
ISBN 0-9629015-0-4



# Preface

**E**xperience has taught that each of us has a small private portfolio of favorite places or events that in rare moments of quiet recollection return again and again to our memories, to be examined with satisfaction and perhaps even with bitter-sweet feelings of nostalgia. Among those places that are often recalled with particular joy and poignancy are recollections from our school days. Friends, teachers and scenes from our childhood swim into our memory in a kind of underwater light; how we wish we could recall those happy days with all the sharpness, color and depth of the original experience! Indeed it has been said that one of the marks of a great school is that "it bestows upon its alumni the gift of a childhood recollected, not as a passage of time hurried through on the way to more profitable engagements, but, with gratitude, as a enjoyed initiation

into the mysteries of the human condition..."

As Princeton Day School approached its twenty-fifth anniversary, it seemed to several of us who now serve on the Board of Trustees that it would be useful to furnish our collective memory with a recollection of the origins of Princeton Day School and especially of the splendid heritage our School received from its two parents: Miss Fine's School and Princeton Country Day School. We were fortunate in enlisting the talents of a thoughtful educator, William Selden, who brought to the role of author his gifts of enthusiasm, a keen intellect and a broad acquaintance with many of those who were instrumental in the creation of Princeton Day School. But, Bill Selden has also—as the reader will discover—succeeded in doing something more than capturing the history of our school; he has contributed to our

understanding of one of the least well appreciated tasks in modern society, namely, the problem of merging two separate and distinct institutions, each with its own strengths, its own culture and its own aspirations. Many schools have been founded and many have disappeared, often leaving only archival traces. Comparatively few successful mergers of schools (or colleges) have been achieved and even fewer have been documented. Yet, in our increasingly interconnected world, the need for a better understanding of how separate institutions can be successfully merged seems self-evident. (For example, it strikes me as strange that there are nearly 50 separate non-profit agencies in this country now raising funds to support cancer research!) In the corporate world the process by which successful mergers are created is now more frequently studied in schools of management and is becoming better



understood as a result. But, in the world of schools and other non-profit organizations our understanding of the merger process is indeed primitive.

So, I submit, William Selden's book on "The Creation of Princeton Day School" can be read at two levels. First, it can be viewed as a scaffolding by which our alumni—especially from Miss Fine's School and Princeton Country Day School—can explore the edifice of their memories, examining architectural details of distant recollections that are better revealed by standing on the platform this book provides. And, second, Selden's book gives us a glimpse of the extraordinary tenacity, patience, perseverance, vision and, yes, love of children that was required in order to create one school from two separate schools—an outcome that those not "present at the creation" may tend to take for granted.

And yet, one wishes that we could penetrate even deeper into the

dim past to understand more completely the events and personalities that shaped Miss Fine's and Princeton Country Day School. That, again, is what a good history book gives to us—an appetite for more understanding, not satiation with dry facts from the past.

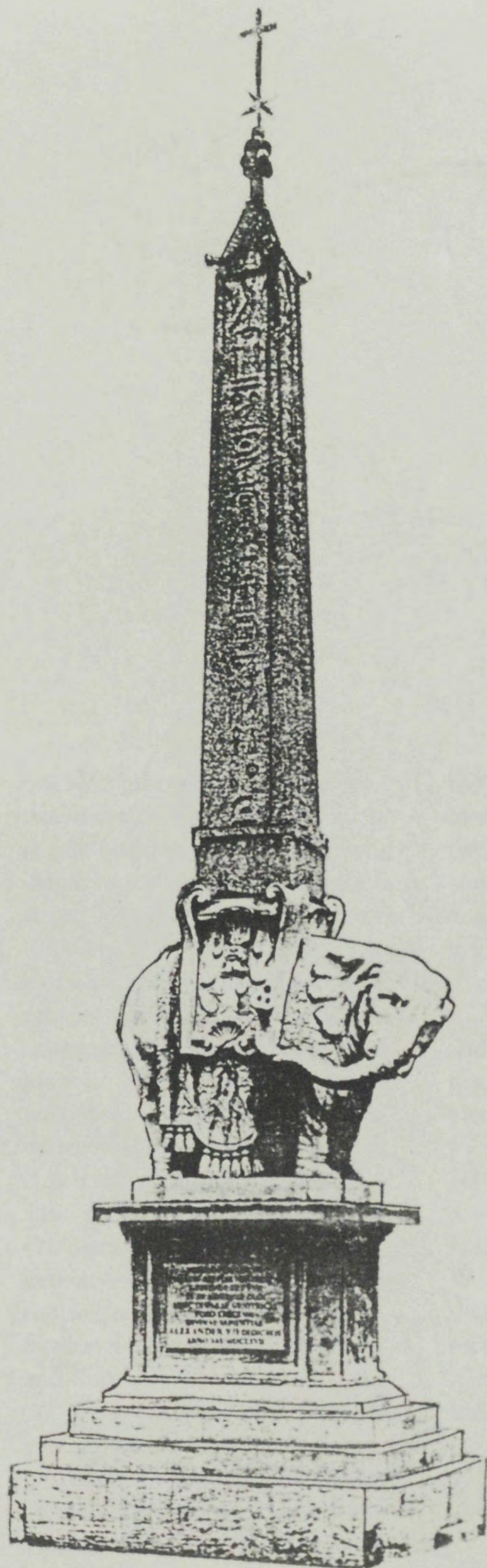
Returning to where I began this preface, in my own portfolio of remembered places I sometimes recall a well-loved spot in Rome, especially on a golden afternoon such as this one. There, in the Piazza della Minerva, two or three blocks behind the Pantheon, stands one of Bernini's most charming and beloved masterpieces. It is a fanciful sculpture of a small elephant, bearing on its back an ancient Egyptian obelisk whose sides are inscribed with mysterious hieroglyphic messages. The little elephant—the legendary beast who never forgets—does not appear to be staggering under the weight of the burdensome column of granite; rather, he seems to be enjoying the spectacle he is

creating and to this viewer, at least, he displays an attitude that is distinctly at variance from the interpretation sometimes given to Bernini's work, namely, that the "weight of history is a heavy burden." Like Bernini's elephant Princeton Day School remembers; it carries on the rich traditions of its past but bears them lightly, joyfully, and with its own sprightly personality.

This book, also like Bernini's elephant, gives homage to the past while celebrating the vitality of the living, thriving school we know today as Princeton Day School. We are grateful to William Selden and to those whose contributions to the School are celebrated in these pages. We also honor the hundreds of others—teachers, students and parents—who participate in the continuing creation of Princeton Day School.

Winton H. Manning











# Foreword

**F**rom *These Roots: The Creation of Princeton Day School* is a documentary of the evolution of elementary, primary and secondary education in Princeton, and an absorbing saga of the birth and life of Miss Fine's School for girls and Princeton Country Day School for boys. These two schools are the rich heritage of Princeton Day School. In this vivid book by William K. Selden are found many of the reasons that convinced me to accept the offer to become the fourth headmaster of Princeton Day School. Now in my fifth year as head of this outstanding school, I am still learning about the heritage and traditions that influence it today.

Our legacy is reflected in our current commitment to ideas such as: each student's educational development must be central to the

teaching process; friendships between students and teachers foster the development of a strong set of values in the school community; a strong liberal arts base is the essential preparation for college curricula; participation in and exposure to the arts are critical to a student's full appreciation of aesthetics; involvement in athletic competition contributes to good health and to understanding the importance of collaborative efforts. Noble and valid principles such as these mean Princeton Day School must have an extensive set of learning opportunities and an excellent, diverse faculty; we do, as did Miss Fine's and Princeton Country Day.

When you complete a reading of Bill's wonderful story of Princeton Day School's heritage and move on to the photographic record of our 25 years on The Great Road campus,

you will sense our strong commitment to a broad array of options in the three A's—Academics, Arts and Athletics. Faculty, trustees, parents, friends and alumni have worked hard to establish a distinctive educational program for today's students. That process continues and will continue, for the development of sound ideas and their implementation is important to us.

All of us at Princeton Day School today are thankful for the devotion and work of those who preceded us and have influenced us. We owe Bill Selden enormous thanks for undertaking the task to record our legacy and for completing it so superbly. Enjoy this marvelous book!

Duncan Wells Alling, Headmaster  
Princeton Day School



To the alumnae and alumni of Miss Fine's School, Princeton Country  
Day School and Princeton Day School



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# Acknowledgments

**H**aving written this history of the creation of Princeton Day School, I wish to share with the readers the feeling of enjoyment and pleasure that I had in undertaking this assignment. The project has for me been interesting, enlightening, and stimulating. Much of this enjoyment

*Board chairmen meet the author: (back row) Winton H. Manning (1987–1990), Marilyn W. Grounds (1990–), Samuel W. Lambert III (1984–1987), William K. Selden, (seated) William P. Burks (1975–1980), Edith B. Eglin (1980–1984) and Elizabeth C. Dilworth (1964–1968). Missing from picture: Thomas H. Paine (1968–1974, in California) and Edmund R. Beckwith, Jr. (1971–1975, deceased).*

*Photo by Eileen Hohmuth-Lemonick*

and pleasure has been derived from the many interviews that I had with scores of former students, faculty, administrators, trustees and friends of both Miss Fine's School and Princeton Country Day School.

Winton H. Manning, former Chairman of the Board of Trustees of Princeton Day School, and Duncan Alling, its Headmaster, have been continually supportive. David C. Bogle, Director of Development, and Linda Maxwell Stefanelli MFS '62, Director of Alumni Relations, have provided the required guidance without which the volume would not have been published. David Bogle helped in the conception of this book, solicited my assistance, and guided the work to completion with his customary sensitive diplomacy. Molly Sword McDonough PDS '75 and Martha Sullivan Sword

PDS '73 made the initial selection of the photographs.

I am also personally indebted to Mrs. Arthur M. Sherwood, a former trustee, who read the original manuscript and made innumerable editorial suggestions and also delicately cautioned me to employ nuances of expression that could not be misinterpreted. Samuel Hurwitz, an office associate of Dr. Manning, rescued me at a crucial time when the document needed to be transcribed from one computer system to another.

As a result of this association with Princeton Day School my circle of friends has been further enlarged. For this I am most grateful.

William K. Selden







# Introduction

**F**or more than two centuries education has been the field of activity for which the town of Princeton has been famous. Ever since 1756 when the College of New Jersey (renamed Princeton University in 1896 but informally called Princeton College before that time) moved from Newark and occupied Nassau Hall, the largest building in the colonies, Princeton has been identified as a college town. In time, it was known as an educational center, a reputation that was confirmed in 1812 with the foundation of the Princeton Theological Seminary. It was further enhanced in the 1930s when educational opportunities in the community were expanded with the establishment of the Institute for Advanced Study and the Westminster Choir College.

Attracted by Princeton's location and the growing academic strength of the University, several

institutions devoted to scientific research were established in the immediate neighborhood in the present century. Among the first were the Rockefeller Institute for Medical Research, organized at the time of World War I, and the David Sarnoff research laboratories of the Radio Corporation of America, created during World War II.

The educational changes and growth that have occurred in Princeton during the past two and a half centuries reflect the transformations that have taken place in society at large and the development of this community into a world-renowned center of learning and inquiry. The changes have not been limited to the fields of higher education and research; they have included elementary and secondary schools as well. It has been said that education is a manifestation of the social aspirations of a people. The history of education in Princeton mirrors this observation as numerous pre-college educational enterprises were initiated in response to per-

ceived social needs. Some thrived, many faltered.

This history is the account of two educational enterprises in Princeton that never faltered. For most of their years each enjoyed the leadership of individuals whose influence was profound for both faculty and students, as well as for parents. And by the 1960s each was fortunate in having on their board of trustees many members who recognized that the disparate strengths of their respective institutions would, when united, create a school better prepared to fulfill a "Commitment to Excellence." The merger of Miss Fine's School for girls and Princeton Country Day School for boys, which became effective in 1965, combined two schools whose total history spanned more than a century. While their respective stories reflect evolving educational expectations, as well as changing economic conditions and social attitudes, their eventual marriage involved dramatic events that have been vividly remembered years later.







# CHAPTER ONE

## The Nineteenth Century

**M**ay Margaret Fine established her school in 1899, at the end of a century that had witnessed the appearance and disappearance of a number of educational enterprises in the town of Princeton. In the eighteenth century, and well into the nineteenth, preparation for admission to the College of New Jersey, as well as most other collegiate institutions, was frequently provided to individual pupils by the local clergy in their offices or homes. Some ministers did conduct classes for small groups of students, and colleges themselves often operated preparatory programs. Such programs were offered for many years in Nassau Hall

*This portrait of May Margaret Fine by E.L. Ipsen hung in the front hall of Miss Fine's School for years and now graces the Colross living room.*

concurrently with the course of instruction provided to the students who were actually enrolled.

To meet the demands of parents in Princeton and nearby communities who sought grammar school education for their children, a number of entrepreneurial enterprises were operated at various times in the nineteenth and early twentieth centuries. In those years women had few occupational opportunities outside the home, and such schools were often, though not always, operated by maiden ladies. The institutions in Princeton included many female boarding schools known by the name of the director or headmistress, as well as ones with such impersonal names as Rockhill Seminary, Select Classical Academy, School for Young Ladies, and School of Four Seasons.

Only one collegiate institution limited solely to women has ever existed in Princeton and it lasted for

only ten years from 1887 to 1897. Evelyn College was directed by the Reverend Joseph McIlvaine, who resigned his professorship at the College of New Jersey to organize the instruction, which was provided by other professors who taught both at the College of New Jersey and at this fledgling institution.

The schools established for boys in Princeton in the nineteenth century seem to have lasted longer than those for girls, possibly because of the presence in the community of a male college. One of these was the Princeton Academy, which was established early in the nineteenth century as an auxiliary to the College; another was the Edgehill School, a boarding school established about the same time, which developed a favorable reputation despite its erratic ownership and succession of principals. For a time the Edgehill School was owned by the College, but in the 1860s it was



## *The Legacies of the Fine Family*

May Margaret Fine was one of the four children of Lambert Suydam Fine and Mary Ely Burchard. The Fines were a remarkable family. Each of the children inherited a deep sense of social service from their parents, and despite adversities, every one of them strove for excellence. This inheritance Miss Fine projected as headmistress of the school that carried her name. Sixty years after her death alumnae who studied under her tutelage, and even those who later were merely the inheritors of her traditions, have spoken with keen admiration and deep respect of the influence that she exerted on all who were associated with Miss Fine's School.

Her father, the Reverend L. S. Fine, upon completion in 1857 of a three-year course of study at the Princeton Theological Seminary, assumed the pastorate of the Presbyterian church in Chambersburg, Pennsylvania, where in 1858 his wife gave birth to their first child, Henry Burchard Fine. The following year a daughter, Jean Fine, who later married Charles B. Spahr, was born, and in 1863 John Burchard Fine became the third child in the family. The last of the four children was May Margaret, whose birth took place in Troy, Pennsylvania, on June 18, 1869, three months after her father had died at the age of forty-seven.

Mary Ely Fine, left a widow with four children under the age of twelve, demonstrated her strong character and valiant determination as she reorganized their lives, first in Ogdensburg, New York, then in Winona, Minnesota, before settling in Princeton in 1876. She moved to Princeton in order that her sons could obtain their education at the College of New Jersey, at the time still an ardently Presbyterian institution.

Henry, the eldest, was graduated in 1880, first in his class. After obtaining a doctoral degree in Germany, he returned to become one of this country's leading mathematicians, and later was appointed Dean of the Faculty and then Dean of Science at Princeton University. In these positions he was instrumental in establishing Princeton's reputation in the scientific field.

The educational contributions of the younger brother, John, who was graduated from the College in 1882, have already been mentioned in connection with the Princeton Preparatory School. Interestingly, John's two sons were likewise educators. Harry, who succeeded his father during the declining years of their school, later continued as a successful master in other schools. John van Antwerp Fine, the younger son, was a professor of classics at Princeton. His wife, Elizabeth Bunting Fine, was the premier teacher of Greek and Latin at both Miss Fine's School and Princeton Day School. She retired officially in 1979 after twenty-five years of teaching but continued to work until 1988 when she moved from the area. In addition, John Burchard Fine's daughter, Margaret Fine,



*Elizabeth Fine*

sold and moved to Merchantville.

Of more direct relevance is the Princeton Preparatory School, which was opened in 1873 under the auspices of the College with financing provided by Henry G. Marquand, a wealthy Princeton benefactor. (His granddaughters later attended Miss Fine's School and supported the creation of the Princeton Day School.) In recognition of the need to develop feeder schools for Princeton, James McCosh, its energetic president at that time, provided the stimulus for the establishment of the Preparatory School, as well as for the development of Blair Academy and the reorganization of Lawrenceville School a decade later. While the latter two schools met with success, the Princeton Preparatory School



taught at Miss Fine's School before her marriage to Lee D. Butler. In those early years she was known by the girls as "Little Miss Fine."

May Margaret Fine's elder sister, Jean, like their mother, became a widow at an early age. In 1904 she moved from New York City to Princeton with five young Spahr daughters to be educated. Her sister's school was an excellent haven for this purpose. There was also benefit for each as Jean assisted May Margaret in developing the school in those beginning years.

As the youngest in the family May Margaret Fine grew up and was educated in Princeton from the age of six until she entered Wellesley College, from which she was graduated in 1889. At Wellesley she pursued a classical course of study, participated in college activities including her class crew, and was respected by classmates for her admirable personal qualities. These qualities, combined with her commitment to the development of good character and intellectual accomplishment in her pupils, served as the foundation of the school that bore her name for sixty-five years. The heritage of her profound influence continued even after the school merged with Princeton Country Day School to form the present Princeton Day School, one of the first mergers of its kind in recent years.

foundered and was closed in 1880, despite the fact that of the 161 pupils who were enrolled during those few years seventy-three subsequently became Princeton undergraduates.

Under different ownership the Princeton Preparatory School, which was located on the northeast corner of Snowden Lane and Nassau Street, was reopened in 1884 and subsequently purchased in 1888 by John Burchard Fine, an older brother of May Margaret Fine. It was incorporated in 1895 and continued, following John Burchard Fine's death in 1929, under the direction of a son, Harry B. Fine. In 1933 it went into receivership; and with only sixteen students in 1936 it

was foreclosed. During the nearly fifty years in which a Fine was headmaster the school prepared scores of students for admission to Princeton as well as many other colleges.

Though the town of Princeton was host to a number of private or independent grammar schools during the nineteenth century, a local movement began early in the century for the provision of public school education. Following the enactment of state-enabling legislation, a school district was incorporated in Princeton in 1857 and a public school for white children was constructed on Nassau Street immediately thereafter. The records of the Board of Education indicate that

in the early 1860s there were six schoolrooms accommodating over 200 pupils, some of whom were taught by the older children. Within twenty years enrollment in the public school had grown to nearly 400 pupils, despite the fact that Saint Paul Parochial School was opened in 1878 to provide separate instruction by the Sisters of Mercy, primarily for the children of Italian immigrants. A forerunner of the public school for black children was organized by the Female Benevolent Society in 1825 and operated for a number of years in a building on Witherspoon Street. Desegregation in the Princeton public schools did not occur until the middle of the twentieth century.

The currently well regarded public schools of the 1990s in Princeton, and the several independent schools in the immediate vicinity in which girls are now enrolled, present a striking contrast with the situation in 1899 when Miss May Margaret Fine opened her school to prepare the daughters of members of the faculties of the Seminary and the University for college admission. The masculine attitude and male-oriented culture of the time were not conducive to expectations of rigorous academic requirements for girls. Furthermore, fewer than 12 percent of the six million children of high-school age in the nation were enrolled in school.

It was in this social context that Miss Fine responded to the educational needs of what was initially a very select group of girls in Princeton.







## CHAPTER TWO

# *The School Established by Miss Fine*

**B**efore returning to Princeton following her graduation from college Miss Fine taught for a time at the Franklin School, an independent day school for boys in Germantown, Pennsylvania. It may be more than a coincidence that Charles R. Erdman, a personal friend of Miss Fine who later served many years as chairman of the board of trustees of her school and was honorary chairman until his death, had taught at Franklin School following his graduation from the College of New Jersey in 1886.

While she was teaching, May Fine's eyes began to cause difficulty. At the insistence of her family, she accepted an invitation for a lengthy

stay with friends in Nevada, including a visit to California with stops in Chicago and Louisville on her return home. Back in Princeton she undertook sessions of tutoring two young girls and also assisted in the bookkeeping for her brother at the Princeton Preparatory School.

These activities continued and by 1897 she was engaged on a regular basis as tutor on the third floor of 73 Stockton Street, the residence of the Reverend George T. Purves, a professor at the Princeton Theological Seminary and for a few years minister of the First Presbyterian Church of Princeton.

In 1897 Miss Fine had three girls under her tutelage; they were two Purves daughters, Elinor and Rebekah, and Lucy McDonald. As they later reminisced about those early school days they recalled an added benefit of the location: the frequently replenished cookie jar

that Mrs. Purves placed on the stairs to the third floor. However, the space soon proved to be inadequate to accommodate the increasing number of pupils whose parents wished their children to be educated by Miss Fine.

Encouraged by this response, Miss Fine issued an announcement in July 1899 that "the Princeton School for girls and boys will open Monday morning, October the second at ... the residence at the eastern corner of Mercer and Alexander Streets." This location was 42 Mercer Street, the western half of a double house built about 1830 by Charles Steadman. For many years the house had been in the possession of the Schenck family, two members of whom, William C. Schenck and William Edward Schenck, had been pastors of the First Presbyterian Church earlier in the century.

*May Margaret Fine (right) shares a ride on Atlantic City's boardwalk with Gertrude C. Purves.*





Surrounded by the pupils she taught in the house at 42 Mercer Street around the turn of the century, May Margaret Fine is seated in the center row, third from the left. (First row, left to right) Mary Louise Wilson '04, Marie Baker, Mildred Purves, Elizabeth Johnston '04; (second row) Katherine W. Stockton '03, Maud Morrison, Miss Fine, Elinor Purves '00, Elizabeth M. Libbey, Charlotte Baker '01; (third row) Isabel Johnston '01, Lucy MacDonald '01, Rebekah Purves '01, Edith Johnston.

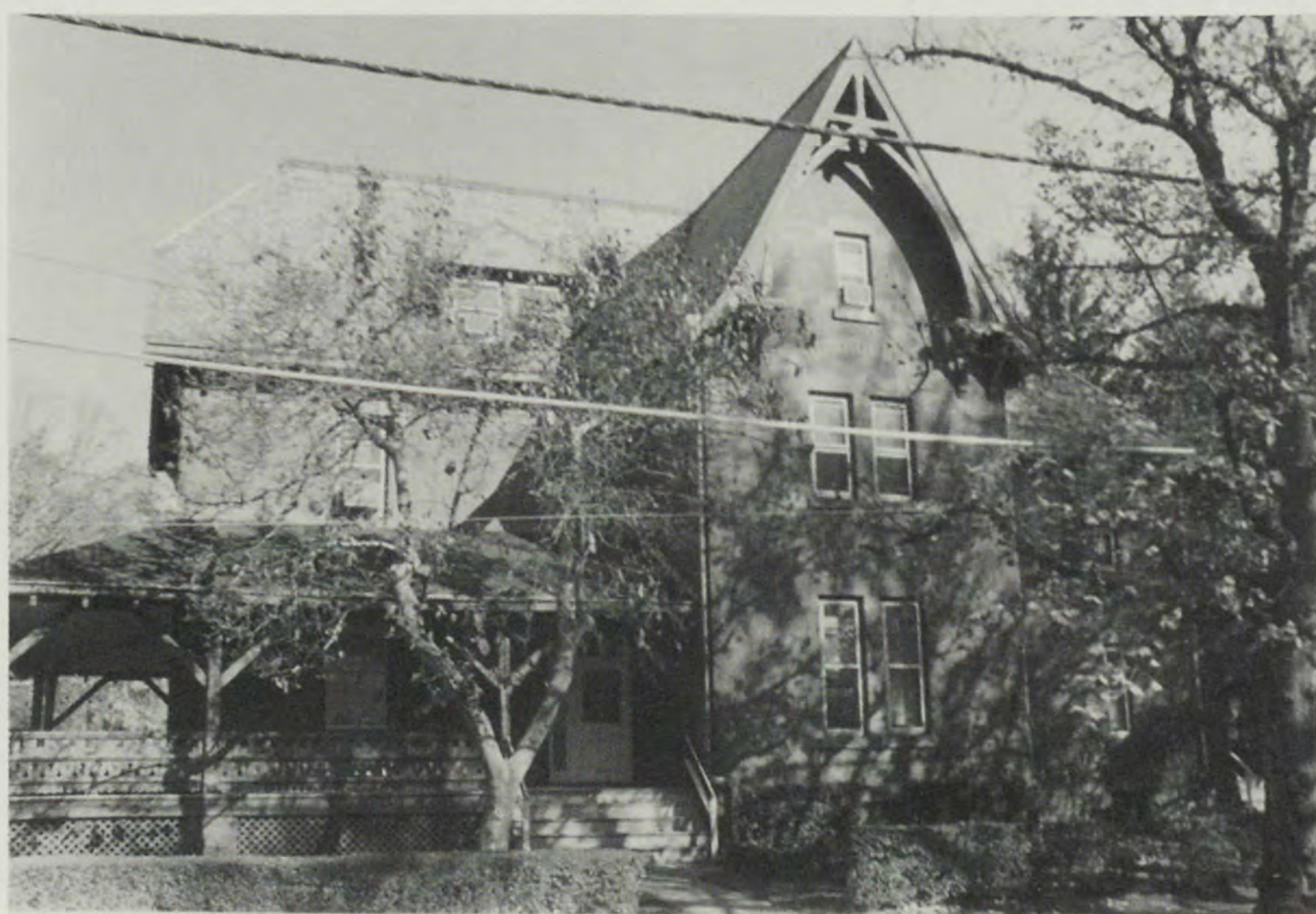
To assist in the planning of the school an advisory committee of gentlemen (no ladies at that time) was created; it included Professors J. Mark Baldwin, John Grier Hibben, and Andrew Fleming West of the University; George Allison Armour, the wealthy bibliophile; William M. Norris, a consulting chemist; and the Reverend Dr. Purves. The school opened with some forty pupils of different ages, who were instructed by Miss Fine and four additional teachers. The tuition,

Miss Fine taught her first Princeton pupils in the Purves house at 73 Stockton Street on the corner of Library Place.

which ranged from \$80 to \$100, would have provided a yearly income to the school of slightly more than \$3,600.

No better description of the school in those years can be recounted than that published in the December 1933 issue of *The Link*. It was written by Elinor K. Purves, who taught at the school prior to serving for many years as director of Dorothea House in Princeton. She and her five brothers and sisters, as well as her six Armstrong nieces and nephews, all attended Miss Fine's School.

How vividly those of us who were there can remember those first years of the school when Miss Fine was both principal and teacher and more than that a close friend of every pupil. She had other teachers to help with the English, history and modern languages, and there was a Primary department with its own teacher, but Miss Fine herself taught the classics and mathematics which then formed the most important subjects in the curriculum.







On October 2, 1899 Miss Fine greeted pupils in this house at 42 Mercer Street on the corner of Alexander Street.

