A Way Of Life

The Story of John Burroughs School 1923-1973

by MARTIN L. PARRY

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July, 1973
John Burroughs School
755 South Price Road
St. Louis, Missouri 63124

FOREWORD

When the school decided to have a fifty-year history written, Martin Parry was the logical choice as its author, not only because of his own personal knowledge of the school but also because of his ability to capture its spirit on paper.

To compile a document which was accurate, complete, and condensed was a difficult task. Many people were pressed into service to assist in the research and the editing. In some time periods information was scarce or incomplete. Among other sources, interviews, memorabilia, school publications, and anecdotes were used to piece the history together.

Nearly forty people—alumni, parents, students, and faculty—had the opportunity to read the first draft, comment upon its accuracy, and make suggestions for changes and additions. (Without exception, each person praised Martin's work.) Then Martin and Margaret Schmidt, Class of 1933 and a faculty member since 1955, examined the readers' suggestions, checked the information they offered, and included some of their ideas. Every precaution was taken to insure accuracy; if any errors appear, we apologize.

The author has used the very interesting pattern of dividing his history into six-year units—the equivalent of a student's stay at Burroughs—and highlighting the events of each period. I believe this method presents the story of Burroughs in a fashion that is both lively and historically accurate.

I hope you enjoy this account of the first fifty years of John Burroughs School.

Edward W. Cissel
Headmaster

ABOUT THE AUTHOR...

When Martin L. Parry retired from the John Burroughs School in June, 1971, he left behind him a distinguished tradition of scholarship and excellence. He had been head of the English Department for twenty-one years, and for all the thirty-two years of his stay here had taught composition and literary analysis with skill and devotion. He designed the English elective program and not only organized the senior May Projects but also sponsored them from their inception. For many years he was in charge of the "Review" and the "World" staffs and practically a whole Burroughs generation remembers him as a stalwart soccer coach. Outside the environs of Burroughs, he was active in the Independent School Association of the Central States, the College Entrance Examination Board, and the National Association of Independent Schools.

He now lives in Florida, enjoying the sunshine his British soul thrives upon. Aside from his academic gifts to this school, he has given to friends and associates the happy memory of a man of principle, tolerance, and warmth enough to persuade one that here indeed is a gentleman.

Wayne W. Arnold,
Friend and Associate

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CHAPTER ONE

1923-1924

Fifty years ago, on October 2, 1923, Mr. Wilford M. Aikin stood on the front steps of the school with members of his staff to greet the first group of boys and girls to join the John Burroughs family. "I recall vividly that auspicious and memorable occasion," writes Dr. Ellsworth S. Obourn. "I arrived at school with four other teachers at 6:00 a.m. We carried out the last vestiges of scaffolding and other materials used in putting the final coat of plaster upon the downstairs corridor near the entrance on the east side. We swept the hallways and were finished in time to welcome the students who arrived on the "Special" that was run on the Clayton Car Line." With this, the opening day of John Burroughs School, a dream had become reality.

Several years earlier, a small but concerned group of parents had held a series of meetings to talk about the schooling of their children. Alert to the new spirit in education, they wished their boys and girls to profit from the best that modern thought and practice had to offer. A school, they felt, should be a place where a child enjoys learning, where he is stimulated to intellectual endeavor, not dragooned to walk single file along corridors or to eat his lunch in bleak silence. "If you have a child of about fifteen," they said, "try talking to him of square root and meteorology. You will probably find a willing and rather drowsy mind. But, talk to him of air pressure on an aeroplane wing and you will probably find a mind more alert than your own."

Some members of this group—Mr. and Mrs. J. Lionberger Davis, Mr. and Mrs. Fred B. Eiseman, Mrs. George Gellhorn, Mrs. Warren Goddard, and Mr. and Mrs. Ernest W. Stix—had been active six years before in founding such a school at the elementary level, Community School. They had further reason for wishing to provide at the secondary level a similar, continuing education for their own boys and girls.

At first the parents tried to bring about changes within the schools which their children were already attending. But they met stubborn resistance or open rebuff. "A bold decision was forced upon us," says Mrs. Gellhorn with a twinkle. One of their members, a physician, had been visiting his daughter's school. When he came to the biology class, he found that no distinction was made between the sexes of animals they were studying. Such a discovery might corrupt the minds of young people. Right then and there he took his daughter out of the school. But where was he to send her? There was no other school. "And so, of course," concludes Mrs. Gellhorn, "we had to go ahead and build one!"

The story that best relates the early founding days has been told in a report given by Dr. Leonard D. Haertter to the Board of Trustees in 1939, when he was Director.

Thoughts of a new school in St. Louis began to take definite shape in 1921. From the minutes written by Mrs. George Gellhorn, I find that one of the first meetings was called in May 1921, at the home of Mrs. Clement R. D. Meier to consider the formation of a Country Day School for Girls. A motion was passed authorizing Mrs. F. B. Eiseman to investigate such schools then in existence and report. At a second meeting, Mrs. Eiseman reported that Mr. Raleigh Schorling of the Lincoln School [New York City] would be in St. Louis on November 25th and 26th, and that it seemed advisable to have him address a group of parents interested in establishing a new school here. A committee was appointed to arrange a luncheon meeting at Hotel Statler on November 26, 1921, at which time Mr. Schorling described the class work, self-government, and the

curriculum of the Lincoln School.
As a result of this meeting, Mrs. Hugh McKittrick Jones offered the following resolution:
"Resolved: That the Chair appoint a committee at this meeting, with power to increase its membership at will, to consider the organization of a Country Day School for Girls, together with the problems it involves, such as location, finance, curriculum, and educational policies."
Such a committee was appointed and consisted of Mrs. Walter Fischel, Mrs. C. R. D. Meier, Mrs. Erastus Wells, Mrs. Fred B. Eiseman, Mrs. Hugh McKittrick Jones, and Mr. Louis H. Egan.

Unfortunately, the minutes of many subsequent meetings are no longer available. Mrs. Gellhorn has told us that among other parents visiting schools and consulting with prominent educators, she and Mrs. Ernest Stix went East to visit Bryn Mawr College and Columbia University. "What under the shining stars do you want a girls' school for?" asked the President of Bryn Mawr. "Don't you know that the whole future of education lies in co-education?" They encountered the same reaction at Columbia. When they returned to St. Louis, the consensus was that the school should indeed be a private co-educational day school.

The New School, as it was then called, soon became the talk of the town. "We were always going to dinner parties," says Mrs. Gellhorn, "and each time we would bring a new guest to inoculate him!" But when word got out that boys and girls were to be educated together, many people threw up their hands in horror. Education in St. Louis would be ruined, they said. Some withdrew their support altogether. Whenever the issue arose, civil war broke out dividing family against family, children against parents, friend against friend. The New School became a conversational battleground.

By March, 1922, an Executive Committee, headed by Mrs. David O'Neil and Mr. Louis Egan, was set up to take charge of plans. Most parents wished to find a site somewhere in the country, close to nature and free from pollution. Accordingly, an option was

secured on the Barren property, seventeen and a half acres located at Price Road and the United Railways right-of-way, which could be purchased for thirty-five thousand dollars. It was an advantageous location, situated in a district where property values had become established and were likely to increase. The building site itself was a relatively high plateau, entrance to which could be obtained "over easy grades and through a beautiful grove of trees."

Price Road, looking north, the Barren property which was purchased for the school lies to the left of the road.

The view is to the east, toward Price Road, from the approximate location of the soon to be built John Burroughs School. Both photos were taken in January, 1923.

At a meeting in the fall of 1922, Mr. Egan presiding, it was decided to pick up the option on the site. A number of those present—including Mr. Egan, Mrs. Gellhorn, and Mrs. Stix—guaranteed the purchase money.

The question then arose of naming the school. Should it be called Trudeau? Sunnyside? Price Road? Foundation? Lewis and Clark? Green Oaks? Broad Acres? Clayton Community School? Much haggling ensued. Legend has it that around midnight, Mr. Ernest Stix, who had been quietly dozing in a corner, suddenly woke up and exclaimed: "Oh hell, call it John Burroughs, and let's go home!" And John Burroughs it was. The naturalist, who had died just a year earlier, typified many of the ideals the founders were seeking for their children. "He loved personality for its own sake," they said. "He coupled the appreciation of beauty with a rugged spiritual sturdiness. He radiated self-reliance, usefulness, brotherliness. Particularly he admired leadership founded on high motive."

With the naming of the school came also the creation of the John Burroughs School Association, the management of which was to be vested in a board of trustees, not less than twelve nor more than twenty-one members of the Association to be elected at an annual meeting. Meanwhile a temporary board was elected from those present at a meeting on November 17, 1922. It took faith in those days to be a board member of a school so highly controversial yet non-existent! Tall and indomitable, Mr. Louis Egan was unanimously made President. Mrs. Hugh McKittrick Jones was elected First Vice-President; Mr. C. R. D. Meier, Second Vice-President; Mr. Fred B. Eiseman, Treasurer; Mrs. George Gellhorn, Secretary. Members were Mr. Eugene Angert, Mr. Willard W. Boyd, Jr., Mrs. Ernest W. Stix, Mr. J. Lionberger Davis, Mrs. Joseph W. Lewis, who had the reputation of being afraid of neither God nor devil, Mr. G. Riesmeyer, Jr., and, later on, Mr. Benjamin Gratz and Dr. and Mrs. Evarts Graham.

An idea of the kind of school the founders had in mind at this time may be gathered from a letter which Mr. J. Lionberger Davis wrote to Mr. Louis Egan on November 21, 1922. It is worth quoting at some length.

We have a fundamental need in St. Louis for a progressive yet balanced, secondary school which will offer to our boys and girls opportunities for self-government, whether they come from homes of rich or poor, provided they are willing and anxious to learn to think and eager to serve. We have a small but loyal group of men and women who want to make possible an inspiring adventure into fields of learning for their own children and for others. We have a great city and thousands of parents in it who want to share with their children the stimulating influences which awaken interest in the community and the world beyond, with all its wonders of science, letters, and art; and who wish to continue the intimate contacts and influences of the home as long as it is wise to do so.

Let us not forget that we are dealing with the greatest thing in life—the home, of which the school can never be the substitute, but may be the greatest associate. Let us always keep in mind that the child of today will be the man or woman of tomorrow, with its ever increasing perplexities. Can anyone deny that we need men and women who can think and are willing to serve? And, if we are quite frank with ourselves, are we doing our full duty if we do not create and stimulate the best opportunities in our own community for the citizens of the future?

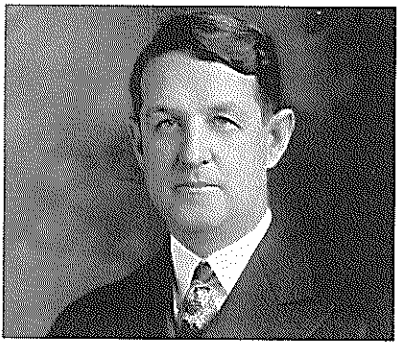
With increased enthusiasm and effort, the new Board set about creating "the home of an Idea."

At its first meeting on November 18, 1922, the new Board decided to engage the services of Dr. Allen D. Albert, who had handled a fund-raising campaign for a private school in Pittsburgh. When Dr. Albert suggested that the goal be raised from $300,000 to $500,000, a sum sufficient to meet the needs of the school for the next five years, all that was necessary was a simple motion by the Board—such was the faith of this dedicated group. The money was to be raised by mortgage bonds, certificates of membership in the John Burroughs School Association at one thousand dollars each, and supplementary gifts. It was further hoped that individual founda-

tion scholarships of eight thousand dollars would be forthcoming, each to bear the donor's name and to produce an annual income of four hundred dollars.

The Architectural Committee, headed by Mr. Fred B. Eiseman, chose the firm of LaBeaume and Klein to design a school that would accommodate one hundred students with room for expansion to take care of an ultimate enrollment of two hundred-fifty to three hundred students. The Committee decided upon a Spanish style of architecture, says Mrs. Hiram Norcross, "with the thought that St. Louis had always been the gateway to the Southwest. Hence the white plaster, and a red tiled roof."

The next step was to find a suitable director. Feelers had already been put out by those who had visited prominent educators and progressive schools in other parts of the country, schools such as the North Shore Country Day School in Winnetka, Illinois, and the Scarborough-on-Hudson School in New York State. The trustees wished to find a man who would share their own forward thinking and enthusiasm in starting a new school. Such a person was Mr. Wilford M. Aikin, who because of his interest in progressive secondary education had relinquished his position as Professor of Education at the University of California to direct the Scarborough School. Mr. Aikin was admirably suited to the task: he not only supported the views of progressive education but had a genius for translating those ideas into action. When he arrived on the scene in January, 1923, he found no school building, no equipment, and no faculty—only a building site. But he did find a wildly enthusiastic group of parents.



Wilford M. Aikin, the first director.

In the meantime, Mrs. George Gellhorn, noted for achieving the impossible, had been asked to take charge of executive offices to be opened at the Wall Building in the city. By paying off back rent, she secured the office furniture. Then she called her old friend Miss Amy Scholz, who had worked with her at the League of Women Voters. "Amy," she announced over the phone, "have you heard about the new school that's starting? I want you to come down and talk to me about it." When Miss Scholz entered the office, she was greeted with the questions: "When can you start? Tomorrow?" After hearing about the school, Miss Scholz went back home to mull over the idea. Next morning she returned to give her decision, but before she could utter a word, Mrs. Gellhorn, hearing the clang of the elevator gate, told her to sit at a desk and pretend to be typing. When the trustees walked in promptly at nine o'clock, there was the office, furnished and ready for action. This was the way Mrs. Gellhorn operated; it was also the beginning of Miss Scholz's undeviating loyalty and service to the school for the next thirty-two years.

Now that the ground had been purchased and the projected school incorporated under the laws of Missouri, a formal dedication of the site and flag raising ceremony was held on March 24, 1923, Mr. Aikin presiding.

The time had now come to raise the half-million dollars approved by the Board of Trustees for the construction and operation of the school. The major drive of the campaign was planned to take place during the first week of April. In the meantime, headquarters were established on the second floor of the Statler Hotel. Mr. J. Lionberger Davis, Chairman of the Campaign, was assisted by Mr. Isaac H. Orr, Treasurer; Mr. Ernest Stix and Mr. Eugene Stinde, Chairman of the Telephone Campaign. Speeches, pamphlets, news articles, radio broadcasts, personal visits, telephone calls—all were brought into service to advance the cause. In their enthusiasm for the new school, the volunteers knew no limits nor felt any limitations. Mrs. Eugene R. McCarthy and the telephone squad went down the directory list recruiting every possible, and sometimes impossible, candidate. "We were all so completely sold on the idea ourselves,"

says Mrs. Hugh McKittrick Jones, "that we were almost inspired, so inspired that at times we were inspired to do the wrong thing and ask the wrong people for money. I remember once we asked an old bachelor who had been a recluse for years." Nor was the excuse "But I have no money" an easy retreat. "We want you," they replied; "we shall be helped by your interest. And maybe you would send us ten dollars!"

The results of the campaign were remarkable. Eighty-five subscriptions of $1,000 each were pledged; forty-three ranging from over $1,000 to $5,000; and ten from $5,000 to $12,500. Ultimately some $339,000 was pledged to the new school. The proposed buildings, including real estate, brought the investment to a total of approximately $450,000.

While the campaign was going on Mr. Aikin had begun his search for faculty. His injunction from the Board was to bring together the best possible group of teachers he could find. "Great teachers make a great school," said Mr. Aikin, and the trustees agreed. They provided the opportunity, outlook, and salary to attract the very best. By the time of the first Annual Meeting on May 15, 1923, Mr. Aikin was able to announce their names: Miss Edna A. Booth (Household Arts), Mrs. Charles Hosek (Art), Mr. Deyo S. Leland (Physical Education), Mr. G. H. V. Melone (Social Science), Miss Dorothy J. Mumford (Physical Education), Mr. Ellsworth S. Obourn (Science), Miss Ellen Richardson (Latin), Mr. Howard F. Seely (English), Mr. Alan T. Street (Mathematics), Mr. F. M. Treat (Industrial Arts), Miss Alice E. Van Horn (French). Later additions to the staff were Mr. Charles McCoy Baker (Latin) and Dr. Ethel M. Riddle (Psychologist) in 1924, Dr. C. K. Sibley (Mathematics and Science) in 1925, Mr. Leonard D. Haertter (Mathematics) and Miss Sarah E. Tracy (Mathematics) in 1926, and Mr. Mark A. Neville (English) in 1927. These were the men and women who, under the direction of Mr. Aikin, were charged with the responsibility of realizing the aims and ideals of the founding parents.

For awhile, it appeared that John Burroughs might after all turn into a school primarily for girls, the girls outnumbering the boys almost two to one in the enrollment figures. No boys had applied for admission to the tenth grade, the top grade at this time. Some

parents were still fearful that co-education might emolliate their sons. However, Mrs. Hugh McKittrick Jones, Chairman of the "Getting Pupils Committee," went to work to even the balance. It was not long before the first boy to be admitted, Bill Stix, and the first girl, Martha Gellhorn, had equal representation. In addition, the Committee approached some of the public schools saying, "Give us your very best pupil, and we will show him the way to John Burroughs School." Many did so. As a result, the tenth grade became a strong class. The tenth grade students, who had three years of seniority ahead of them, accomplished much in their time, laying the foundations of student government and setting the tone for years to come.

On October 2, 1923, John Burroughs School opened its doors with an enrollment of seventy-five students and a faculty of ten. It was an exciting day: a sparkle in the air and on the faces, a feeling that at last a dream had come true. Had you been living on Grand Avenue—and all but one of the students lived in the city—you would have got up in time to catch the eight o'clock streetcar, the one bearing the sign in front: "Special: John Burroughs School." Winding its way to Clayton, it would have taken you past the County Courthouse and a scattering of shops, across open fields in the country, the rear end rolling to starboard and the front to port as it gathered speed, on past the little village of McKnight, until you were deposited beside a narrow blacktop country lane full of chuck holes. You had reached your destination at Price Road. As you climbed the footpath to the school, ahead lay the Director's house, a white frame building once a farmhouse, from which Mrs. Hugh McKittrick Jones was watching this almost unbelievable event. The John Burroughs School had started.

At this stage the school was a modest building. Although LaBeaume and Klein had drawn a design in which the present Art Gallery was to be the main entrance, the building at this time extended north only as far as the first classroom beyond the present entrance. Behind was the Small Gymnasium, the walls rising but still unroofed, and a graded area to the right to become the chief playing field. The third floor of the main building was no more than an unfinished attic with a rough concrete floor and raw rafters; how-

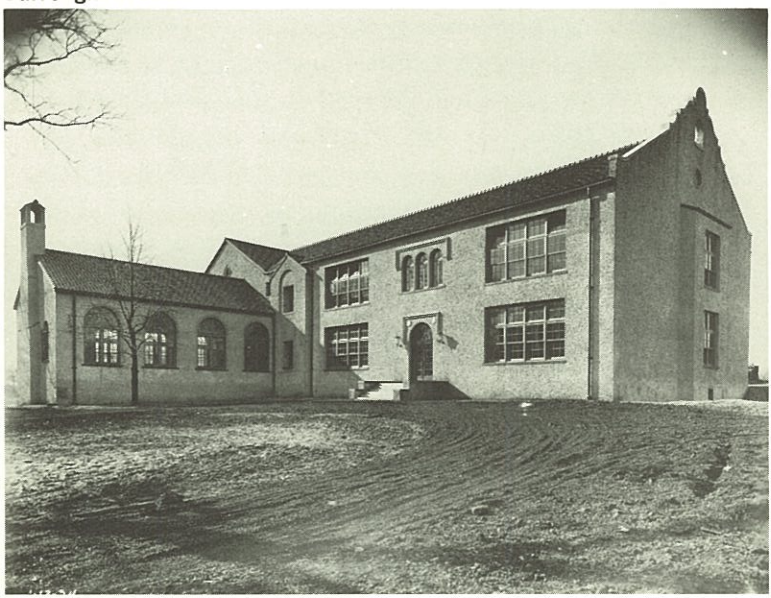
ever, with the addition of lockers and benches it served as the boys' changing room until the gymnasium was completed.

What was this first year like? Fortunately, a member of the first graduating class, Mrs. Hiram Norcross (Emily Lewis), has recaptured for us the spirit of those early pioneering days:

It is not hard to dig into our memories and recall the feeling of excitement in early October, 1923, when John Burroughs School opened—a few weeks late as essential construction was being completed. This school had been the dream of our parents . . .

Mr. Aikin assembled an astonishingly brilliant faculty. We were only about seventy students that first year, but what teachers! I especially remember Mr. Seely, English; Mr. Baker, Latin; Mr. Obourn, Science; Mr. Melone, History. The school started with the seventh grade and went through the tenth, with our class progressing on the following years to eleventh and twelfth. So, as tenth graders, we were the equivalent of seniors, with the exciting task of forming a constitution for student government, establishing an

Burroughs in 1923.



athletic society, commencing the magazine "John Burroughs Review," and naturally, holding all the main offices from Speaker of the Assembly, to Editor-in-Chief, to captaining the Blues and Golds, to capturing leads in plays! Since there were only fourteen of us that first year—miraculously evenly divided between boys and girls—we were kept busy. It was pretty heady living!

. . . We did not have enough boys in our small school to compete well interscholastically in football, but we girls did do well in hockey—after all we were a country day school, and played every day. Boys and girls each had a playing field, but we shared the original gym . . . We lunched all together in the beautiful dining room—Rose Burkhardt was the cook—on hot meals, a teacher at each table "dishing up." Just before the special street car left each day there was an apple cart. One of the chief disciplinary problems with which the infant student government had to cope was reckless apple core disposals on the "Special."

. . . Our advanced French class was very small, and in spring Miss Van Horn would sometimes walk us up the tracks to the end of the line to the hamburger stand (where Ladue City Hall now is)—naturally conversing in the language of Victor Hugo and Daudet! Behind Busch's Grove were fields and woods and ponds and, occasionally, Mr. Obourn would take our science class on a field expedition. We would besiege him with questions on algae and frogs till he forgot the time so we could be late back to school for the next class.

We read voraciously. We wrote themes, stories, poems like writers possessed. We had a tremendous sense of comradeship with each other, and a fierce sense of loyalty to the school. Every misdemeanor became fraught with drama, and every joke the epitome of wittiness. For us girls, studying with boys and being taught by men teachers was a strange and exhilarating experience. We were all united in the founding of an institution.

While the school prepared all of its students for college, it placed the emphasis not on preparation for examinations, but on the joy of living. "School is not only a preparation for life," maintained Mr. Aikin, "it is life. School life, therefore, should be interesting, and full of color and variety. . . ." If the choice of academic subjects was unavoidably controlled by college entrance requirements, other areas of growth, considered "decorative fringes" by most schools, were treated as valid educative experiences. The fine and practical arts along with physical education had equal rank in the curriculum with English, French, Latin, mathematics, science and social science. Largely at the insistence of Mrs. Ernest Stix and some other parents, the fine arts acquired status in the school from the start. Students attended symphony concerts, heard lectures on the history of art from Professor Edmund H. Wuerpel of Washington University, and worked creatively in painting and sculpture. Like it or not, physical education was compulsory for both girls and boys; it was regarded simply as a matter of keeping healthy, physically and emotionally. And most of them did like it because of the patience and understanding shown to those who were not natural athletes. But broadening the curriculum was no invitation to laxness. Although Mr. Aikin himself was opposed to teaching dead languages, the trustees insisted upon the inclusion of Latin as representing the kind of rigorous discipline they felt to be important. When they remained adamant, Mr. Aikin went out to look for the best Latin teacher in the country and brought back Mr. Charles M. Baker. It was both an exciting and challenging period for teachers and students alike.

If the scholastic part of the curriculum had to submit to college requirements, the class work did not. Look into a classroom, and you might find a student learning geometry while poring over the plans for a house; or constructing Roman fortifications and battering rams for a project in Latin; or studying maps and leaflets about city waterworks, part of a problem in social studies. Even disadvantages were turned around. Since industrial arts had no equipment to start with, students drew plans for a shop to be built on the north side of the gymnasium. Later on, they helped to dig the

foundations. No matter if the trench filled with water and was used only for a dunking hole, they had been learning from a living situation. This kind of approach Mr. Aikin strongly encouraged. A commonplace today, you say? But far from it in 1923.

Physical education was for the most part limited to intramural sports. However, from this necessity Coach Leland conceived the idea of developing Army and Navy teams for the boys, Blue and Gold teams for the girls. On Fathers' Day, November 11, 1923, the Army and Navy teams played their first regular intramural football game, the beginning of a series which ended that year with the Army victorious. In hockey, the Gold team defeated the Blue; and next year the varsity hockey team, coached by Miss Mumford, defeated both Clayton and Kirkwood in the first of its outside games. The gymnasium was ready for use in December, 1923. Football gave way to basketball and speedball. The latter, played in a newly levelled area north of the gymnasium, proved to be something of a misnomer since, periodically, the game had to be stopped to rescue the goalie, "stogged" in three feet of mud and slowly sinking out of sight.

A few scattered highlights come to us from the early years. On October 12, 1923, in an open-ended ceremony both the main building was dedicated and the cornerstone laid. Jumping up from her desk at the executive office, Mrs. Gellhorn exclaimed, "Amy, I've got to have something to put in the cornerstone!" Grabbing a daily newspaper and a handful of school brochures, she hurried off to the ceremony. The speakers that day were Dr. Stratton D. Brooks, President of the University of Missouri, and Mrs. Elias Michael, a member of the St. Louis Board of Education. A staunch supporter of the new school, Mrs. Michael praised the democracy of the institution in offering scholarships to those who could not afford the tuition and saw the possibilities for a private progressive school like John Burroughs "to blaze a trail and offer to others the knowledge gained by experience." Mrs. Hugh McKittrick Jones concluded the ceremony by lavishly mortaring the cornerstone to be set in the niche left open for it. In doing so, she expressed the hope that any past misunderstandings about the nature and purpose of the school might remain forever buried with the papers inside.

The Dedication and cornerstone laying ceremony took place on October 12, 1923.

With the arrival of the vacation, the first Christmas celebration was held. It was a simple ceremony. Gathered around a blazing log fire in the dining room, lit by candles, students and teachers joined in singing their favorite carols and listened to readings appropriate to the holiday season. As the school increased in size, the celebration had to be moved to the gymnasium; but for many years it remained a quite simple occasion which centered around a crèche, the children bringing gifts of toys, food and clothing to be distributed afterwards among the needy.

One of the best remembered Christmas events was the evening of December 18, 1924. Earlier in the day, the younger grades had been rehearsing for the Christmas celebration on the morrow; the older students were staging a melodrama called "The Pot Boiler," which featured Emily Lewis as heroine, Lucien Fouke the hero, and Briggs Carroll the villain. The play turned out to be a great success despite competition from the outside elements, which kept away all but a few of the parents. This, however, was only the beginning.

As the icing rain crystallized roads and power lines, traffic came to a halt, lights failed, and telephones went deaf. Cut off from the outside world, the students gathered around the piano in the dim candlelight of the dining room to join Mr. Street, the mathematics teacher, at the piano, in singing everything from "Turkey in the Straw" to "Silent Night." Finally, two hours late, the "Special" managed to break through to rescue the marooned children. But their adventure was not yet over. As the streetcar started back across Price Road, an ice-heavy branch overhead shattered the window above the sandbox, creating an electrical explosion. Fortunately for John McDowell, the motorman had forbidden him the favorite sandbox seat that day. But the car coasted on, freeing itself from the debris. After many stops to replace the trolley, the motorman had finally to give up because of a break in the overhead wires. The children hiked the rest of the way into Clayton, where a group of parents managed to provide transportation home.

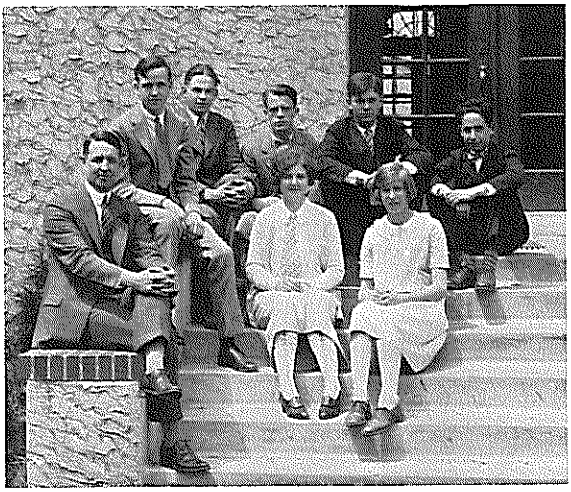
During the early years, the Activities Program, which was to become an integral part of the curriculum, got well started. The *John Burroughs Review* made its appearance in the first year. Notably it was not a newspaper but an outlet for student writing. And what a group of promising young writers there was! Martha Gellhorn, Emily Lewis, Elizabeth and William Stix, and others, most of them nurtured by Mr. Howard Seely, who, in the words of his successor, Dr. Mark Neville, was "perhaps the greatest English teacher who ever stood on two feet." The Debating Team, coached by Mr. Haley Melone, also gained distinction, Bill Atkins winning the district award of the *Globe-Democrat* Oratorical Contest in 1924. During the first month of the school, Coach Leland started a scout troop, an important activity for the boys at that time since athletic contests were limited. Troop 153 met every Friday evening for a cook-out, camped in the Ozarks at Easter vacation, and won recognition in local and regional demonstrations. Other activities also came to life during the first year or two of the school—a girl scout organization, a glee club and an orchestra, and a science club among others. Mr. Aikin firmly believed that every student should have an opportunity to find something he could do well and thus

learn to stand on his own worth. The Activities Program was part of this design.

The activities had their lighter moments too. Some may still remember the young orator who at an extemporaneous speaking contest drew the formidable subject: "Why Germany Should Not Have to Pay War Reparations." Starting with great aplomb, he announced: "There are three reasons why Germany should not have to pay war reparations." A prolonged pause followed while the audience digested this profundity. Then, satisfied with the magical number and having nothing further to add, he sat down! . . . Or the Glee Club's first operetta, "Love Pirates of Hawaii," in which the chorus sang the definitive line "We were crooks; now we're cooks in a ladies' seminary" . . . Or the time when Troop 153 was competing in a signaling contest at Webster High School. Long after all the other troops had finished, Ed Read, trying to decipher what his partner was still desperately endeavoring to semaphore, took a wild guess and turned in the message. While Scoutmaster Leland was berating the boys for having neglected their homework, the judges, who by now had lost all track of time, declared Troop 153 the winner for submitting the most accurate statement! . . . Or the account Elizabeth Stix gave in the *Review* of "the females of this institution," who "daily at an appointed hour, attire themselves in wide plaited bloomers, and snow white blouses, coal black stockings, and tennis shoes of a neutral color; and thus nicely clad do sally forth upon the athletic fields . . . " There was color and laughter and goodwill abroad. As trustee Benjamin Gratz remarked, "I love to come and visit John Burroughs; it is always such a friendly place."

In some ways more important than the activities themselves was the process of forging a constitution for student government. Both Mr. Aikin and Mr. Melone, who was Chairman of the Social Science Department, were determined that students should become deeply involved by having some responsibility in running the school. Early in the fall of 1923, a group of constitutional delegates was elected to construct this constitution. They worked hard all winter, using the divisions of the U.S. Constitution to guide their planning.

Indeed, the whole project became a lesson in how democracy works. When the delegates brought their constitution before the School Assembly, students hotly debated every issue. "I am not exaggerating," writes the *Review* reporter, "when I say that almost every member of the school, at one time or another, had addressed the Assembly." In the process students learned the need for orderly procedure and spent the first half of the year learning Roberts' *Rules of Order*. After weeks of discussion and revision, the Constitution was finally decreed the basis of future student government. Students and teachers, as citizens of the school with equal voting rights, constituted the legislative body known as the School Assembly. In the first election, held on March 27, 1924, Martha Gellhorn became Speaker of the Assembly and Elizabeth Stix, Secretary. The administrative body was the Council, whose duty it was to devise the rules of student conduct, to publish legislation proposed or passed, and to advise on what activities should receive a charter. Elected to the Council the first year were William Johnson, President; Emily Lewis, Secretary; Erna Rice, Treasurer; Mary Agnes Hawkins, Edward Read, Clark Smith and Briggs Carroll. The Student Court, composed of five justices and a bailiff, served to guide students in using wisely the privileges granted and in accepting the responsibilities shared under student government. If necessary, they were to



Mr. Aikin and the 1924-1925 Student Council.

punish violations of rules passed by the student government to maintain order outside of the classroom. William Johnson was elected to be Chief Justice and Edward Read, Bailiff. That this Constitution stood for eighteen years without major revision speaks well of those who framed it.

Students, parents, the school staff, all three groups worked hard to make the school a success. "The plant was not much," recalls Dr. Sibley. "What was important was the spirit . . . In those first years especially, there was a feeling that everyone connected with the school was important and we had to work together to support the school and bring it on to grow better and better."

If the school was blazing a new trail, as Mrs. Michael suggested in her dedication speech that it should, where was it leading? In "An Address to Parents," given on November 6, 1924, Mr. Aikin has shown the direction. "The first job of a school," he says, "is to help develop the human personality. Such a development can take place only in friendly and stimulating surroundings, where a child is not afraid, where his curiosity is aroused, and where he shares responsibility. In this task, school and home must work together. As a child matures, so should he contribute to the spirit of human relationship in the widest sense." "Surely," concludes Mr. Aikin, "no man or woman who will have spent precious years in John Burroughs School can ever bound his interest in anything less than the whole round circle of the world." Bombast? Look at the alumni record.

Let us take leave of the Class of 1926 as the students saunter over to the Little White House, where Mr. and Mrs. Aikin have invited them to a mid-morning breakfast with strawberries on this Sunday before graduation. The feeling they leave behind is best summed up in an editorial on school spirit one of them wrote for the *Review:* "One will find this spirit everywhere. It binds the pupil to his school; and though sometimes one may find Latin declensions a bit difficult, and mathematical problems a bit perplexing, it makes a pupil adore his school." And adore it, they did.

* * * * *

Original gymnasium, built in 1923, as it looked one year later. Girls in physical education class appear proud to model their attire.

Dining Hall as it appeared in Burroughs' first year.

CHAPTER TWO

1929-1930

To jump ahead to the year 1929-1930. What has been happening in the meantime? What is happening now?

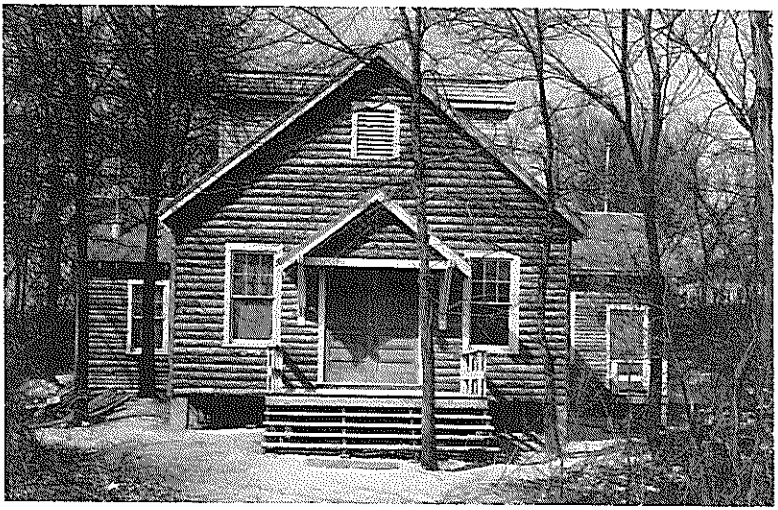
The school has been growing rapidly in size and numbers. The initial enrollment of seventy-five students has increased to three hundred; the faculty, from ten to twenty-six. By as early as 1925 the school had doubled in size and was turning away students. As a result, the Board of Trustees under Mr. Egan decided to complete the plant as it had been originally laid out with the exception of building an auditorium. One hundred and fifty thousand dollars was raised for this purpose. Taking a backward glance in the spring of 1928, Mr. Aikin tells the story. "The field that was, five years ago, orchard and pasture is now hockey field, baseball diamond, and tennis courts. The field that was hillside and valley, overgrown with weeds, is now two excellent football fields and running track. What was dumping grounds is now an open-air theater. One unit of building consisting of a few classrooms, kitchen, and dining hall has now become almost the completed building, and the attic has been changed to music rooms, study and consultation rooms, and studio for fine arts. The Library, then a shelf or two in the corridor, has become a beautiful room containing more than 2,000 volumes and named in honor of the best-loved man in St. Louis—Benjamin Gratz. One laboratory, with little equipment, has grown into two modern, up-to-date, excellently equipped science laboratories. In the beginning our boys donned their athletic clothes in the attic.

Today, there are two satisfactory gymnasiums with abundant equipment of apparatus, showers, lockers and dressing rooms. There is an investment here in grounds, buildings, and equipment approaching a half-million dollars."

Since an auditorium had not been included in this building program, some of the students thought of constructing a temporary one themselves. After much discussion in Assembly, they decided to adopt a suggestion made by Mr. Lawrence Conrad, now Chairman of the English Department, to build a campus theater instead. He had interested students in writing and producing their own plays, and Miss Margaret Ewing, Director of Dramatics, had created an intense interest in acting. What they conceived was a workshop theater, seating no more than 135 people where students might produce their own works in addition to regular plays.

The project engaged the interest of the whole Assembly, teachers and students alike. Mr. Aikin was wise enough to leave the project in the hands of the students and at the same time to engage the support of the faculty in integrating wherever possible the work of the project with the work of the classroom. Accordingly, the Industrial Arts Department drew the plans, the mathematics classes calculated the amount of lumber needed, the physics students designed the lighting, the fine and practical arts took care of costumes and sets for future productions, and the Physical Education Department donated its periods for manual labor.