Sometimes she taught two classes at once, once in a while even three, going from one group to another in turn and never losing her hold on what each class was doing. The older girls were gathered in a small room and were comparatively few in number . . . ; some were preparing for college, others were not, so it was a mixed group with varying types of interest. To each one, however, Miss Fine gave her whole attention, and in every one of us there was the firm conviction, and

rightly so, that our particular problems and our future careers were Miss Fine's chief concern.

It was an intimate family group bound by ties of love and loyalty to Miss Fine. On her part there was an unfailing interest in the life of each one of us, which interest followed us as we passed out from the school and was ours as long as she lived.

The spirit that prevailed among

the students in the school was further attested to by a near neighbor, the mother of two children who were Miss Fine's pupils. Mrs. George McLean Harper, neé Belle Westcott, wrote years later, "From the beginning it became evident that the school was a center of cheerfulness, for the students came and went with happy faces."







# CHAPTER THREE

## 38 Stockton Street

### Illustrious Owners

**B**y 1907 enrollment had increased beyond the capacity of the space available at 42 Mercer Street. In fact, by 1905 additional space was already needed and Trinity Church, the school's neighbor across the street, permitted Miss Fine "use of the rooms of the Parish Building for the exercises of her school, on Thanksgiving and Christmas, 1905, and on Easter, 1906," with the caution that "this action be not taken as a precedent."

*When the enrollment doubled, Miss Fine moved her school to this house at 38 Stockton Street. The building was later moved to the corner of Hunter and Wescott roads.*

To accommodate an enrollment nearly twice as large as that when the school opened in 1899, arrangements were made in 1907 to lease the house that then stood at 38 Stockton Street. A brief history of the building's ownership provides an interesting account of the intertwining personal relationships of Princeton residents in earlier years.

In the late 1840s the house was owned by Richard Stockton Field, who was at the time professor in the short-lived law school associated with the College, for which he built Ivy Hall in 1847. In 1856 Field sold the Stockton Street house to William Henry Green, a member of the faculty of the seminary from 1846 until his death in 1900. The home was inherited by his two daughters, Mrs. William (May) Libbey Jr. and Mrs. J. Mark (Helen) Baldwin, both of whose husbands were on the Princeton faculty until

the latter was appointed in 1903 to the faculty of The Johns Hopkins University. The house, known at this time as the Baldwin house, had been empty for several years and continued to be so after Trinity Church purchased the property in 1905.

The interpersonal relationships may be appreciated by the fact that Professor Baldwin was a member of Miss Fine's original advisory committee, as were George Allison Armour and Andrew Fleming West. On behalf of Miss Fine, Dean West negotiated with the vestry of Trinity Church, of which Mr. Armour was a long-time member, for the rental of the Stockton Street building. Shortly after the school moved to 38 Stockton Street the vestry approved the request "from Miss Fine asking permission to remove an objectionable outhouse from the property leased to her by the Par-





*This is the old Baldwin house after it was moved from 38 Stockton Street to Hunter Road and Wescott Road and remodeled.*

ish." The school conducted its activities here until 1918, when it moved to its third location across the street.

After the school's departure the building remained empty, despite a request to rent the space for a convent, until it was released in 1920 to Mrs. A. K. Nesbit, who operated it as a boarding house known as Orange Inn. In 1925 it was purchased by Richard Stockton III with the provision that he remove it from its site immediately west of Trinity Church. He then moved the house to its present location at the corner of Hunter and Westcott roads. For those interested in its identification, it subsequently had a brick exterior with two wings added on each side and was occupied in the 1970s by Chief Justice Richard J. Hughes and his wife and family.

## 1907–1918

**I**n moving to 38 Stockton Street Miss Fine obtained more space to meet the needs of her growing school, but it was more than she actually required. Furthermore, the rent may have been greater than was economically appropriate in relation to the income she received from tuition payments. A happy solution was arranged by which her widowed sister, Mrs. Jean Fine Spahr, with her five daughters leased the second and third floors of the building, where Miss Fine also resided, and the school was conducted on the first floor. In 1950 one of the

daughters, Margaret Spahr, reminisced:

*The most important change made in the school curriculum between 1907 and 1910 was the opening of a first grade, the nucleus of which was a primary class that had been taught by Miss Elinor Purves. It had been the tradition that no child might come to Miss Fine's until he [or she] could read, but now at last it was possible to begin there. The step was quite as significant as the pre-primary was in later years. And in 1910 the academic prestige of the school was greatly raised when three girls out of one small class won college entrance examination prizes—two at Bryn Mawr and one at Smith.*

Although not all the students continued their formal education after Miss Fine's, the curriculum of the school during this period was concentrated on English, French, Latin, history, and mathematics, with current events and German added later. The faculty included "enthusiastic, cultivated, charming young women, recently out of college," who made attractive role models for their impressionable students. The school was not divided into grades, and the girls continued until Miss Fine considered them ready for college. Then they would take their college entrance examinations in classrooms on the college campus. Miss Fine would accompany them, continuing en route to tutor them up to the last minute.

Before 1916 girls who were expected to recite in a class would be seated on a bench in the front row of the assembly hall while others were expected to study at their stationary desks located in the rear of the room. When there were still boys in the school at the lower high-school level, they were assigned to a study hall proctored by



college students in a separate small building.

School began each weekday morning with assembly, including hymns and prayers. On occasions Miss Fine would have the windows opened and insist that each pupil should breathe deeply. School sessions would then be conducted until 1:00 P.M., later extended to 1:15 P.M., with the assumption that the pupils would study at home in the afternoons.

Years later Eleanor Marquand Delanoy noted that "when educators say they cannot teach in a school because it is not air-conditioned, has uncomfortable desks, no library, gym, art studio or place for quiet meditation, I laugh inwardly because

they are describing the Miss Fine's School I attended, first at 42 Mercer Street and then in a house" at 38 Stockton Street.

The first class at Miss Fine's School to enjoy a formal graduation ceremony was the last class to finish high school at 38 Stockton. Thomson Hall, the building immediately to the west of the school, was the scene of the graduation exercises for the class of 1918, which held both a class day and a class dinner and issued the school's first yearbook. The first diplomas were not issued, however, until the following year. All but one of the six who were graduated in 1918 had been enrolled in the school from their first class with "the lovely, freckled Miss Finley."



*Nassau Street in the 1930s*



*Cast of a '20s dramatic production*





*Miss Fine (center, back row) and her students in 1918*











## CHAPTER FOUR

### *The Princeton Inn*

**B**y the end of a decade in this second location enrollment in Miss Fine's School had increased to such an extent that plans were initiated for constructing a new school building with expanded educational facilities. Despite the distractions of World War I a foundation was created in March 1916 "to collect funds and accept donations for the purchase of a property and the creation of a school building and endowment funds." The officers were John Grier Hibben, president of the University, Mrs. Allan (Eleanor C.) Marquand, and Louis E. Laflin of Lake Forest, Illinois. The foundation was also charged with the authority, should it so decide, to lease property until such time as a new building might be

*The Miss Fine's School building on Bayard Lane was the original Princeton Inn.*

constructed. This was the path that was followed.

In 1918 the first Princeton Inn, which had been built in 1893 (not the one that was built in 1924-25 on Alexander Street), had been closed and was available initially for rent and then for purchase. Located on the land where the present Princeton Borough Hall is situated, this large, commodious structure with white-painted walls and red-carpeted floors and stairs was designed for comfort and entertainment, not education. Nevertheless, it was where Miss Fine transferred her school in the fall of 1918.

Although no financial records are extant for the school during the years before the 1940s, one may deduce from the officially recorded deed that Miss Fine's School obtained title to the former Princeton Inn merely by assuming respon-

sibility for the mortgage on the property, which at the time of transfer, May 1919, was \$25,000. The title had been in the name of Moses Taylor Pyne, Margaret Pyne, his wife, and Cornelius C. Cuyler, who had died ten years earlier. Thus, one may conclude that this transfer of title with no actual cash payment recorded was another example of the quiet generosity of the Pynes.

Although a public announcement was issued in the summer of 1918 to the effect that the school would lease and occupy the Princeton Inn for school activities in the fall of that year, actual ownership had to await the formation of a corporation that could receive title to the property. Such a corporation for Miss Fine's School was created in March 1919, with women now included. The trustees were Charles R. Erdman, May Margaret Fine,





*Front hall of Miss Fine's School*

John Grier Hibben, Louis E. Laflin, Mrs. Allan (Eleanor C.) Marquand, Mrs. Ariovistus (Mary Winans) Pardee, Moses Taylor Pyne, George L. Shearer, and Isaac C. Wheaton.

The Reverend Dr. Erdman was chairman and continued to so serve for many years.

The public announcement continued, "Owing to the shortness of

time and the difficulties entailed by the war conditions, only absolutely necessary changes will be made at present. The school will occupy the front brick building only, the back



wooden structure being shut off. A new steam boiler will be installed under the main part of the house so as to ensure satisfactory heating. The more radical alterations which would perfectly adapt the Inn for a school building must wait for a later time." While physical alterations were frequently undertaken over the next forty years, the building was never fully adapted to school functions. It did, however, permit a marked extension of both educational and recreational programs,

which was reflected in further expansion of enrollment, enlarged academic offerings, and the development of athletic, dramatic, and musical as well as modest social activities.

For some years classes were held on the first floor while several members of the faculty resided in the former hotel bedrooms on the floors above. Classroom space and other educational activities were later extended to both the ground floor and the upper floors. In 1925,

with much satisfaction at the time, the kitchen of the former hotel was converted through the generosity of Mr. and Mrs. Pardee to a gymnasium in which basketball was played. According to Mrs. Daniel D. (Mary Cowenhoven) Coyle, one played "through and over and around pipes. The pillars were anything but pillows." Despite such inconveniences the building stimulated feelings of nostalgic affection in later years among many of its alumni and alumnae.



*From its earliest days, the school recognized the importance of physical fitness.*







# CHAPTER FIVE

## 1918–1933

**D**uring the final decade and a half of her life Miss Fine presided over her school in a building that soon became known as Miss Fine's School. The move made it possible to introduce a number of revisions in the total educational program so that it responded more adequately to changing sociological conditions and the expanding interests of students.

The faculty was enlarged; the primary department was strengthened; school hours were extended; a library was established through the generosity of Mrs. Gerard B. Lambert; instruction in art, music, and science was given more attention; enrollment was increased to more than 180 with the admission of students who resided outside Princeton; and encouragement was given to athletics and other extra-

*The study hall housed the whole upper school.*

curricular activities. The importance of dramatics, which under the direction of Mrs. Spahr had been the one nonacademic activity sponsored prior to 1918, was enhanced by the move to the new building. The preparation for and presentation of plays commanded much attention not only from the students but also from their parents and friends, as well as the faculty. The proceeds from the play given in 1919, which amounted to \$169.58, were contributed toward the cost of a room for children in the first Princeton Hospital, being constructed that year.

Athletics in the form of baseball, basketball, and field hockey were introduced even though facilities for these sports were still limited. Many of the basketball games had to be played on other courts than in the school's converted kitchen. Nassau Street School, Princeton Preparatory

School, and Princeton Theological Seminary were generous in sharing their facilities. Most of the athletic competition was intramural, although a few games were played against girls from other schools. Boys were not involved in such contests as they were enrolled only in the lower grades and after 1925 did not continue at Miss Fine's beyond the primary course.

The class of 1918 selected the school's colors: blue and gray. The class of 1919 was the first to receive diplomas, which were embossed with the seal of incorporation obtained that year. They were conferred at the second graduation exercises of the school, the first to be held in the new building. The class of 1921 selected the school's motto from several proposed by Dean Andrew Fleming West: *Semper Luceat*—"May It Ever Shine."

A few years later Helen Loetscher and Elizabeth Tyson,





*The Blues won the field hockey trophy in 1925.*



*A 1925 math class*



## The Influence of Miss Fine

All good headmistresses and headmasters exert a profound influence on their students. Miss Fine was an exceptionally good headmistress. While some of her pupils may have feared her, most admired her, and all respected her. She continually endeavored to inculcate in her students an enthusiasm for learning and an awareness of proper conduct. Her attitude and the characteristics of her school are well portrayed in an editorial by Dorothy Reeves on the subject of school spirit, which appeared in *The Link* of December 1921:

*In our schools today there is more than just a dull routine of work and labor. Although school is undoubtedly the place to study and learn, there is something even more important, and that is—school spirit. . .*

*There are many little things we should remember while in school that will help us greatly in this matter of spirit. In the classroom we should be respectful to our teachers and show interest in our work. We should be quiet and ladylike in the halls and always agreeable to our companions. In the study hall we should be prompt in obeying the bell for silence and keep as quiet as possible during the study period so that the people around us may study. In the gymnasium we should have energy, pep, vigor, animation, and above all obedience. We should always attend games played by our school to back our team in doing their very best for our honor. In the outside world we must still remember our school and its reputation. A great deal depends on reputation; therefore we must strive to make a good one for our school. In the first place, loyalty is the greatest point of all. We should always speak highly of our own school and never slightly of any other. Next we must be careful of our behavior in public places. It certainly shows lack of good training to appear loud or boisterous at any time, especially in a crowd. Any such bad conduct reflects on our school and tarnishes its good name. We should be careful about our dress, too. Silk dresses and fancy stockings may be correct for afternoon social affairs but they are certainly not created for school. The real lady wears quiet and inconspicuous clothing and above all avoids the use of cosmetics. This greatly cheapens a girl and, of course, cheapens the school she attends.*

Years after Miss Fine's death on November 14, 1933, following an illness of several months, her former pupils continued to recall with affection her sterling qualities as well as her idiosyncrasies. Her frequent expressions, such as "Childee, dearie, it is a question of..." and "Dearie, dearie, I'm distressed!" as well as "Miss Rice, where are my glasses?" were remembered by all who knew her personally, as were her headaches, the first signs of which would alert all to expect a severe time at school that day. Despite these characteristics she continued to be visualized more vividly in her later years as an impressive person with a gentle smile and lovely blue eyes, a large shapeless figure attired in dated, long dresses, and a pile of white hair dominated by a bun on top, which usually slid over to the side of her head by the end of the day.

The respect Miss Fine evoked was vividly expressed in 1950 by a member of her former faculty. Ruth Shipman observed that "like a telegraph operator with his sensitive fingers on the receiving keys, Miss

members of the class of 1924, proposed and helped organize the first student government and the establishment of the honor system, both of which developments reflected the character of Miss Fine and the school she nurtured so assiduously.

In addition to selecting the motto, the class of 1921 also created the school's first student publication—which would be established as a class yearbook in 1925—and announced:

*We have called the paper The Link, because we desire a bond between the older and younger classes, the teachers, the alumnae, and the friends in the community. The chief aim of the paper is to promote school feeling and unity. But this was not our only reason for the name. Link is also an old word for torch. A school paper should be a torch which lights the way for all who have literary ambitions.*

The *Link* did indeed provide an opportunity for school unity when students from all classes were en-



May Margaret Fine in 1933





Performing on the school grounds are (left to right) Albert Atwood '26, Leslie Hun '25, Lois Davis '26, Barker Hulett '26, Joe Harn '26, Laurie Norris Kerr '26, Barbara Coney '25, Hamilton Robinson '25 and Lucy Hodge Erlund '17.



The slide seems the best part of recess for this 1929 first grade.





The Class of 1927: (back row, left to right) Doris Johnson Low, Margaret Cook Wallace, Jean March Westphal, Roberta Webb Southall, Helen Scammell; (middle row) Alice Goheen Goss, Marjorie Smith Washburn, Kathryn Backes Lee, Elizabeth Blackwell Drake, Virginia Renalds Griswold, Margaret Stevens Stevens, Elizabeth Maddock Scheffer; (front row) Mary Wallace Hubball Schwarzwald, Katherine Mitchell Osborne, Isabelle Hawke Trenbath, Elizabeth Hun, Mary Stockton Ruigh, Dorothea Matthews Dooling, Elizabeth Noyes Stockman.

Fine was in tune with the entire school. Nor did her conception of the School end with its teachers and scholars, but embraced friends and relatives unto the third and fourth generation. With this same capacity for oversight, she gave an entirely free rein to her teachers, which was a stimulation to do one's best. Her interest, delight, and approval were sufficient rewards. To Miss Fine, the School was like a Court of Gloriana, a place where ignorance and ills were not allowed to flourish." This encomium concluded with reference to Miss Fine's outstanding characteristics of altruism and sympathy.

Following her death these characteristics of altruism and sympathy were demonstrated by her will. After bequeathing small sums to several nieces and nephews she left the residue of her estate to Miss Fine's School for the benefit of teachers' retirements and student scholarships. In this same spirit, the members of the class of 1934, who had been seniors when Miss Fine died, celebrated their fiftieth anniversary of graduation by establishing the May Margaret Fine Scholarship Fund. After several years of solicitation a scholarship in her honor was also established in 1950 by the Wellesley Club of Central New Jersey to be awarded each year to a student from this region of the state.

couraged to write for the publication, as evidenced by the following poem submitted by Amos Eno, then in the third grade, and published in the May 1921 issue.

### *Electricity*

When Franklin with his little kite,  
Upon a dark and stormy night,  
Drew down a spark upon his key,  
He did not know what we should see.  
The telephone and telegraph,  
And movie films that make us laugh,  
The dynamo and trolley car,  
And houses lit up like a star,  
The autos running far and near,  
The signals for the engineer,  
The radio from over seas  
All done by electricity.







## CHAPTER SIX

# Princeton Junior School for Boys

**B**y the 1930s the Borough and Township of Princeton had developed excellent public schools; even so, a number of independent schools had come into being on the lines of those schools established in the nineteenth century. Some were short-lived, others are still in existence. Among these established were the Open Air School, Princeton Nursery School, Miss Gilder's School, and later Chapin School and Miss Mason's School. There were also schools created primarily to tutor boys for admission to Princeton University or to provide review sessions for freshmen and sophomores prior to their examinations. These latter were usually located along University

Place adjacent to the campus. In such a location John G. Hun, a mathematics professor at the University, established in 1914 the Princeton Tutorial School, which after World War I was moved and renamed the Hun School.

Other professors at the University with the participation of men from the town of Princeton concluded that a junior school for boys was also needed to provide a third alternative to boarding schools and the public schools, "which with all their excellence were and are overcrowded." On March 4, 1924, a small group of men met at the Nassau Club and created a committee to establish what was to be called the Princeton Junior School for Boys. V. Lansing Collins was selected to serve as chairman and was joined on the board of trustees by Luther P. Eisenhart, Charles J. Jones, Burdette Lewis, John B. Fine, Irving L. Roe, Robert Scoon,

Richard Stockton III, and William J. Warren.

The first two responsibilities of this self-appointed board were to identify and appoint a headmaster and to locate a place where the school could be conducted. The latter responsibility was relatively easy. There was a house at 10 Bayard Lane, held in the name of the Reunions Company, the stock for which was owned by members of the Princeton class of 1891. This building, which served as the reunion headquarters of the class, was available for use at other times of the year. Here the school was conducted initially for three grades only: sixth, seventh and eighth.

It is interesting to note that this house at 10 Bayard Lane had been constructed in the early 1870s and served as a residence for Esther and Sophia Stevens, and then for Frank Stevens Conover until World War I, when it was the headquarters



for the local chapter of the American Red Cross. In 1920 the Reunions Company purchased it. After the Reunions Company sold it in 1934 it became an apartment house, save for a few years after World War II when it was owned by the College Entrance Examination Board at the time of the creation of the Educational Testing Service.

The other major responsibility of the Junior School board involved identifying, interviewing, and appointing a headmaster. The fortunate selection fell on James Howard Murch. In contrast to Miss

Fine, who established a school and years later appointed a board of trustees, Mr. Murch was appointed by an already established board. In their different ways these two school principals exerted a similarly profound influence on their pupils, parents, and teachers, an influence that prevailed throughout the life of each school.

Mr. Murch was an Englishman born, bred, and educated; no one could ever have thought otherwise. He completed his studies at the University of London in 1907, then taught in schools in England before

military service during World War I. Following the war he was appointed in 1919 to the faculty of Rumsey Hall, a junior school for boys then located in Cornwall, Connecticut. There he met a fellow teacher whom he married and in whose memory he later established the Mildred Horton Murch Cup for Perseverance and Worthy Endeavor, a prized award which continues to be granted each year at that school. From Rumsey Hall School Mr. and Mrs. Murch joined the faculty of the Fessenden School in Massachusetts in 1921, he to teach mathematics, science, and penmanship and to serve as advisor to the student publication, and she to give music instruction.

With this background and his inherent sense of decorum and strict adherence to studious pursuits, administered with fairness and justice, Mr. Murch greeted his twenty-eight new pupils at the front door of 10 Bayard Lane on an auspicious sunny September morning in 1924. Thus began the Princeton Junior School, which for forty years prepared boys for their subsequent secondary education, in most cases pursued at boarding schools.

During the six years that the school was located at 10 Bayard Lane, where the headmaster and his wife also resided, its yearly enrollment more than doubled, even though its financial liabilities were always larger than its assets. Many parents underwrote bonds which in most cases were later canceled so that the school was able in the decade of the Great Depression to operate on a yearly budget of no more than \$26,000.

Alumni of this early period re-



*The Princeton Junior School for Boys at 10 Bayard Lane. Miss Fine's School is in the background.*





*In the late '20s, Princeton Junior School fielded this well-uniformed baseball team.*

member the increasingly crowded classroom conditions, adherence to a strict code of manners and attire, athletics at some distance from the school, lunches at the nearby Prince of Orange Inn, and the camaraderie that accompanied a relationship between faculty and students that was formal but friendly. Students came to school on foot, by bicycle, by family-arranged transportation, or by trolley from Lawrenceville and Trenton. One former student vividly remembers Joseph Nutt collecting a group of boys on a regular basis each morning in his Pierce Arrow taxi equipped with window shades and a glass holder filled with a flower.

One trolley line ran at the foot

of Bayard Lane, several blocks to the north of the school, and there outdoor athletic contests between the rival Blues and Whites took place. Soccer in the fall, baseball in the spring, and in the winter basketball and indoor track were all supervised by members of the faculty. Buses provided transportation for the students to the Princeton Preparatory School at the other end of town where they engaged in their winter sports.

Among the faculty who came and went during these early years—Bathgate, Carter, Dill, Gartner, Pholan, to name a few, some of whom were loaned by the Princeton Preparatory School—one man came and stayed for nearly thirty years.

Henry B. Ross, a Nova Scotian by birth, shared Mr. Murch's philosophy of education and training for boys: academic diligence, athletic participation, good sportsmanship, honesty, respectful courtesy, and proper attire. Coats and ties were de rigueur, and woe to the culprit who forgot his tie. Twenty-five years later, Donald C. Stuart, Jr. noted that "you walked, not rode your bike, home to get one as soon as your oversight was discovered. Then the work was made up after school."

These features that Howard Murch inculcated in the Princeton Junior School so appealed to parents and to their initially fearful sons that space was soon outgrown and a new location had to be found.







## CHAPTER SEVEN

# Princeton Country Day School

**A**n editorial in *The Link* of December 1928 bemoaned the traffic problems that confronted both Miss Fine's and the Junior School, located as they were, adjacent to each other:

*Princeton has a traffic problem. . . We are directly concerned with this problem; in front of Miss Fine's is the intersection of Nassau Street and Stockton Street with Bayard Lane and Mercer Street, each bringing its rushing load of vans, trucks, limousines, Fords and motorcycles.*

The year before, the porte-cochère in front of Miss Fine's School building had been removed to alleviate traffic problems for parents delivering and collecting their children. With space problems inside and traffic problems outside its

*Princeton Country Day skaters made the most of the ice time that the University made available at Baker Rink.*

rented building, the boys' school adopted a more drastic policy and searched for a new location. As it has done for various community organizations on many occasions the University provided a solution by making land available for the construction of a new school building, the architects for which were identified in 1928 in the *Junior Journal* as Guilbert and Betelle of Newark. Sherley W. Morgan, director of the University's School of Architecture and at the end of that decade chairman of the board of trustees of the Junior School, where his two sons were enrolled, must also have been involved in the planning and design. The construction was supervised by William J. Warren, who was both a trustee of the school and for many years its instructor in science projects and woodworking.

The school's new location was to be near Prospect Avenue in an

area that earlier in the century had been known as Prospect Park. Encountering objections from residents, the trustees concurred with University officials that the location should be closer to Lake Carnegie, where the school was constructed for occupancy in the fall of 1930. Colonial in its exterior style, the building contained classrooms and offices on the first floor, classrooms and a large study hall (into which a library was later added) on the second floor, and in the basement a kitchen and cafeteria where students and faculty ate together, as well as rooms for science, manual training, and other activities.

In October 1929, at the beginning of the Great Depression, the Junior School arranged to lease the land from the University for 25 years subject to renewal, at an annual rent of \$200 and with an agreement that the property would





*Princeton University deeded this site on Broadmead to Princeton Junior School, which was renamed Princeton Country Day School when the building was complete.*

be used only for educational purposes. By 1932 the property was actually purchased by the school with the University accepting a mortgage for \$40,000 at 6 percent, all of which was eventually repaid. To meet the costs of construction and other expenses the school sold bonds to parents and friends, who returned them as gifts in all but a few cases during the following decade and a half. The deed of sale was signed on the part of the University by John Grier Hibben, its president and a recently elected member of the board of trustees of the Junior School, and V. Lansing Collins, secretary of the University and the first chairman of the board of the Junior

School, and on the part of the school by Robert Scoon, its current board chairman and Hibben's son-in-law.

In the fall of 1930 the renamed Princeton Country Day School, which by now included grades five through nine, was established in its new facilities. The curriculum included courses in English, French, geography, history, Latin, mathematics, and science. The annual tuition was \$400.

The school continued to be opened each morning with Bible reading, prayers, and hymns and songs in the study hall, to which the classes filed in proper order. Four afternoons a week the school

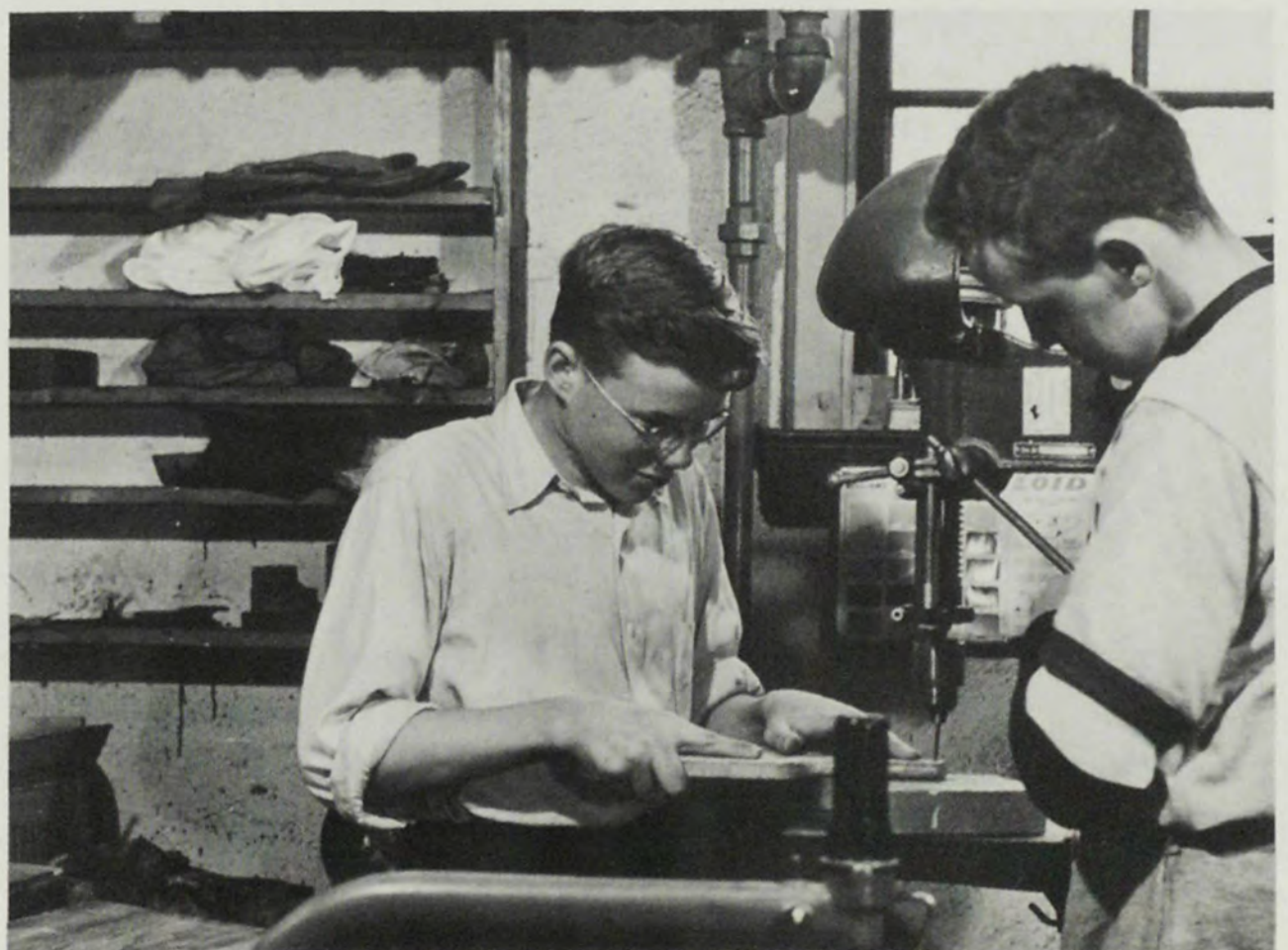
closed after a study period and athletics, which ended at 4:30 P.M. On Wednesdays and Saturdays classes were held in the mornings only, with no regularly scheduled afternoon activities.

In its new location the school had space for such added extracurricular features as woodworking, photography, and printing. The *Junior Journal*, which had been initiated in 1926, was continued in an expanded format, while dramatics began to flourish under the direction of Henry Ross and Herbert McAneny, with support provided by all the faculty and many parents. The beginnings of student government were initiated with the





*The school on Broadmead, in addition to the traditional academics, offered printing (above), photography (left) and woodworking (below) classes.*





selection of prefects, and athletic competition between the blues and the whites continued to consume the interest of most of the students.

Through the added generosity of the University the fields across the street of Broadmead were available for baseball, soccer, and later six-man football. When the use of Baker Rink on the campus was made available to the school, ice hockey, coached by the Canadian instructor Allan E. Dill, soon became a sport to which Country Day students were ardently attracted. Its first interscholastic team under the captainship of John Grier Hibben Scoon won all its games in 1931 at a time when hockey was only beginning to be played in this region by boys of school age. From that day forward, except for a few years during World War II, hockey was an integral part of the Princeton Country Day School (which the merger, thirty years later, with Miss Fine's School would not eliminate).

As a result of the generally adverse financial conditions that prevailed through the early 1930s, Princeton Country Day School encountered several years when there was a drop in enrollment. Even though the enrollment fell to forty-eight students in 1934, another grade was added—fourth grade, called the first form. With reduced income from tuition the continuation of the school depended on the loyalty of a small faculty that was prepared to suffer diminished salaries and on the determination of the members of the board of trustees to fulfill their obligations of stewardship. It is hard to comprehend sixty years later that the operating expenses for the school during the year 1932–33, when there were only fifty-two students, were less than \$20,000. Nevertheless, the year ended with a surplus of \$1,360.

From its low point in 1934 the enrollment, which continued to include many sons of University

personnel, steadily increased to a high of eighty-six, until conditions during World War II caused another drop in the total number of students. Retrenchment was required and include the temporary discontinuation of the fourth grade. Gasoline rationing placed greater reliance on bicycles for transportation and meat rationing necessitated adjustments in the school lunches.

There were changes in faculty personnel as well, none more disturbing than the sudden death of Howard Loney, who was found dead from a heart attack in a bathroom on a schoolday in 1941 by Herbert McAneny. Loney had taught the youngest pupils in an awe-inspiring manner and had contributed much to the school, including the school songbook. He was succeeded by Stuart Robson.

The following April, in 1942, the school learned of the death while on active service of Lieutenant John Hamilton Drummond, Jr.,



*Princeton Country Day put a great deal of effort into its theatrical productions. This is The Girl of the Golden West from 1941.*



USAF, a member of the school's first graduating class. A year later the death of a fellow pupil, Charles Howard, brought further consternation to the student body, which had not been accustomed to such early loss of life. By the end of World War II other alumni of the school who had lost their lives in service included Francis Louis Chapman, Walter Phelps Hall, Jr., Richard Rossmassler, John Coggeshall Saunders, John Eric Shellabarger, and Henry Newton Young. Twenty years later, in the 1960s, two more alumni would die while on military service in Vietnam: Richard DeWitt Barlow Shepherd and William Stanley Smoyer.

Throughout this period the school's indebtedness was being continually reduced by gifts on the part of the bondholders and by steady small surpluses in operations. Many individuals were responsible for these results, including the mothers who in 1944 organized the Outgrown Shop, where used clothes could be contributed and resold for the benefit of the school. Major credit for the solvency of the school, however, should appropriately be attributed to Irving Livingston Roe, who served on the board of trustees for a quarter of a century commencing in 1924, most of that time as treasurer. Among the many other trustees who demonstrated their commitment and generosity was Dean Mathey, who was a board member from 1939 to 1951 and chairman from 1943 to 1947.

The year 1947 was regrettably memorable in the history of Princeton Country Day School. In that year James Howard Murch died. His

health began to fail; he had to cease teaching his mathematics classes; and then he was confined to his home. Unable to attend commencement in June, he was just able to listen to the exercises through a special telephone connection. Shortly thereafter he died, before construction was actually begun on an addition to the building whose planning had been one of his last concerns.

Mr. Murch was short, largely bald-headed, with a small mustache. Formal and methodical in his habits, he was assiduous in his concern for the proper education and nurture of his boys. The school was his creation and his life through good times and periods of strain alike. His successor, Henry Ross, wrote:

*In a very real sense his personal life was bound up in the life of the School. No aspect of school routine was too trivial for his attention; for where his School was con-*

*cerned, everyone and everything became significant and important. He entered upon each day's program with alert enjoyment, and the zeal he displayed in explaining the mysteries of mathematics was matched by the pleasurable relish with which he undertook to interpret the decimal-splitting rivalries of the Blues and Whites.*

While May Margaret Fine and James Howard Murch came from very different backgrounds, and had different temperaments, they created schools with a basic common feature. In both schools their pupils derived an education of which they could be proud for the rest of their lives. Miss Fine and Mr. Murch were strict in their respective ways and commanded a loyalty to their schools that both abetted and hindered the merger that was eventually accomplished in the 1960s. These two disciplinarians also bequeathed to their successors educational institutions with many strengths and remarkably few weaknesses.



*A victory parade forms up in front of the school in 1942.*







# CHAPTER EIGHT

## *Interregnum*

**T**he decade between Miss Fine's death in 1933 and the appointment of Miss Shirley Davis as headmistress in 1943 might be considered an interregnum between two strong administrations. In that ten-year period, in which the leadership was entrusted to four successive headmistresses, Miss Fine's School still maintained its traditions of high educational standards with an emphasis on the personal development of each student, despite the vicissitudes concomitant with intermittent leadership.

Upon Miss Fine's death Mrs. Chester Clark served on an interim basis while the board of trustees searched for an individual who might be able to fulfill the expectations of students, parents, faculty,

*Even without an indoor court this 1939 team won the basketball championship.*

trustees and the many other friends whom Miss Fine had attracted to the school. Mrs. Edward M. (Beatrice) Earle, who came from New York when her husband accepted an appointment that year at the recently established Institute for Advanced Study, was the happy choice. She was received in 1934 with acclaim by all and when, two years later, she was required to resign because of her family responsibilities, there was real sadness and much regret. Her joyous attitude and wide acceptance was demonstrated by her subsequent election as a member of the board of trustees.

Her successor, Miss Katherine B. Shippen, was an experienced teacher on the faculty of the Brearley School in New York City. Accompanied by her sister, she assumed her new responsibilities in June 1936 with every intention that they would remain in Princeton the

rest of their lives. But her arrival coincided with difficult times.

Like Country Day, Miss Fine's School encountered discouraging conditions during the Depression years of the 1930s. To address the difficulty of collecting tuition, the school resorted to requiring parents to make payments before the beginning of each semester, and the headmistress was granted discretion to extend tuition refunds. Nevertheless, enrollment suffered, and faculty salaries were reduced 10 percent for those receiving more than \$1,000 annually during a period when, in 1934 at least, the maximum faculty salary was \$1,800. Despite these measures, the school ended several years with modest deficits and debts that eventually had to be repaid. On the other hand, among the encouraging developments was the receipt in 1936 of nearly \$25,000 from the estate of May Margaret Fine.





*Beatrice Earle*



*Katherine Binney Shippen talks with a student in the headmistress' office.*



In 1937 on the suggestion of Luther P. Eisenhart, a trustee and dean of the graduate school at the University, the board initiated consideration of a retirement program for the faculty with long tenure. Without waiting for action on such benefits, which would not occur for several years, the teachers themselves established a fund to pay substitute teachers in case of illness, to which the board agreed to contribute on an equal basis.

During the latter part of the 1930s, as later reported by Miss Shippen, the unstable financial con-

dition of the school was improved. No deficits were incurred even though faculty salaries were raised modestly, and funds were allocated to the physical rehabilitation of the building, including improved lighting, repainting, rewiring, reassignment of classroom space, and removal of old and long-unused hotel equipment—but not the old-fashioned bathtubs from the third floor. Attention to the growing importance of remedial reading was addressed by the appointment of a special instructor, Miss Ann Chamberlain, and a committee was

appointed to solicit gifts for the expansion of the school library.

During this decade the number of girls who did not transfer to boarding schools but remained to graduate from Miss Fine's continued to vary between five in 1937 and a maximum of twenty-two the following year. Field hockey games were played against nearby girls' schools while other sports were continued: archery, baseball, and basketball, which was now played several days a week in the gymnasiums of the Princeton Preparatory or the Hun schools. Discipline became less



*Hockey games with Kent Place are still as spirited as this one at Miss Fine's in 1938.*





*Elizabeth Dorwart*

strict (with criticisms for this development emanating from some parents), but the academic instruction provided by a conscientious faculty continued to be respected by most students, parents, and the prestigious colleges to which many of the students aspired and were admitted.

In spite of these positive developments all was not well in the operations of the school. The presence of Miss Shippen's sister, who intruded inappropriately in the administration, was one of the factors that undermined the confidence of

both the faculty and the trustees in the headmistress. Following an official request by the trustees in February 1941 that she resign, Miss Shippen refused to do so and appealed in a special meeting to the faculty members for their support, which was not forthcoming. At a board meeting in early March the trustees advised her that her appointment would not be renewed at the end of the academic year.

The dismissal or sudden resignation of a headmistress or headmaster always leaves in its wake a period of uncertainty and unease;

this can usually best be met by the appointment of an individual to fill the position temporarily while the school reorients itself following such a drastic change. This procedure was followed at Miss Fine's when a member of the faculty, Miss Elizabeth Dorwart, was appointed headmistress. Miss Dorwart was a precise, neatly groomed, well-organized individual who had been highly respected for her competence in teaching Latin.

Throughout the year in which she served as headmistress the school was able to maintain the



qualities for which it was admired. At the same time the trustees availed themselves of the opportunity to undertake a careful search

for a headmistress who they hoped would remain for a number of years. Their selection, Miss Shirley Davis, did indeed provide strong leadership

for two decades. At the end of her year as administrative head Miss Dorwart moved from Princeton and shortly thereafter was married.



*A 1940s classroom*







## CHAPTER NINE

# Broadmead Building Enlarged

**U**pon the death of Mr. Murch in 1947 the trustees of the Princeton Country Day School immediately took the logical step of electing Henry B. Ross to the headmastership. A McGill University graduate, Mr. Ross had begun teaching at PCD in 1929 while still a postgraduate student at Princeton, and in 1947 he was the senior master. Totally devoted to the school and his boys, several of whom he would take in the summers to his home in Nova Scotia, he proved to be, as some of his faculty members remarked years later, "a perfect headmaster." He also made a long-lasting impression in his many stage appearances with the Community Players, and especially for his readings of

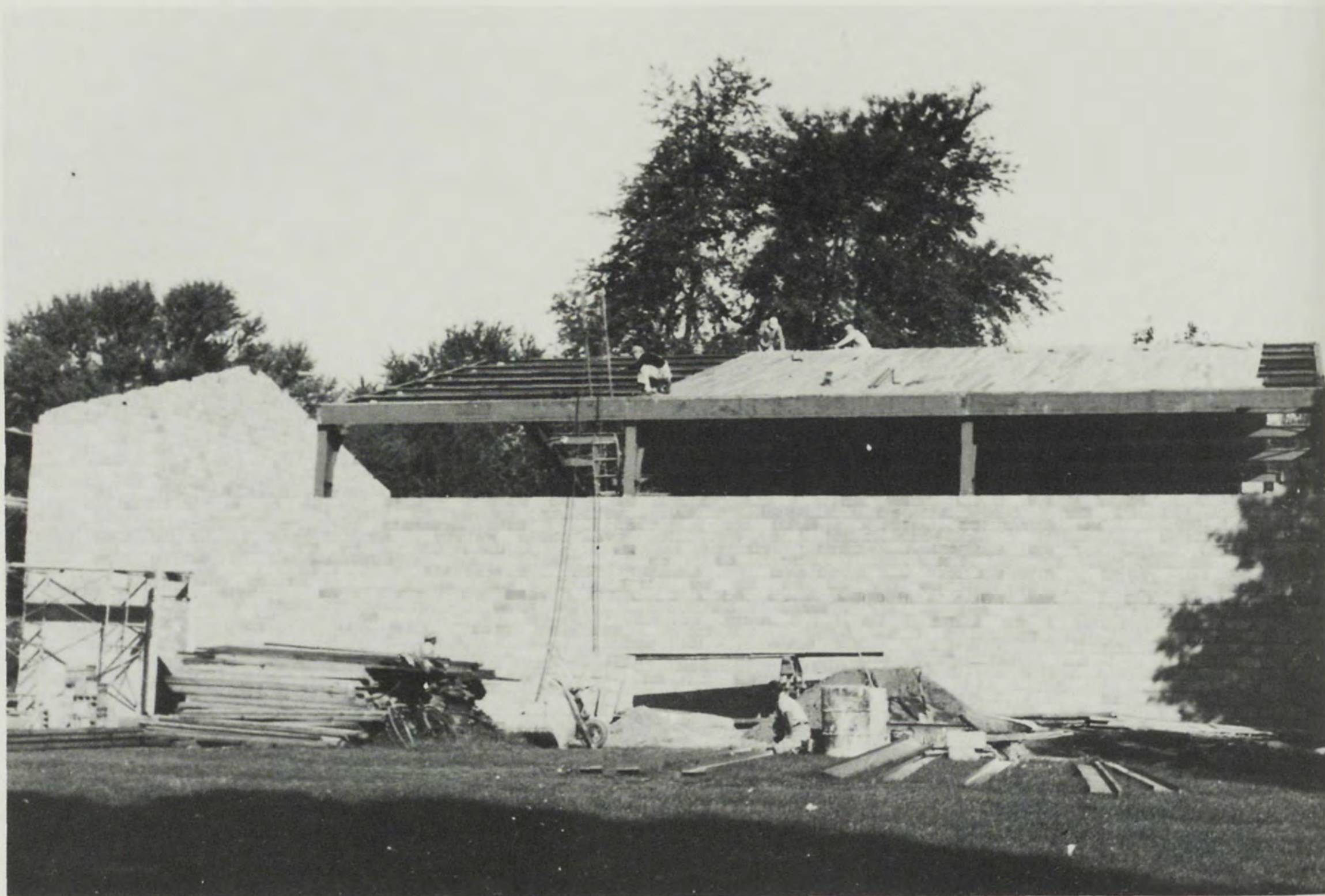
literature to an attentive classroom of students while fellow teachers listened in the hallway with admiration—and possibly a bit of envy. To fill Mr. Ross' teaching position Lester Tibbals was appointed to the faculty at this time.

When Mr. Ross assumed the headmastership the financial condition of the school had been strengthened and enrollment, following a drop during World War II, had increased to nearly one hundred. Additional physical space became necessary. A new wing displaced the bicycle sheds at the rear of the building and added two classrooms and locker rooms with showers, which finally supplanted "a box and a hook for every boy." The new addition permitted the creation of new rooms for the faculty, a library, two offices, enlargement of the cafeteria, and additional space for photography, printing, and a

boys' club-room. Indoor winter sports, however, were still dependent upon the generosity of nearby schools.

To meet this need construction began within a year to add an extension to the classroom wing. The result was a gymnasium combined with an auditorium and stage, where basketball games could be played and dramatic and musical events could be scheduled with no need to rely on the availability of other facilities. To make these additions financially possible, some 140 individuals and families responded to requests from the Building Fund Committee, whose chairman was John H. Wallace. The Wallace family itself epitomized the commitment of many families to the two schools. Mrs. (Margaret Cook) Wallace, a graduate of Miss Fine's, was intimately involved in the establishment of the Outgrown Shop, associated initially with PCD, which her sons





*The new gym under construction*

attended; and one of these sons, John D. Wallace, was later a trustee of Princeton Day School.

While financial campaigns for a school are obviously intended to raise funds they may also stimulate other benefits. At PCD the ice carnivals, hobby shows, book sales, spring fairs, father-son baseball games, and other events that involved the students, their parents, friends, and the faculty generated a bond that helped to maintain a spirit and loyalty to the school still felt decades later.

Like Miss Fine's, Country Day was an intimate school. Not only was it small—the total enrollment did not approach 200 until a few

years before the merger—but each of the faculty, in addition to his classroom responsibilities, was involved in other school activities. For example, Herbert McAneny was advisor to the *Junior Journal*, directed the school plays, and coached soccer and baseball; Lester Tibbals coached six-man football, hockey, and tennis; Stuart Robson coached basketball; Robert Smyth directed the glee club; and others assisted and assumed responsibilities in all phases of the nonacademic pursuits.

Among the faculty in the 1950s were Frank Clark, Jr., Frank Gorman, Jr., Richard Griggs, Wesley McCaughn, Robert Whitehead, and Robert Whitlock, who in the latter

part of the decade initiated joint father-son woodworking evenings. However cordial and friendly their relationship, the pupils invariably addressed their teachers in and outside the classrooms as "Sir"—even on occasions as "Sir McAneny," or "Sir Tibbals"—and the faculty always addressed the students by their last names.

In reviewing events during the decade in which Mr. Ross was headmaster one may perceive precursors of developments that were to occur in the early 1960s. Several women were appointed to teach. Among the first was Mrs. Robert (Jean Osgood) Smyth, a former student at Miss Fine's, where she later taught.



She was appointed not because Mr. Ross approved of women teachers for boys, but because, as Mrs. Smyth later put it, "he was hard up." In time she was requested to assume the extensive office responsibilities of Mrs. Dexter D. (Penelope van Dyck) Ashley, who had long been the indispensable office administrator but who was forced to cease working because of ill health.

The female influence in the school was also noted when John D'Arms, editor of the *Junior Journal* in 1949, wrote about the indebtedness of PCD to Miss Fine's School:

*In the first place many of us are now interested in some of the present occupants of the school; and those who are not may very well become so before their career at Country Day School has ended. We like to go on dates with the girls and take them to parties, and we enjoy their company in general. We see them on our free Wednesday afternoons, at Skating Club on Friday nights, and Sunday afternoons. Moreover there are dances every two weeks at Miss Fine's itself, and occasional dances at other places. In fact, now that we know girls, many of us wonder how we got along as well as we did without them in the past.*

*Secondly, PCD boys meet Miss Fine's girls several times a year in friendly sporting events. We have already played them in field*

*hockey, soccer and basketball (girls' rules), and softball is planned for the spring. Oddly enough, most of the victories usually fall into our hands, but the fact remains that both schools enjoy the games whenever they are scheduled.*

*Before leaving the subject, we should certainly mention the fact that Miss Fine's is a very good school.*

If, in 1956, one were looking for other omens of future developments, conclusions could have been drawn from a decision made that year by the University not to agree to a proposal from Princeton Country Day School that it purchase adjacent lands for athletic purposes.



The 1944 choir: (back row, left to right) James Wright '48, Robert Laughlin '49, George Hackl '48, Nicholas Hubby '50, James Donnelly '48, Peter Lindabury '49, Pratt Thompson '48; (front row) John Law '48, Alexander Burnstan '48, Harold Elsasser '48, DeWitt Boise '49, John Chivers '48, Arthur Merritt '50.





*The six-man football team from 1948*

The University reminded the school of its own right to purchase the school building, should the school decide to move elsewhere, and indicated that the then-contemplated further addition would not warrant larger compensation, when and if the University purchased the building and repurchased the land. Despite these factors a further addition was constructed the following year.

The Henry Ross Wing was completed, largely by outside contractors, at a cost of \$100,000. However, "much of the interior work, especially in fitting out the new science room, was done by Mr. Robson and Mr. Whitlock, who

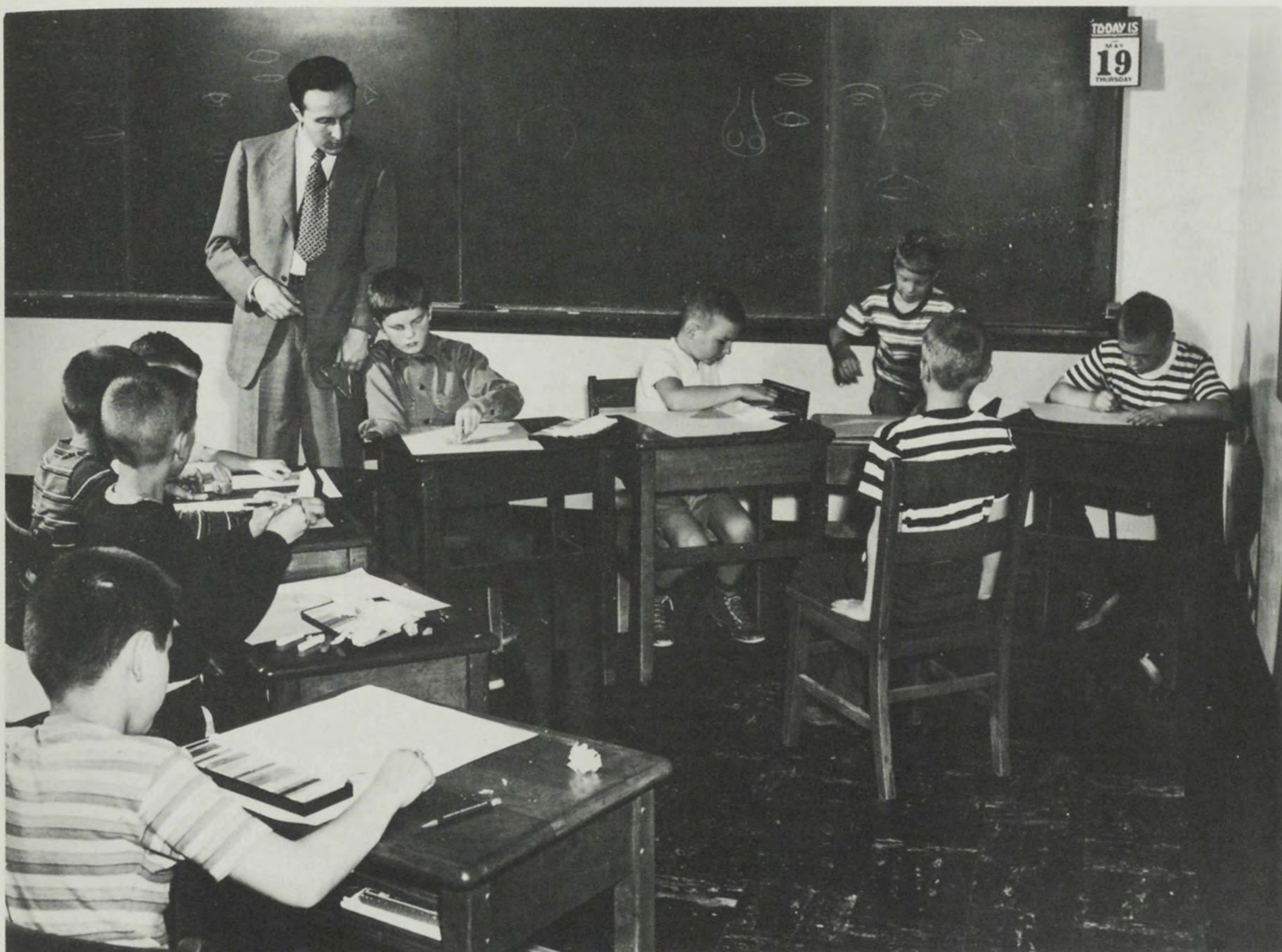
could have been seen almost any day of the summer working away in the shambles of a cafeteria..." The addition provided four new classrooms, a new shop, an additional locker room, and space for art, and for band and glee club rehearsals. The need for adequate playing fields continued, however, and became in a few years an important factor in the decision of Country Day School to merge with Miss Fine's.

Meanwhile, the greatly admired Henry Ross indicated his intention to resign, much to the concern of the board of trustees, whose members persuaded him to remain at least one more year. His direct contributions to the school had been

interrupted only in 1943-44, when he voluntarily joined the American Field Service in North Africa and Italy. His formal resignation took place in 1958, and he left with innumerable expressions of regret.

Years later Mr. Ross was still vividly remembered for his constant concern for all aspects of the school, his interest in the students, and his support for the faculty. Always immaculate in his own attire, he enforced a code of proper dress, as well as of good behavior for the boys. If there should be any irregularities in assembling for morning prayers and songs he would require all to return to their respective rooms and assemble again, this time





*In 1949 Charles Glynne taught this group of first formers. Alec Finney (to Glynne's left) asks a question while to his left Frederick Pearson, Clifton Elgin, Brian Shannon and Frank "Ben" Hubby work independently. Lance Odden, now headmaster of the Taft School, is to the right of the teacher, wearing a dark, long-sleeved shirt.*

with no deviations in conduct. William M. Sloane remembers being deservedly chastised for some disorderly act and then receiving a telephone call in the evening with an apology from Mr. Ross for the excessive punishment—a spelling book landing on the young culprit's head.