The boys and girls did all the work themselves. They raised the money, a sum of five thousand dollars. Except for the necessary framework constructed by a contractor, they did all of the physical labor, often working at seven o'clock in the morning before school started as well as in their free periods during the day. They dug a ditch three feet deep and over two blocks long to carry water and gas pipes and electric cable from the main building to the little theater. They laid the floors. They covered the outside walls with slabs hauled from a sawmill they had discovered in the Ozarks. They planned and installed the lighting. They built wings to provide for work rooms and dressing rooms. They constructed a scene loft to permit rapid changes of scenery.



Slabsides.

"Slabsides" was completed in December, 1929, and opened the following month. Named after the wilderness home of John Burroughs the naturalist, it was covered with wooden slabs and stood in a wooded area to the left of the amphitheater. The first play to be produced was Anatole France's "The Man Who Married a Dumb Wife," Alfred Gellhorn and Marjorie Kelso taking the leads, to be followed in the spring by Euripides' "Iphigenia in Tauris," starring Anne Oliver and Eugene Angert. Such was the beginning of theater in John Burroughs School.

Other memories grow with this year. Five scouts from Troop 153 were chosen to be members of the St. Louis troop and attended the International Boy Scout Jamboree in England during the summer. Headed by Coach Leland, the St. Louis troop ranked as one of the three best groups from America . . . Making its bow last year under Mr. Frank Seelig and his staff, the *World* newspaper continued to enjoy success under editors Herbert Bartholomew and J. T. (Jones Thompson) Templeton . . . Dorothy Haworth and Marjorie Gault prepared a Roman banquet featuring Ostreal in Testis . . . Dick Duhme, inspired by his new art teacher Miss Caroline Risque, sculptured a most remarkable animal: part fish, part horse, part bird . . . The Student Assembly voted to adopt the Honor System . . . Varsity

hockey won all of its games. Eight players were chosen for the All Private School Team: Ruth Ferriss, Jane Bond, Anne Russe, Mary Eiseman, Mary Rickey, Anne Goddard, Virginia Grace, and Jane Niggeman . . . At a spring fashion show, the girls were told the dictates of current fashion: the distance from the hem to the ground should equal that of the neck to the waist, and no long skirts should be worn for sports! . . . "A Carnival of Nations," chaired by Katherine Miller, raised over eighteen hundred dollars to defray the debt on Slabsides . . . In the Wednesday Club Poetry Contest, John Burroughs gained three places: Ruth Duhme won first prize; Mary Eiseman, first honorable mention; and Katherine Miller, second honorable mention . . . The "A" soccer team under Coach Len Haertter won the ABC League Championship, the first championship to be won in any boys' sport since interscholastic competition started four years before. Tom Rankin, Ivan Lee Holt, and Branch Rickey were the high scorers of the season, supported by Jim Howard among the defense men . . . In a hotly contested election for Speaker, Charles DePew defeated Ivan Lee Holt; Carolyn Burnett became Secretary . . . For the second straight year Eugene Angert won the Amherst cup in oratory . . . Vachel Lindsay was a guest of the school, talking with students and giving a recital of his poems . . . The "A" baseball team had a victorious season with the help of Norman Aikin, Branch Rickey, Art Bonsack, Bill Dick, Rowan Robinson and Coach Haertter . . . The year closed with the largest class to graduate in the history of the school to date.

If in these early years students and faculty alike were determined to make the school a success, the faculty had a further stimulus in the broad opportunity for experimentation, which Mr. Aikin urged them to take advantage of. "I believe all our courses were experimental," writes Mrs. Paul Mecray, Jr. (Justine Eiseman, '28), taking a backward glance. "Certainly they bore very little resemblance to those offered our contemporaries at other schools." But the most considerable experiment had to do with shaping the curriculum itself. With the increase in enrollment, teachers observed a marked difference between the needs of students in grades seven through nine and of those in grades ten through twelve. Accordingly, in 1927

the decision was made to divide the school into a Senior and a Junior School, Mr. Melone being appointed Principal of the Junior School and Mr. Baker of the Senior School. A year later, Miss Sarah Tracy, teacher of mathematics and later to take over Mr. Melone's position, was asked to study problems common to the Junior School level. As a result of this study, the first serious attempt was made to present a unified experience in the classroom. For grade seven a unified curriculum was built around the problem of "How Man Made Nature Serve Him." All departments concentrated on this issue, so that as many as eight teachers might combine in constructing a single assignment. So successful was this program that core courses were developed for grades eight and nine, bringing the whole Junior School program under a central theme, "The Background of Modern Civilization." Nothing like this had ever been tried before.

In his efforts to encourage experimentation, Mr. Aikin was sometimes overly optimistic. For one notable faculty meeting, he had asked each teacher to come prepared to present his own view of an ideal school: its principles, objectives, curriculum, and even the physical plant. Varying degrees of effort went into this horrendous assignment. Finally came the night for show-and-tell. "We are all looking forward," began Mr. Aikin, "to hearing each other's views; they will help to crystallize our own thinking. The first report will be given by our Dean of the Faculty, Charles Mac Baker." Mr. Baker, a highly effective teacher but no devotee of progressive education, had hastily composed his remarks while driving to the meeting. It was all over in a few seconds—as succinct as an aphorism. In recounting his experience later on in the faculty room, he was heard to add, "And I was the first rabbit flushed!"

As teachers continued to experiment and thought about introducing core courses into the Senior School, they grew increasingly disturbed by the restraints imposed by college entrance requirements. The only way out was to attack the current setup. Many of them had previously had experience in college teaching, men such as Dr. Sibley, Mr. Obourn, Mr. Conrad, Dr. Samuel P. McCutchen, Mr. Neville, Mr. Ben Wells. They were, therefore, qualified to do so.

In articles in *Progressive Education,* Mr. Aikin challenged colleges to become progressive, "to meet the products of our progressive secondary schools;" and Mr. Oboum repeated the charge, "At present the demands of the college prevent any experimentation at the high school level which might lead at least to an integrated program in science and, perhaps, the merging of several subjects in the curriculum." Others spoke out at national and local meetings.

The outcries did not go unheeded. Mr. Aikin was appointed Chairman of the newly formed Commission on the Relations of School and College, and John Burroughs School itself was selected to be one of the participating schools. Teachers were not slow to express their views or offer proposals on what secondary education should be like. The work of this Commission resulted in the "Eight Year Study," over which Mr. Aikin was appointed Chairman of the Directory Committee and Mr. Melone to a subcommittee. It may be said without exaggeration that John Burroughs School was largely instrumental in not only provoking, but starting the "Eight Year Study." The school was, indeed, blazing a new trail.

When Mr. Louis Egan retired as President of the Board of Trustees in 1931, he had the satisfaction of knowing that the school was well established, financially and educationally. It had steadily decreased its indebtedness over the years, so that by 1927 it was no longer operating in the red. Speaking at the sixth Annual Parent Meeting on April 17, 1929, Mr. Egan was also able to state that President James R. Angell of Yale University, with whom he had had a recent interview, classed John Burroughs School as one of the four outstanding secondary schools of the country.

Let us jump ahead, not another six years, but to a more decisive point in the history of the school.

* * * * *

CHAPTER THREE

1935-1936

The year is 1935-36. The most important change that has taken place is the appointment of a new director. Faced with an increasing burden of work and travel imposed by the Eight Year Study, Mr. Aikin felt that he could no longer fill both positions. Since the Eight Year Study offered a broader scope, he decided to devote his full attention to this work. In the meantime the Trustees, now headed by Dr. Evarts Graham, had had their eyes on a young teacher invited in 1926 to become Chairman of the Mathematics Department. In addition to publishing four textbooks since his arrival, he had put the Mathematics Department on its feet. He had also led the school in a series of athletic triumphs, starting in 1927 with a crushing victory over St. Louis Country Day School (Codasco) in baseball, the first ever scored by a Burroughs team. In 1935, Mr. Leonard D. Haertter, or Gov as he came popularly to be known, was chosen to succeed Mr. Aikin.

Typical of the new Director was the way in which he acquired his nickname. Back in 1929, when he was coaching a baseball game, one of his outfielders dropped an easy fly ball. As the player returned to the bench, he tried to forestall what was coming. "Now, Governor," he exclaimed, "don't get excited! Even a monkey can fall out of a tree." Laughter broke up the team. After awhile Mr. Haertter made his way to the end of the bench where the culprit was sitting. Putting his arm around the boy's shoulder, he quietly encouraged him: "Don't be upset, boy. That happens to all of us. I also know

that a monkey can fall out of a tree — but we can't be concerned with monkey business. Our job is to play to win." This was the man whose deep understanding of young people, whose boundless energy, and whose zeal to win were to mark his leadership for the next twenty-nine years. Gov was the name—and still is.

Leonard D. Haertter, the new Director, in 1935. This portrait was taken about the time of his appointment.

These were the Depression years. Mr. Charles DePew, Sr., who joined the Board in 1929 and served for three consecutive three-year terms, speaks from experience: "I guess those were the toughest years that John Burroughs could ever see . . . private schools were folding everywhere." But John Burroughs School never faltered. If tuition grants had to be given, parents repaid later when things got a little better. While carefully conserving the school's resources, Gov never sacrificed what other schools called "the frills of education;" he saw them as highly significant features in the educational program. The arts, both fine and practical, and the extra-curricular activities were important in helping a boy or a girl to reach full stature. Nor did he trim his teaching staff. Instead, he took on more work himself. With his tireless energy he could be seen helping to weed a lawn, picking up pages blown from a student's notebook, turning out lights in an empty classroom—always greeting by first name every boy or girl he met, for he was deeply interested in each one. His very ubiquity was itself a virtue. The survival of the school depended in no small part upon his being a

number of things: Director, business manager, teacher, maintenance man, and always a friend of children.

Never once during all the years of the Depression did the school operate on a deficit. Not only did the tuition remain stable at five hundred dollars, the original charge set in 1923, but scholarships amounting to almost forty thousand dollars were awarded during the 1935-36 school year. The budget for that year was $116,200 and the net income $125,055. At the end of the year there was a surplus of $8,855. Such was the financial position of the school at this time thanks to Mr. Haertter, the man who handled all the business affairs with the untiring aid of Mrs. Helen Gebhardt. But the school did a great deal more than simply stay solvent. Despite the Depression, the spirit to win was everywhere dominant.

After years of defeat on the athletic field, of the boys being called sissies and the girls regarded as pariahs by their opponents, the tide turned. In 1932 the varsity football team defeated Codasco for the first time. In the present year, 1935-1936, the school had an outstanding athletic season. Newly named the "Burroughs Bombers," The "A" football team, coached by Mr. George R. Staten, ended the season in a three-way tie in ABC League competition. Joe Doughty, Jim Hay, Harry Leschen, Maury Matthews, John Scudder, Paul Simmons, Paul White and Bob Nardin—all helped to weld a strong formation. When the "C" team was undefeated champion in its division, the school gained second place in League competition. Winter sports saw Coach Leland's "A" soccer team undefeated and unscored on with the help of players such as Bud Hoerr, George Frazier, Maury Matthews and John Scudder. Basketball teams won outright in the "C" division and tied in the "B". These results moved the school ahead in the League race. Spring sports brought further triumphs. Burroughs took the track title, and the "A" baseball team—starring Joe Doughty, Dick Hume, Joe Peden and Dick Sisler—finished ahead. For the first time, Burroughs won the ABC League Championship and won it with the highest score ever made, a total of 6149 points.

But athletic victories were not the only ones to be scored. Equally impressive records were being made in the academic field

and in the fine arts. The record shows that between 1934 and 1938 the twelve colleges which the largest number of Burroughs students entered were: Washington University 44, Vassar 13, Colgate 11, Wellesley 9, Princeton 8, Cornell 6, Amherst 6, Harvard 6, Mills 6, Swarthmore 6, Wells 6, and Yale 5. Of 211 students entering college in these years, 13.3% won scholarships.

Under the Eight Year Study many of the colleges agreed in 1932 to release the thirty cooperating schools from entrance requirements in order to study ways of serving young people more effectively. The greater freedom of John Burroughs School resulted in expanding the curriculum, in building core courses around central themes, and in introducing innovations within the departments themselves.

Offerings in the fine arts reached out to include more students than before. With the building of Slabsides, Miss Margaret Ewing and Mrs. Katherine Williamson were able to extend the theatrical season, giving experience to the increasingly large number of students who supported the Dramatics Club. Those who attended the 1935-36 season will remember the performances of Susan Buder and Jack Becker in "Dulcy;" or Dorothy Watson, Sally Ann Currie and Cordelia See in the female cast of "Nine till Six;" and of Alan Green, Jack Becker, and Earl Sherry in the male cast of "Journey's End"—to say nothing of the three one-act plays.

Painting and sculpture, at first taught by part-time instructors, now took an important position in the school and in the community. Who can forget that small, fragile person, so quick and birdlike in her movements, so full of creative vigor and energy? Mrs. Caroline Janis touched the lives of many. As one of her students said, "You learn to see what you look at and you never forget it." Her foibles made her the more endearing. How handy it would be, she always thought, to have a tail to swish away flies or to mark your place in a book. Many still remember the stricken look on her face when all of a sudden she jumped up from the lunch table and exclaimed in horror, "I've left the Christ Child in the oven!" She had forgotten all about the doll's head sculptured for the Christmas Pageant and still baking in the kiln. Working with her, students found

a new dimension to life, a sense of touch they had not developed before. In a parallel way, Mrs. Mabel Meeker Edsall, who joined the staff in 1931, made painting important to the children because it was important to her as a practicing artist. A colorful person and a free spirit, she was careless of rules and regulations around the school. When fire bells rang, they prompted no response in Mrs. Edsall. In quiet desperation, Howard Blossom, '28, acting as the school fire warden, had finally to install a bell under her desk! But what she gave to her students was a sound knowledge of composition, the freedom to develop individually, and endless encouragement. Like Mrs. Janis, she taught creatively as an artist, not as an art teacher. In doing so, both of them set the pattern for years to come, gifted as they were in helping young people individually to find satisfaction in creating their own work.

By now, the Art Department had been making a name for itself abroad. Early this year Roberta Steger, now a senior, was honored with a special feature in the *Globe-Democrat* on her drawing and painting. The Noonan-Kocian Galleries downtown held the first of its special exhibitions for works in painting and sculpture by John Burroughs students. Helen Eiseman, Georgiana Funsten, Elizabeth Green, Cordelia See, and Roberta Steger were among the contributors acting as hostesses. So successful was this exhibition that over fourteen hundred people went to see it. Burroughs graduates who had gone on to academies in Philadelphia, New York, and Rome were also winning recognition for their work. This year Katherine Blackman, '32, studying at the Philadelphia Academy of Fine Arts, received an award for her sculpture in a competition sponsored by the Alumni of the American Academy in Rome. While studying under Mrs. Janis, she and Richard Duhme, '32, modeled and cast the bas-relief figures that still stand in the corridor opposite the main entrance to the school. Richard Duhme himself was to become Head of the Sculpture Department at Burroughs and later at Washington University. In 1935, the Carnegie Institute selected the John Burroughs Art Department for special recognition as one of the four finest art departments in the country.

Music, too, came into its own at this time. Under the direction

of Mr. Ralph B. Weinrich, who joined the faculty in 1933, a third of the school became involved in the musical program. From what had been a seventh grade carol singing group in the Christmas Celebration, Mr. Weinrich developed a Junior School Chorus, which grew as did the Senior Glee Club until each numbered fifty students. In addition, more than twenty students played in the school orchestra. The two outstanding musical performances of the year at this time were the Christmas Celebration and the operetta—later on the operetta was to alternate with a spring concert. This year the second annual operetta was staged in the outdoor amphitheater, DeKoven's "Robin Hood," John Scudder and Rose Adams taking the leading roles. If Robin Hood's horn was an untimely failure, the performance itself was a great success and helped to establish a tradition.

Not only was the curriculum strengthened in the fine arts, but new academic courses were being introduced. In 1929, German was added to the modern languages and chemistry to the sciences, the latter alternating with physics for lack of laboratory space. This year Dr. Ethel M. Riddle, psychologist in charge of measurement and research, started a course in child psychology for eleventh grade girls, and Mr. Fred Horner, who joined the Latin Department in 1933, offered as an elective a course in "Ancient Languages" for those students who did not wish to study Latin.

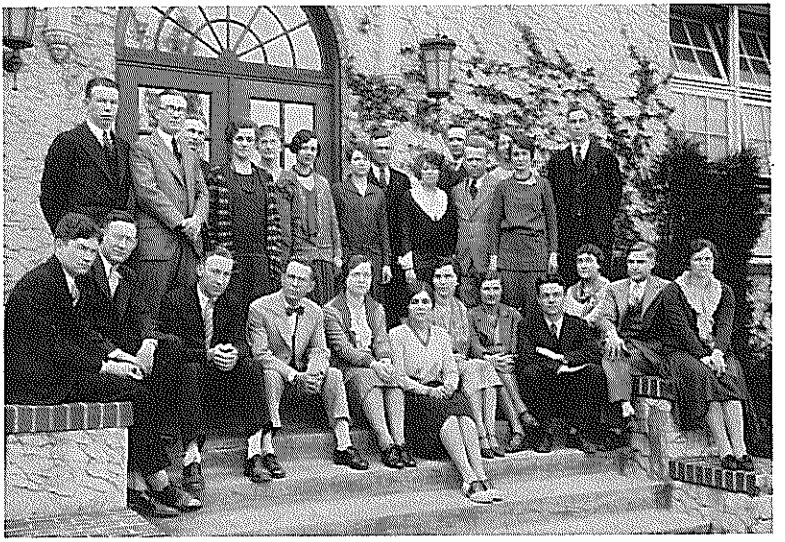
In addition to the broadening curriculum, experimentation went ahead under the freedom offered by the Eight Year Study. The core courses, among the first to be started by any school in the nation, were extended to include the Senior School curriculum. While these courses varied from year to year, the most successful drew together English, the fine arts, science, and social studies. However, these efforts were hampered by two serious problems: difficulties of scheduling and lack of sufficient time for teaching basic skills. In 1936-1937 a new approach was tried. In addition to the regular academic program, three unified courses were offered as electives: the Cultural Backgrounds course in the tenth grade, the Science Backgrounds course in the eleventh grade and a course called "The Problems of World Citizenship" in the twelfth grade. This program met with partial success. By 1938-1939, only the Cultural Back-

grounds course remained; however, this course has continued without interruption to the present day, being presented now as the Arts Course in grade eleven. The core course in the Junior School was reduced to a combined Social Studies and English course. Eventually the two parted company when it looked as if the whale was about to swallow Jonah. Two important residual effects remained, however, an awareness that composition is common to all academic subjects and that literature should not be treated as reportage.

Some of the most important experimental work was being carried on by individual departments or by committees combining several departments. A noteworthy example was the work of a committee voluntarily formed by a group of teachers interested in developing techniques and procedures in problem solving. It set out to formulate a pattern of behavior, which it hoped would become habitual with students, in objectively analyzing and reaching conclusions about problems they encountered, whether at school or at home. The project drew support from many departments, concerned as it was with helping the individual to achieve his maximum potential. Active in this group were Dr. Myron Rosskopf, appointed Chairman of the Mathematics Department in 1935, Mr. Obourn, Mr. Gaylord Montgomery, also new to the Mathematics Department, and later on Mr. Charles Merrifield, who joined the Social Studies Department in 1936. Included in a final report on the Eight Year Study, the work of this committee came to be widely recognized in educational circles.