In a day school, where parents have close association with many of

the school-related activities, they also have constant opportunities to observe and criticize. Henry Ross found it extremely painful to deal with parents, especially mothers, whose concerns for their sons could verge on interference with the legitimate responsibilities of the headmaster and teachers. This factor was a major influence in his decision to resign in 1958 after

nearly thirty years as an English teacher, headmaster, and supervisor of all aspects of the school. He joined the staff of the Woodrow Wilson National Fellowship Foundation in Princeton before returning to his native Nova Scotia, where he welcomed visits from his Princeton friends and where he died in his seventy-ninth year in 1985.







# CHAPTER TEN

## *New Vitality and Focus*

**I**n 1943 Miss Shirley Davis became Headmistress of Miss Fine's School and brought to it new vitality and focus. Thus began an era of twenty years during which the school was reinvigorated and innumerable constructive changes were introduced.

A 1935 graduate of Swarthmore College who had taught for several years at the Baldwin School in Bryn Mawr, Pennsylvania, Miss Davis came to Princeton to head a school that for a decade had lacked steady direction and stable leadership. In her first year the school had a total enrollment of only 133 students, less than one-half the number in 1929. There were no heads of the lower and middle schools; and no salary scale, pension plan, nor contracts for the faculty. There was an antici-

pated deficit and a debt with accumulated unpaid tuition bills. The curriculum needed revision, and the accreditation status had been permitted to lapse.

By 1953, ten years later, accreditation had been reinstated. Enrollment had reached 268. Although the number of new students each year continued to be about 20 percent of the total enrollment, the number of girls withdrawing to enter boarding schools was reduced. A faculty retirement plan had been instituted and salaries had been doubled. Both faculty and (later) alumnae representation were provided on the board of trustees. Income had been tripled, albeit with tuition increases; and maintenance and improvements in the physical plant had been established on a more regular basis.

The addition of a cafeteria in 1945 meant a saving of time for pupils from Princeton, who no

longer had to go home to lunch, and improved nutrition and more variety for the 25 percent of students from out of town, who could say goodbye to coffee shop meals and brown bag lunches. In succeeding years, in addition to regular maintenance, the library was enlarged to provide for an increase in the growing collection supervised by a trained librarian; classrooms were added and others were enlarged with improved lighting; and a major addition was completed in 1950, as part of the fiftieth-year anniversary of the school, with the construction of an auditorium-gymnasium at a cost of some \$83,000. (Forty years later, this building serves the community as the Suzanne Patterson Center for senior citizens and other social activities.)

The opening ceremony for this new building in December 1950 was the candlelight Christmas service that had been a long-time tradition

*Shirley Davis*





The traditional Candlelight service involved the middle and upper schools. The girls wore white dresses and carried real candles until safety prompted the use of electric pencil flashlights in the '50s. This 1946 procession is led by Letitia Wheeler Ufford '54 (left) and Judy Gihon Leppert '54.



in the school. The girls, each carrying a lighted taper, would slowly descend the curving festooned staircase in the main building, creating a memorable impression on both the participants and the viewers. After Miss Davis' arrival electric torches were substituted in recognition of the potential fire hazards from lighted candles.

The auditorium-gymnasium made it possible to expand activities in both athletics and dramatics. Basketball games no longer had to be played at other schools, and Mrs. Herbert (Marguerite) McAneny at

last had ample space to direct and produce the popular school plays, in which the male parts were played by the conveniently adjacent University students. It was also a commodious area for school dances, to which each girl was permitted to invite a maximum of three escorts. When not engaged for school purposes the building was made available on a rental basis for use by community organizations and Princeton University reunion classes.

During this decade, in addition to *The Link*, student literary pursuits

were encouraged by the introduction of a school paper, *The Inkling*, and an informal literary magazine, *The Finest*, as well as the revival of the lower school publication, *The Inklet*, formerly called *The Half Link*. Musical interests were cultivated by a madrigal group, debating was encouraged, and students participated in various interschool forums. School assemblies and morning chapel services were reinstated, increasing a spirit of school cohesiveness.

The student government, which had been inaugurated some



Carroll Kane (left background) and Virginia Lockwood (right foreground) brought their classes together for milk and cookies in 1946.





The faculty gathers in 1954: (back row, left to right) Miss Phelps, Miss Brunswick, Miss Cohan, Miss Fox, Miss Williams, Mrs. Smith, Mrs. Shepherd, Mrs. Cobb, Mrs. Dennison; (middle row) Mrs. Kane, Mrs. Lockwood, Miss Campbell, Mrs. Gamison, Mrs. McDonough, Mrs. Raubitschek, Mrs. Paterson, Mme. Holenkoff, Miss Dague, Mrs. Wallis, Mrs. Conroy, Miss Hope; (front row) Mrs. Gardner, Mrs. Wade, Mrs. Meyerkort, Miss Weigel, Miss Davis, Mrs. Gulick, Mrs. Busselle, Mrs. Snedeker.

years earlier in the upper school, served as an example for the creation of a middle school council. Community service on the part of the students, largely encouraged by a few parents, had in earlier years been performed on a volunteer basis; it was now a school policy to make such activity, under direct student leadership, a requirement for graduation. Social service was also related to the admission each year of a student from a foreign country (Austria, Finland, Germany, Greece, Japan, and others) through the American Field Service program.

Under Miss Davis' leadership the school continued to be primarily directed toward college preparation, with some 90 percent of the seniors entering four-year colleges, and most



Louise Dennison (under dogwood in back) lines up her third grade for the May Day procession onto the playing field (1953).



of them completing work for their degrees. By this time the school was pursuing a policy of nondiscrimination, but integration was hindered by economic factors, social mores, and the fact that the public schools in Princeton were not effectively desegregated until the late 1940s.

In 1953 the faculty numbered twenty-eight full-time and three part-time teachers, many of whom had husbands associated with Princeton University. Included among them were names that have been known by several generations of Miss Fine's and Princeton Day

School students: Irene C. Conroy, Nancy Goheen Finch, Virginia C. Lockwood, Anne B. Shepherd, Mabel H. Wade, Madeline Weigel, and others. Martha Busselle was the administrative assistant around whom much of the school's activities revolved. Elizabeth B. Fine, who joined this well-knit faculty the following year, was later honored with an outstanding teacher award by Princeton University, as were Mrs. Shepherd and Mrs. Wade.

Five years earlier, in 1948, two teachers with a combined total of fifty years at Miss Fine's had retired:

Maria Rice Miller and Marie Helene Zaepfel. And for nearly thirty years, until his retirement in 1972, Junior Hemsley Thomas was the all-purpose maintenance man, known only by his last name but respected by everyone for his immense dignity, broad smile, and continuous courtesy. Long and devoted service was a hallmark of the personnel of both Miss Fine's and PCD.

An amusing account of the lasting impression that many of the teachers made on their students comes from Elizabeth G. C. Menzies of the class of 1933:



*The May Queen (Wendy McAneny Bradburn '50) was traditionally the newly-elected president of the student council, attended by school officers and kindergarten pages (Gordon "Toby" Knox PCD '58 and Patricia Ward White '61).*





Kindergarten Christmas Pageant, December 1947

In my opinion, Mrs. Albion, history teacher and wife of Professor Robert G. Albion, was perhaps the best teacher though we made fun of her Maine accent (Chiner, propergander, etc.) and the curious fact that she always wore a hat. As it turned out, she wasn't bald, as we suspected, because one day she didn't wear the hat. She always arrived for class in a taxi and disappeared in one after teaching a few classes... However, she succeeded in making the characters of history real. They became human beings, instead of mere names, afflicted with greed, dishonesty, and self-importance, just like people of today. They had ulterior motives and secret plans—just like politicians of today!

Stimulated by Miss Davis, the faculty took pride in revising and developing the curriculum. From the 1940s onward, this included new courses, such as science and health, history of art, music appreciation and theory, geography, current events, the Bible, and Russian, as

well as arts and crafts. Increased use was made of visual aids and illustrative material.

Equally significant was the integration that was developed among the literature and social science courses, a curricular innovation from which Miss Davis derived special satisfaction. Although a physics laboratory was provided, science was an area that continued to attract less interest than the other fields of study.

Mirroring the revitalization within the school a parents' association was formally organized in 1948, through which parents were able to communicate with each other and share support for the education of their daughters and younger sons. On the initiative of Mrs. Frederick S. (Katherine Mitchell) Osborne, the alumnae association "rose from the ashes," and was reactivated in time to provide support for the

fiftieth anniversary celebration. In a material way both organizations were also providing financial support in modest amounts to the school through benefits in the form of concerts, dances, and the Outgrown Shop now operated jointly by the parents' associations of Miss Fine's and PCD.

As part of the fiftieth year celebration the students of Miss Fine's School sponsored a small conference for pupils from other schools in December 1949 on the subject of student government. The following May a symposium for adults was addressed by Dean Millicent McIntosh of Barnard College, and a more formal convocation was held on June 8, 1950.

This last occasion provided an opportunity to recognize the Reverend Dr. Charles R. Erdman, who had chaired the board of trustees when it was originally organized in



1919, and in recent years had served as its honorary chairman. For decades, he had also delivered the invocation and benediction at the opening and closing exercises of Miss Fine's School, and his family association has continued with his children, grandchildren, and great-grandchildren who attended either Miss Fine's School or Princeton Country Day. At this fiftieth year celebration the headmistress delivered an address related to current

educational developments, and Mrs. Xavier (Joan Prentice) von Erdberg presented an account of the school's history to which alumnae and alumni had contributed.

Several years later Miss Davis employed biblical references to remind her board of trustees that "the role of the administrator is not an easy one; it is a twenty-five-hour job, demanding the wisdom of Solomon, the patience of Job, the strength of Samson, a faith to move

mountains, a love of people, an open mind, and a sense of humor."

The members of the board of trustees soon learned that these same qualities of wisdom, patience, strength, and faith were equally important for each of them to cultivate as they undertook the convoluted and lengthy task of planning for the future of Miss Fine's School, a task that was concurrently involving the trustees of Princeton Country Day School.



*The class of 1962 embarks on a sea cruise.*







## CHAPTER ELEVEN

# Pressing Needs for More Adequate Space

**I**n June 1957 Mrs. Douglas MacNeil reported to the board of trustees of Miss Fine's School on behalf of the planning and development committee. This committee, of which she served as chairman, had been appointed in 1955 to plan for the growth of the school over the next five to twenty-five years.

*There is no question of the fact that the present building and the grounds are indeed inadequate for the number of children who are presently enrolled... the cafeteria is hopelessly inadequate—not only in table space for the children, but also the kitchen... no space to put a dishwasher... The library is too small... classroom space is inadequate... Playground space is pathetic... The school is*

*The library occupied three adjoining rooms across from the headmistress' office. A library council of middle and upper school volunteers was formed in 1955.*

*distressingly overcrowded, which makes for a great deal more tension on the part of both faculty and students.*

As early as 1948 suggestions had been made that several of the independent schools in Princeton should consolidate their operations, but nothing came of these unofficial suggestions. And in 1949 several of the trustees of Miss Fine's had informally explored the possibility of a different site for the school. By the middle of the 1950s, however, with the growing population in Princeton and the surrounding area rapidly expanding the enrollments in all schools, the trustees of both Miss Fine's and Princeton Country Day were forced to consider how their respective schools could best plan for the future. Although the pressures at each school were similar, the board at Miss Fine's initiated a more intense search for a solution. The school was confronted not only with the physical restraints of the

building and its site but also with the need to minimize the fire hazards in a nonstandard building for a student body that had increased to well over 300.

Following Mrs. MacNeil's report at the June 1957 meeting, the board of trustees authorized the planning and development committee "to (a) investigate the possible disposal of the present property, and (b) investigate sites and properties suitable for a new school location" as well as "investigate all other possibilities for improving our present situation." It was equally significant for the future that at this same meeting Mrs. Barklie (Margaret) Henry was elected chairman and Mrs. J. Richardson (Elizabeth) Dilworth secretary of the board. Each was to exert great influence in the future creation of Princeton Day School. Mrs. Henry was a strong, effective leader who believed in the values of coeducation and perceived

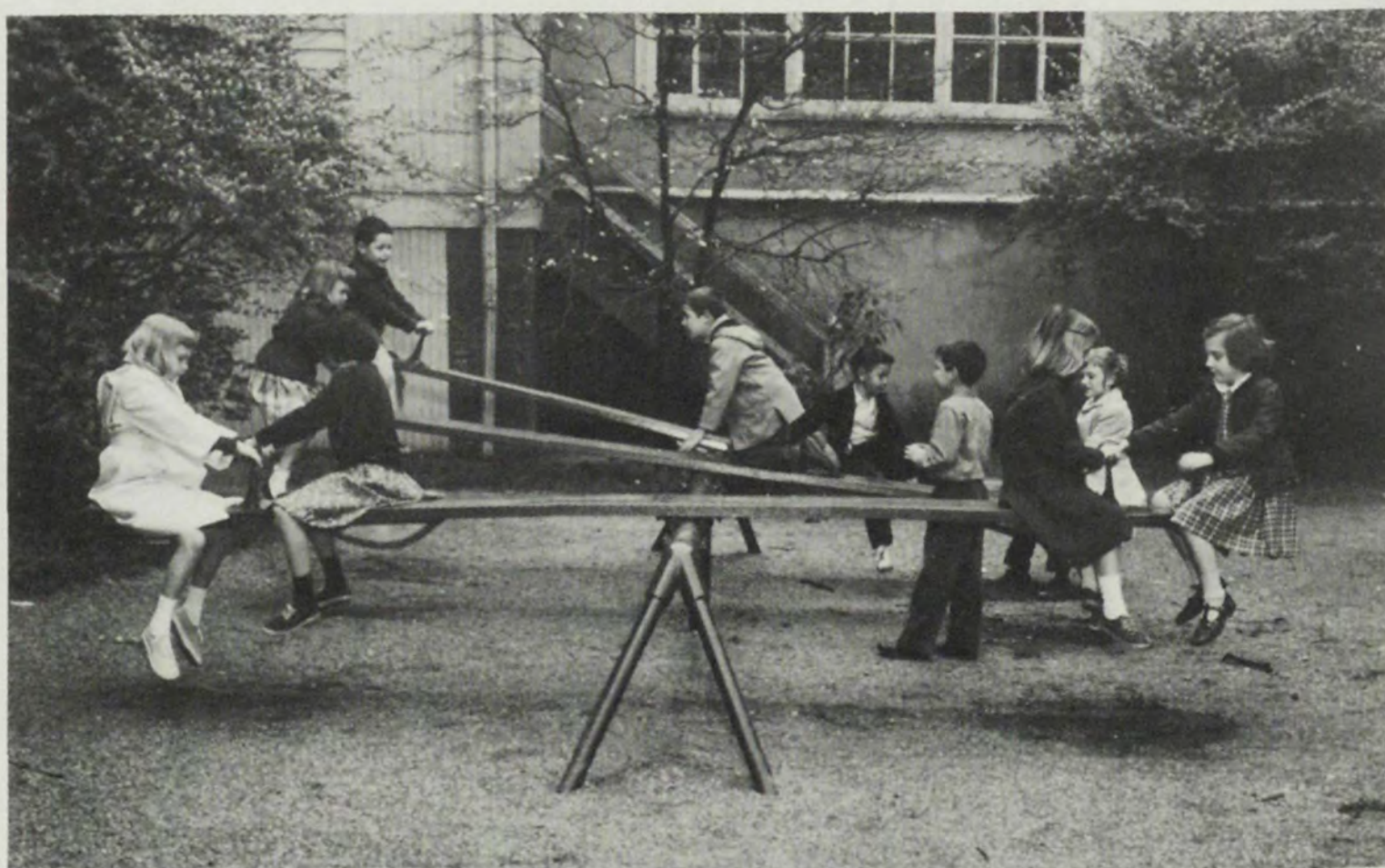




*Lunch was a welcome break in the day. Note the table that holds the precursor to our salad bar.*

the benefits that would accrue to independent education in Princeton if the two schools were operated on at least a closely coordinated basis. Mrs. Dilworth's contributions were to come into full bloom a few years later at a critical time in the creation of PDS.

By fall 1957 the special planning committee had organized two meetings for representatives of five independent schools in Princeton (Chapin, Country Day, Miss Fine's, Hun, and Miss Mason's) to explore possible ways of cooperation. The committee had also analyzed different future possibilities for Miss



*The playground boasted see saws, swings, a sandbox, and a set of parallel bars.*





*A new gymnasium and stage was added to the Miss Fine's School building in 1950. It is now part of Borough Hall.*

Fine's School: acquiring property adjacent to the present site, acquiring additional property elsewhere for athletic purposes, or acquiring a site on which to construct new facilities. The last possibility involved protracted but unproductive discussions with the owners of a large tract of undeveloped land in the community.

Despite these explorations, the following January the board of trustees authorized expenditures of \$10,000 to improve the increasingly cramped conditions in the kitchen,

dining room, and science laboratory of the current building. But more important was the report of Mrs. MacNeil. She, Mrs. Henry, and Hibben Ziesing from the board had met that month with three members of the board of trustees of Country Day: James Carey, its chairman, Marston Morse, a successor to Edward F. D'Arms as chairman of its planning committee, and Hugh D. Wise, Jr. On the initiative of the representatives of Miss Fine's the two groups explored "the possibility of a combined operation of the two

schools." In addition to reporting on this joint meeting Mrs. MacNeil also noted that three gifts totalling \$13,612 had been made to Miss Fine's with the hope that the two schools "will work toward contiguous, coordinated private girls and boys schools."

During the next few months the initiative for cooperation continued to emanate primarily from members of the board of Miss Fine's School. A few years earlier its indebtedness had been completely paid off and its assets, not including



the value of its physical property, now amounted to more than \$200,000. In contrast, Country Day was still carrying a debt to Princeton University, which would not be completely repaid for another several years, and was involved in the time-consuming task of searching for and appointing a new headmaster to succeed Henry Ross.

Peter F. Rothermel IV, a graduate of Princeton University in the class of 1942 with a graduate degree from The Johns Hopkins University, was selected. He came to PCD in 1958 with a background of business, military service, and teaching and administrative experience at two boys boarding schools. An ardent and active athlete, he was well liked, but he encountered a difficult

situation in succeeding two extremely effective headmasters at a time when the school was facing possible changes in both its structure and its location and required exceptionally sensitive leadership.

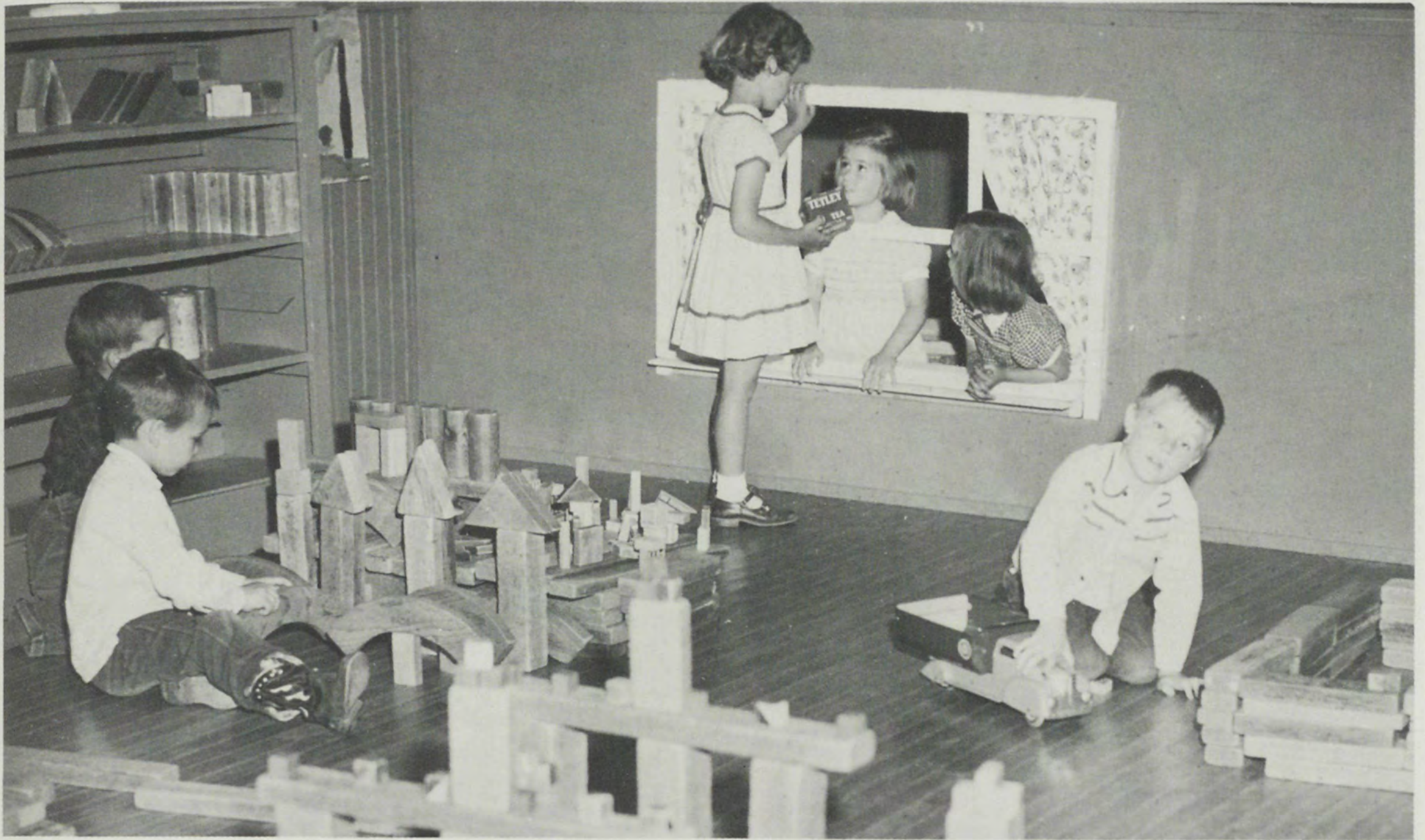
Ricardo Mestres, vice president of the University, and Dean Mathey, chairman of its trustees committee on buildings and grounds, had each advised the PCD trustees that the school's future use of the adjacent playing fields would eventually be terminated because of Princeton's anticipated requirements for expansion. This information, received in 1956, had stimulated the PCD trustees to explore other possible locations, but all possibilities had such drawbacks that none were pursued with any conviction.

As the year 1958 progressed, members of the PCD board of trustees evinced interest in exploring some form of cooperation with Miss Fine's, especially in the area of fund raising. The PCD planning and development committee now included not only Mr. Carey and Mr. Morse, but also Richard W. Baker, Jr., recently elected board chairman, and Warren P. Elmer, Jr. and Stanley C. Smoyer, each of whom had children in both schools. But the real stimulus for not merely cooperative but coordinated planning came from Dean Mathey, whose influence is still apparent at Princeton Day School.



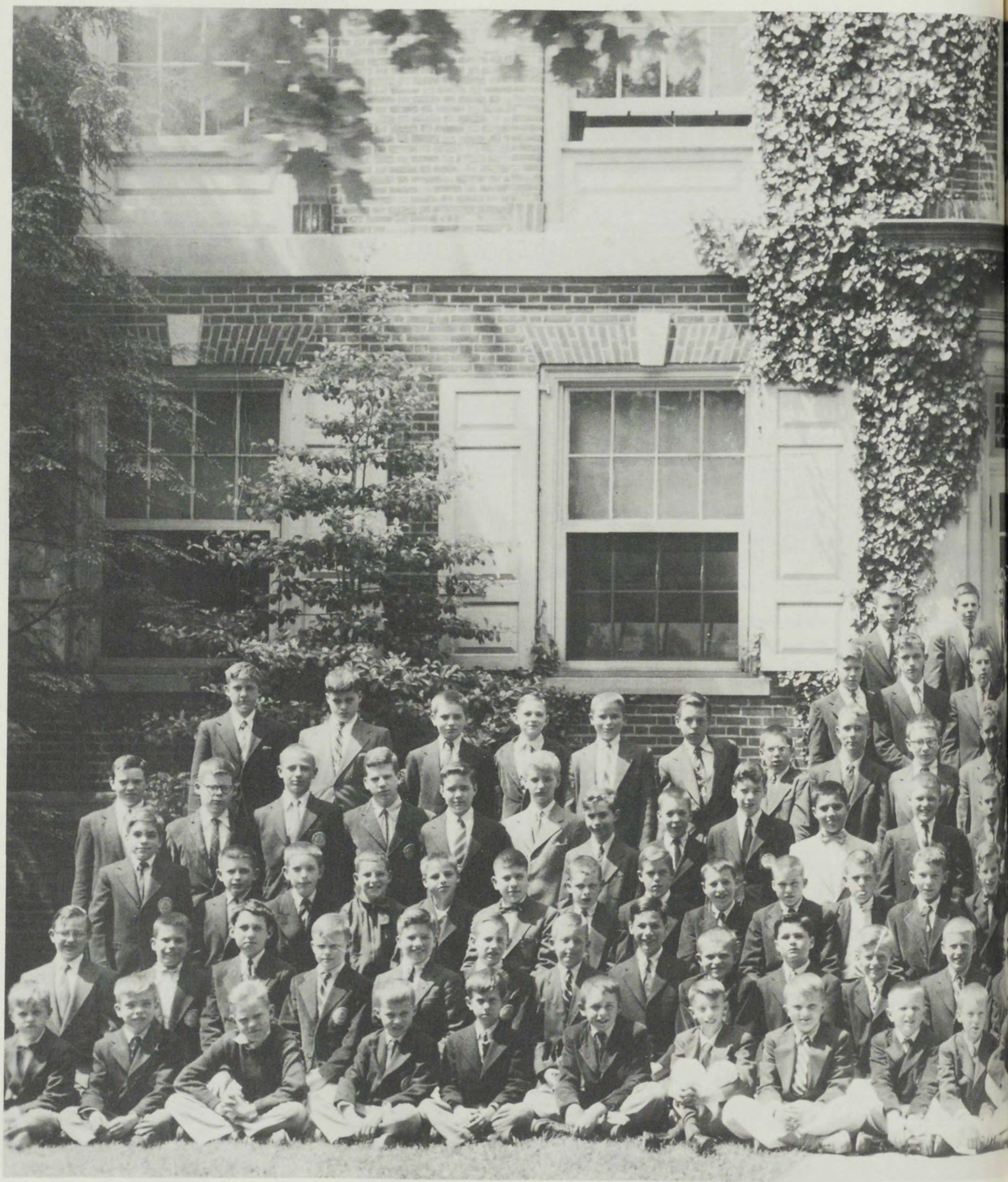
*Peter F. Rothermel*





*In the mid-'50s these kindergartners were secure in their traditional role-playing: the girls went to market while the boys went to work building towers and driving trucks.*





*The 1954 Princeton Country Day School student body*











## CHAPTER TWELVE

# Property on The Great Road

**D**uring the summer of 1958 an historic 18th-century Georgian-style house and eighteen acres of land became available for purchase. It was Colross, a house originally built in Alexandria, Virginia, whence it was moved in pieces by John R. Munn in 1929 and rebuilt on property along The Great Road in Princeton. As a possible site for a relocated school the house and land were being seriously considered for purchase by the board of trustees of Miss Fine's when Mr. and Mrs. Dean Mathey made a most generous offer. It was both irresistible and also a great challenge to the trustees of the two schools, which had for some months been engaged in a mating dance in which the girls school was the suitor.

*Colross, an historic 18th century house  
rebuilt on The Great Road*

An eminently successful investment banker, a resident of Princeton where he had invested widely in real estate, and a generous anonymous benefactor, Dean Mathey had a special interest in both schools. His sons had been pupils at PCD, on whose board of trustees he had served as chairman; and his first wife, Gertrude Winans, who had died in 1949, had both studied and been a teacher at Miss Fine's School. Himself a graduate of an independent boys school, he valued the education that such schools can provide when operating under good leadership and in conducive surroundings.

The Matheys offered to transfer title to land contiguous with the Colross property and also adjacent to their own Colonial-style home and cultivated fields. The gift included twenty acres to Miss Fine's, twenty acres to Country Day, and ten acres to the First Presbyterian

Church of Princeton, the total of which was appraised at \$175,500. The church decided not to accept the offer; it was then extended to the Second Presbyterian Church, which accepted. Subsequently, these ten acres were acquired by the schools. As will be noted later in this account, the initial offer of land was only a forerunner of the repeated munificence that Dean Mathey bestowed on Princeton Day School. However, his anonymous gifts often explicitly or implicitly included some restrictions.

In this initial offer it was stipulated that the general architectural style for the intended new school buildings had to be Colonial in spirit and in harmony with the overall style of architecture in the Pretty Brook area. This included primarily his own home, as well as Colross, and the nearby Pretty Brook Tennis Club, which he had founded in 1929. Independent architects were





*Formal dances were often held in the upper school study hall.*

permitted but the final plans for the initial and subsequent construction were to be subject to the approval of the Matheys.

As a consequence of the Mathey offer there occurred a series of developments that required expanded activity on the part of the boards of trustees of the two schools. In the first place, the Mathey offer of land encouraged the trustees of Miss Fine's to decide on the purchase of the Colross property, for which they ultimately paid \$115,000, including a mortgage of \$40,000. PCD was not in a financial position to participate in this acquisition. On the other hand, PCD did respond positively to the proposal from Miss Fine's that a steering committee be formed to in-

clude from each school the chairman of the board, the chairman of its planning committee, and each school's administrator. During these developments the educational activities of the students and teachers continued as usual, although no enthusiasm was displayed by the teachers of either school for the potential benefits to be derived from coordinated education in a single new location.

The joint steering committee created three subcommittees, one to select an architect, one to be concerned with finances and fund raising, and one, called a program committee, to develop recommendations for the joint operation of the two schools. During the winter and early spring of 1959 the program

committee, which consisted of board members and heads of the two schools, met biweekly under the chairmanship of Mr. Baker, chairman of the PCD board. In addition to consideration of basic educational philosophy this committee concluded that there should continue to be two separate boards of trustees, each with educational authority for its respective school. Furthermore, there should be an incorporated joint board with legal responsibility for the property, and for other functions such as joint fund raising.

It was contemplated that coeducation would extend from kindergarten through the fourth grade, and eventually through grade six, and that each school would offer education separately through the



twelfth grade. Although there would be separate buildings for the schools, common facilities to be used jointly would include an auditorium, kitchen, library, maintenance building, some administrative offices, and specialized facilities for arts, crafts, music, and science. The combined enrollment of 520 would eventually be expanded to 825 on the basis of a projected classroom size of fifteen. Education was to be based on a flexible curriculum that provided for students of pronounced ability as well as those who would benefit from developmental and remedial attention. A staff psychologist would be appointed and homework for the students would be emphasized.

In December 1959 the two

boards met together to consider a report from the firm of Marts and Lundy regarding the prospects for a joint campaign to raise \$2 million. Two months later both boards authorized that such a campaign be undertaken. Then in April when for "the first time the two boards... met jointly as an operating committee," approval was given to the engagement of the architectural firm of John C. B. Moore and Robert S. Hutchins from New York. Michael Rapuano of Clarke and Rapuano, landscape architects, had already been commissioned to prepare land-use plans.

The following October 26, 1960, a large, well-attended, and memorable dinner was held in the gymnasium of Miss Fine's School at

which Devereux C. Josephs, president of the Carnegie Corporation of New York, spoke. On this occasion Mrs. Henry and Mr. Baker, the chairmen of the boards of the two schools, publicly announced plans for a campaign to raise funds for the construction of two buildings on the recently acquired property. Mrs. Hibben (Faith) Ziesing and Frank E. Taplin had agreed to serve as co-chairmen of the campaign committee of over seventy members, many of whom had had children in both schools.

While all of these developments were occurring Hugh D. Wise, Jr., a lawyer who had been a member at different times of each of the boards of trustees, was requested to prepare a "joint agreement of



*Dressed in their gym tunics, members of the PDS class of 1969 are pictured in a middle school music class while they were still in Miss Fine's.*





The class of 1964 plays keep-away in the school gym.



In April 1953 the dramatic club presented Gilbert and Sullivan's *Patience*, the first Miss Fine's School musical directed by Marguerite McAneny. Her daughter, Leslie, was secretary/treasurer of the club that year. Part of the appeal of performing in school productions was the chance to meet Princeton University students recruited to play the male roles. On stage are Susan Creasey Gertler, Diane Baker Wagner, Helen Ann Keegin Hetherington, Chloe King, Alice Marie Nelson, Anna Rosenblad Scharin, Caroline Savage Langan, unidentified University student, Jenneke Barton, Mary Butler Nickerson, Agnes Fulper, Laura Travers Pardee, Susan McAllen Turner, Louise Mason Bachelder, Barbara Kohlsaatt von Oehsen and Rosalind Webster Perry.



combination." In adopting this agreement on June 14, 1960, Miss Fine's School and Princeton Country Day School were combined into a single corporation named Princeton Day Schools, Inc.

Objections from several members of the boards presaged conflicting points of view that would surface over the next few years. They centered at this time on the anticipated loss of identity of the two schools with their separate traditions and reputations, and on the possible disproportionate influence of members of one of the former boards. To alleviate concerns over this latter point, Mr. Wise in-

cluded provisions for all thirty-one current members of the two boards to constitute the initial membership of the new board, and to replace them as their individual terms expired with only a sufficient number so that the total size of the new board would eventually be reduced to 15.

On December 14, 1960, slightly more than two years after Dean Mathey's offer had been received, the first meeting of the board of trustees of the recently incorporated Princeton Day Schools was held. Harold W. Dodds, president emeritus of Princeton University, was unanimously elected as the first

chairman. His acceptance of this position symbolized the importance of independent grammar school education to the Princeton community. He also brought to the board an experience and appreciation of human nature that would assist in alleviating some of the problems that were bound to emerge during the six years in which the ambitious plans of union of the two schools would be completed. At this same meeting Mrs. Henry and Mr. Baker were elected vice chairmen, Frank A. Pettito treasurer, Mrs. Daniel D. (Mary T.) Dickey assistant treasurer, and Mrs. Robert G. (Edith W.) Potter, Jr. secretary.



*Candlelight service in the new gym*







## CHAPTER THIRTEEN

### Two Schools Into One

**O**ne of the first actions taken by the newly organized board of trustees of the Princeton Day Schools was the sponsorship of a one-day symposium in January 1961. The participants were subdivided for general discussion into groups according to interests in classical and modern languages, English and history, mathematics and science. The more than fifty people attending included not only members of the faculties and trustees of the two schools but also, by invitation, members of the faculties of schools in the immediate area and of Princeton University. Dean Jeremiah S. Finch of the University served as chairman of the sessions, which were especially important to the teachers and

trustees of the two schools on whose future cooperation the success of the projected enterprise depended.

This conference established a pattern for joint curricular planning with the direct participation of Princeton University faculty. Within a year a trustee-faculty committee was created, first under the chairmanship of Dean Finch, and then of Professor E. H. Johnson, who was succeeded in 1965 by Professor John T. Bonner. Their participation and the deliberations of their committees facilitated constructive academic planning and provided for open discussion of the concerns that any teacher encounters when confronted with a revised curriculum in a new physical environment surrounded by unfamiliar colleagues. In these early years, through the help of a committee of which Professor George T. Reynolds was chairman, advice with respect to the teaching of science was also obtained from

faculty members of several other schools.

The academic potential of the combination of the two schools was presented in creative terms by Miss Davis when she spoke to the Parent Association of Miss Fine's School in May 1961. In addition to addressing the future possibilities for the lower and middle schools in the proposed relationship of Miss Fine's and Country Day, she spoke vividly of the potential for the upper schools:

*...Increased variety, vitality and quality of the curriculum will come in part from the new facilities. A better library, the heart of any school, gives more opportunity for independent research; new science facilities, among the most important, mean more science offerings, chemistry, geology and, hopefully, new courses which will try to break down barriers between math and science. The language laboratory will offer better language training for those who need additional oral drill. Other facilities you have seen in the plans: music, art, athletics.*





Pretty Brook Farm

The great advantage of the joint venture is that we shall be able to offer regularly certain courses we can now offer only if four or more girls elect them, such as Russian, Greek, history of art, history of music and theory. Also, new courses can be offered since we can draw upon the students and faculties of both schools—advanced placement seminars in several fields, such courses as economic geography, mechanical drawing, other languages, full credit courses in Russian, expanded offerings in creative arts...

One of the strongest contributions our schools can make to this community, besides the quality of our school curriculum, is the challenge to able young people from any school of an expanded summer program, which PCD has so ably launched...

Each of our two schools has its own areas of excellence, its cherished traditions. Both basically have a common aim: to give the best possible education to our students and to develop to the fullest their minds, talents and characters, to stimulate creative

and independent thinking, to give them opportunities to experience the joy of learning and the responsibilities and privileges of democratic learning.

*We are not merging identities, but each will become stronger and richer through the limitless opportunities of our new association.*

This new association depended not merely on academic planning, basically important as this is to any school. There were many additional issues with which the board of trustees were confronted, including finances, physical facilities, administrative structure, personnel, and the continued operation of the two separate schools until they moved to the new campus in 1965.

During the early transition years, in addition to the board of trustees for the Princeton Day Schools, the separate boards of trustees for Miss Fine's and Country

Day continued to function until April 1963, when they were dissolved, while the schools continued their daily operations as in the past. Students went to class, studied, and continued to participate on athletic teams, write for their school papers, act in their dramatic events, hold spring fairs and May Day festivities, and pursue their other school—and out of school—activities.

Throughout the first half of the 1960s, while all these functions were continuing as usual, planning for the future consumed the attention of the members of the board of trustees of the Princeton Day Schools. As is usual with any school, the chore of raising funds was one of the pressing issues.

Even with the gift of the land by the Matheys, with the accumulated reserves of Miss Fine's School, and with the anticipated funds even-



tually to be realized from the sales of two school buildings, it was necessary to conduct several fund-raising campaigns. Throughout the campaigns that were conducted while he was chairman of the board Dr. Dodds continued to solicit gifts from various national foundations, although these were seldom interested in contributing to an independent day school.

By May 1961 the fund-raising campaign under the direction of Mrs. Ziesing and Mr. Taplin had realized nearly one-half million dollars from 116 gifts and pledges. The following year, by which time over \$1 million had been pledged, Malcolm Muir, Jr. was elected chairman of the campaign committee, assisted by Frederick B. Adams, Jr. and Mrs. Douglas (Eleanor Marquand) Delano as vice chairman.

In the year 1962 a number of other important developments occurred. Upon the retirement from the board of the two vice chairmen, Mrs. Henry and Mr. Baker, two individuals who would become extremely influential in the creation of Princeton Day School were elected in their places: Mrs. Dilworth, who was now also chairman of the Miss Fine's board, and C. William Edwards. Shortly thereafter Mr. Edwards, who was retiring as director of admissions at Princeton University, was named executive vice chairman, a temporary position that entailed additional administrative responsibilities; and following this appointment, John G. Livingston, Jr. was engaged as administrative assistant. At this time the title to Colross had just been transferred from Miss Fine's to the Princeton Day Schools, and the offices were

moved to this historic building.

During this fund-raising and planning stage, work was progressing in levelling and creating athletic fields on the property along The Great Road, which had been increased to some seventy acres by an additional gift from the Matheys. No actual construction had as yet been initiated and innumerable decisions had still to be made in the two years before such work would begin. Because of various criticisms of the "twelve different sets of plans" submitted by the architectural firm originally engaged, it was decided to select a new architect, and Lawrence B. Perkins of the Chicago firm of Perkins and Will was chosen. At the same time, a building committee was appointed, which consisted of B. Woodhull Davis, Samuel Frothingham, Herbert J. Kendall, and Ricardo Mestres. As a member of the board of trustees Mr. Kendall would later, on a volunteer basis, devote much time and apply his detailed knowledge of real estate development to supervision of the actual construction and the creation of the school campus.

Once it was publicly known that the Miss Fine's School building would be for sale, various inquiries were received, including one from the State of New Jersey. The negotiations were concluded when the Princeton Theological Seminary agreed to purchase the property for \$300,000. This decision made possible an eventual exchange of property between the seminary and the Borough of Princeton. The latter owned Thomson Hall, which had been a gift to the community from Mrs. Josephine W. Thomson

Swan and which was located on Stockton Street contiguous to the seminary campus. In exchange for Thomson Hall the borough obtained possession of the old Princeton Inn building, which later in the decade was replaced by the present Borough Hall.

The issue of the sale of the Princeton Country Day School building on Broadmead was much easier to resolve. As noted earlier, the University had the privilege of repurchase, and it now indicated its intention to exercise this option. Following impartial appraisals the purchase price was established in January 1965 at \$343,000.

In June 1962, in the midst of all this board activity, Dr. Dodds wrote to the executive vice chairman that "we are going to have fun as we implement our goals in the light of our financial resources because so many earlier decisions seem to have been taken on the pious hope that a new school could be established without touching the vested interests of anyone." The word fun was obviously employed as an attempted jest during a time of growing tensions. No one enjoyed a period of fun during the merger, although many derived gratification for their extensive efforts.

As originally envisaged the two schools were to be coordinative, with the heads coequal and with co-education to exist only through the fourth grade of the lower school, which would be under the jurisdiction of Miss Fine's. By October 15, 1962, this conception underwent modifications, and on the recommendation of the executive committee, which had been meeting frequently for some weeks, the



board officially concluded that the lower school should have a separate identity. It was also concluded "that there shall be a single administrative Head of PDS" and, in the words of the executive committee minutes, it should be "a new man brought in from the outside."

The heads of the two schools had been apprised of these anticipated decisions and their advice solicited before final action was taken. The day after the board adopted these policies the faculties of the schools were convened separately and informed of the actions taken. Thus began the fun to which Dr. Dodds had alluded.

In any merger of two organizations, whether they are financial, governmental, or philanthropic, groups of individuals associated with one or the other invariably fear for the interests that they espouse. This is inevitable. It is also logical in many merger cases for a presumably neutral outsider to be appointed as the head of the merged institution in order to avoid biases that might exist or appear to exist on the part of an individual previously associated with either one of the merging institutions. Furthermore, the qualities desired for the head of a merged institution may be somewhat different from the qualities that were appropriate for the head of either one of the two institutions being merged. All these conditions prevailed as the entity of the Princeton Day Schools was being created.

Both Miss Davis and Mr. Rothermel recognized the need for a single head for PDS and the advisability of establishing a new administrative structure. Mr. Rothermel indicated his desire to be considered for the position. When

## Dean Mathey

A history of Princeton Day School would not be complete without further reference to the major contributions of Dean Mathey. Such an account was not possible in his lifetime because of the modesty of this man, especially in regard to the many gifts that he made, in this case to the support of education for boys and girls in an independent school in Princeton.

Mr. Mathey's interest in the Princeton Day School did not end with his original gifts of land to Miss Fine's School and Princeton Country Day School. It continued during his lifetime and today his interest is maintained through the Bunbury Company Inc., which he established in 1952 and which was named for the imaginary figure in Oscar Wilde's play *The Importance of Being Earnest*.

In 1924, anticipating the growing value of land, Mr. Mathey had acquired 1,000 acres for \$50,000 in the area of what was once known as Cedar Grove. From this vast acreage he made donations in support of the school. His original transfer of property was followed by subsequent gifts, including twenty-five acres for the hockey rink, two athletic fields, and a girls soccer field, and four acres for tennis courts. Although Mr. Mathey's death occurred a half-dozen years after the creation of PDS, it is appropriate to note that upon his death the Bunbury Company was the recipient of a large share of his estate, which included Pretty Brook Cottage and 332 acres of adjacent land. Shortly thereafter the Bunbury Company transferred title to the cottage and eighty-five additional acres to the school. Furthermore, the trustees of the foundation have authorized annual gifts to the Dean Mathey Scholarship Fund and have also been major contributors to subsequent capital campaigns.

Because of his manner of giving, usually anonymously through third parties, it is difficult to verify how many hundreds of thousands of dollars Mr. Mathey donated to PDS before he died in 1972. Although the dollar amount may be elusive, his influence on the physical development of the school is strikingly apparent. He made special gifts for landscaping, for the employment of a gardener, for the tennis courts, for the hockey rink, for dining-room furniture, and for the construction of a maintenance building, as well as larger contributions for the construction of the academic buildings.

The Matheys' interest in the school has been maintained through his Bunbury foundation, whose chief executive for many years was Mr. Mathey's confidant, Howard W. Stepp, a former trustee of both PCD and PDS. Two years before his death Mr. Mathey transmitted his wishes to the directors of the Bunbury Company in the following terms:

*I am very interested in Princeton Day School Inc. and I would like to see it strengthened and made one of the great schools of its kind in the country. I think this could be done by giving them some of the land including my house and by selling the remainder and applying the proceeds for the school. . . You may ask why I did not leave all the property directly to the Princeton Day School Inc. The answer is I want you to negotiate with the Trustees of the School to make sure anything they get will be used in*



*the spirit and with design and architectural considerations I might have had were I to supervise the use of the land or the proceeds of its sale.*

Although most of Mr. Mathey's gifts were made anonymously, his interest was well known and served as a stimulus for the major fund-raising efforts that were resumed in 1963 after the board of trustees had clarified its position on various issues that could affect the attitude of potential donors. At this time Amos Eno, who had accepted the position of chairman of the second fund-raising campaign, presented a novel approach that proved to be especially successful.

Mr. Eno proposed that a limited number of individuals be requested individually to underwrite loans to the school in large amounts. The hope was that in time many of these loans would be forgiven, as proved to be the case. Nearly twenty such loans were obtained, in addition to a number of outright gifts in amounts of \$10,000 to \$25,000, and a few even larger. During this period of solicitation various well-known Princeton families held receptions in their homes that encouraged wider involvement of members of the community in the financial support of this new educational project, the construction of which was now estimated to cost close to \$4 million.

The board of trustees was faced with an overwhelming task, but money was not the only issue to be considered in 1963.



Dean Mathey

in 1963 an educator not associated with either school was selected to be principal, he resigned to accept the headmastership of a school in California.

Fortunately the presence of Herbert S. McAneny made the identification of a successor to Peter Rothermel quite easy. He was the obvious and logical choice. A graduate of Williams College and Oxford University, Mr. McAneny had been associated with PCD since 1931. By all who knew him he was admired and respected for his gentle, sensitive personality, his academic competence and teaching ability, his contributions to all aspects of the school, his concerns for the welfare of others, and his reputation in the community, particularly through his involvement in establishing the local amateur theatrical group known as the Community Players.

As these developments were taking place an evolution occurred

in which the original plans for two parallel school buildings, one for Miss Fine's and one for PCD, were revised to provide for the new school "to be organized as though it were one school and not two schools that have been put side by side." In a subsequent communication to the faculty of Miss Fine's in April 1964 Mrs. Dilworth, soon to be chairman of the board of PDS, presented the reasons for the actions that had been taken some months earlier:

*It seems obvious that we will have to offer the same curriculum to both boys and girls, or parents will feel that one or the other is being discriminated against; admissions will have to be handled centrally and with the overall picture in mind; scheduling will have to be handled centrally, if some boys and girls, at least in the upper levels, are taking classes together. And the scheduling applies to the teaching staffs who will be teaching children, not just boys or just girls. For economic reasons, I foresee (this is my own*

*opinion) a great deal more coeducation in the future than we were thinking of two years ago.*

This evolution of educational planning, as described by Mrs. Dilworth, was reflected in the architectural designs for the new campus. As described by Robert Whitlock, a long-time teacher at PCD and PDS who was involved in some of the planning for the new school, the plans went through various stages: campuslike, barracks-type buildings, covered walkways, separate schools with separate dining rooms and common kitchen. "Finally, there were adjustments to reality." Revisions, some of which were instituted after construction commenced, were time-consuming and costly. And regardless of any changes that were the result of revised educational plans, the design was required to conform to the style of Colonial Georgian architecture defined by Mr. Mathey.







# CHAPTER FOURTEEN

## *School Principal*

**H**aving concluded that a single head from outside the school should be appointed, the board of trustees relied on a selection committee, which included members of the faculties of both Miss Fine's and PCD under the chairmanship of Warren P. Elmer, Jr., to interview individuals and then submit a recommendation to the board. An extensive procedure was followed that concluded at the end of March 1963 with the selection of Thomas B. Hartmann to be the principal of the Princeton Day Schools commencing in the late summer of that year.

Mr. Hartmann was a native of New Jersey, a graduate of Phillips Academy, Andover, Massachusetts, and, following interruption for air service in the Marine Corps, a

*Harold Dodds beats the bulldozers at ground-breaking ceremony for the new school on April 24, 1964.*

graduate of Princeton University. He had had both teaching and administrative experience at the Hun School and Tower Hill School in Delaware before assuming the headmastership of St. Mark's School in Dallas, Texas, in 1957. Accepting the offer from the PDS board of trustees with enthusiasm, he anticipated the opportunity to lead in the development of an invigorating educational program under favorable auspices in an environment with which he had been familiar. But before the arrival of this new principal in late summer, other issues had to be considered by the board.

Once the Princeton Day Schools had been incorporated and its board of trustees organized, it became apparent that the boards for the separate schools created some confusion and conflicting efforts. Accordingly, in the spring of 1963 all assets from the two schools were transferred to PDS and the separate boards were dissolved. In their place

two standing committees of the PDS board were created. In addition, the Outgrown Shop, which had been operated jointly by the parents associations of the two schools, was determined by the Internal Revenue Service to be a business and subject to taxes. To avoid such taxes it was also dissolved as a separate corporation and merged into the PDS structure as a school-related operation.

To involve alumni and parents, whose support was necessary for the success of what eventually became a merger of the two schools, evening discussion sessions were held at which curricular plans and other issues were considered. The results of these discussions and recommendations from the two faculties stimulated further reviews of the architectural plans.

Despite frequent alterations in the proposed design, by fall it was possible to solicit bids and then engage the William L. Crow Company





*Thomas Hartmann (right) discusses plans with trustee Chester Stroup.*

for construction of the new facilities. The contract with the builder was signed in ambitious anticipation that the project would be completed in two years, in the fall of 1965. Even with the announcement by Mr. Eno that \$2 million had been raised, it became apparent to many that eventually a commercial loan would be required to complete all the construction which it was now estimated would cost more than \$4.1 million. This was truly a daunting enterprise.

The raising of funds was not the only financial concern of the board of trustees. A solution to the unequal salary scales between the two faculties had to be found as early as possible. Country Day paid considerably higher salaries, while Miss Fine's provided a retirement program that was not available at

PCD. Even though the decision was made in the spring of 1964 to merge the two faculties, several years were required to resolve the issue of the salary discrepancy, which was compounded by the fact that the faculty members at Miss Fine's were almost all women and men predominated on the faculty at PCD. Other financial issues related to the establishment of common tuition charges and fees, common scholarship policies, and similar charges and requirements for lunches at school.

Following Mr. Hartmann's arrival in the late summer of 1963 further attention was given to the administrative structure, which would have to be adjusted to accord with the decisions relating to the merger of the schools and of their separate faculties. Thus, in the fol-

lowing May of 1964, it was announced that Miss Davis, headmistress of Miss Fine's, and Mr. McAneny, headmaster of Country Day, would be appointed assistant principals of Princeton Day Schools as of September 1965. This announcement was issued at a time when unhappiness was being evinced by the two faculties, especially by the teachers at Miss Fine's School, over some of the changes that were being made.

In March 1964 Mr. Hartmann distributed a memorandum to the teachers and parents in which he announced the appointment of four new men to the faculty and added that "these men are representative of the type of persons we are attempting to attract to the Princeton Day Schools." Following receipt of this announcement members of the





*The Miss Fine's administration consisted of (seated, left to right) Martha Busselle, Madeline Weigel, Shirley Davis, June Gulick; (standing) Janet Greenland Brown MFS '34 and Catherine Cashman.*

faculty of Miss Fine's convened a meeting without the headmistress at which they formulated their serious concerns. These were expressed in a letter to Miss Davis with copies to the principal, Mr. Hartmann, and to the chairman and vice chairman of the board.

The members of the faculty were "surprised and disturbed" by Mr. Hartmann's "announcing to the public a series of personnel appointments and educational principles of which [they] had no foreknowledge." In the half-year since his

arrival they had seldom seen the new principal, with whom they had also had little communication. They were concerned about the future position of their headmistress, with whom they had developed a confident working relationship. And they naturally wished to be directly involved in any revisions of the curriculum they assumed they would be expected to teach. Some were so personally disturbed that they threatened to resign, a move that Miss Davis promptly discouraged.

This action by the faculty of

Miss Fine's was followed by a long, understanding letter to them from Harold Dodds, the chairman of the board. In this letter he stressed that many of the decisions of the board were "desirable educationally and economically inescapable," and that "the modern school today calls for a wide variety of physical facilities, and of faculty personnel and staff which are expensive to provide and costly to sustain."

This communication was concurrent with a social meeting of the faculty at which Mrs. Dilworth, the





*Students were able to indulge their creativity in many of the fine arts.*





vice chairman, traced the history of events and the rationale of the board of trustees. A few days later the entire board met and took formal action to establish "a union of the schools into one institution, under one head, with the staffs associated as a single Faculty." At the same time the trustees stated their pleasure "that a Faculty Advisory Committee is being created to assist the Administration in the development of the new institution and they recommend that there be regular meetings of this Committee with the Trustees Committee on Educational Policy." At the time the latter was under the chairmanship of Professor Johnson.

Concurrent with these developments there were insistent expressions of support from parents of boys and other friends for the development of hockey facilities at the

new school, an insistence that would become more intense during the following year. In the face of financial pressures there were brief discussions of possible cooperative activities with the newly organized Stuart Country Day School, which had opened nearby in September 1963 with an enrollment of ninety-four girls. And, in May 1964 there was the ground-breaking ceremony, which provided tangible proof of the evolution in planning for a merger of the two schools, Miss Fine's and PCD, instead of the original plan of two coordinated schools operating on one campus.

To provide an administrative structure for a merged school the trustee committee on educational policy, in consultation with representatives of the faculties, recommended for board approval the creation of a single upper school for

ninth through twelfth grade, and a junior school through the eighth grade, with each having its own administrative head reporting to the principal. The academic fields were to be organized into departments. It was decided that Miss Davis, as assistant principal, would have responsibility for curricular planning and development. Mr. McAneny, the other assistant principal, would be responsible for planning and development of student activities and nonacademic affairs.