Much of the experimentation could not have gone forward had there not been close cooperation among the faculty. The Social Studies and English Departments would cooperate in assigning and correcting term papers. In the Art Department, Mrs. Edsall introduced a course in scene painting in conjunction with the Dramatics Club. Since most of the teachers also helped to coach athletics, their areas of interest often overlapped. Mr. Neville, Chairman of the English Department and assistant football coach, incited his students to rebel against the tyranny of Satan in *Paradise Lost* with the same enthusiasm he had inspired Bill Turner to make the winning touchdown in the historic defeat of Codasco. In explaining

a parabola to his class, Gov would draw a parallel with the trajectory of the ball in shooting a basket. As Tom DePew put it, "I think, looking back on it, the three A's rather than the three R's came into focus for us, that is, Arts, Athletics and Academics. These three things kind of melded."



The annual faculty picture, unfortunately the date can only be guessed—probably in the 1930's.

No mention of the academic work of this period is complete without some reference to the teachers involved. Mr. Baker, Mr. Obourn, and Dr. Sibley will always stand out in the memory of those who knew them. As one alumna writes, "Mr. Baker, who was the kindest and dearest man, could throw the 'fear of God' into a student with a glance, although he did once allow me to finish up a project of cooking chicken in home economics on the promise that he could have a piece of the chicken for lunch." And who in Miss Willene Quigley's time as head of the Department of Home Economics would not have done so! She is still famous for never having repeated a luncheon menu during the entire school year and for her specialty, a chocolate torte for dessert. Mr. Baker, however, seems to have had a particular fondness for chicken. The familiar

roadside advertisement "Stop: Chicken Dinner Ahead" would call to mind his first trip to St. Louis when he ran through a stop sign. A policeman pulled him over to the side and started grilling him. "Can you read?" the man asked.

"Yes," replied Mr. Baker.

"What's that say?"

"It says 'Stop.'"

"Well," continued the officer getting ready for the kill, "what does *stop* mean to you?"

Said Charles Mac with his benign Cheshire-cat grin, "Chicken dinner ahead!"

Despite his sense of humor and essential kindness, Mr. Baker could be a hard taskmaster. No student who had prepared his assignment carelessly could ever feel comfortable in Mr. Baker's class. "Ah, ha!" he would exclaim, "Did you do your Latin while you were washing the cat?" The student who made a stupid mistake would invite the LFS, the Long Finger of Scorn, drawn in pencil upon his paper to point to the blunder. A stern perfectionist, Mr. Baker demanded that his students memorize not only the Latin rule for the use of the genitive but its number in the textbook. "Good old thirty-two," he would say, and the recall had to be instant. "There's no point in learning a telephone number," he would remind a student, "if you forget one of the digits; you simply won't get through." Quick to capitalize on what was going on around him, he would spin a yarn in Latin about Gilliam and his *machina* as the clatter of a lawn mower drifted through the open French windows. But woe betide anyone who was caught daydreaming! And yet, even the poorest of his students came to appreciate in retrospect the discipline he instilled. Those who stumbled in red-faced anguish through Pliny's *Letters* discovered by the end of the year that they had learned, if not much about Latin, a great deal about how to study.

Mr. Ellsworth Obourn made an equally strong impression on students. "He taught us things that were up-to-the-minute in a rapidly changing field," writes a former pupil, "and made his fields of science the most fascinating and interesting courses." Adopting the role of a curmudgeon, he combined practical experiments with

practical jokes. "You know, Dad," said one boy when he got home, "Mr. Obourn made an impression on me today—size 11½B!" The student late to class found the door locked and a double assignment waiting for him. If Mr. Obourn wished to dramatize a simple experiment, he would dwell upon the great dangers of a possible explosion, handing a fireman's hat and extinguisher to the nearest student. Then lighting a little powder, he would shout to the fireman, "Let her have it, Joe!" The boys loved this kind of tomfoolery and so did Mr. Obourn. But they learned much in the process and much was expected of them.

Among the great teachers of all time was Dr. Charles K. Sibley. Coming to John Burroughs from teaching at Cornell University, he was a fine scholar, a man known for his research. As one young student put it, "Dr. Sibley teaches biology and has a bug named after him." A man of great humility, he could have accepted far more important positions, but he preferred to work with young people. As soon as lunch was over, seventh graders would dash up to the lab to see what Doc was doing; he always had some new and exciting thing to show his students. More than anyone, he carried on the tradition of John Burroughs the naturalist, who once said to a group of children: "The most precious things of life are *near at hand,* without money and without price. All that I ever had, and still have, may be yours by stretching forth your hand and taking it." Dr. Sibley showed children how to do just this, "to see the universe in a grain of sand."

In 1929, Mr. Ben H. Wells joined the English Department and soon made himself known for the zeal and enthusiasm he created in his classes. He was largely responsible for getting the *World* firmly established, enlarging it from a two to a four-page newspaper. This year he shared the work with Editor Katherine Gladney. Katherine and Jack Becker jointly received the highest award the school made at this time, the First Citizen Award, given to a student outstanding in scholarship, student government, and school activities. In 1938, John Burroughs lost a promising teacher in Ben Wells, but gained two life-long friends when he and Katch Gladney married. Their quiet devotion to the school has been beyond naming.

Others could be mentioned too. If one quality marked the faculty as a group, it was its total commitment. When the Progressive Education Association got the Eight Year Study under way, the faculty met every night from seven until ten o'clock, Saturdays and Sundays included, for thirty-one days. On Saturday mornings nearly every teacher would be found at the school giving special help to those who needed it. Over all was Gov, the leader and exemplar. Hidden in a remote classroom where Amy Scholz wouldn't find him, he too would be helping some student in mathematics. "Look here," he would say to his third baseman who was having trouble understanding the hypotenuse of a triangle. "Look at it this way. There's nobody on base. The batter hits the ball to you. Where do you throw it?"

"I'd throw to first base," says the student.

"Okay. Now the line from the third base to the first base—that's the hypotenuse."

It's time to leave Gov with his ball player and move ahead once again.

* * * * *

CHAPTER FOUR

1942-1943

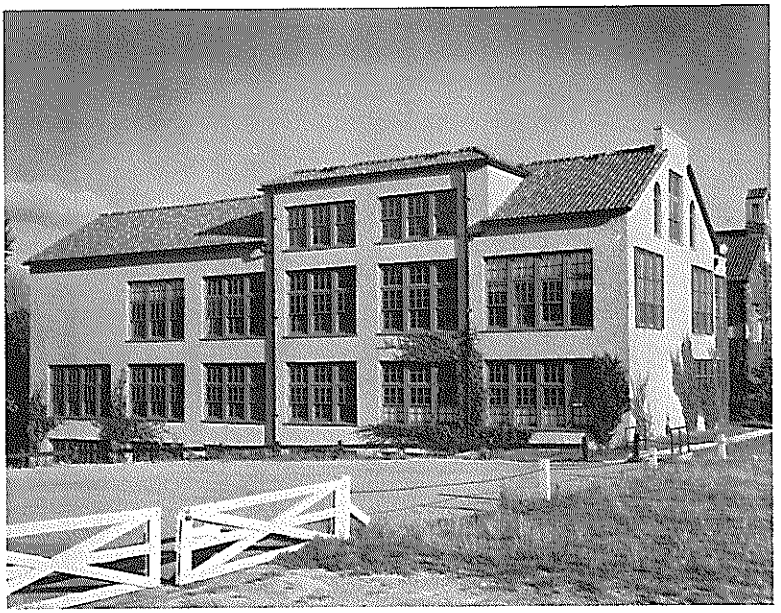
The year is 1942-1943: the scene, the opening day of school. The seniors, noticeably proud of their "little brothers" and "little sisters," have taken them over to the opening assembly. The custom of welcoming seventh grade students started in 1929 when the Student Council held a picnic supper before school opened. Later on, each senior boy "adopted" from the seventh grade a little brother; and each senior girl, a little sister. Last Saturday the seniors invited their little brothers and sisters to a picnic lunch, followed by a tour of the school and a joint ball game or song-fest. Six years later, one of the boys was to say in his farewell talk to the Assembly, "Among all the aspects of this school, one memory remains brightest from the first days . . . I felt more welcome here than I had at any school before."

On this day, Hal Wuertenbaecher, Speaker of the Assembly, introduced the speakers: Miss Evelyn Damon, who joined the staff in 1936, talked about school responsibilities; and Pierre Grace, '29, the oldest of the six Graces to graduate from Burroughs, representing the alumni. In his usual fashion, Mr. Haertter greeted the students, asking for a show of hands: "How many of you went away this summer? How many read more than two books? How many took jobs?" As the questions continued and hands shot up, everyone began to relax, to feel more comfortably at home in the school. The singing of the school song brought the assembly to a close. Another year had begun in traditional style.

And yet things were not the same, even the physical plant was different from what it had been two years ago. Realizing that the school was outgrowing its facilities, Gov had gone to the Board in 1939 to ask that funds be raised for a building program. The trustees listened respectfully while he pointed out the needs. But they said nothing. Trying a new approach, he asked: "Would you have any objection if I went out among the parent body to see what support I could develop for this kind of thing?" They looked at each other without saying much, but told him to go ahead. And so Gov went out campaigning on his own. In just six weeks he had commitments amounting to fifty-thousand dollars. That was a lot of money in those days, but only a token of the warm regard parents and friends of the school felt for him. When he brought back the news to the Board, the President, Mr. R. Walston Chubb, said "Well, you have already over half the amount; the thing is going to cost only about seventy thousand dollars. We might as well go ahead and have the campaign." And so they did.

Although a new gymnasium was badly needed by the Physical Education Department, the priority went to arts and academics. The Painting and Sculpture Department, previously relegated to two small rooms, acquired triple the amount of space. Mr. Frank Schmitt was able to move the Industrial Arts Department from the old wooden shed on the north parking lot to a spacious area on the ground floor beneath the Art Department. Doc Sibley acquired a modern biology laboratory on the second floor; Mr. Weinrich, a large music studio and practice rooms on the third floor. Additional classrooms and offices were also provided.

While the construction work was going on, teaching became sometimes difficult, sometimes amusing. Holding a Latin class in his room on the second floor, Mr. Baker was patiently listening, a placid smile on his face, to one of his novices butcher a passage from Caesar. On the scaffolding outside, a bricklayer was catching bricks thrown up to him by the hod carrier below. Just then, as the student stumbled to a painful conclusion, the man let a brick slip from his grasp. A moment of silence. And then through the open French windows an explosion of outrage: "Holy Cow!!! You can do better than that!" Mr. Baker silently concurred.



The north wing was completed in 1941 and greatly expanded the area available for the fine arts.

The north wing had been formally opened on March 11, 1941. The occasion was marked with an exhibition of student work. Demonstrations were held in science and mathematics; dramatics productions staged by the English classes, including Martine Bartlett's production of her own play; painting and modeling in the Art Department by Margery Dodson, Alan Harris, and other students. Every aspect of the curriculum was presented to the more than one-thousand people present.

Besides the addition of the north wing, other changes were evident to students in 1942 as they made their way to class. Miss Mary Manson was no longer teaching English; she had resigned to join the Foreign Service of the Red Cross. Dr. Myron Rosskopf had joined the Air Force; Mr. Fred Horner, who had joined the Latin Department in 1933, was about to accept a commission in the U.S. Navy. Mr. Eric Johnson was no longer teaching history but on his way to join the Foreign Service of American Friends in Unoccupied France, his place being taken by Mr. Edward Read, '27. Mr. John

Holt was no longer mowing the lawn; instead he was serving with the U. S. Army in Alaska. Other faculty members had come to the fore. Mrs. Sarah Tracy Cahill was now head of the Junior School; Miss Marianne Moore was Chairman of the Modern Languages Department, assisted by Miss Dorothy Gilbert, Mr. Stanley Sprague, and Dr. Walter Rist.

As the year moved forward students became increasingly sensitive to events shaping the world around them. Some had worked during the summer to help relieve labor shortages—Barbara Grace, Kippi Corneli, and Jim Jenkins as farmers; Fred Eiseman as a sheepherder; and others as factory and office workers. Now many of the girls were volunteers at Barnes or Desloge Hospitals. As gasoline rationing stiffened, the "04" streetcar became increasingly crowded and creaky. The *World,* under editor Laurie White, sponsored a contest to promote the buying of War Stamps and War Bonds. Student Council President Jule Miller and Secretary Betty Conant promoted a drive to collect scrap metal and keys, keys being needed to overcome the shortage of nickel silver vital to war production. By the end of the "Key Kampaign," students and faculty had collected 6,500 keys, 4,100 over their quota. Fred Czufin launched a War Chest drive, which realized $1,125. Tom DePew, '34, addressing the Armistice Day assembly, related his experiences at Tobruk with the American Field Service. At a later assembly, M. André Morize, Minister of War Information before the fall of France, shocked many students as he told of near starvation conditions among French school children. Increasingly the alumni column in the *World* carried news of graduates in the Armed Services. By October 1942, of some seven hundred graduates, almost one hundred were in the armed forces. Let Jim Townsend, a paratrooper, speak for all when just before the Normandy invasion he wrote: "If I don't come out of this thing, I want my people (especially my father) to know that I gave every ounce of my strength and energy for what I believe I am fighting for." Four days later, in the successful occupation of a Normany town, Jim was killed in action. The boys of this year's graduating class knew that while the girls were going on to college they would be going off to war.

As the number of the alumni in the armed services increased, files were set up to send letters to them giving news about their friends and the school. At Christmas a special luncheon was held for those able to attend and wishing to greet old friends and hear a report from Gov about the year's happenings. So popular was the gathering that it filled the dining room and became an annual affair. From these early beginnings grew the John Burroughs Alumni Association.

At this time great pressure was being exerted upon all schools to magnify the importance of science, mathematics and physical fitness. The Director and his faculty maintained a clear-sighted balance. The Physical Education Department, under the direction of Mr. Leland and Miss Alice Beaman, had always held as its aim the physical fitness of every boy and girl in the school. New electives were to be added to existing courses to prepare boys in the Senior School for the immediate future; but art and the humanities, the great repositories of man's recorded values, were not brushed aside. Twice a week ten bleary-eyed seniors struggled to reach school by eight o'clock to study navigation and meteorology, a course taught by Dr. Rosskopf and Mr. Blossom and designed for those who might be joining the Air Corps. Others, who might be called upon to work in factories, took Mr. Frank Schmitt's course in oxyacetylene and arc welding. The Junior Academy of Science helped to organize the Victory Corps by planning for tenth grade students part-time courses in meteorology, auto mechanics, aviation, radio and photography under the supervision of Dr. Sibley, Mr. Obourn and Mr. Montgomery. The regular courses in science and mathematics, according to the testimony of returning graduates, had been sufficiently rigorous to place them well ahead of most others taking examinations in the services.

As the school year got under way, the Constitution for Student Government underwent a major revision, the first since it had been written in 1923. The prime reason for doing so was that it no longer accurately described the existing state of affairs, in particular the relationship between students, faculty, and Board of Trustees. A committee representing all three groups was set up under the chair-

The new sculpture room and faculty member Dick Duhme, '32, with two students; a 1941 photo.

manship of Betty Conant, guided by Dr. Ted A. Thelander, Head of the Social Studies Department. Mr. Walston Chubb took particular care to make apparent the Board's interest in the revision so that students might realize that the organization on which the school is based is a tripartite one and, therefore, of corporate concern to all three groups. After six months of debate and amendment in Assembly, the new Constitution was ratified on March 14, 1942; later it was formally approved by the faculty and the Board of Trustees. The principal change in it was that of clarifying the function of Student Government in relation to the other two governing bodies.

The coming of spring brought the traditional, as well as some unusual activities. A rash of Victory Gardens appeared on plots of land behind the tennis courts. Gov and Helen Gebhardt shared with younger horticulturists visions of lettuce, tomatoes, and cucumbers as lush as those pictured on the seed packets. School elections chose Jim Jenkins and Beverly Bowen to be Speaker and Secretary respectively; and Ted Royston, Chief Justice. Mrs. Dorothy Gillan transformed her angelic Dramatics Club into the worst mob of crooks, led by Larry Post and Pat Jaquith, in George M. Cohan's "Seven Keys to Baldpate." Mr. Weinrich conducted further skulduggery by rounding off the year with "The Pirates of Penzance," Hugh Kerwin and Sally Luten taking the leads.

It was a good year in athletics too. The "A" team won all three ABC League Championships. In the game against the Red and

White, the team scored its first victory in eleven years by a total of 28-7, Jim Jenkins chalking up 185 yards to his credit. Quarterback John Martin led the "B" team also to a League victory in football. For the first time in all the years of ABC competition, Burroughs captured the tennis title. At the athletic banquet in the spring, John Martin and Emily Freund received the 'best all-around athlete' trophies; and the school gained permanent possession of the Harvard Cup, having won the ABC League Championship for the third straight year.

Within the next year, the school was to lose two charter faculty members, Mr. G. H. V. Melone, assistant in administration and teacher of social studies, died that summer. "Haley Melone," writes Dr. Obourn, "came to JBS as the first teacher of social studies and general factotum in all matters musical because he could compose, sing and play the piano like a genius. He wrote the first school song, both words and music, as well as the first athletic song to urge on the teams . . . Haley was a fine teacher and a man of innovative ideas." His loss was deeply felt, not only because he had done much to help establish the school as a leading educational institution but because he had a warm regard for young people. The following year, Coach Deyo S. Leland was seized with a fatal heart attack at his home in Glendale. Coach Leland, who had helped to establish the ABC League, made it possible for every boy in the school to play on a team. But he went further than that. "I have seen him risk losing a game," one father remembers, "because he had promised the

Coach Deyo S. Leland, for whom the football field is named, confers with the captains of "Army" and "Navy."

little boys he was going to put them in. He wasn't going to fall down on that promise." Think clean, be clean, play clean—that was his idea of sportsmanship. Once when a youngster came to him, upset that the team had let him down, Coach replied: "Did you give everything you had? If you did, we didn't lose. Nobody loses then. Let's say that only the score was against us." All who knew Coach Leland knew him as a quiet but firm man, a man of character and integrity. The football field was properly dedicated in his memory.

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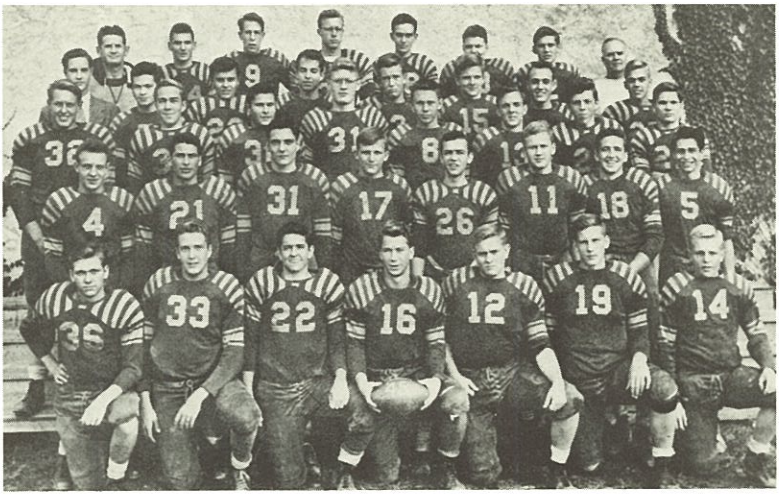


The first undefeated "A" football team, 1945. Coached by Mr. Lyle Bennett and Dr. Mark Neville, the team won seven games and tied one (Clayton, 6-6).