With board approval Dr. Dodds, Dean Finch, and Mrs. Sherwood met with Miss Davis and discussed with her the arrangement for a paid year's leave of absence to travel and study secondary education. It was intended that at the end of this period she would return as assistant principal of the Princeton Day Schools. Although Miss Davis accepted the offer and Mrs. Anne B. Shepherd served for a time as acting headmistress, it was interpreted by some members of the community in such a manner as to increase misunderstandings, and rumors abounded.

At this juncture, with construction issues, financial issues, and personnel issues requiring frequent consultations and meetings, Dr. Dodds concluded that, after three years of service, he should resign as chairman of the board of trustees. With appreciation for his services the board accepted his resignation, elected him an honorary trustee, and elected Mrs. Dilworth chairman, Arthur P. Morgan vice chairman, Frederick P. Lawrence treasurer, and Mrs. Sherwood secretary. Strong leadership was now required, and this they provided.









# CHAPTER FIFTEEN

## *Elizabeth Cushing Dilworth*

**I**n studying the history of the creation of Princeton Day School one may readily identify the two most significant events of the period between 1958 and 1965. The first was the offer of land on The Great Road by Dean Mathey in that first year. The second was the election in April 1964 of "Bunny" Dilworth, as she has been affectionately known by her innumerable friends and admirers, to the influential position of chairman of the board of trustees at a crucial juncture in the pursuit of this educational adventure.

Born on Long Island, a graduate of Chapin School in New York, a student at Finch Junior College, married at a young age, the mother of four children who had attended Miss Fine's and PCD, Mrs. Dilworth joined the board of trustees of the

girls school in 1953. First as a board member and then as secretary for three years before becoming chairman in 1959, she was intimately familiar with the problems the schools faced and the opportunities that could be fulfilled by combining their respective strengths into one institution. With support from her husband, J. Richardson Dilworth, who had a few years earlier served as a trustee of PCD, she employed her personal qualities to provide the leadership that was required in a time of crisis, melded with a commitment and determination to create a Princeton Day School of which teachers, students, and parents would be proud.

One of Mrs. Dilworth's first public official duties following her election as chairman of the board was to preside at the happy occasion of the laying of the cornerstone of the new building on September 27, 1964. Funds were continuing to be

received to meet construction costs. They were not, however, sufficient to avoid the necessity for a long-term mortgage to replace the short-term borrowing powers that had been obtained from local banks. In March of the following year the Prudential Insurance Company agreed to a twenty-year mortgage in the amount of \$1 million, the final payment for which was made in June 1984.

In addition to construction and financial responsibilities, a more explosive issue was continuing to simmer. As a result of the changes in the plans for the two schools' future and in anticipation of additional adjustments that would be necessary when the operations were jointly transferred to the new site, several members of the board of trustees and the two faculties submitted their resignations. These caused only mild ripples compared to the waves of unrest that were





Harold W. Dodds, chairman of the board, prepares to break ground for the new school. Lending support and encouragement are (left to right) Philip Brotherton, an architect from Perkins & Will; William Crow, president of Crow Construction; Herbert McAneny, Princeton Country Day headmaster; Amos Eno, chairman of development; Warren P. Elmer, Jr., vice chairman of the board; C. Williams Edwards, executive vice chairman of the board; Shirley Davis, Miss Fine's School headmistress; Harold Dodds (with shovel); Elizabeth Dilworth, vice chairman of the board; and Thomas B. Hartmann, newly appointed Princeton Day School headmaster.

soon to engulf all associated with the two schools in the final stages of their merger into one new school.

The well-developed administrative plans that had been announced soon went awry. Having indicated no opposition to the concept of consolidation of the schools, Miss

Davis, while on leave in California in January 1965, submitted her written resignation. This decision elicited appropriate expressions of regret from the board of trustees, her former students, and especially from the faculty of Miss Fine's School, with which she had been

associated for twenty-two years. In a public testimonial the faculty noted among her many attributes "her integrity, selflessness, generosity, gaiety, and gallantry." But this resignation increased the waves of unhappiness flowing among those who thought they perceived the de-





Thomas Hartmann addresses crowd at the laying of the cornerstone on September 27, 1964. Seated in first row, left to right, are Herbert McAneny, Shirley Davis, J. Sands "Sandy" Wandelt '65, Molly Dorf Purrington '65, Whitaker Raymond '65, Sarah Tomlinson Fuller '65, Elizabeth Dilworth, Ernest Gordon and Harold Dodds.

mise of the academic traditions of Miss Fine's and what some observers called the "Miss Fine's mystique."

Within a few weeks after Miss Davis's resignation, during which time its implications were being digested, Mr. Hartmann announced assignments of teachers from both

Miss Fine's and PCD to the positions of assistant heads of the upper and junior schools and various other administrative positions for the coming school year. In the light of these developments few were prepared for the sudden announcement in early March 1965 of the resigna-

tion of the principal himself. In his letter of resignation Mr. Hartmann stated that he had also accepted the resignation of two of his appointees to administrative positions, earlier announced, and he noted his "sorrow for not having been able to convince enough people that the de-



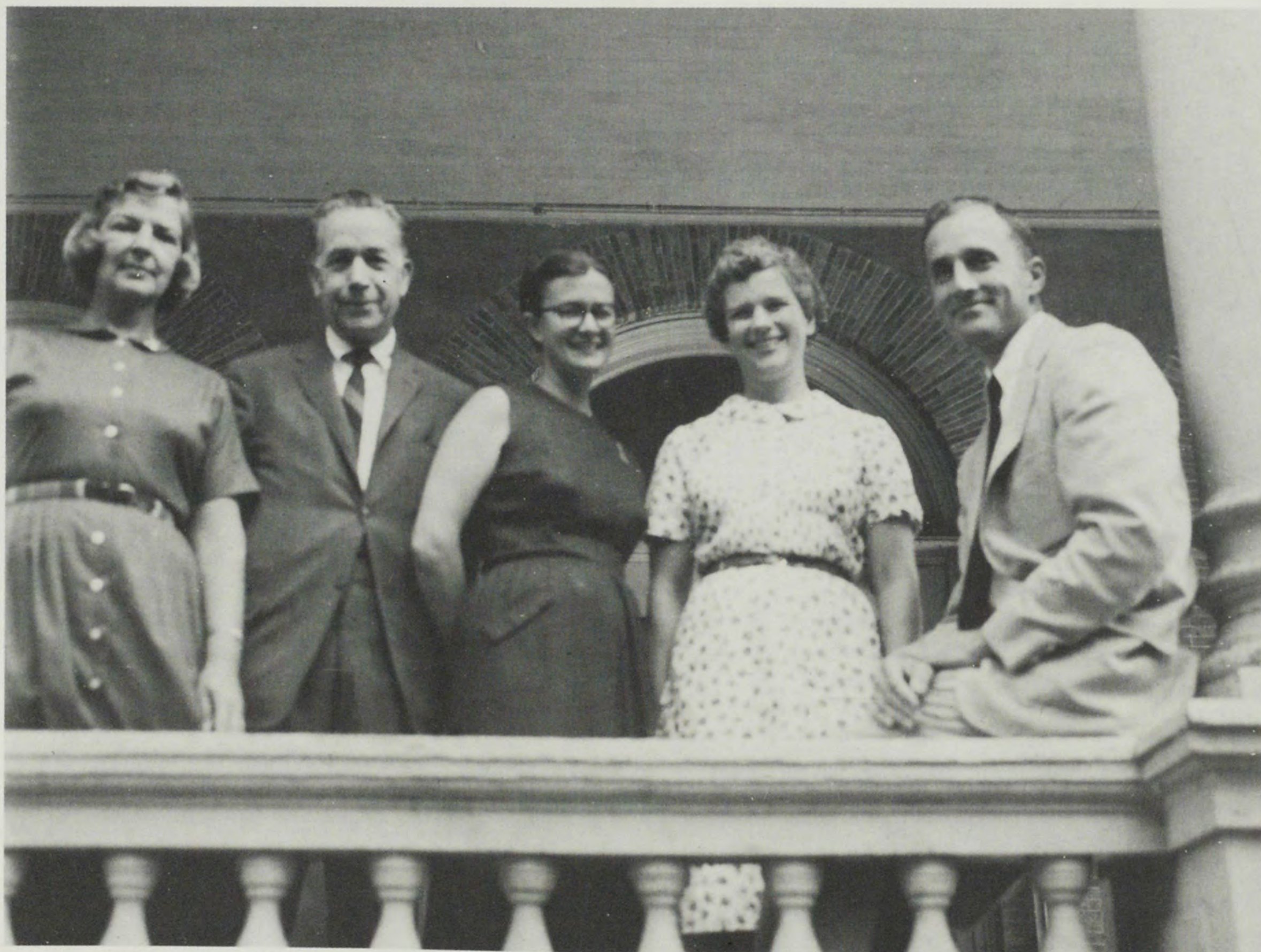
mands in education are changing." Soon thereafter the chairman of the trustee committee responsible for fund raising resigned at a time when the board had to ask Princeton University for advance payment on the purchase of the Broadmead property in order to meet current bills for the new construction.

In retrospect, one who was uninvolved with the schools at that time can view the developments with some sadness for the bruised feelings that were inevitable in a consolidation of these dimensions.

Both Miss Davis and Mr. Hartmann in their individual ways endeavored to give excellent leadership to the achievement of their educational goals. They were engaged, however, in an evolving situation in which adjustments and sacrifices had to be made in order that the entire enterprise might succeed. At this crucial time it was Mrs. Dilworth to whom all turned for leadership—a leadership that was immediately forthcoming and which everyone respected and soon admired.

An administrative committee

of the board of trustees was quickly created to assume many of the responsibilities that would have been performed by the principal. This committee consisted of Professor Johnson and Mrs. E. B. O. Borgerhoff, who were assigned responsibility for academic issues and faculty appointments; Mr. Lawrence, who supervised all financial matters; Mr. Morgan, who oversaw construction, maintenance and operational issues; and Mrs. Dilworth and Mrs. Sherwood, who were responsible for communications with



*Madeline Weigel, Herbert McAneny, Beverly Williams, Winifred Vogt and Fowler "Mike" Merle-Smith pose on the Miss Fine's School porch.*



students, parents, friends, and the alumni and alumnae councils. From these latter groups letters and telephone calls of inquiry and protest were constant and frequent.

In pursuing her functions Mrs. Sherwood, with the assistance of Mrs. James C. (Louise Fenninger) Sayen, also a board member, met with parents and friends in frequent small sessions to engage in constructive discussions and to maintain support for the school. As recounted later by Mrs. Sherwood, it was during this period that some of the trustees could sleep but not eat, and others could eat but not sleep. One may wonder how they had time to do either.

To complement the trustees' administrative committee, a faculty committee on operations was appointed; it included Mr. McAneny and Beverly A. Williams of the upper school, and Mr. Fowler Merle-Smith and Mrs. Roy S. (Winifred) Vogt of the lower school. Meeting a number of times each week, this committee, soon to be known as the "fearsome foursome," decided many of the issues of concern to the faculties prior to and during their first year in the new building. Especially important were their recommendations with respect to new appointments to the faculty. The resignations of a few faculty members because they did not wish to teach both boys and girls were overshadowed by the death of Mrs. Ira O. (Mabel) Wade, an excellent teacher of French at Miss Fine's for

thirty-eight years. It was a great loss at this time.

The influence of these four individuals serving on the faculty committee, especially that of the calm, gracious Herbert McAneny, was especially notable in eventually alleviating much of the wariness that existed between the two faculties. The committee was also appreciably assisted in this vitally important task by the manner in which Professor John T. Bonner, the successor to Professor Johnson, later conducted the meetings of the trustee-faculty conference committee.

With no single person in direct charge of the daily operations, responsibility for them devolved on the shoulders of three individuals known as "the three J's": Mrs. Wolcott N. (Joan) Baker, Mrs. Robert (Jean) Smyth, and Mrs. Robert (Jane) Whitehead. With their respective backgrounds at Miss Fine's and PCD they collectively provided the experience and knowledge required to conduct the work of the office as the schools prepared for and carried out the move to a new location.

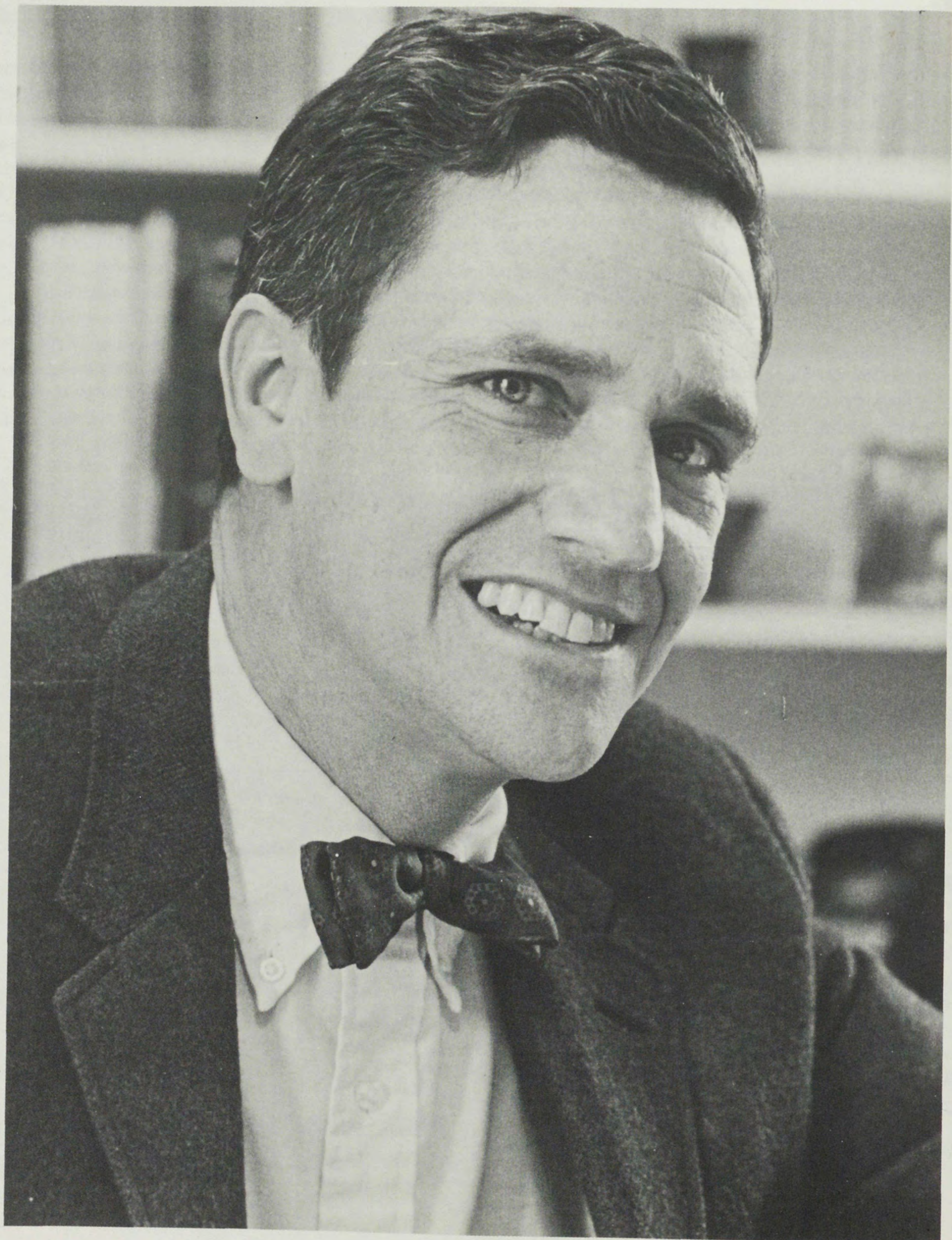
Recognizing the time and effort required to select a new head for the school, Mrs. Dilworth appointed a trustees selection committee within three weeks of Mr. Hartmann's resignation. Under the chairmanship of Dean Finch, this committee of seven experienced and judicious individuals, including two faculty representatives, immediately initi-

ated steps to identify and interview potential persons to fill the position that was now to be called headmaster.

Earlier in the winter of 1965 the consulting firm of Cresap, McCormick and Paget had been engaged by the trustees to review the administrative structure and present recommendations to strengthen the school's business operations. The conclusions of their report led to the appointment in June of an experienced business manager, Carl Storey, at a time when additional funds were needed both to complete construction of the new campus and to meet the total yearly operating expenses. The latter were then projected to increase from \$658,000 for the year 1964-65 to an anticipated budget for the year 1966-67 of nearly \$1 million. This larger budget included provision for increasing interest charges and a small accumulated deficit.

After the winter and spring months of unexpected events some relief from the strain and tension on trustees, faculty, students, and parents was provided by the last June commencements held by each school in their respective old buildings. As soon as these events had been completed and the schools were closed for the summer, attention was addressed to the move to the new campus and the question of whether the new building would be completed in time for the opening of school in the fall.







# CHAPTER SIXTEEN

## *Princeton Day School The Beginning*

**W**ith a delay of only two days, the school year of 1965–66 began for the Princeton Day School on a new campus in a new building on September 17. Among the many individuals who contributed to this feat was William Crow, the president of his New York-based construction firm, who gave generously of his personal attention to the fulfillment in every respect of the contract.

On Sunday, October 24, 1965, over a thousand students, teachers, parents, and friends assembled in the school gymnasium to attend the dedication ceremony for what was now renamed the Princeton Day School, in recognition of the fact that it was one school. Mrs. Dilworth presided and introduced the

guest speaker, Detlev W. Bronk, president of Rockefeller University and former president of The Johns Hopkins University, whose son, Mitchell, had the year previously joined the science faculty of the school. Dr. Bronk spoke of an issue that continues to plague our society—the disparity between those who have access to good education and those who do not. In noting this fact he urged the students at PDS to help bridge the gap by applying their education for the benefit of others.

This celebratory occasion signified the accomplishment of a goal that had germinated nearly a decade earlier. The dedication did not, however, resolve the inevitable adjustments required of teachers and students who in their previous educational settings had pursued somewhat different habits, traditions, and educational philosophies. In that first year of the merged

school the women teachers from Miss Fine's outnumbered the men teachers from Country Day by about two to one, and of the fourteen new teachers eleven were women.

It took more than a few months for the men to cease segregating themselves for lunch and discussing sports and other subjects in which they thought the women were not interested; and it took time for them to appreciate the commitment to learning that the women shared at Miss Fine's. Likewise, it took time for the women to recognize that men could be as accomplished teachers as they, and that athletics must be an important part of the school program for both boys and girls.

Despite the strains of operating in unfamiliar surroundings in which all of the educational needs had not been adequately anticipated, and despite the resistance of some to the changes that were entailed, over



time patience and good humor prevailed. One could not help but be amused by a girl who might rush from an unmarked bathroom exclaiming, "There are men in there!"

While a few students, including several of the most able from both Miss Fine's and Country Day, transferred to other schools, the enrollment in the fall of 1965 at PDS was 625, compared with a total of 562 students for the two schools the previous year. There were no boys in the eleventh and twelfth grades that first year, so the girls, of course, outnumbered the boys.

As Linda Baker Bogue later reminisced, "The girls had the easier time of it. 'We' outnumbered 'them.' We were the ruling class, initially in terms of student organization because the senior and junior classes were not coeducational. 'We' had the tradition of being a college preparatory school. 'We' had the comfort of college admission history."

Although the girls may at that time have been the ruling class, or possibly because they were, they were sufficiently gracious to agree to the resolution of one of the many issues: the selection of the Country Day colors of blue and white to be the colors of PDS and not the blue and gray of Miss Fine's.

During these first weeks, while the faculty and students were adjusting to their new regimen, the trustees selection committee was completing its search and interviewing prospective successors to Mr. Hartmann. On December 1 it was announced that, effective the following July 1, 1966, Douglas O.

McClure would assume the duties of headmaster.

Mr. McClure had been graduated from the Hotchkiss School and Yale University. Following service as a naval officer he taught history, coached athletics, and assumed administrative responsibilities at the Pomfret School. At the time of his appointment at PDS he had been headmaster for three years at the Rockland Country Day School in New York State.

Following the months of emotional strain and some turmoil, Mr. McClure's arrival was anticipated with a sense of relief and anticipation. He immediately injected a spirit of enthusiasm throughout the school, demonstrated an interest in the students and their activities, enunciated an educational philosophy, and gave encouragement and freedom to the teachers. He himself was an effective teacher and a good coach. Teachers and students, parents and friends responded in such a constructive manner to his leadership of those early years that the eighteen-person visiting committee of the Middle States Association of Colleges and Secondary Schools could present the following observations in its report of March 1968:

*Deeply ingrained in our American folkways is the belief that when boy meets girl something new and exciting happens, and that, in due course—if all goes well—it is something productive and of value. We are not entirely clear as to what goes on when two such independent and different entities somehow become—in a very real sense—one. But we do know that the process is not without its difficulties and its pains; that it takes wisdom, and courage, and tolerance, and mutual dedication to a purpose which*

*seems worth the travail; and that it requires of each partner an eagerness to go more than halfway in making the shared adventure successful—that it is, in short, a pretty complex business.*

*If these are the conditions demanded for success where one boy meets one girl, as much, at least, are they the conditions when boys school meets girls school. It has taken wisdom and courage and tolerance and mutual dedication on the part of the trustees, the faculties, the parents, the alumnae and alumni, and the students of Miss Fine's and Princeton Country Day to bring off the productive blending of the traditions and personalities and attitudes and programs of these two highly independent entities in the Princeton Day School.*

*The Princeton Day School is in ferment. It is new and exciting and excited. It is asking itself all sorts of basic questions, dreaming all sorts of professional dreams, stubbing its toes occasionally on some of its new furniture. The partners are sitting, now and again, in each other's laps—sometimes by mistake, sometimes because there is no place else to sit, but sometimes because it turns out rather to be fun. All of us wish that our institutional bones were so young—and our institutional problems so new.*

*The particular strengths of the school appear to be these: the enthusiasms which are evident throughout the school community, from the children to the trustees; the eagerness of the faculty members to provide as broad an educational experience as possible in the way most likely to serve best the individual needs of the students; the potentials of the site and the attractiveness of the faculty and administration; and, finally, the imagination, dedication, and perceptiveness of the trustees.*

This report of conditions at the Princeton Day School only three years after its dedication would have proven to Dean Mathey, if he had ever had any doubts, the wisdom of his early decision in 1958 to provide



the stimulus for the marriage of Miss Fine's School and Princeton Country Day School and to maintain his extensive generosity to the new enterprise.

This report served also as a crowning recognition of the incomparable leadership that Elizabeth Dilworth provided during the many years in which one crisis succeeded

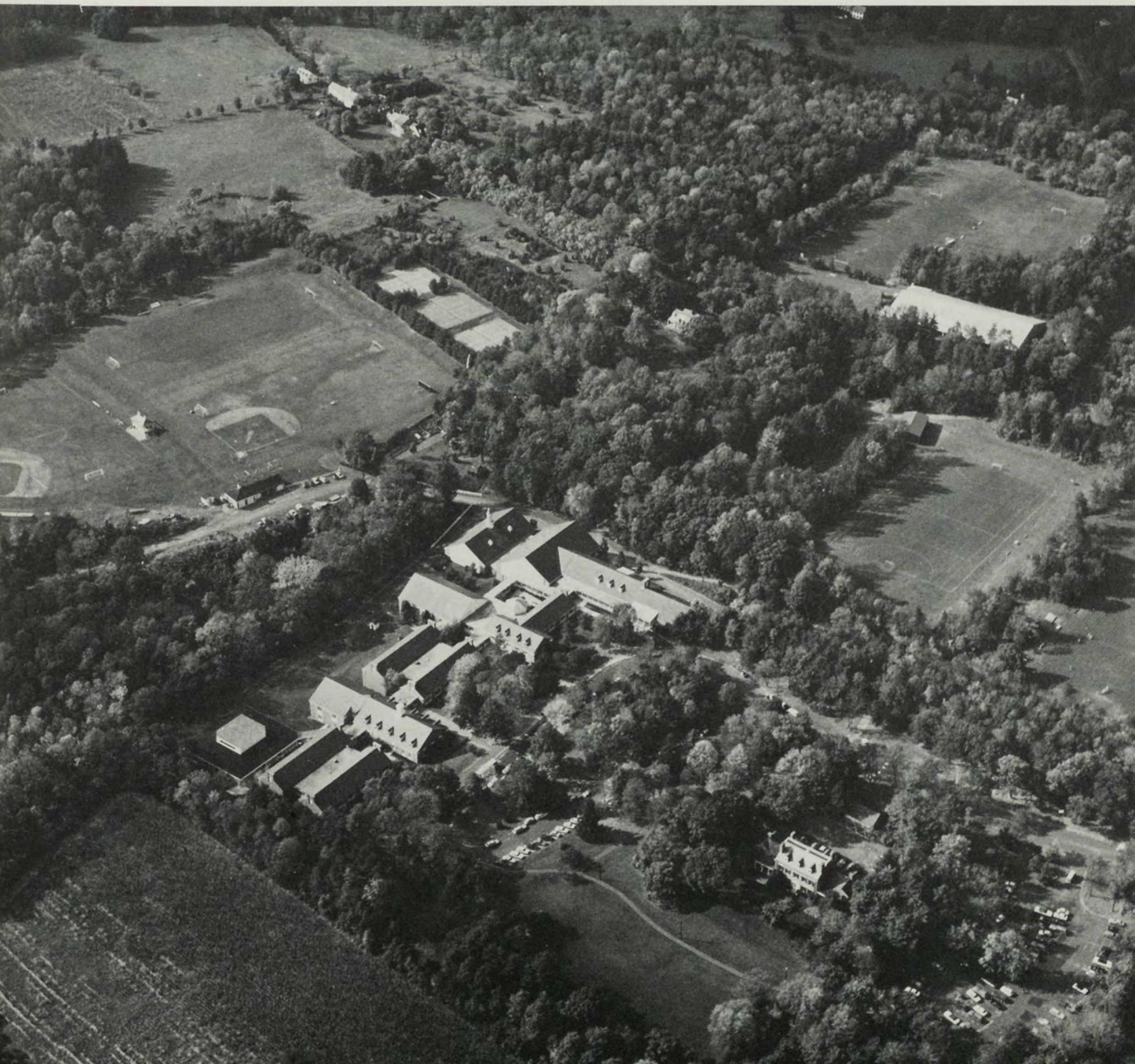
another. After this report was received she richly deserved to retire in December 1968 from the chairmanship, at which time she was unanimously elected an honorary member of the school's board of trustees.

The accomplishments thus far in the life of Princeton Day School are many and attest to the acumen

and foresight of the boards of trustees of the former Miss Fine's School and Princeton Country Day School.

The next—and final—chapter of this book reveals, in a photographic essay, the many facets that comprise the lives of both students and teachers at this truly remarkable school.

*Princeton Day School's 92-acre campus is sited along a ridge just two miles from the center of town.*









## CHAPTER SEVENTEEN

### *Princeton Day School 1965–1990*

**I**n the quarter century since the merger the school has flourished, and today a faculty in excess of 100 educates close to 840 boys and girls from junior kindergarten through twelfth grade. Students come from as far away as Philadelphia and northern New Jersey, and include a wide variety of talent and a minority population of seventeen percent. The school provides a total college preparatory education, which enables students to investigate a rich variety of academic courses as well as creative and athletic programs.