CHAPTER FIVE

1948-1949

The year is 1948-1949. At the end of the war, the delayed building program got under way. At the annual meeting of the Association in May, 1945, the recommendation of the Board under Mr. Lewis B. Stuart received unanimous approval: to prepare a building program that would meet the postwar needs of the school. The major item was to be the addition of a new gymnasium for the boys, which could also serve for meetings and social activities; it was to have adequate basketball courts, with seating for spectators, locker rooms for home and visiting teams, and coaching offices. The center building would provide a larger gymnasium for the girls and be equipped with improved locker room facilities and offices. The Little Gym would then be used as an assembly hall and theater —Slabsides, condemned as a fire hazard, was to be removed in 1951.

On October 9, 1947, the new gymnasium was formally dedicated as the Memorial Gymnasium in honor of those alumni who had served their country in World War II. Inscribed on a plaque in the entrance to the building are the names of those who were killed while on active service: Douglas Theodore Allen, Jr., '40, Hudson Eliot Bridge, III, '36, David Rickart Connole, '30, Charles Kendall Harrison, '39, Richard King Kauffman, Jr., '27, Herbert S. Kiddoo, '42, Richard Marx, '35, F. Maury Matthews, '36, Parker J. Matthews, '37, Stratford Lee Morton, Jr., '30, Oliver Mutrux, '39, James Grosvenor Townsend, '42.

The physical plant as it appeared after the completion of the memorial gymnasium. Note Slabsides in the right center of the photo.

The new gymnasium, together with two additional tennis courts and other improvements, cost a total of $225,000, more than twice the sum originally anticipated. Nevertheless, in March of 1949, Mr. Garret F. Meyer, then President of the Board, was able to announce that the "Build a Better Burroughs" program had been not only completed but paid for in its entirety. There were also funds in sight to cancel the remaining mortgage on the school property. For the first time in the twenty-five years that the school had been operating, the John Burroughs Association was entirely free of debt. The original tuition of five hundred dollars was increased to six hundred, a sum which would be sufficient to meet increased costs and balance the budget.

The year 1948-1949 was to be an outstanding one in many areas of achievement for the John Burroughs family.

The Athletic Department, now under the direction of Coach Ray Wolfe, enjoyed one of the most successful seasons it had ever had. The football season broke all records. The Bombers, coached by Ray Wolfe and Mark Neville, had a perfect record for the first time in history, eight wins to no losses. In taking the ABC League

title, the team defeated Codasco 23-0—the fourth straight year the opponents had been held scoreless—Shelby Pruett, Dave Sisler, and Jim Burst making the touchdowns. In addition the "B" team under Coach Fred Broeg and the "C" under Coach Staten were also League winners, the first time that all three teams had been champions in their respective divisions. A fitting conclusion to the season. Four varsity players were selected for the *Post-Dispatch* all-ABC football team: Dave Sisler, Tom Perkins, Chuck Thies and Shelby Pruett.

If present students were making the news, so were alumni and teachers. While Branch Rickey, '31, was helping his father manage the Brooklyn Dodgers last summer, Dick Sisler, '38, was playing first base for the Philadelphia Phillies. Next year, on September 11, 1949, he was to be honored at Sportsman's Park with Dick Sisler Day. As Harry Caray said in his broadcast of the game, "That's a kid who's not going to let anyone get him down or brush away his career." Martine Bartlett, '42, signed a contract as leading lady with a New England stock company; Ellen Lee Brashear, '42, was regularly writing a column for the *Star-Times;* and Evarts Graham, '37, had his own byline in the *Post-Dispatch.* In October Martha Gellhorn, '26, saw the publication of her latest novel, *The Wine of Astonishment.* While still in her freshman year at Bradford College, Joann Collins, '47, won in open competition the top award in painting, and Mary Reed, '40, received the Edmund Stewardson prize in sculpture at the Pennsylvania Academy of Fine Arts. At the annual meeting of the National Council of Teachers of English, Dr. Mark A. Neville was elected First Vice President, subsequently to become President. And with the arrival of National Art Week, both Mrs. Edsall and Mr. Fred Dreher had their work exhibited by the Missourians, while Mrs. Edsall's barbed political satires were creating a stir at the Noonan-Kocian Galleries.

In the meantime the Assembly Committee had been busy. This was the year when Dr. Ivo Duchacek, former Foreign Minister of Czechoslovakia, told how he had escaped from the Communists; when Tristram Coffin gave a memorable recital of "The Secret Heart" and other favorite poems; when Admiral William F. Halsey Jr. recalled some of his experiences during the War; and when

Mary Galt, '39, lectured on the Berlin Masterpieces, which art classes were to see at the St. Louis Art Museum.

As Christmas drew near, joyful music spilled down the stairways from the third floor. Students were feverishly working on costumes in the sewing room, decorating song books in the art rooms, constructing sets in the shop, crawling along beams in the Memorial Gymnasium to install spotlights, trying out for the narrators' parts. The Christmas Celebration had long since grown from a simple scene around a creche surrounded by carol singers to a traditional performance attended by more than two thousand people, friends and alumni of the school. From the thirteen tableau designs submitted, Emily Weber's was selected as the most original and dramatically effective. Arthur Shaw, student chairman, was busy checking the operation of the various committees, for all departments were involved. As Gov explained to a local reporter, "We don't look on the Pageant merely as a show, but as part of the entire educational program."

On December 22, school opened late because of the Celebration. Mrs. Williamson, faculty advisor and presiding angel, managed to round up errant book boys or to retrieve lost robes. Promptly at 5:30 p.m. students standing in the lobby of the crowded gymnasium could hear the strains of Corelli's "Pastorale" as Mr. Horner and the string orchestra played the opening prelude. In traditional fashion, bookholders and narrators proceeded down the aisles, followed by both the Glee Club and the Junior Chorus caroling "Let Us All With Gladsome Voice," and then the rest of the student body. The Celebration had begun. The narrators recited the Christmas message, the students joining in the responses, for all had a part in the program at this time; the antiphonies of the chorus and the Glee Club took up the theme; the audience joined in the carol singing as book boys and girls turned the illuminated pages of the words—all led up to a crescendo of rejoicing as both choruses joined in Bach's "Gloria in Excelsis Deo." As the lights dimmed a quiet expectancy followed. Against the melody of "Mary's Lullaby," sung by Christy Gordon, the scene of the tableau grew in intensity as the lights focused on Mary (Marion Streett), Joseph (Clifford

Schmid), and the Christ Child; then faded into darkness . . . The hall lights ablaze again, the students marched out happily, lifting their voices in "Joy to the World," for they knew that Christmas was only three days off and the vacation lay ahead. Looking back on the scene, a former member of the chorus says, "That was a time when you really created something beautiful, partly for Mr. Weinrich, partly for the school, and partly because it was going to be Christ's birthday."

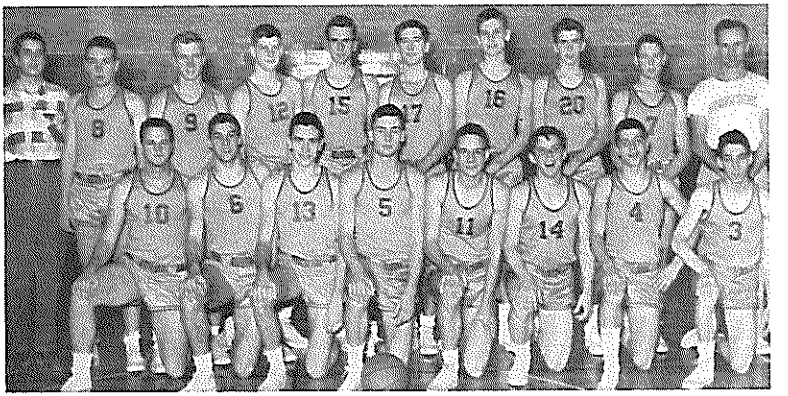
With the arrival of winter sports, the basketball team took center stage. The squad was composed of five key players: Ben Bishop, Jim Burst, Dave Sisler, Dick Strassner, and Chuck Thies. Every free Saturday morning and Sunday afternoon, the boys drove over to Gov's house. Before the doorbell had even rung, he was on his way with the key to the gymnasium. "Just bring it back when you are through," he would say without any demur. Later on he would drop by himself just to make sure that nobody was playing in shoes on the new floor. "Turn off the lights and close everything up before you leave," he would remind them; he knew that he could trust these boys. Perhaps next Monday morning he would meet one of them in the hall and ask him to pick up some of the papers lying around the grounds. This was no penalty, but rather a secret bond, something that only he himself would set as an example for others to follow. That was the way Gov ran the school.

Once again Coach Ray Wolfe enjoyed the most successful season in Burroughs' history. His varsity basketball squad won the ABC League Championship 5-0. It had an overall record of 10-2, losing only to Kirkwood and Maplewood. Subsequently, it entered the post-season tournaments. In the University City division of the Sub-Regional Tournament, competing against schools ten times the size of Burroughs, it defeated Hadley, Soldan-Blewett, and University City. All but the last were easy victories—Ben Bishop, Jim Burst and Dave Sisler taking top scoring honors. During this week of excitement, Gov had been visiting colleges in the East. When he returned on Sunday evening, the team went along with Mrs. Haertter to Union Station and greeted him with the cup they had just won. Gov beamed! It was the best home-coming he could have had.

The following week the team advanced to the Regionals, held at the Washington University Field House. Here, they defeated CBC 41-35, Sisler tallying 24 of the points, and went on in the semi-finals to upset Lutheran High 52-34. With this victory they qualified for the State Tournament.

Before the squad ever arrived at Springfield, it had acquired the reputation of being the team to beat; however, since teams from the St. Louis area had won the four previous tournaments, it was known that another team from St. Louis need not expect any breaks. In the opening game, the boys defeated Republic, the odds-on favorite, by a score of 55-44. In the quarter-final they faced Bowling Green, which had a 34-1 record; but they pulled off a win, 54-40, giving the squad its fifthteenth straight victory. In the semi-finals the squad came up against Buffalo, physically the largest team in the Tournament, four of the starters topping six feet and weighing 175-185 pounds. As Franz Wippold, '31, reporter for the *Star-Times*, wrote: "Burroughs bullies so abused the Buffaloes that 31 (yeh, 31) fouls were called on the Bombers. The gentle Buffaloes had 14 called against them." With all the regulars but Bishop fouled out of the game in the last quarter, the reserves fought desperately to save the situation. The gun went off just as Rod Wagner was in the act of shooting, or was he in the act? This basket would have made the score 40-39 in favor of Burroughs. "But the same referee," continues the reporter, "said he wasn't in the act of shooting. It went down in the books as a 39-38 Buffalo victory . . . Burroughs' rooters were so naive that they believed this sort of thing couldn't happen in a State Tournament. But it did." If the game was a heart-breaker, the team never showed it. The school had to wait four years to get revenge, when in 1953 the basketball team won the State Championship at Puxico. The starting line-up for that game consisted of Gates Agnew, Gordon Philpott, Leigh Strassner, Bobby Thym and Ralph Weinrich.

Other 1948-49 squads did well too in the ABC League. Mr. Elmer Hirth's "B" basketball team tied for first place, and Coach Staten's "C" won its fourth championship in five years. Mr. Montgomery's soccer squad also came out victors with Shelby Pruett the



The 1953 State Champion Basketball Team coached by Mr. Ray Wolfe.

high scorer. So far Burroughs had a strong grip on the Harvard trophy.

Just before the Easter vacation, a familiar sight was to disappear from the landscape. No more jiggly rides on the "04". First put into service in 1892, the trolley completed its last official trip on Saturday, March 12, 1949. On the following Sunday, Red Carroll, the motorman, made a special trip, picking up students and alumni for a last jaunt. At the end of the journey, he was presented with a watch from the alumni and kisses from the girls. While Red still attends the Christmas Celebration each year, the "junk" today has become only a memory along with those surreptitious trips to the Dean Sisters' hamburger stand at the turn-around, a site now occupied by Ladue City Hall.

With the approach of spring vacation Mr. Stephen Hinrichs, Chairman of the Social Studies Department, initiated what was to become an annual event by taking a group of skiers to Aspen, Colorado. Twelve intrepid girls boarded the "Eagle" at Kirkwood Station for the trip to Denver, then took a bus to Aspen, where they stayed at the Roaring Fork, a converted miners' dormitory and one of the few accommodations available at that time. The town itself still looked like an old mining village of Civil War days, far less sophisticated than even ten years hence, by which time fifty new lodges and chalets had sprung up and the group from Burroughs grown to almost a quarter of the whole Senior School.

The return to school brought student elections. When the final tally was made, Barbara Olin took over Ken Read's position as Speaker of the Assembly, only the third time a girl had been elected to this top office; Patty Gamble and Martha Gellhorn being the other two winners. Susie Perkins became Secretary and Shelby Pruett defeated Mary Ann Millstone in a close race for Chief Justice.

Before the year came to a close more victories were to be won on the athletic field. Coach Staten's "A" baseball squad walked away with a 5-1 win for the League title and a 10-3 record for the season. The "B" team also finished in first place. Ben Bishop completed his tennis career at Burroughs without ever having lost a singles match by gaining the title at the Country Day Invitational Tennis Tournament. For the 49-ers, Field Day clinched their success as they won the class trophy for the fourth straight year. At the Athletic Luncheon that day, conjecture centered on the most valuable player award. Would it be Sisler? He had already won four trophies, including the *Star-Times* "Prep-Player of the Year." When the announcements were made, Christy Gordon was declared winner of the girls' cup. The boys' was a surprise. It went to six players—Ben Bishop, Jim Burst, Doug Montgomery, Dave Sisler, Dick Strassner and Chuck Thies.

Excellent as the sports record had been during the past year, it was not the only area of success. At an assembly on Monday, May 11, awards were made to those who had won distinction in writing, science, current events, painting and sculpture. In the *Star-Times* Scholastic Writing Awards Contest, Burroughs again won the highest number of awards among participating schools, eleven awards altogether. Frank Meyer, whose short story "Terminal Leave" had won the National Contest and a $300 *Star-Times* college scholarship last year, again received recognition, and Anne Giessow won fourth place at the national level. Doug Montgomery received honorable mention in a statewide contest conducted by Westinghouse Science Talent Search. Eliot Miltenberger and Payton Campbell received second prize for their cloud chamber in the Greater St. Louis Science Fair. John Zentay was high scorer in

the annual Current Affairs Test directed by *Time* magazine. At the Scholastic Art Exhibit, Burroughs as usual took a heavy toll of the awards. In sculpture thirteen students received either gold keys or certificates of merit; and Van Hartman, Blakeslee Cook, and Leigh Strassner qualified for the National Exhibition at Carnegie Institute. In painting ten students received awards, several taking more than one award. Molly Felker won first prize in the National Exhibition. Unfortunately there is no record of the scholarships won except for those of Ken Read, Dave Sisler and Chuck Thies, all of whom went on to Princeton. But the academic record was as outstanding as that in other areas. If one of the basic aims in the philosophy of the school was "to provide for the boys and girls that kind of training and environment which shall encourage each to strive for the fullest possible development of his powers," there is some evidence to show that this was being accomplished.

Not only did the end of the 1948-1949 school year see the graduation of an outstanding class, but the past few years have missed several widely remembered teachers. Miss Alice Beaman and Mr. Charles Mac Baker retired two years before. A fine hockey player, Miss Beaman was for many years center forward on the St. Louis Field Hockey Team. In this position she delighted in scoring against her own well coached varsity teams, which in school competition reaped victory year after year. Slight of build, wiry, strong of purpose and character yet gentle-hearted, she was much admired. Mr. Baker's position both as Principal of the Senior School and Chairman of the Latin Department was taken over by Mr. Horner. This year saw two more teachers leave. As dramatics teacher Miss Patty Gamble, now Mrs. Harvard Hecker, will be remembered for her productions of *Antigone, Our Town,* and *Caesar and Cleopatra.* As a former parent remarked after attending a performance of *Antigone,* "I haven't been out to Burroughs for quite some time and was beginning to think it was no different from any other high school. But I see that it is." Mrs. Sarah Tracy Cahill retired this year. She was much loved both as teacher and Junior School Principal. Whether she was granting permission for a bake sale for the Junior Prom or for a white elephant sale to support a war orphan,

writes Barbara Olin in the *World,* she would always give some helpful tip or trade secret. If she had already explained Theorem 96 three times and some students still couldn't quite grasp the reasoning, she would smile and give another careful explanation. If children got into trouble, she knew how, with just words and good reasons, to straighten them out. To those who studied under her, she was not just a teacher; she was a friend. No better person could have been found to carry on with the same deep concern and effectiveness than Miss Evelyn Damon.

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High drama in Slabsides in the mid '40's.

CHAPTER SIX

1954-1955

Another six years ahead: the time is around 1954-1955. By now the school numbered 366 students and 39 faculty members. The tuition had risen over the years by small increments to seven hundred and fifty dollars. To cover a lunchroom deficit of $1,770 in 1952, the daily price of lunches was raised from forty-five to fifty cents. The school still continued to pay its way.

Looking around, you would find some of the old-timers missing; some about to retire. Dr. Mark Neville left in 1952 to become Headmaster of the Chicago Latin School. Many students looked upon Doc Neville as "the fun and pep of the school" because of his unfailing humor. Who can forget his snorts of laughter or delight in punning, gems like "Eve was nigh Adam, but Adam was naive." Whether self-styled horseshoe champion or carnival promoter, football coach or teacher of Milton—he had a zest for life. And always his heart was given to the school. The *World* spoke truly in saying, "We shall lose a very great friend when Mr. Neville leaves." In 1951 Dr. Ellsworth Obourn accepted an invitation from UNESCO to work on a teacher-training program in Thailand; he subsequently became Senior Science Specialist in the U.S. Office of Education. After a tragic sledding accident in which three of his children died, Dr. Sibley resigned his position in 1952. This was also to be the last year for Miss Amy Scholz, Secretary to John Burroughs School for the past thirty-two years. As Mrs. Gellhorn warmly said of her,

"From the moment Amy Scholz sat at the typewriter and clicked off the first 'prospect card,' not an hour of her life has passed that did not carry the welfare of John Burroughs with it. She is as much a part of the foundation of Burroughs as the cornerstone we laid . . . ." After a prolonged illness in 1956, Mr. Ralph Millard, janitor at Burroughs for twenty-eight years, was to retire from active work and reside in the small house beside the Little Gym. Whether children asked him to open up the building or to solve an algebra problem, he took it all in good part; he knew each one by name. "I always loved the children out there," he said when ill in the hospital; and they in turn cared enough to visit him. Like so many others on the maintenance and kitchen staff, he too was one of the Burroughs family.