Princeton Day School's 92-acre campus includes a planetarium, an outdoor astronomy site, a 400-seat theater, a 100-seat amphitheater, eight laboratories, a greenhouse, a

bookstore and two libraries containing over 30,000 volumes. In addition, the school houses its own art gallery, two art studios, a crafts studio, a large industrial arts shop, an architectural drafting room and a complete photography studio. There are individual instrument practice rooms as well as a choral and orchestral rehearsal room. Two gymnasiums, eight athletic fields, six tennis courts and a covered ice rink serve the wide variety of sports opportunities.

As an independent school, PDS recognizes its responsibility to maintain a strong academic program and also to educate the young in ways that are inventive, imaginative and responsive to their particular styles of learning. The importance of the community, of caring for oth-

ers and of sharing generously is stressed in all divisions. Opportunities for appreciating and understanding ethnic, racial, economic and religious differences, whether in the classroom or in extracurricular activities, are constantly being encountered.

Just as the trustees were confident in 1965 that the educational venture for which they were responsible would be highly successful, the trustees through the years and today have seen to it that the original dreams were realized and even expanded. Princeton Day School has become an instrument of increasingly effective service to the community of Princeton and to the larger community of the nation in which graduates have taken and will continue to take their places.





*Princeton Day School, spring 1966*



*Making the move to The Great Road seem less strange, J.H. Thomas provided continuity, directing traffic in the mornings and afternoons. "Thomas" died in 1989.*



*The boys tended to seek their own company in the first months of coeducation. Required to wear coats and ties until 1970, they still managed to maintain their individuality and sense of fun.*





*The 1966–1967 administration: Head of Upper School Herbert McAneny, Administrative Assistant Beverly Williams, Business Manager Carl Storey, Headmaster Douglas McClure (seated), Head of Middle School Fowler Merle-Smith, Head of Lower School Madeline Weigel and Director of Admissions Wesley McCaughan.*



*Jean Whitall conducts a freshman math class at PDS in 1967.*





A middle school field hockey scrimmage involves Annabelle Brainard Canning '77, Caroline Erdman Hare '75, Cynthia Bishop-Webster '73 and Anne Russell '75. Interscholastic sports competition begins in seventh grade and continues on several levels through the upper school. Fifty-two teams participate in fifteen different sports.

Theme and Variations: Love Conquers All was an original play written by Anne Shepherd's English VIII students and produced in 1966 as the eighth grade play. The class of 1970 cast includes Brita Light-Lookner, Christopher Reeve, Allyn Love, Erik Heggen, William Bumper White and Linda Mihan.



Cheerleading has been a recurring activity at both Miss Fine's (where eighth graders cheered varsity teams) and Princeton Day School. This team shows Frederica Cagan Doeringer '70, Candace Boyajian DeSantis '69, Elizabeth Rose Stanton '69, Jane Wiley '69, Ronda Davis Fliss '69, Harriet Sharlin Wetmore '70 and Elizabeth Healy '69.



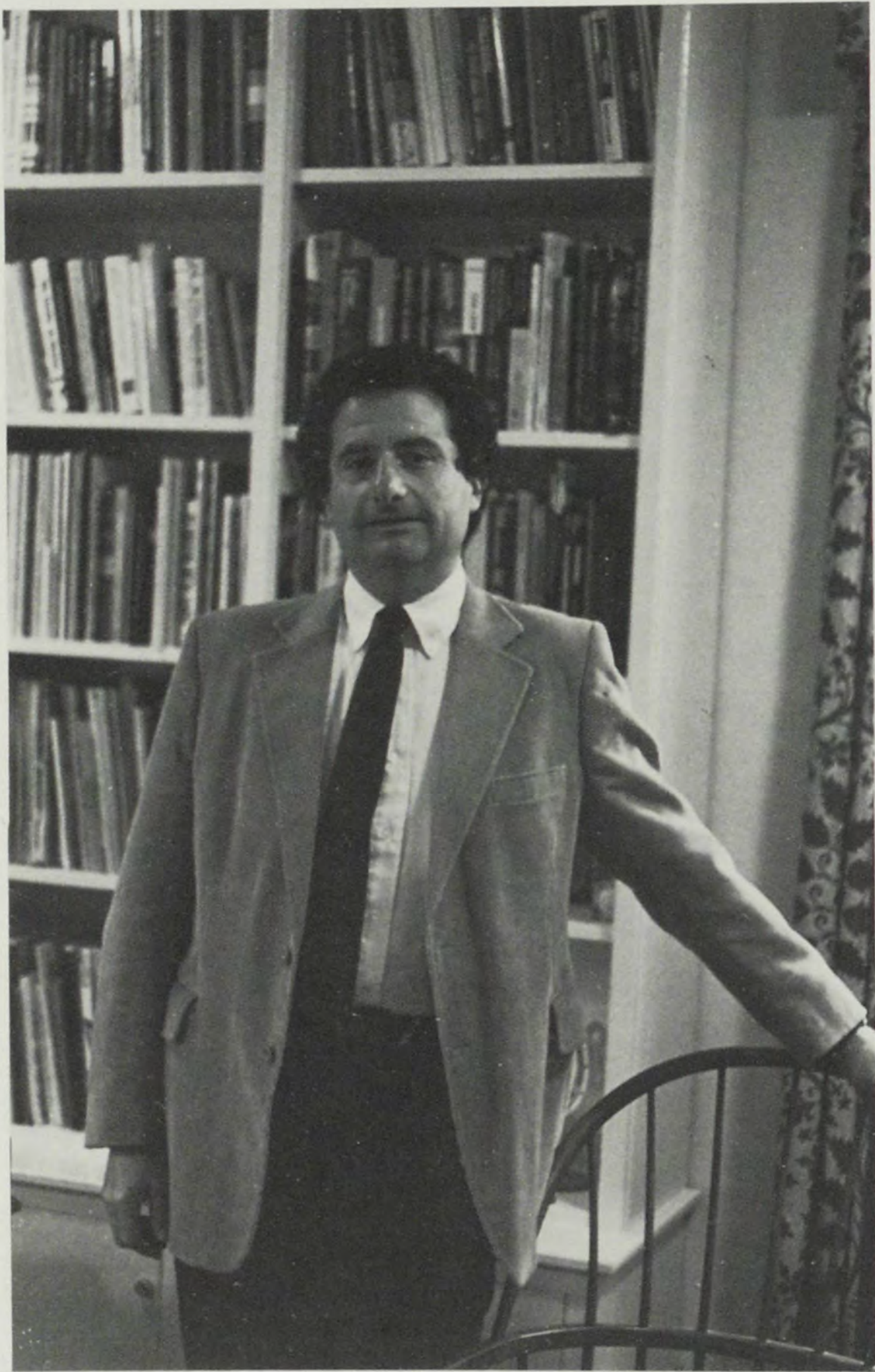


*Frank Jacobson conducts this upper school orchestra in the late '60s. Since then the music program has grown to include a string program and choruses for all levels, a fifty-piece orchestra, an upper school Jazz Workshop and a computer music lab.*



*The rink opened in January 1967 and extends a long tradition of skating. For years, Princeton University made ice time at Baker Rink available to Miss Fine's and Princeton Country Day. As a result, PCD's ice hockey teams were exceptional. The Princeton Day School facility is used by the whole school as well as many community organizations. Over the years, improvements have been made such as enclosing the sides of the building, adding protective plexiglass above the boards and installing an electric scoreboard.*





*Sanford B. Bing came to Princeton Day School as head of the upper school in 1969. For several years he also taught chemistry in the upper school and science to third and eighth graders. He was acting headmaster in the 1982-1983 and 1985-1986 school years and served as assistant headmaster from the fall of 1986 until his retirement from Princeton Day School in June 1987.*

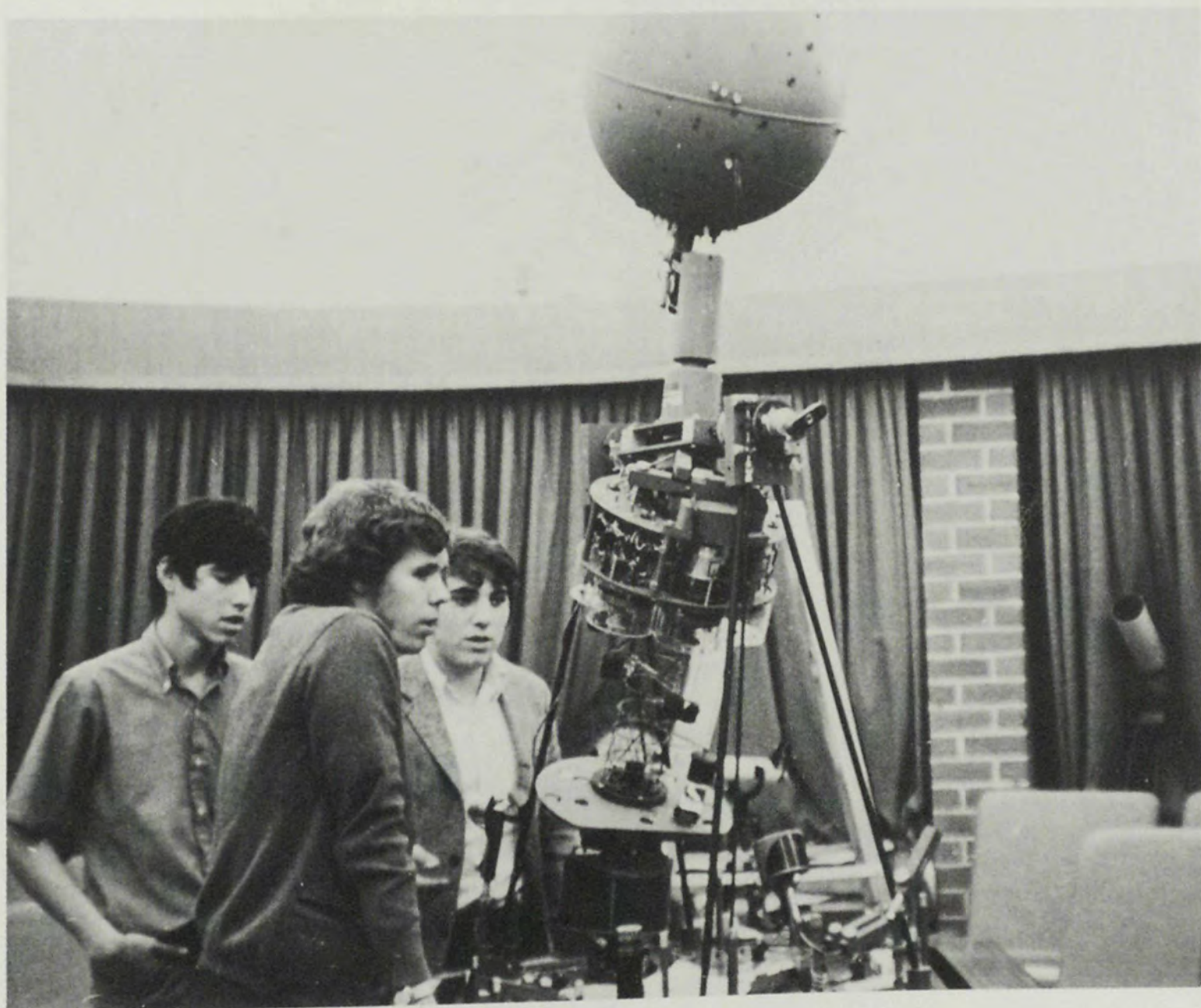


*Deborah Huntington '71 tends flowers in the greenhouse given to Princeton Day School in memory of Margaret "Penny" Wallace '69.*





*Professional shows are hung throughout the year in the school's art gallery. A highlight of the year is the all-school student exhibit of fine arts, crafts and industrial arts in April. The gallery has also hosted two alumni shows. It has undergone various improvements since 1965. In 1977 the gallery was named in memory of Anne Reid '72. The paintings above are from a 1986 exhibit by Darby Bannard.*



*The planetarium is a unique feature of the school given in memory of Stuart Duncan III '72 by his family and friends. In this picture Joseph Punia '71, science teacher Norman Sperling and George Treves '71 look over the equipment.*





The faculty reviews of the 70s spotlighted some surprising talent. Everyone got in the act for this number that features Development Director David Bogle singing a song written by Margaret Gilbert (at piano). Backing him up are Alison Stoltzfus, Wesley McCaughan, Christian Host, Eileen Hohmuth-Lemonick, James Walker, Graham Cragg, Beverly Williams (hidden), Fowler "Mike" Merle-Smith, Henry Rulon-Miller and Douglas McClure.



Athletic Director Janet Baker coached this 1979 junior basketball team: (front row) Hilary "Holly" Hegener, Carolyn Cuesta, Ashley Ammidon, Janet Zawadsky Cleves, Louise Matthews, Louisa Kelly Lambert Walker, Elizabeth Barclay, Kathryn Bowen; (back row) Laurie Gallup, Sylvia Wills, Lorna Mack, Elizabeth Ramsaier, Mary "Polly" Warner, Julia Katz, Sarah Cragg, Margaret Stabler, Kerith Sheehan Putnam and Janet Baker.

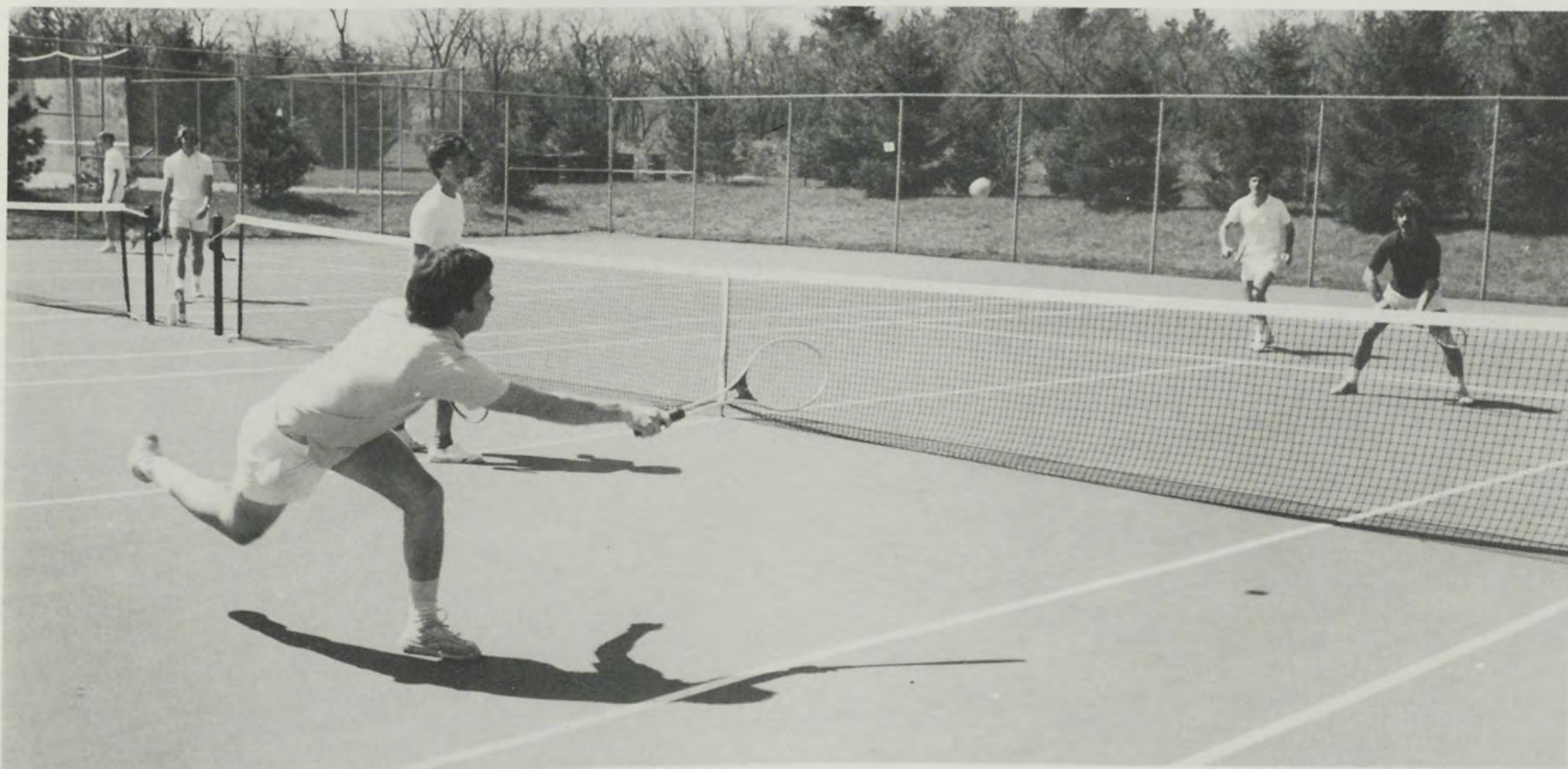
This team manned the front office in 1973 and made sure the school ran smoothly: Bowie Carpenter, Helen Kaplon, Margery Claghorn, Eva Kritz, Susan Wandelt, Gertrude Brophy.







Madrigal singers were an integral part of the musical scene at Miss Fine's and have continued to win praise with the addition of male voices at Princeton Day School. Pictured above is the first group to sing at a festival outside Princeton. They won the trophy at the Festival de Musique Quebec in 1978. Since then the Madrigals have performed (and won trophies) at festivals in Washington, Baltimore, Boston, Montreal, Toronto and Quebec under the direction of Frank Jacobson, music department head since 1967. (First row, left to right) Frank Jacobson, Victoria Howard '79, Patricia Metzger Thomas '78, Mischka Rizzo '78, Erica Frank '79, Resa Browder '79, Muna Shehadi Sill '79, Vivienne Pelletieri '79, Samuel Borden '81, Gary Hatke '81; (second row) Jeffrey Hudgins '79, Douglas Patterson '80, John Wallace '78, Susannah Rabb Bailin '80, David Lifland '79, Jon Spiegel '78, Jeffrey Patterson '78, Cornelia Powers Markle '79.



The school's six all-weather tennis courts host girls teams in the fall and boys in the spring. The boys won the NJAIS Prep B Championships in 1980 and 1981 and were the Mercer County Champions in 1986 and 1988. The girls claimed the Mercer County Championship in 1986.





*The pet show was a tradition carried over from Miss Fine's School. It disappeared in 1971 when the school fair began to command parent energy.*



*Carl Reimers, religion teacher and dean of students, gets advice on the crossword puzzle from John Kalpin '72, Ellen Fisher '73, Louis Bowers '70, Andrew Ahrens '73, and Mark Ellsworth '73.*





Head of the industrial arts department at Princeton Country Day as well as Princeton Day School, Robert Whitlock works with students in the architectural drafting room. In addition to a comprehensive industrial arts program, the school offers four years of architecture courses. It also sponsors an annual Architecture Career Day for students throughout Mercer County.



Jean Osgood Smyth holds the record for most affiliations with the school. She is a member of the Miss Fine's School class of 1931 and served as class secretary for many years. She taught at MFS until 1941 when she married Robert Smyth, a French teacher at Princeton Country Day. After starting a family (Robert, Jr. PCD '57 and Charles PCD '59) she was asked to substitute for a fourth grade teacher at PCD. She then resumed her teaching at MFS and did secretarial work there as well. In 1958 she became secretary to PCD Headmaster Peter Rothermel, and when the schools merged, she became secretary to Middle School Head Fowler "Mike" Merle-Smith while doubling as admissions secretary. In 1991 she won the PDS Alumni Award for her community service.





*Musicals became an annual event in 1969 with Little Mary Sunshine. In 1979 this production of Carnival was transported to New York City and performed for one night on Broadway at Circle in the Square.*



*The middle school addition was dedicated in 1980 and houses several classrooms and an amphitheater. Until then, lower school classes were held downstairs and the middle school was housed in the rooms around South Commons. When the addition was completed, the two schools switched locations.*



*Willie Wade is the glue that holds the school together. In addition to routine maintenance duties he directs traffic, delivers mail, bartends at parties and answers everyone's questions about everything. He is the first to arrive in the mornings and the one who locks up after the buildings have been used at night. He came to Princeton Day School in 1966 and is a reliable source of school history.*





*The Princeton Day School Fair has been held in the rink, on the football field and under tents at Colross. Regardless of its location, it has been a popular event for the whole family since it began at Princeton Country Day School in the 1950s.*



*Henry Rulon-Miller, a 1951 alumnus of Princeton Country Day School, returned as a teacher in 1961 and now teaches middle school math. A candidate for the 1960 Olympic Hockey Team, he has coached all levels at Princeton Day School. He is shown here with the 1973 varsity team: (back row, left to right) Rulon-Miller, Newell "Buzz" Woodworth (in cast), Ellen Fisher (manager), Michael Young, William Erdman, David Beckwith, Thomas Moore, Edward Thomas, Cole Harrop, Ralph Brown, Carl Erdman, William McClellan; (front row) Sandy Gordon Rounds (manager), John Boyd, Duncan Martin, John Mittnacht, Peter Moore, David Barach. NJAIS Prep Championships were won in 1981–82 and 1989–90.*





Miss Fine's and Princeton Country Day began impressive theatrical traditions that have flourished at Princeton Day School. The 400-seat theater is named in honor of Herbert McAneny, headmaster, teacher and drama coach at PCD and PDS. His wife, Marguerite Loud McAneny, directed many plays at MFS.



The '81-'82 season was a good one for Princeton Day School sports. State championships were won by the girls in soccer, field hockey, volleyball and lacrosse and by the boys in soccer. The soccer team, coached by 1973 alumnus Newell "Buzz" Woodworth (far right), is shown with its 1981 trophy. (Kneeling, left to right) Jessica Drezner, Margaret Petrella, Elissa Sharp, Susan Stoltzfus, Lea Erdman, Anne Metcalf, Molly Frantz; (standing) Karen Callaway, Gala Westheimer, Laura Bennett, Suzanne Lengel, Brenda Holzinger, Jacqueline Romeo, Veronica Curvy, Adrienne Spiegel, Anne Drezner. In addition, the girls were victors in NJISWAA soccer championships in 1979, 1980, 1982 and 1989.





Princeton Country Day fielded a six-man football team in the '40s before expanding to regulation size. Princeton Day School teams enjoy a practice field as well as a playing field. The wooden tower behind the spectators has been replaced with a fully enclosed observation tower for the press and for filming. A sound system will be installed in the near future. The football team won NJAIS Prep B Championships in 1973, 1974, 1975 and 1980.



The Princeton Day School boys lacrosse team drives toward goal. NJAIS Prep B Championships were won in 1974, 1975, 1976, 1977, 1980, 1981 and 1985. In 1990, the boys were the Bianchi State Champions.



The Peer Group Program is designed to help freshmen adjust to the upper school through student support. Senior leaders are chosen and trained by faculty in group dynamics and leadership techniques. Senior peer leaders develop trust and respect through challenges such as this outdoor obstacle course.



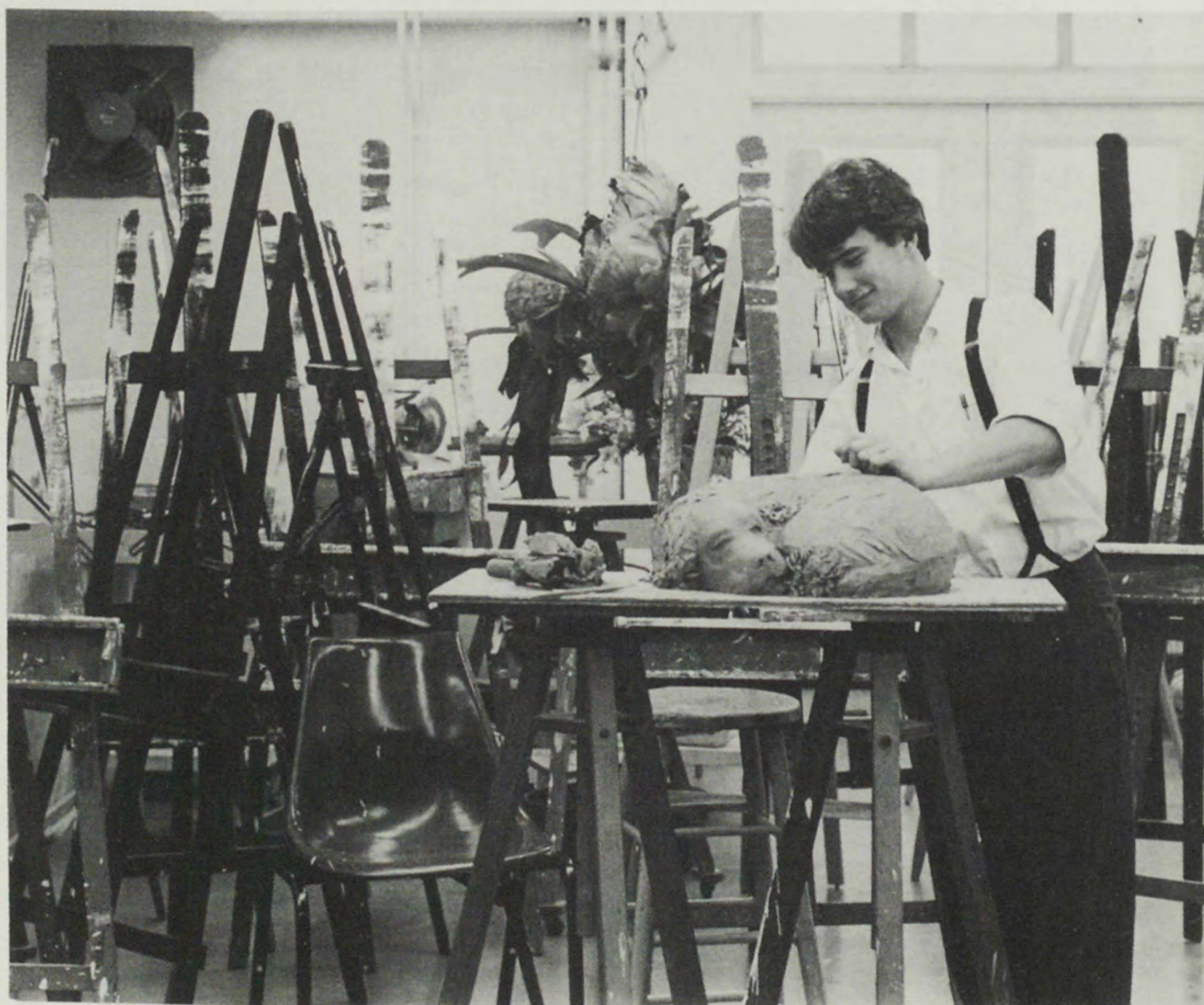


*The PDS panther cheers on the home team.*



*Moyne Smith taught English at Miss Fine's and Princeton Day School. After her death in 1983, her love of the theater was perpetuated through the Lively Arts Scholarship Fund, founded by her husband, Blackwell Smith, and former students.*

Edwin "Ebe" Metcalf '83 (son of a 1951 PCD alumnus) puts the finishing touches to his sculpture, which was honored with a Purchase Award. The awards began in 1970 and recognize outstanding art work by graduating seniors. The school buys and displays the art with funds that were, in the past, provided by the Parents Association. After the death of Mark Winstanley '90 in his senior year, a fund was established in his name to perpetuate the Purchase Awards.