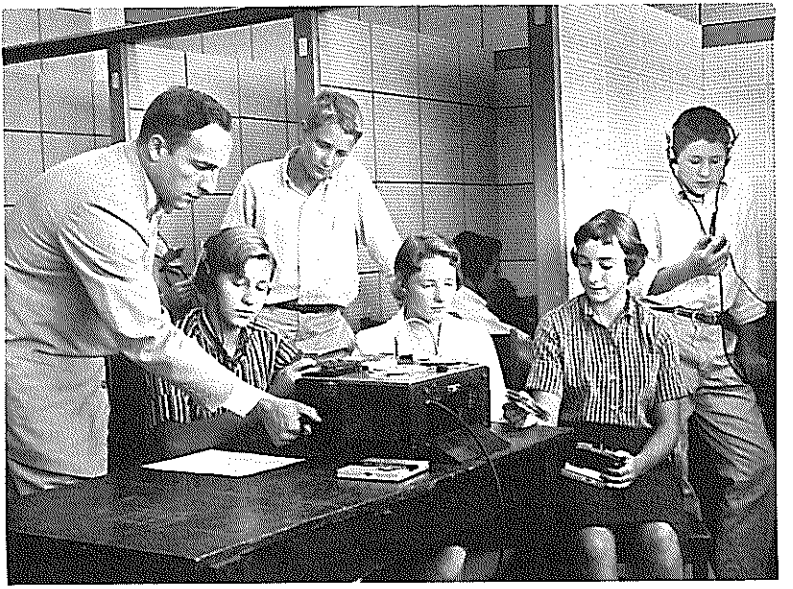
Nothing remains static at Burroughs. During the past six years a number of important advances were made: additions to the physical plant, the installation of modern teaching equipment, and provision for the welfare of staff and faculty upon retirement.

One of the cardinal points in Dr. Haertter's thinking about the school was his concern for excellence in teaching. "The first requisite of a great school," he used to say, "is great teachers. To be a great teacher, one must possess thorough scholarship; intellectual insight, honesty and enthusiasm; the ability to inspire boys and girls; the qualities which insure careful and thorough workmanship; and a kindly and sympathetic concern for the children's difficulties." In order to attract and retain such a faculty, he recommended to the Board of Trustees the establishment of a pension plan for the teachers and staff of the school. A nominal policy had been started in 1945 when Mr. Boyle O. Rodes was Board President; now a full scale plan was to be put into operation. By the time of the Annual Meeting in May, 1950, Mr. Forrest M. Hemker, who in 1949 had succeeded Mr. Garret F. Meyer as President of the Board, was able to announce the adoption of such a plan. During the following year, seventy-five thousand dollars was raised to put the plan into effect.

Improvements were continually being made to expand accommodations and to improve teaching facilities. In 1953, two new all-weather tennis courts were built north of the amphitheater,

making a total of eight courts altogether, and the area to the right graded so that it could be used for archery and other sports. At the same time the annex was added to the dining hall in order to take care of the increased enrollment. A year later, a new demonstration kitchen was installed in the Home Economics area.

One of the more important innovations at this time was the building of a modern language laboratory on the third floor. As part of the work in industrial arts, students constructed the individual booths and installed the technical equipment. Since this was the first language laboratory to be installed in any Midwestern high school, directors as well as teachers came to study the theory and techniques of the program developed by Miss Dorothy Gilbert, Chairman of the Department, and Mr. Stanley Sprague. The program proved to be so highly successful that in 1961 the laboratory was considerably enlarged and updated.



Mr. Stanley Sprague and his students in the new language laboratory, the first in any Midwestern high school.

Another important feature of the school introduced in 1955 was the Little Gallery. Continually concerned in his thinking with ways in which to enhance the school, Mr. Fred Dreher projected the idea. The Mothers' Council furnished the setting—lighting and decorating the hall area outside the school offices. This was the first exhibition place of any secondary school in the St. Louis area. It was opened on Fathers' Day, November 4, 1955, with an exhibition of signed lithographs by Picasso, Braque, Matisse, Manini, and others from the collection of Mr. and Mrs. Gordon Hertslet. As the idea of exhibiting individual and collective works of excellence caught on, parents, friends, and prominent St. Louis artists were increasingly generous in lending works for the gallery.

For some time negotiations had been under way to acquire for the school the land adjoining the tennis courts on the southwest side of the Memorial Gymnasium, a house and four acres. Originally on the market for $12,500, the school's bids were continually rejected, although the property changed hands. Finally, during Mr. Clair Cullenbine's term as Board President, the school managed to purchase the property in March, 1956, for the sum of $49,000, increasing the school property to more than twenty acres. The house was razed and the ground leveled for additional playing fields. As Mr. John E. Dube, Chairman of the Building Committee explained: this one improvement was to be part of a long-range expansion program planned for the school. Indeed, it turned out to be crucial to the whole development of that program.

John Burroughs School is unique in the kind of support given by the parent body. Ever since the parents founded the school, they have been an integral part of all that went on. Gov never allowed this interest to lag. It was not simply that he knew each parent as well as he knew each boy and girl and greeted each with the smile that endeared him to all. He kept alive opportunities for active membership in the Burroughs family; and where they did not exist, he created them. Particularly important in this respect were the Fathers' and Mothers' Councils. Started in October, 1931, the Fathers' Council, was, and still is, composed of all the fathers of students in the school. Traditionally, a day in late October was established as Fathers' Day,

a day when fathers were invited to visit classes in the morning if they could, to watch a football game in the afternoon, and to enjoy a sit-down dinner followed by entertainment. This year of 1954 seven hundred persons attended the dinner; for the first time daughters as well as sons were invited to accompany their dads. The occasion was a small mark of appreciation for all that the Fathers' Council had done. All departments benefited from gifts of equipment and teaching materials, often amounting to over two thousand dollars, for which there was no provision in the school budget. The fathers helped in other ways too, providing speakers for vocational guidance programs or for assemblies. Whenever there was a need, they filled it.

To supplement the Fathers' Council, Mrs. Donald G. Coombs, Mrs. Arthur Leschen, and Mrs. Charles M. Hay had organized the Mothers' Council in January of 1936, Gov's first year as Director. The President of the Mothers' Council appointed grade chairmen and co-chairmen to work with class advisers and the administration, to plan general parent meetings, the fall tea for mothers of new students, and class social activities. The Mothers' Council not only organized the Mother-Daughter Annual luncheon in May, but provided the entertainment, writing the script and producing, in recent years with Mr. Arnold's help, the wittiest musical comedy of the year, as Mrs. Ben Wells did this year. A list of all of the things they did, and still do, or the names of those involved and the hours spent, would circle the globe.

Mothers' shows have remained a tradition, in some form, since their inception. This was a 1963 performance.

From these existing organizations and a desire on the part of the alumni to do something tangible for the school arose "The Friends of John Burroughs School." The committee which formulated the plans for this association in 1952 decided that all friends of the school—alumni, present and past parents, interested people in the community—should be invited to join the Association. Its general purpose was to maintain and strengthen the position of John Burroughs in the forefront of schools. Annual membership contributions were to go towards supporting a scholarship program, making improvements in plant and equipment, and providing for other needs as determined by the Board of Trustees, headed at this time by Mr. Frank E. Agnew, Jr. The Association was duly formed in 1953 with the following members serving on its Board: Mr. Ben Wells, President; Milton Mill, '31, Vice-President; Marjorie Gault Knight, '32, Secretary; Eric Newman, '28, Treasurer; Mrs. Sidney M. Studt; Franklin Cornwell, '31; and as ex officio members, Dr. Leonard D. Haertter and Mr. Frank Agnew. The organization grew rapidly from an initial membership of 590 to 700 just two years later and produced in the current 1954-1955 school year an income of $15,242.

Ancillary to the Friends of John Burroughs was the Projects Committee, headed by Mrs. Sidney M. Studt. The purpose of this committee was primarily to unite school and community more closely by arranging for speakers, trips, films, vocational guidance visits or making available other resources in the community. A skit from the 1953 Review for the Friends of Burroughs Night showed the faculty singing their requests to the tune of "Tea for Two:"

This is what we want from you:
Painting: *We'll take an old Van Gogh or two . . .*
English: *Shakespeare or Chaucer signed by the author*
Music: *We could stand a baby grand . . .*
Science: *We need some things to carry on—a geiger counter or cyclotron;*
You're our friends, we count on you.

Actual requests ranged anywhere from ten old bowling balls to a visit to an oil refinery!

In cooperation with Mr. John Acker, Jr., who joined the English Department in 1951 and took charge of the Vocational Guidance program when Dr. Obourn left, the Projects Committee this year made possible a more highly individualized program. For many years, a series of vocational seminars had been held at the school, the Fathers' Council providing the speakers. This spring the Projects Committee arranged a series of field trips to meet the interests of the juniors and set up for the seniors special interviews covering twenty-three different areas of interest, varying from ornithology to ship construction!

Another important feature of the work of the Projects Committee was the help given in planning spring vacation trips. Dr. John Loos, a member of the Social Studies Department, took a group of twenty students this spring vacation on a week-long expedition to Washington and Williamsburg. The Projects Committee made it possible for the group to meet Senator Stuart Symington, to attend a committee hearing, to be present at the opening of the Senate, and to have lunch with Congressman Thomas B. Curtis, in addition to the regular tours, before continuing on to Jamestown and Williamsburg. Mr. and Mrs. Acker were to conduct similar trips in future years, including alternative visits to New York City.

Highlights of the year 1954-1955 were many and various. To mention a few: Janet Haase and Tad Foote starred in Moss Hart and George Kaufman's *You Can't Take It With You.* The new director, Mr. Wayne Arnold, who took over in 1952, interested the Dramatics Club in producing plays not generally put on by high schools at this time and in setting standards well above this level; more important, he saw acting as a means by which a student might discover, as one parent has said, "a new dimension to his character." Equally successful was the spring play, *Romeo and Juliet,* which featured Carol Dimmitt and Tad Foote. Art students again won high recognition in the Scholastic Art Awards Exhibition by outranking seventy-nine other schools in the number of awards received, the fourth time in five years that they had done so. Three of

the students—Laura Burroughs, Linda Dubinsky and Sarah Scott—went on to win honors at the National High School Art Exhibition at Pittsburgh. The Sourwood Mountain Three—John Harford (now John Hartford, singer and composer of "Gentle on My Mind"), Bill Wood, and Stoner Haven—played at a benefit sponsored by the Interschool Council at the University City Old People's Home as well as appearing in the National Folk Festival at Kiel Auditorium. Two seniors, Charlie Dempsey and Tom Weir, were delegates to the "Forum on Democracy" at Columbia University. Nine members of Mr. Hinrich's U.S. History class participated in the television program "Roots of Our Republic" on Channel 9. And four seniors won scholarships: Dorcas and Laura Burroughs to Pembroke College, Charles Dempsey to Swarthmore College and Bill Wood to Harvard University.

This was not an outstanding year for athletics, yet individuals and teams won recognition. Earl Buchholz, Jr., an eighth grader, won eleven tennis titles during the summer. Another eighth grade student, Jon Mars, captured the Juvenile Boys Division title in the Silver Skates Carnival at the Arena and later on broke two North American indoor speed-skating records at Milwaukee. The "C" team Bulldogs tied for the ABC League title in football and won in basketball. The girls' "A" hockey, "B" basketball, and soccer teams were all victorious. The boys' "A" team won the League title in baseball; and, for the first time, the track team captured the Class B District Championship, Dave Mars winning the 100-yard and 220-yard dashes to pick up 16 points.

Once again Summer School, started in 1929, opened in the middle of June. Its purpose has steadily moved from that of helping weak students to catch up in their work to that of providing good students the opportunity to do advanced study or take a special course. In his report to the Board at the end of the 1951 session, Mr. Montgomery made the recommendation that in addition to the Summer School, a summer camp should be inaugurated to run concurrently. The Board accepted his suggestion and asked Mr. Tom McConnell, now head of the Physical Education Department, to set up and direct the program.

1954-1955

Selecting a group of faculty members and counselors from recent graduates, Mr. McConnell opened Burr-Oak Camp in the summer of 1952 with an enrollment of thirty-seven campers, limited to ages 7-12. The school facilities enabled a full range of activities to be offered, including baseball, tennis, arts and crafts, sculpture, and dramatics. Parents were generous in making their swimming pools available to the campers and in helping with the transportation. One group of campers went riding each day at the Westwood Stable. Field trips were taken to Grant's Farm, the Rockwood Reservation, and the zoo. The counselors, each of whom had seven campers, joined enthusiastically in inventing games and helping to plan talent shows, a circus day, and other special events. The session ended with a grand swimming carnival, in which each child could win recognition for the progress he had made.

In the years following, Burr-Oak Camp came to be associated with the name of Coach Tom McConnell. By 1956, it was operating on a separate budget and had made a surplus of nearly two thousand dollars. Enrollment continued to rise each year until in 1961, it reached its limit of two hundred and seventy-five campers.

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CHAPTER SEVEN

1961-1962

1961-62: Today Dr. Haertter started his thirty-sixth year at the school; his twenty-seventh, as its Director. Look for him and you might find him in front of the building unsnarling the traffic, greeting students as they entered, inviting new parents to stay for the opening assembly, talking to Mr. Blossom about a problem in the split-second bell schedule. And so it would go throughout the year.

As students arrived they would note what was new, what was familiar: the ornamental iron work at the entrance to the driveway; John Holt driving the old, green truck; in the entrance hall two sofas and a reading table, gifts from the Mothers' Council; the waxed floors John Wesley has buffed till they reflect the furniture; Mrs. Bernice Curlett poised to polish the glass door-panels or to share those blue-Monday blues. Only the construction work on the third floor remained unfinished as the whole area had been changed to provide new classrooms, new offices, a projection room, and a greatly enlarged language laboratory. The cost had totaled almost sixty thousand dollars; improvements to the language laboratory alone amounting to $8,230. There were always some changes after the summer. But it was good to be back; to enjoy the new, to feel at home with the familiar.

This year there were eighty-one new students, bringing the total enrollment to 407. Among them was an exchange student from Brazil, Erno Paulinyi. "I came here to learn," says Ernie; "however,

in return, I did not come with empty hands. Any time, to anyone who is interested, I'll gladly 'show' my country; I'll try to give him an idea of my land and its people." This was the third year now that a foreign exchange student, under the auspices of the American Field Service, has joined the senior class. Likewise, some of our own students, either through the AFS or the Experiment in International Living, have lived with families abroad during the summer. Mary Leyhe has just returned from Germany after spending eight weeks with a family at Pfullingen in the Black Forest. She arrived in Bremen just when the Berlin wall was being erected. The shock was apparent. The family she was staying with had themselves escaped from East Germany. "For me," she said in retrospect, "this experience was really the most vital thing I had had in my life." Since then, other students have spent the first half of their senior year abroad as exchange students.

As the boys walked over to chemistry class this morning, Robert Fombey, now in charge of the maintenance of Haertter Hall and the science wing, greeted them in his usual way, "Say, man, what's your plan?" If you haven't been around the school for three years, it was an entirely new plan. Back on October 28, 1958, Henry Steele Commager, the noted historian, had come to address a large gathering of parents, alumni, and friends: the occasion was the dedication of Haertter Hall, the new auditorium, to Dr. Leonard D. Haertter. Now no longer can a baseball player collect ten dollars from Gov for clouting a homer through his office window; Haertter Hall sits squarely on that diamond. By buying additional acreage in 1957, the Board had prepared the way by providing another area for playing fields. The Campaign Director, Mr. Ben Wells, and the Chairman of the Building Committee, Mr. Saul A. Dubinsky, had been presented with the problem of providing an auditorium with a seating capacity around 550, a stage large enough for theatrical and musical productions, areas for construction and storage of scenery as well as dressing and make-up rooms, and a foyer large enough for entertaining guests; in addition, a modern science laboratory was to be built and equipped according to the specifications of Fred Eiseman, Jr., '43, Chairman of the Science Depart-

ment. To meet the cost of this total building program, the sum of $400,000 was raised. As a special mark of appreciation of Mr. Arnold's work in dramatics, a separate gift was made to install the most modern stage lighting of any theater in the St. Louis area. Not only had a long-felt need been satisfied, the urgency of which increased with each increase in enrollment, but it had been satisfied most handsomely.

Dr. Haertter laying the cornerstone for Haertter Hall at the 1957 ceremony. Looking on are John E. Dube, Board President, Elizabeth Rogers, Student Council President, and Terry Croft, Speaker of the Assembly.

To bring us up to date, last year recorded another example of the kind of unselfish generosity which is the hallmark of the Burroughs family. Additional property became available to the school when what is now the headmaster's house and the 4.23 acres surrounding it was put on the market. The school had no immediate use for the property, but did foresee a future need. Since Tom DePew, '34, was interested in the property himself, he was asked if he would purchase it and give the school an option to buy at a previously agreed upon price and within a specified time. He consented to the arrangement, putting in jeopardy his own personal convenience for the welfare of the school.

To pick up a few highlights from the current year. New courses were being offered, new methods of instruction introduced. The Social Studies Department expanded its offerings to cover more thoroughly areas of new and special importance; in a three-year cycle Far Eastern History, Russian History, and American Government were presented. Mr. Hinrichs continued the new teaching plan he had introduced last year of having the sixty students enrolled in the U. S. History course meet twice a week as a whole for lectures and twice a week in sections for discussion. This year the English Department, one of six in the country selected to do so, started a pilot program modeled on the proposals set up by the Commission on English. In 1960-61, his last year at Burroughs, Fred Eiseman, Jr., Science Department head, was one of ten high school science teachers in the country to be honored for outstanding teaching in physics, Dr. Arthur Holly Compton making the address on this occasion. This year Thomas Cori, '54, a former student of Fred Eiseman's who took over the work in physics, introduced the experimental course set up by the Physical Science Study Committee. Classics have always been important at Burroughs, one of the few schools offering six years of Latin. This year Mr. Horner and Miss Georgiana Reynolds continued to teach an informal course in the study of Greek. Once again, Dr. Haertter has united the special talents or scholarship of the teacher to provide a special opportunity for the student.

The fall sports season was an outstanding one. The varsity football team started out with a jealous reputation to guard. Previous "A" teams had been ABC League champions for six years now. In addition, many parents remember vividly the games with Jefferson City High School in 1958 and 1959. How it poured with rain at Jefferson City all evening, the parents, over two hundred of them, sitting soggy but determined as they watched David outwit Goliath, Jon Mars scoring both touchdowns to leave the final tally 13-6. And next year the return game at Burroughs, when the team lost 19-14 to break a twenty game winning streak, but battled all the way. As Coach McConnell put it, "It was high school football at its best." That was the year when the Jays brought their band,

at least half as large as the whole John Burroughs School itself: after the big half-time parade, which covered the entire field, George Simmons and two companions, as the Spirit of '76, made the appropriate comment as they marched down the field with fife, or trumpet at least, and drum!