*Arlene Smith has headed the art department since 1960 at Miss Fine's School. The department now includes electives and major courses in fine arts, crafts and photography. She is also the director of the Anne Reid Art Gallery. Here she gives advice to Lemington Ridley '91 on his sculpture.*



*Jeanne Duff teaches lower through upper schoolers such crafts as weaving, enameling, puppetry and pottery.*





Squash was added to the athletic schedule at the request of interested students. It began as a coed club, making use of the University's Dillon Gym courts in the early morning. It later became a full varsity sport with practices at neighboring Pretty Brook Tennis Club. In the '81-'82 season the club included: volunteer parent coach Nicholas Miller (back row), Jeffrey Henkel, William Eglin, Katherine Ijams, Cam Johnson, Christopher LaRiche, Jonathan Jaffee, Katharine Fulmer, Laura Stifel, Scott Miller, Craig Phares, Carl Taggart, James Herring, David Albahary, Yamilee Bermingham, John Wise, Gerrit "Frits" Besselaar, John Jennings, Aaron Woolf and coach David Bogle.

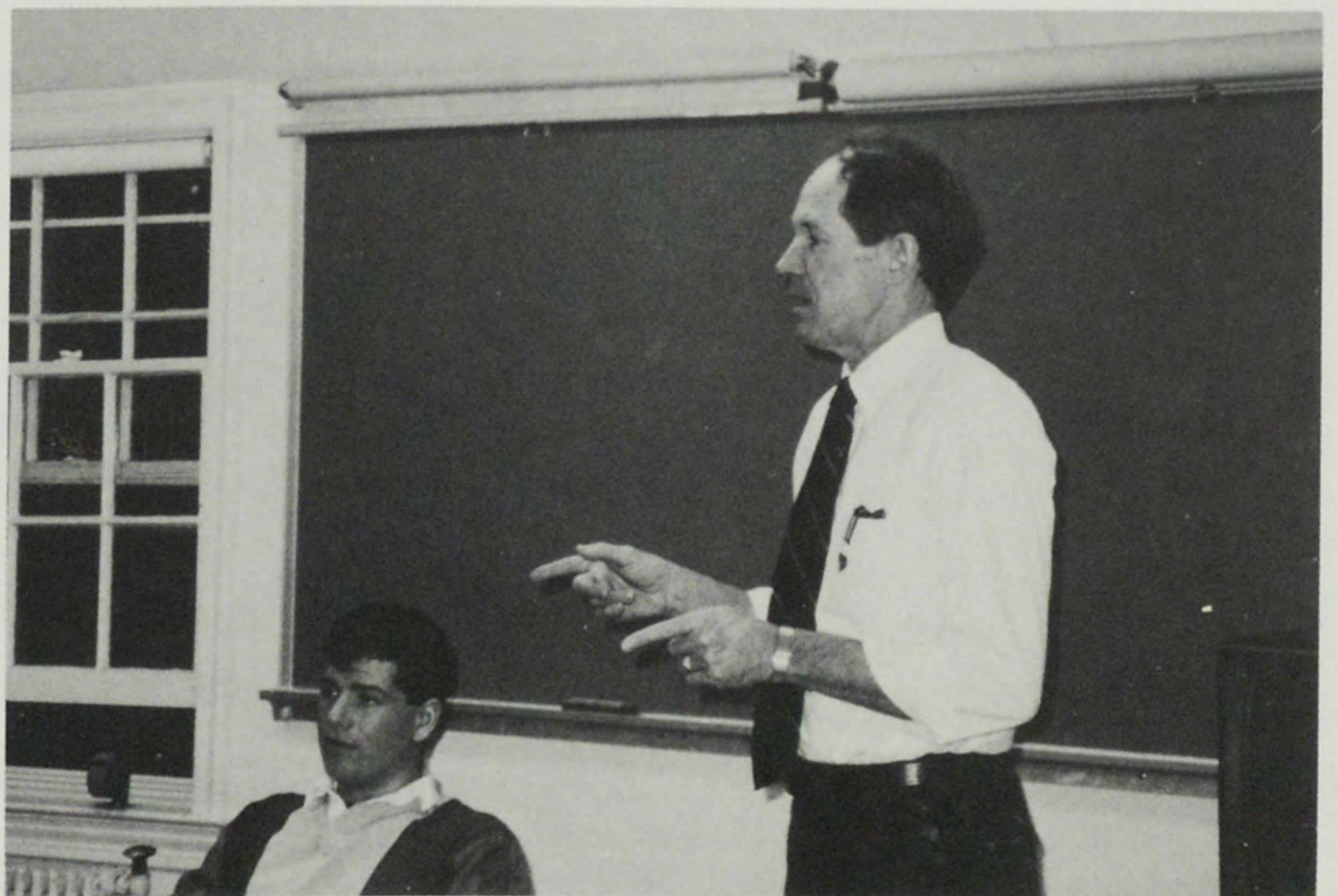


James W. Gramentine served as headmaster from 1983 to 1985.



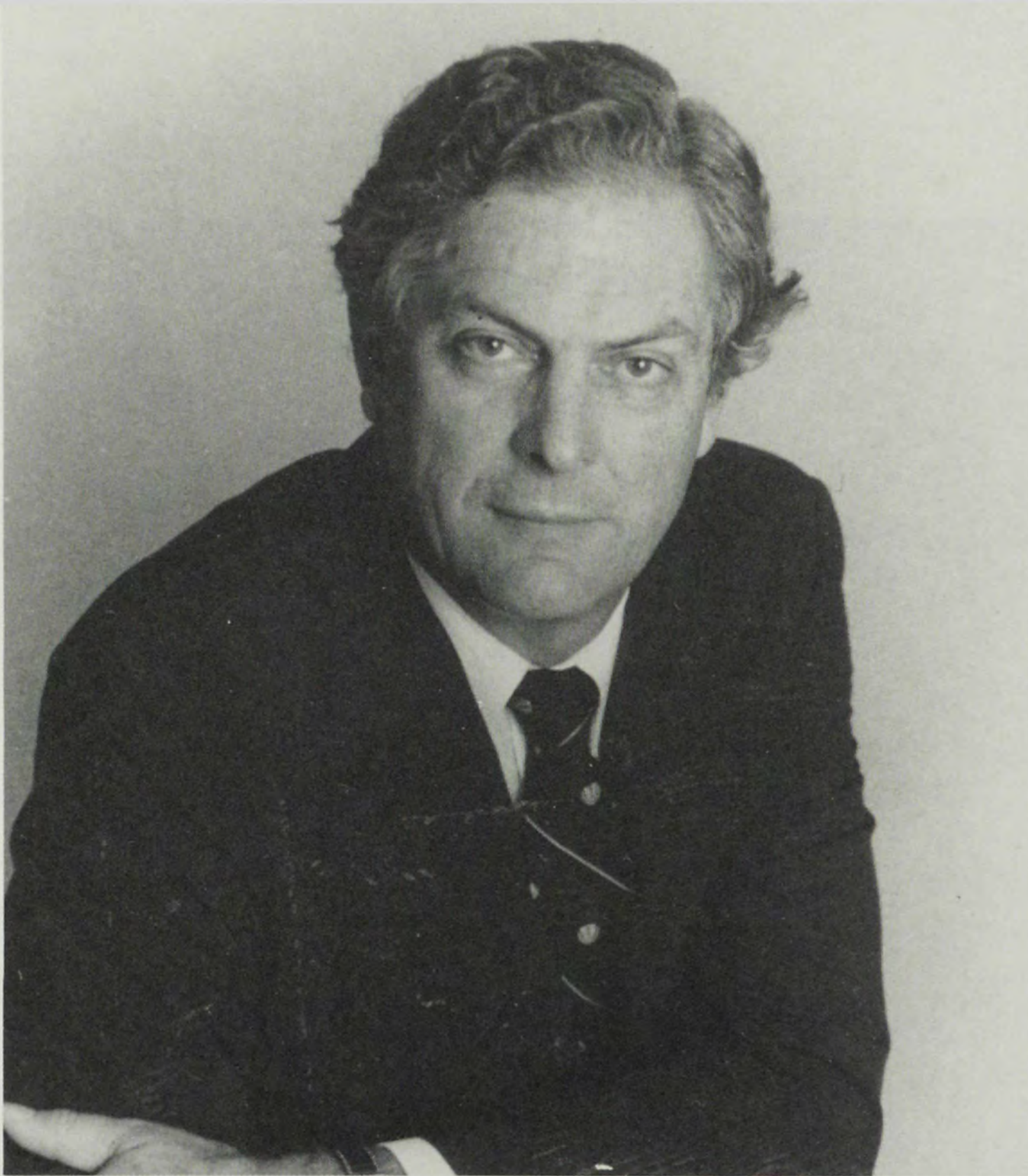


*English teacher Anne Shepherd began teaching wreath-making at Miss Fine's and has continued the tradition at Princeton Day School. The finished wreaths are sold at Candlelight and the proceeds are applied to community service projects.*

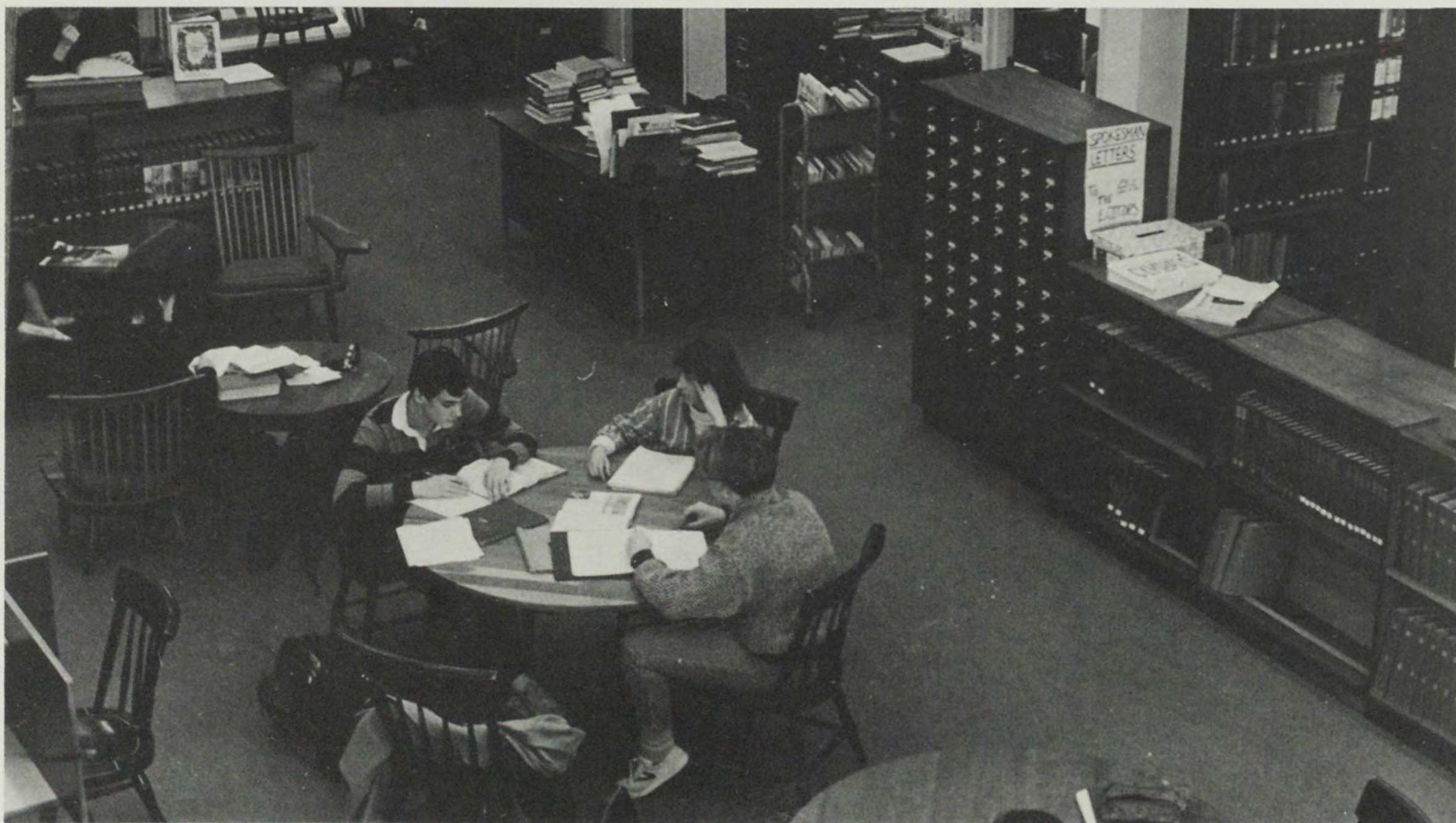


*History teacher Gary Lott (shown in class with Michael Schragger '92) began his career at Princeton Country Day School in 1961 where he also coached football and baseball. He continued coaching at Princeton Day School and added softball and set construction to his extracurricular duties.*



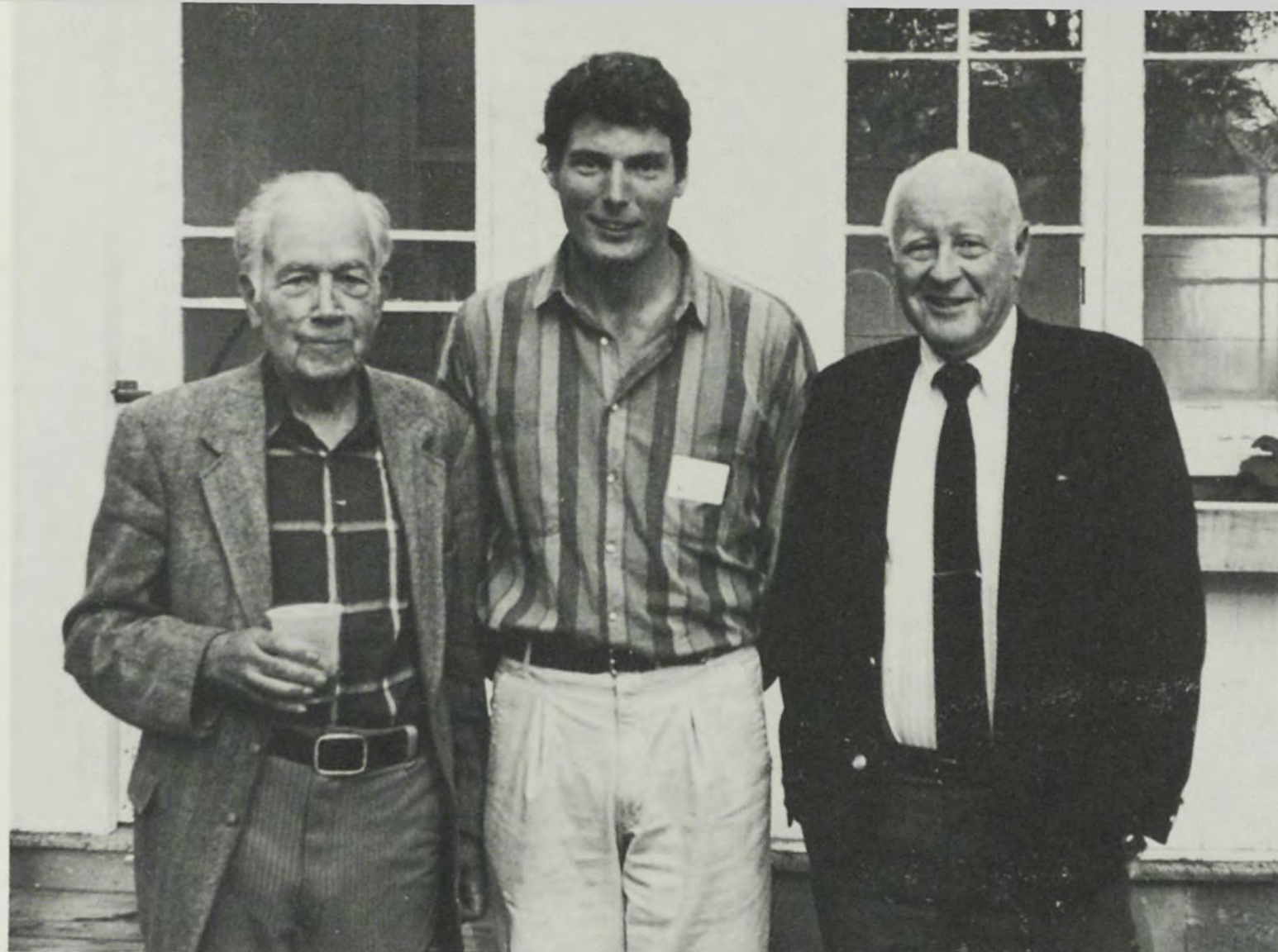


*Duncan W. Alling became headmaster in 1986.*



*Princeton Day School has two libraries containing over 30,000 volumes. The upper library (shown here) is used primarily by high school students while the lower library serves lower and middle school needs. The library has carrels, computer software to enrich the curriculum and a computer that can access Princeton University's on-line catalog and various reference services.*





*Christopher Reeve '70 is congratulated by two of his former teachers, Herbert McAneny (left) and Wesley McCaughan (right), for winning the 1990 PDS Alumni Award at his 20th reunion.*

*This house just beyond the rink became known as the Headmaster's House when the Allings moved in in 1986. It was built by Dean Mathey and he loaned it to Leighton Laughlin's (PCD '41) family in the '30s while they waited for their new house to be built. When the Laughlins moved into their completed house on Drakes Corner Road, Dean Mathey passed the house along to his stepson, Karl Behr. The Behrs' daughters, Susan Travers '60, Sally Ogden '66, Lynn Sanford '68 and Elaine "Winkie" King '71, grew up there. The school became the owner of the house when the Behrs moved from the area.*

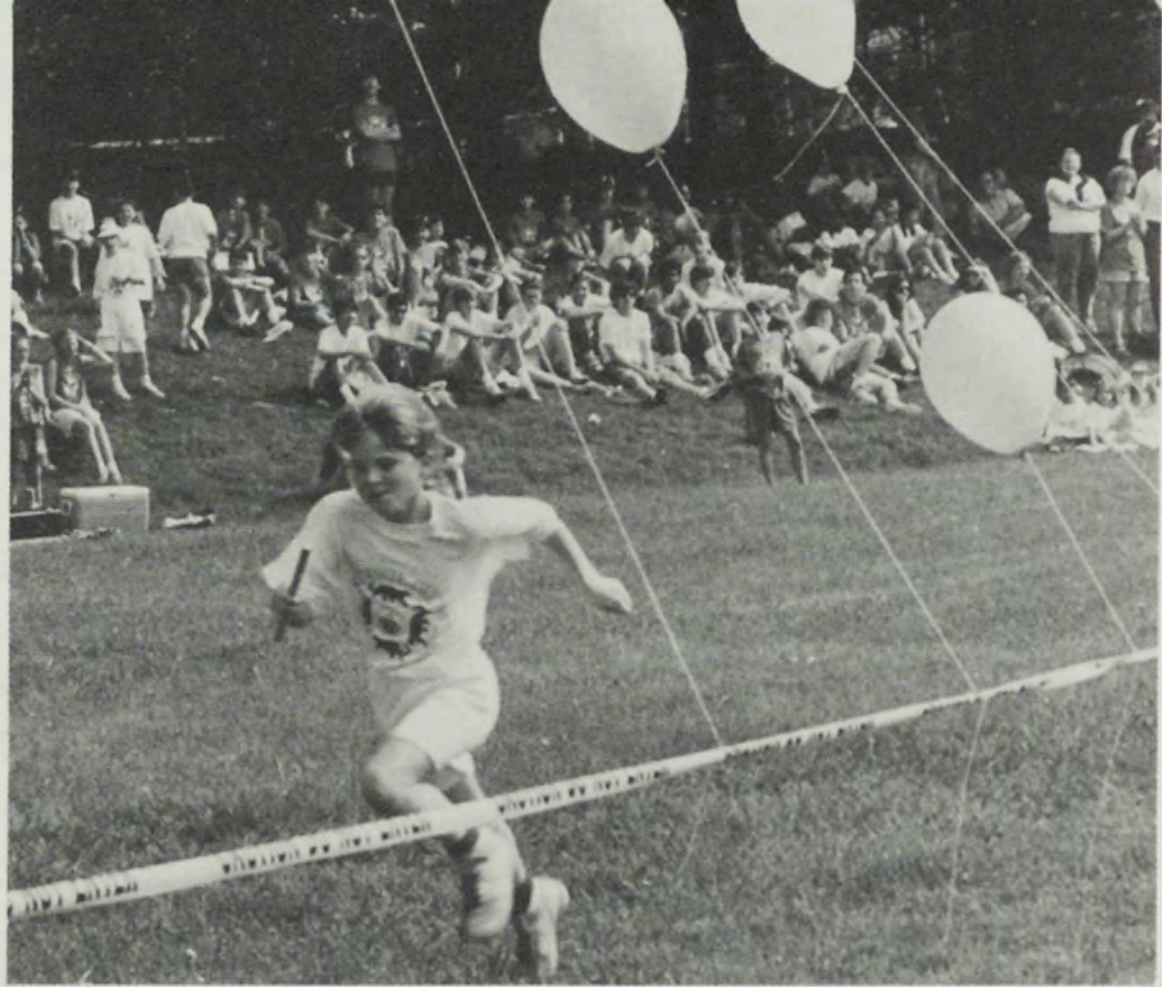


*Lower School Head Sara Schwiebert oversees the lighting of the menorahs and the annual celebration of Hanukkah.*





Madeline Weigel retired in 1985 after forty-three years of teaching kindergarten. She began her career at Miss Fine's in 1942 and served as head of the lower school from 1948-1974. This hug, one of many she earned, came during her retirement party at school.



Intramural competitions developed at Miss Fine's and Princeton Country Day, where each student was placed on a team named for the school colors. The tradition continues at Princeton Day School. All family members are on the same team so that students carry on the loyalties of their siblings or alumni parents and grandparents. Blue/White Day was introduced in 1986 and involves every student, teacher, administrator and staff member in field events. Blue/White competitions occur throughout the school year, athletically as well as academically, and the middle school awards a banner to the winning team at graduation.

Margaret Gilbert is surrounded by her angels at a Christmas program. She taught lower school music at Miss Fine's and Princeton Day School periodically from 1949 to 1983. She composed original songs for school programs and initiated the ambitious fourth-grade operettas.







The first girls ice hockey team was formed in the '74-'75 season. This '83-'84 team shows that they take second place to no one. (Back row, left to right) Tania Schoennagel '86, Kelly Noonan '86, Anna Barrows '86, Robin Cook '87, Rebecca Royal '87, Jennifer Bonini '87, Elizabeth Jaffee '87 and coach Margo Heckler; (front row) Louise Hall '85, Leslie Vielbig '85, Lynn Faden '84, Melinda Bowen '84, Hilleary Thomas '84, Tonya Elmore '85, Birgit Enstrom '85.

Princeton Day School had the signal honor of being the first private school to be enrolled in the Lincoln Center Program. The program is now endowed by the Lambert family in memory of Mary Hamill Lambert MFS '19. It is also funded by a grant from the E.E. Ford Foundation. The Alvin Ailey dancers, shown dancing "Revelations," are one of the professional troupes who perform at school each year.





*The maypole dance, originally performed by upper schoolers at Miss Fine's, is now performed in front of Colross by fourth graders at Grandparents Day in early May.*



*Alberto Petrella and Anthony Proccacini take a break from their many groundskeeping activities. Tony retired in 1990 but Alberto continues to ensure that the Princeton Day School rink has the best ice around.*

*Markell Meyers Shriver '46 (right), director of college counseling, confers with her assistant, Margaret Whalen. Each year the school is visited by over 100 college admissions officers and hosts a college night and college fair. Almost half the students in the class of 1990 were accepted at colleges and universities rated "most difficult."*







Alison Shehadi, head of the math department at PDS, began teaching at Miss Fine's in 1958.

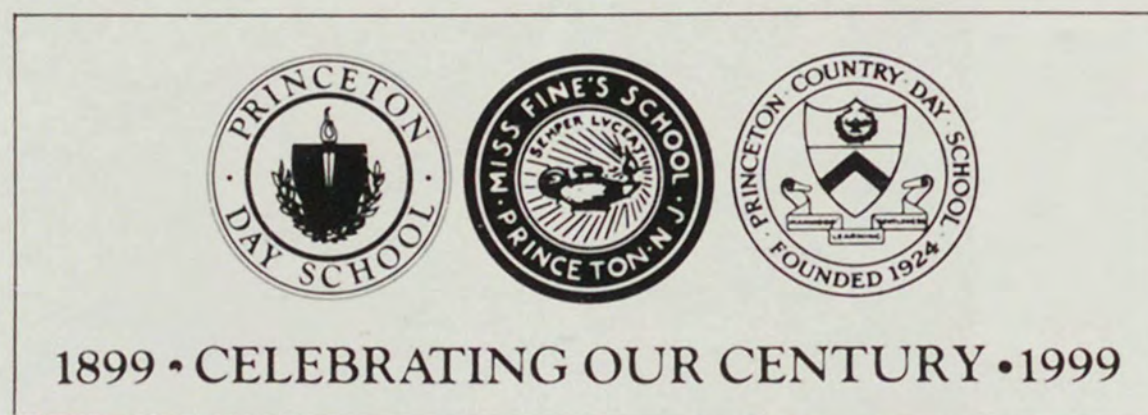
Princeton Day School enjoys individual exchange programs with AFS, E-S.U. and ASSIST. It also takes advantages of ten domestic exchanges for students as well as faculty. Group exchanges with France, Spain and the Soviet Union enable high school students to experience extended stays in foreign countries. The US/USSR exchange program grew out of the 1987 summit meeting between Reagan and Gorbachev. PDS is one of only thirty United States schools chosen to participate. In the fall ten to twelve Soviet students stay with PDS families for three weeks and attend school. In the spring our students attend Moscow School #84. PDS students who participated in the first Soviet exchange in 1989 pose with teacher of religion and Russian studies Daniel Skvir, history teacher and trip advisor Scott Spence, Russian teacher Tamara Turkevich Skvir MFS '62 and headmaster Duncan Alling. The students are (front row, left to right) Jacob Silverman, Won Kim and Joshua Mezrich; (middle row) Jeffrey Zawadsky, Nika Skvir, Leslie Powell, Catherine Regan and Daniel Milstein; (back row) Howard Katz and Robert Biro.







On Monday, September 17, 1990 Princeton Day School celebrated its 25th anniversary. To mark the occasion, the whole school gathered to sing Happy Birthday and share a huge cake topped with a blaze of candles. Headmaster Duncan Alling (far left) introduced faculty and staff who had been present on opening day: (left to right) Deirdre Bannon (hidden behind headmaster), Margaret Whalen, Anne Shepherd, Patricia Osander, Beverly Williams, Ann Wiley PDS '70 (an eighth grader in 1965), N. Harrison "Pete" Buck PDS '77 (a first grader in 1965), Henry Rulon-Miller PCD '51 (holding shovel used in the ground-breaking ceremony), Arlene Smith, Markell Meyers Shriver MFS '46, Alison Shehadi, Jeanne Duff, Robert Whitlock, Willie Wade and Carl Reimers.





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