But today's team of 1961 lived up to its reputation by ending the season undefeated for the second straight year. In doing so, it lengthened its current winning streak to seventeen games and racked up a total of 400 points. Tom McConnell, Jr. (captain) completed 31 of 63 passes for better than 650 yards and 9 touchdowns; Joe Peden carried the ball 1080 yards and gained 128 points. No wonder Coach McConnell felt the buttons popping off his corduroy suit. "Occasionally in every coach's life," he wrote at the time, "he has the pleasure of watching a group of boys develop from year to year until suddenly . . . there they are—big, fast, eager, aggressive, and skilled — all on one team playing together with a fierce pride in themselves and their school. This was the 1961 Bombers." All eleven starters were voted to be members of the All-ABC League team: linemen Paul Hartman, Kit Mill, Marsh Pitzman, Dick Rogers, Tom Seddon, Keith Shahan, Mike Todorovich; and backs Bill Berkley, Jack Biggs, Tom McConnell, Joe Peden.

The close of the football season saw the progress of another successful season in Annual Giving. A year ago the first phase of the John Burroughs School Development Program was put into action: its purpose, to raise a minimum of $75,000 annually to help meet the continually rising costs of operating the school. This phase was but part of a much larger overall plan.

In 1959 the Board of Trustees under Mr. Howard Stamper set up a Planning Commission, headed by William E. Rench, '30, to examine present and future needs of the school. The Commission, which included representatives from the Alumni Association and the Friends of John Burroughs, recommended establishing a permanent Development Committee in order to centralize all fund-raising for the school. The Board agreed and Dr. Haertter engaged Mr. Robert Cowen to be Director of Development.

The newly formed Development Committee, under the Chairmanship of Thomas N. DePew, '34, and its Director, organized a long-range program divided initially into three phases: Annual Giving, Special Gifts, and Capital Gifts. While the second and third phases, chaired by Richard W. Horner, '32, and Roy W. Jordan respectively, were set in motion, primary attention was devoted to establishing the Annual Giving program. Yearly totals of the amount of money raised show the warm response of the entire Burroughs family towards this program. The first year exceeded its goal by over $11,000, bringing in a total of $86,364. Compared to corresponding annual giving programs in forty-four other independent co-educational schools throughout the country, 84.2% of John Burroughs parents participated against an average of only 45.9% of the parent body in the other schools. Of the amount raised, $35,000 went to meeting the budgeted deficit and the rest to improving physical facilities in the school, the major expense being the remodeling of the third floor and enlarging of the language laboratory. During the current year, the goal remained the same; but at the end of the campaign Mr. Boyd Rogers, Chairman, was able to report that a total of $91,218 had been raised.

Besides dogwood and daffodils, spring brought a bumper crop of awards this year, particularly in the academic field. Since the beginning of the National Merit Scholarship Program seven years ago, John Burroughs had had one or more National Merit Scholars each year and had been well represented among the finalists. This year was no exception. Altogether sixteen seniors, or twenty-five per cent of the class, qualified as finalists. This rating put them among the top ten thousand students out of 576,435 who took the examination. An additional nine students received Letters of Commendation for high scores. Among the Merit Scholarship winners this year, ranking in the top one per cent in the country on the qualifying test, were Barrie Massie and Richard Stith. In the same way, scores on the Advanced Placement Examinations had exempted many students from college freshman courses; during the past four years over 85% of them had topped the national average. Again, in what has by now become habit, art students were outstanding

in the National Scholastic Arts Awards Contest, this year receiving a total of thirty-one awards. Blue Ribbons went to Susan Becker, Bo Drochelman, Margie Myles, and Mike Sniffen, and their work was sent to New York to be judged at the top level in the national contest. It was a year in which success in each of the three A's was well balanced.

June came in with the usual flurry of activities, highlighted by the popular Broadway musical of the fifties *Plain and Fancy* . If not quite so popular with the girls as *Finian's Rainbow,* it drew a crowd of over nine hundred to the amphitheater. Under a new moon on this summer evening among the trees, the audience accepted the invitation of the two New Yorkers Dan King and Ruth Winters to join the Amish community of Bird-in-the-Hand, Pennsylvania. Toni Ladenburg, who together with Rufus Cadigan had starred so successfully in *The Mad Woman of Chaillot,* took the lead with Kit Mill. Under the direction of Mr. Weinrich and Mr. Arnold, the Senior Glee Club, the Dramatics Club, and the Junior Chorus joined together to create the spell.

The year was to end in a shadow of uncertainty. Gov was to inform the Board of Trustees that in two years' time he must retire and to recommend that they start looking for his replacement. Everyone knew that this man from Pennsylvania was the man who had made the school. Perhaps even more, they had come to love and respect him. He had never sought honor for himself, although he had received it, having doctorates conferred upon him by Colgate and Washington Universities and an entry in the 1962 edition of *Who's Who in America.* A seventh grader once wrote, "This is the school where the headmaster teaches in the seventh grade." Gov did so because he wished to keep in touch with students and with teaching. He was himself a yardstick for others, always practicing what he believed. The relationship between student and teacher, he maintained, should be "freed from fear, warm with sympathetic understanding." If he stopped Janet in the hall to ask about an owl she was modeling in sculpture or Bill to talk about a touchdown he had made, these were no idle inquiries. His close concern for every youngster was in his thinking, no matter how many or how

pressing were the school problems he had to deal with. He loved children. Volatile? Yes. What explosive forces are not! But the energy he created was the force that drove the school ahead; his ebullience, the source of its great and binding spirit. "His voice shouting above the crowd," says one alumnus, "is what urged us on to give of our best, to win the game." And when the shouting died down, his warm sense of humanity drew all people to him. It was going to be hard to find another head and leader of the John Burroughs family.

Dr. Haertter and students.

On May 19, 1964, more than eleven hundred people attended a dinner at the Chase-Park Plaza Hotel given by the Board of Trustees to honor Dr. Leonard D. Haertter. Among those to speak so warmly of him on this occasion were Mr. Branch Rickey, Sr., Bishop Ivan Lee Holt, and Franklin Cornwell, '31. On this occasion also, William Rench, '30, organizer of the dinner, announced that a special lecture fund, to be known as the "Haertter Lecture Fund," had been set up as a lasting tribute to his work. Mr. John Buettner, President of the Board, then made known that Gov would not sever his ties with the school altogether; he had been appointed Executive Director of the John Burroughs Foundation, a corporation created to solicit and accept contributions, gifts, and endowment for the support of John Burroughs School. If no longer its present director, Gov was still to be the guardian of the school's welfare and survival.

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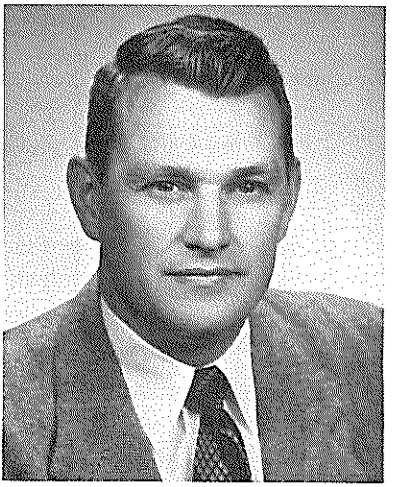
CHAPTER EIGHT

1965-1966

1965-1966: This was to be a year of change and transition. Changes had already taken place among the faculty. Two important teachers left in 1963 to become headmasters. Mr. Fred Horner was appointed Headmaster of the Sherwood Day School in St. Louis County. Those who worked with Fred knew his tremendous capacity for getting things done and the seeming ease with which he could assume so effectively any one of his roles, as Assistant Headmaster, as Principal of the Senior School, or as Chairman of the Latin Department. He had a steady firmness and underlying sense of humor that students appreciated. The stern eye of the lawgiver belonged more often to Groucho Marx than to Mr. Thwackum; and his pianistic wit, his "Three Blind Mice" on a polyphonic frolic, lightened many an assembly. He was succeeded by Mrs. W. Clark Schmidt (Margaret Cornwell '33) as Principal of the Senior School and by Mrs. Marian Sniffen as Chairman of the Latin Department. Mr. Stephen Hinrichs, who became Headmaster of the Harley School in Rochester, N.Y., belonged to the tradition of great Burroughs teachers. More than anything he taught students to think for themselves, to rid themselves of their "sacred cows" or personal prejudices, and to stand on their own two feet; he was himself the kind of satisfactory human being a student could and did admire. His place as Chairman of the History Department was taken over by Mr. William Vibert.

The great change, of course, was the appointment of a new director. Mr. Howard Stamper, Chairman of the Screening Committee, crisscrossed the country many times in his search for the right man. Finally in January, 1964, the choice settled upon Dr. William G. Craig. For seven years Dr. Craig had been Associate Professor of Education and Dean of Men at Stanford University and was at the time, Director of Training of the Peace Corps in Washington, D.C.



Dr. William G. Craig, appointed Director in 1964.

The Board of Trustees, now presided over by Mr. John G. Buettner, had agreed to provide a residence for the new Director and his family. Accordingly, a motion was passed to purchase the property next door belonging to Tom DePew, Jr., '34, who had granted this option: the house, swimming pool, and about four acres of land. A gift from an anonymous donor enabled the school to do so without going into debt.

When Dr. Craig took up his duties in the summer of 1964, he was almost immediately faced with tragedy. Mr. James Alverson, a member of the History Department, while traveling with his family in Mexico, was seriously injured in an automobile accident. When word reached Dr. Craig, he promptly took action to get the family back home and Skip into the skilled hands of St. Louis doctors. With the help of parents, he acquired a plane; and Dr. John Shapleigh,

Vice-President of the Board, flew down to Mexico to bring the Alversons home. Serious complications set in, and Skip's recovery was a long and difficult one. But literally hundreds of calls offering help came from Burroughs families, from parents and friends, from students and faculty. Mrs. Craig set up a schedule so that meals could be sent in regularly for the family, and students provided a round-the-clock baby-sitting service. Money was given, blood donated, and expenses fully taken care of—all anonymously. Skip made a heroic struggle and won. The prompt actions of Dr. Craig and Dr. Shapleigh, the kindness and concern of the Burroughs family also won; they saved a life. This is what is meant by "The John Burroughs family."

This year was to see John Burroughs grow from a school to a campus. The acquisition of a director's house was one step in this direction; others were in the making. Never one to lose any time, Dr. Haertter as Executive Director of the John Burroughs Foundation had secured three outstanding gifts that were to change the school significantly. An anonymous donor gave $335,000 for building a new library. The James H. Woods Foundation, established in memory of Jim Woods, '27, by his family, many of whom have been connected with Burroughs, contributed $176,000 for a complete restructuring of the athletic area. The Gaylord Foundation donated $225,000 for a new science building. In the first year of its existence, the John Burroughs Foundation received contributions and pledges amounting to more than $850,000.

Although not formally dedicated until February 24, 1966, the new library, designed by architects Murphy and Mackey, was ready for use at beginning of September, 1965. Able to accommodate over thirty thousand volumes, the library is air-conditioned, attractively furnished, and carpeted throughout. The Mothers' Council and individuals sought to furnish it still further by increasing in six years the holdings of 12,000 volumes to 18,700. One side room provides space for cataloging and audio-visual equipment, another is used as a classroom. The lower floor level accommodates a small auditorium equipped with closed-circuit TV, additional classroom space, and offices. The library was soon to become the axis of the academic

life of the school.

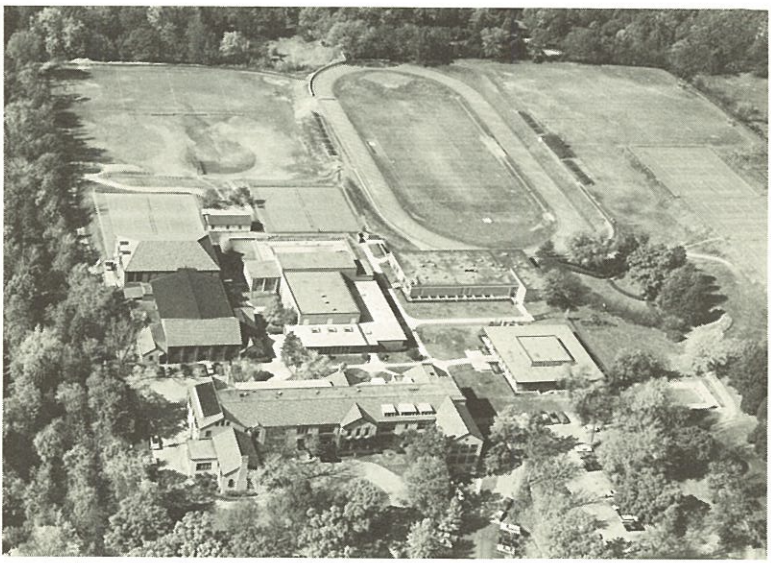
In June, 1963, the school acquired a portion of the property on the north owned by Mr. and Mrs. Mahlon B. Wallace, Jr., with an option to purchase the remaining ten acres. A year ago work was started on developing the site, which is now the James Holloway Woods Athletic Area. The elevations on three sides of the old football field were pushed back, the football field filled to track level, and a concrete embankment constructed at the east end to accommodate the splendid new eight-lane, quarter-mile track. The property to the north was leveled to create a second regulation-sized hockey field; the four tennis courts were razed to allow seven new courts to be built in their place and to the north of them. All of these improvements were made possible through the donations from the James Holloway Woods Foundation.

Whether through gratitude, vastly improved facilities, or simple chance, each of the four new sports arenas was to be the scene of victory in the coming year. The varsity football squad seized the ABC League title and ended the season undefeated with a 7-0 record. The girls' varsity hockey team also had an undefeated season, scoring an overall total of 17 goals to 3, Barb Robins and Carol Peden taking top honors. In spring sports, Mr. Hirth's varsity tennis team made a clean sweep of the ABC tourney and finished the season with an 18-1 record; Bruce Oetter, qualifying for the State Tournament, reached the finals. And the track team, coached by Mr. Acker, not only won the ABC meet, but placed second in the Class M District Meet, held for the first time at John Burroughs.

On October 17, 1965, the new Art Gallery, made possible by a gift from Mrs. Arthur A. Bonsack, was dedicated in honor of her son, the late Arthur A. Bonsack, Jr., '31. The greatly enlarged area, an extension of the Little Gallery to include the adjacent classroom, has become a focal point of the main building. It is a place where an artist or a poet comes to talk to a group of students, where art teachers take classes to discuss the current exhibit, where visitor or student comes to relax and enjoy the congruence of painting, sculpture, and craft work in a comfortable and handsomely furnished setting. As in the past, Mr. Dreher scheduled monthly exhibits

throughout the year, opening with a one-man show of Ernestine Betsberg's paintings to be followed by the wood and welded sculptures of Mr. Simon Ybarra, the Mexican artist who joined the Art Department this year. The new Gallery has put into perspective the unique position that creative art holds in this school.

The other major projection at this time was the new science building, also designed by architects Murphy and Mackey. The Clifford Willard Gaylord Foundation, which had initially contributed $250,000, added $75,000 to offset an increase in the overall cost, the total being now estimated at $345,917. Contracts let, a ground-breaking ceremony was held on November 16, 1965. The one-story building was designed to house five laboratories, each with its own office and separate laboratory for setting up classroom experiments, five classrooms and a lecture hall, an animal room and a greenhouse. The large basement area below was to serve many purposes, providing space for a radio room, a dark room, and for independent study projects. The building was ready for use in the following September.



The campus as it looked after the completion of the Library, Science Building, and the athletic area improvements.

The expansion of the school plant was initiated during Dr. Haertter's time. Other changes were to be introduced by Dr. Craig; indeed, he felt his mandate to be one of re-examining all aspects of the curriculum and operation of the school. As he said in his opening remarks to the student body, "Today, change is rapid—particularly in education. We cannot stand still and be satisfied with what we have. Change, in a school such as this, is sometimes difficult."

One of the first changes Dr. Craig supported was an increase in the number of students. Over a period of twenty-five years, the enrollment had gradually expanded from three hundred to four hundred students, considered to be maximum for the capacity before the present building program. Last February, Dr. Craig and the Board of Trustees decided to increase the enrollment to four hundred eighty students. As a result, in September of this year the school opened with four hundred forty-four students; next year it was to be increased by an additional forty students.

Last year, for the first time, the school received applications for admission from six black students; two of these applications were accepted as being qualified in all respects. School policy on admissions had never been discriminatory. The By-Laws simply stated that "It will be a school for boys and girls." In 1955, the Board of Trustees and the faculty had affirmed a policy of non-discrimination on the basis of color or creed; last year's board reaffirmed that policy. Opposition grew as an undercurrent. It surfaced openly last year at the Annual Meeting on April 27, 1965, when for the first time in the history of the school, an alternate slate was offered by a group of parents in opposition to the slate presented by the Nominating Committee of the Board of Trustees. Haertter Hall was packed for the meeting; people had to crowd the aisles to get in. As Dr. Craig addressed the audience in a quietly tense atmosphere, he spoke about the nature of change itself and outlined some of the new programs already instituted or under consideration: a sabbatical program and improved salary scale for the faculty, a new counseling program, an increased scholarship fund, a faculty executive committee to actively assist in helping to determine school educational policy,

and closer contact with elementary schools. He concluded with a reference to the opposition slate. Although the question of admitting black students had not been mentioned, it was clear to all this was the real issue. "This is your school," he said. "The support comes from you. This vote can mean only one thing—a vote of confidence or a vote of no confidence." When asked whether this meant that he would resign if the opposing slate were elected, he said decisively, "Yes, it does." At the end of it all, he received not only a wildly enthusiastic standing ovation, but an overwhelming vote of confidence when the seven members put forward by the Nominating Committee were elected by a wide margin. Even so, as he had told the students in first talking to them, "Changes are difficult."

Every facet of school life was being closely observed; this was Dr. Craig's policy during the first half-year of his tenure. As a teacher in the language laboratory remarked, "The only question he asked me was 'What do you do there? Why have one?" Even the student body was beginning to question itself. "Why is it that we, the most affluent in an affluent society . . .," asked the *World,* "cannot afford foster children or money for the charity drive? Why are we passive towards our foreign exchange students? Towards our black students!"

In his own evaluation of the school, Dr. Craig was helped by an examining committee approved by the Independent Schools Association of the Central States. Every effort was made to secure men and women of outstanding, if not national, prominence in their respective fields. Their purpose, they stated frankly, was "to search for flaws that might be mended rather than give medals for jobs well done." In its subsequent report the Committee supported Dr. Craig in his wish to increase the size of the faculty and to broaden student representation by increasing the scholarship fund; it questioned the wisdom of limiting the trustees to present parents and alumni and pointed to the insularity of the school milieu, a common complaint among students and faculty. It was a whirlwind visit intended to stir things up—and it did! The faculty replied with a counter-report objecting to the superficiality of the study, particularly as it applied to curriculum and methods; however, many of its overall proposals were to be accepted.

This year saw these and other changes made and new programs started. Dr. Craig asked for, and was granted by the Board, $50,000 to increase the faculty and staff. He joined a cooperative venture with Washington University by allowing four apprentice teachers to work under experienced faculty, one of whom, Mr. Norman Schwesig, was to join the staff next year. Also through the cooperation of Washington University, the school took part in a four-year experimental Asian languages program promoted by the Carnegie Foundation. John Burroughs, one of four participating schools in the area, acted as a Japanese-teaching center for students from other schools as well as from Burroughs. Mr. Sprague taught the Japanese Language course; Mr. Alverson, who initiated the program, lectured on Japanese history; and Mr. Dreher, on Japanese art. A professional counseling program was introduced this year and the advisory system changed to make almost every teacher an adviser of eight or more students instead of leaving all to the grade advisers. With the help of the Faculty Executive Committee, Dr. Craig introduced changes in the operation of the school, such as liberating from study halls all students in grades 9-12 who had a satisfactory academic rating.

In some ways the school became more traditional in its attitudes; in some ways less so. Unused to having fifty per cent of the school day devoted to non-academic experiences, Dr. Craig considered abolishing Home Economics and Industrial Arts. Students were expected to take five, rather than four, academic subjects. "I know that admissions committees look at this," he said, thinking of the increasingly fierce competition to get into college. On the other hand students could be seen on a warm day sitting under a tree studying or outside playing informal games. If Morgan, the Symingtons' golden retriever, walked across the stage at an early morning assembly, he was simply asserting dogs' lib. Sometimes Bill Craig might be seen playing hockey with the girls, or acting the part of a dining room waiter for a school contest. He maintained an easy relationship with the students, keeping the door between his study and the hall wide open for anyone to drop in who cared to.

In the meantime Gov had been busy raising money for the

The Field Day tradition would be incomplete without a sack race. This was in 1965.

Foundation — $125,431 last year. Some of the Foundation money had already been contributed to enlarging the scholarship funds. In addition, he had been largely instrumental in securing a grant of $75,000 from the Danforth Foundation to engage six additional teachers next year and to fund a number of different department projects such as the Communication Center set up by Miss Clara Fieselmann of the English Department.

Not only were present things being looked into, but possibilities for the future as well. In 1962, Dr. Haertter had created with the Board of Trustees a Planning Committee to consider the school's needs for the next ten to twenty years. This year, 1965-1966, Mr. Byron Herbert, President of the Board of Trustees, set up an Exploratory Committee, headed by Bill Maritz, '46, "to look into those areas where others feared to tread." Some of the areas considered by this and other committees ranged far and wide: the possibility of increasing the grades, of having a closer association with Community School, of having a dormitory for out-of-town students, or

of having an overseas extension of the school where students might learn foreign languages. It was a time of excitement, even at faculty meetings; it was a time of new and venturesome ideas, some of them quixotic since the budget was already beginning to look like the national debt; it was a time when walls came down and the sensitive caught something of that breadth of view Bill Craig had acquired from working at the national level in Washington, D.C. Then everything came to an abrupt halt.

In April, 1966, Dr. Craig received a call from the L.B.J. Ranch asking him to accept a Presidential appointment to serve as Deputy Assistant Secretary for Planning and Training for the Department of Health, Education, and Welfare. After much serious thought, Dr. Craig accepted the appointment with a good deal of reluctance; he felt, however, that he had completed his mandate. As one faculty member summed up the situation: "When a man of Dr. Haertter's determination and stature has been on the scene as long as he had and put his imprint so firmly on the school, almost any successor could do very little other than simply break the mould; to try to fit into the mould would have been totally false. . . . If you accept that premise, then I think Mr. Craig was the man for those two years, because he was a man with ideas, a man willing to take rebuffs, the knocks that anyone is going to get. He took them in reasonably good form and certainly opened all the doors."

Unable to find a replacement in so short a time, the Board asked Mr. Stanley Sprague to become acting director for the next year in order to allow Mr. Boyd Rogers and the Screening Committee time to place before the Board names of suitable candidates.

Also leaving this year were two valuable members of the staff, Mrs. Richard Gebhardt and Mr. James Lemen. Mr. Lemen, teacher of history and coach of many sports, accepted an invitation to become a football coach at Cornell University—a lapse he redeemed in 1970 by returning to become Head of the Physical Education Department. From the time when Mrs. Gebhardt first opened her business office in "The Little White House," formerly occupied by Mr. Aikin, she had managed with incredible sleight-of-hand to balance books, teach typing, and run the bookstore—all with a

sweet and easy insouciance. To say the very least, her leaving was to cause an upheaval among the office furniture.

The last two years have seen many changes. The most subtle, perhaps, was that which occurs when any school grows in size.

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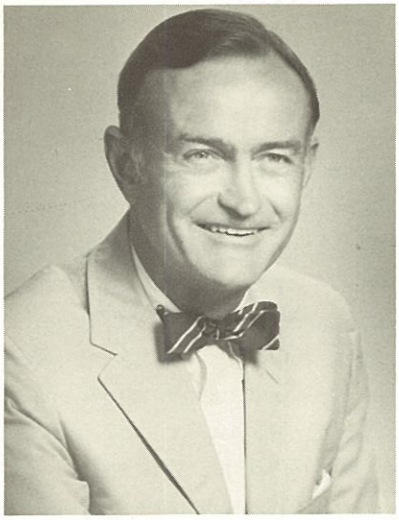
The Library, formally dedicated on February 24, 1966, was rededicated in 1973 as the Howard A. Stamper Library, in memory of the former Board President and benefactor.

CHAPTER EIGHT

THE PRESENT

The Present: In January of 1967, Mr. Edward W. Cissel, Assistant Headmaster at Pingry School in New Jersey, accepted Mr. Byron C. Herbert's offer from the Board of Trustees to become Headmaster of John Burroughs School. As he was to say on a later occasion, "I came here because I liked what the school stood for." The school has grown increasingly to like what Ed Cissel stands for. Most likable of his qualities to students is his sovereign sense of what is fair and just. Even if he does not always understand a person, he has never been known to say an unkind word or to make a cutting remark. Not a quiet person, at least not at faculty meetings, he is perhaps unassuming, even in his passion for neckties! A middle-of-the-roader, he would call himself. "I am not a radical," he has said, "and I'm not a reactionary." Yet he encourages opposite points of view to exist in harmony, certainly as a *modus operandi* in teaching. Not a public speaker, almost shy of an audience, yet the sort of man you might find scaling a tricky peak in Colorado. When he took a group of faculty members to investigate the Outward Bound Program at Southern Illinois University, he was asked if he would care to try the obstacle course himself. Nobody could hold him back! Last year he earned his pilot's license. Flying is one of the forms of relaxation he enjoys most. Disciplined from long years in the army, he is still able to relax; in fact, he rather enjoys teasing people. Walking up to Joann Collins on Field Day—she



Edward W. Cissel, appointed headmaster in 1967.

is now Head of the Painting Department—he looked at her shredded tennis shoes and remarked, "My, we shall have to do something about your salary!" Above all, his greatest joy is in his family.

One of the things facing the new Headmaster when he took office was whether or not the school should be enlarged still further. A year earlier Mr. Byron Herbert had appointed an Exploratory Committee to determine the feasibility and desirability of increasing the number of grades at John Burroughs. This included the possibility of creating a Burroughs complex of three schools; an upper school, a middle school, and a lower school. The Committee concluded that any downward expansion should logically involve a merger with Community School since both schools share a common ancestry. The Board then authorized Mr. Herbert to meet with his counterpart at Community, Evarts Graham, '37, to select a Joint Planning Commission. The two Board presidents named a fifteen-member commission headed by Mr. Howard Stamper. The Commission included Mr. Cissel and Mr. James H. Rowe, Headmaster of Community School. After extensive research over a two-year period, it was decided that to maintain the *status quo* would be in the best interests of each school.

Mr. Cissel was quick to recognize that the basic principles on which the school had been founded anticipated reforms which

many private schools today were belatedly forced to accept. Indeed, these same principles, which had first attracted him to the school, might provide the best, if not the only approach to problems facing children today, problems which never existed before the school was founded. But his immediate task was far different.

A quick succession of directors had created crosscurrents in school policy. Mr. Cissel's first undertaking, therefore, was to establish a tight and stable organization. He did so by replacing lateral with vertical structures. He delegated authority to seniors by introducing the prefect system, setting up a chain of authority in student government parallel to that of principals and department heads in school government. Since the students themselves had become apathetic about their own form of self-government, he encouraged them to discover a new one. This they did by replacing the Student Assembly and Council with a Student Congress, which had at its head a Congress President and beneath him a Congress Secretary, the Chief Justice of the Court, and the six class presidents. It is now the duty of Congress to coordinate all student activities, committees, and class meetings and to screen proposals made by these groups before the President presents them in a weekly conference with Mr. Cissel.

While encouraging changes in student government, Mr. Cissel was also interested in other developments, particularly in the academic area, to which he has always assigned top priority. At this time a number of interesting teaching experiments were either already under way or about to get started.

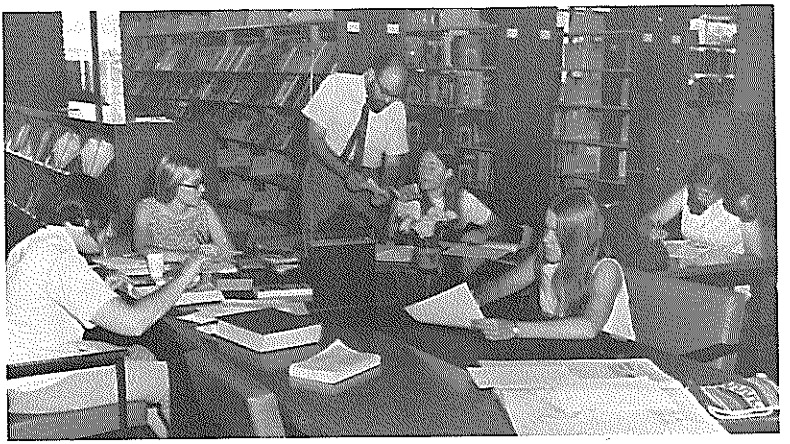
Mr. Bruce Westling, brought in by Dr. Craig to head up the Science Department, had as early as 1965 started to develop a cooperative program with Monsanto's Central Research Department under the direction of Dr. Richard S. Gordon. The aim was to get students more fully involved in the "act" of science while at the same time providing a useful service to Monsanto. Early investigations were carried out in the areas of animal nutrition and milk substitutes, several Monsanto scientists working with John Burroughs' students and faculty. The plan proved feasible. As Dr. Gordon said, "It is our experience that most youngsters, by the time

The Monsanto Company and our Science Department have cooperated for the past six years in student research projects. Mr. Bruce Westling, pictured here directing a student project, conceived the idea along with Dr. Richard S. Gordon.

they are age fourteen, are perfectly capable of raising meaningful scientific questions, and by age sixteen are capable of learning how to answer such questions as an individual in a disciplined way." As a result, Monsanto was not only interested in continuing the experiment but prepared to give financial assistance. Three years later Monsanto agreed to continue its cooperation, and Ralston Purina also joined the program. "These firms supply research questions of the type they routinely send out to a consulting laboratory," says Mr. Westling. "The student-faculty teams at Burroughs tackle these questions as part of their science course work." Students may enter the program either as part of a group through their regular biology class or individually through independent study. Either way, the students are learning science by practicing science. In the process they are learning many other things too: "what I want to do in life," "the good and bad things about science," "what it is like to do something that has never been done before," or perhaps simply "what frustration is." Largely for his work in this program Mr. Westling received in March, 1971, the second place award in international competition sponsored by the National Science Teachers Association in Washington, D.C., and

was named the 1972 Outstanding Biology Teacher in Missouri by the National Association of Biology Teachers.

Another interesting and comparatively recent teaching experiment mushroomed in the History Department. In the spring of 1970, Mr. Alverson had finished ahead of schedule his course in Medieval and Renaissance history and was looking for something that would engross the attention of a group of eager and intelligent ninth graders; he turned to environmental problems. His students pursued a broad reading program, analyzing and discussing any articles they could find on the subject. So much excited were they about the project that Mr. Alverson decided to start in the fall a course called "Ecology: Problem and Potential in the Contemporary Environment." As so often happens at Burroughs, a worthwhile venture quickly attracts support. Through the generosity of a past parent and her sons, the W. MacLean Johnson Memorial Fund provided $25,000 to implement the program. That summer Skip Alverson and nine students who wished to continue working started to prepare the way for the new course in the fall. First, they formed a year-round committee for community action known as the Regional Environmental Study Team (REST). Then, knowing of no published index of articles relating to ecology, they decided to compile their own bibliography, annotating and cross-indexing by topic all articles on ecology from some twenty-seven major publications dating



Students of the Environmental Study Team spent weeks compiling an ecology bibliography under the direction of Mr. James Alverson.

from January, 1965, through March, 1970. Skip Alverson, however, wished to do more than this; he wished his students to have some practical experience in helping to solve an ecological problem. He asked them to make a fact-finding survey of what would happen if a rezoning ordinance were passed in Cottleville, Missouri, allowing a rock quarry to go into operation close to a residential community. Their research showed that economic benefits would not outweigh the ecological destruction and the discomfort to nearby inhabitants. Notified of these findings, the citizens of the community banded together to defeat the measure. The students were jubilant, and the course in the fall was a guaranteed success. Since that time, students have studied such problems as the conservation of endangered species, the recycling of waste materials, and problems relating to or actually arising from local situations.

A characteristic of the curriculum today is the wide variety of courses offered. Fifty years ago a student was lucky if he had a choice of nine academic subjects; today, a senior has a choice of more than thirty-six. Such diverse courses are available as Russian Studies, Comparative Religions, Computer Mathematics (for which course Mr. and Mrs. Gaylord Montgomery have generously donated a computer in memory of their son Douglas, '49), Developing Nations, and, for the aspiring chef, Gourmet Cooking. What is the first thing an eighth grader wishes to try his hand at? No, not hamburgers, but fish and chips. His choice for dessert is a little more sophisticated, crepes suzette. The gourmet cooking class for seniors is oversubscribed. Taking whatever the kitchen normally provides for lunch and a few additions, they prepare their own meal, perhaps Beef Wellington and broccoli with hollandaise sauce. Even the Athletic Department has a wide variety to offer. Requirements for boys in competitive sports, once compulsory the year-round, have been reduced to two of the three trimesters—now that Mr. Cissel has introduced the trimester system—and the choices have been greatly increased. A student who does not wish to take part in a competitive sport one trimester may turn to such activities as touch football, softball, weight training, gymnastics, fencing, and even swimming in the outdoor pool built in 1968 with Burr-

Oak profits. Girls also have a wide choice and may try out for varsity teams in hockey, basketball, volleyball, tennis, softball, gymnastics, track, lacrosse or modern dance.

In addition to the wide variety of courses in the curriculum, opportunity for individual study is offered at every level. The seventh or eighth grade science student uses self-pacing curriculum materials. The Mathematics Department hopes to have twenty-five per cent of its students working on individual projects. A senior school student may earn a half credit for individual study in any one of his courses except languages. Furthermore, he may, as a senior, take a course at any one of the local colleges or engage in a project outside the school, perhaps serving as a teacher's assistant in another school or working for a suburban newspaper.

Today, while recognizing that schools are places where subjects can be studied for their own sake, both teachers and students are challenging complete domination of the curriculum by academic subject matter; they are seeking greater relevancy and more opportunity for life-involvement in their courses. The program of Senior May Projects, introduced in May, 1968, is a step in this direction. Seniors finish their regular class work and examinations at the end of April. This permits those who meet graduation requirements to engage in a month-long project of an educational, cultural, or social nature. Most students stay in the community; some have gone afield—Mimi Eagleton to work in her uncle's senatorial office in Washington, a group of boys to follow on foot the Appalachian Trail. At home, seniors may become teacher aides in the inner-city schools, laboratory assistants and pre-med students in local hospitals, research assistants at Washington University, workers at the Humane Society, or helpers at the Legal Aid Society. Each year the list of projects has lengthened as parents and alumni help these young people to broaden their horizons, to get a new sense of what they wish to do with their lives, of what careers to follow or not to follow, or perhaps just to gain a consciousness, never before crystallized, of what the world about them is really like.

Another potential for student involvement, and an important one in keeping open channels of communication with the Head-

master, lies in the various student committees which Mr. Cissel has created. Thick as flies in a ball park, they come and go as the need arises. Their concerns range from rising hemlines to visions of academic utopia. What bloomer-girl on the athletic field of the twenties would have conceived of wearing raggedy jeans in the ivied halls of the seventies! One of the more enterprising of these committees is the Future Planning Committee. It is essentially an ideas committee; it encourages students to think and make suggestions about the kind of school they would like to see. Circumscribed by graduation, they tend to think of short-range plans; they have, however, been instrumental in bringing about changes, in expanding, for example, opportunities for independent study.

Related to the Future Planning Committee, and sometimes meeting with it, is a faculty committee known as the Committee on the Future, which is concerned with long-range goals. Making no predictions about future needs, it takes an unflinching look at such questions as the school's role in developing "moral intelligence," the Burroughs family—myth or reality, an integrated faculty, school relationships with the community. Both the student and faculty committees reflect a strong need for involvement. While the school was involved to a limited extent with problems of the inner city, with tutoring inner-city children and offering summer programs, the Future Planning Committee felt that much more could be done. From this deep-rooted concern grew the Commission on Community Involvement.

The Commission arose because members of both the student body and the faculty sent petitions to the Headmaster asking him to set up a group to study ways in which the school could actively participate in integrated America. Mr. Cissel put together a working committee of sixteen students and five faculty members, Mrs. Dora Tickner of the History Department acting as chairman. Elected originally to the Commission, to mention only those serving for a two-year term, were Mary Cissel, Lynn Paine, Elizabeth Short, Evelyn Wright, Mark Haimann, Kelly Robinson, and Ned Rubenstein. This dedicated group of students quickly drew support from others, so that the Commission had to be enlarged to include

representatives from all grades. While recognizing that the school is not an agency for social change, the Commission felt that the school, in training its citizens for a useful community life, could do much by making them aware of the realities and problems of racial relationships; and it could best do this by structuring a program at the institutional level.

After consultation with the St. Louis Board of Education and residents of the inner city, the Commission developed the idea of starting a student exchange program in which children from different economic and social groups, black and white, would meet as equals in a common format. The Carr Lane School, an elementary and junior high school in the heart of the inner city, expressed readiness to cooperate in such a program. In October, 1968, a one week exchange program was set up, limited to seventeen eighth grade volunteers from each school who had parental consent. The experiment turned out to be highly successful. In a subsequent evaluation, one mother reflected the feelings of many in saying: "This experience is reason enough to send my child to Burroughs." The one major complaint was that the program did not last long enough. It looked as if the egg shell had been cracked.

To further its aim of bringing about closer understanding between black children and white children, the Commission scheduled for April 22, 1969, a symposium entitled "Black and Blue." Since Dr. Haertter's time an all-day symposium on a problem of current interest had become one of the highlights of the alternate year in which it was held. This one was no exception. Representatives from inner-city schools and professional men from the black community came to Burroughs for a frank exchange of ideas. The effect was a salutary jolt to many of the students.

Supported by Bill Maritz, then Board President, Mr. Cissel moved to incorporate the Carr Lane program in the curriculum. Even though the course was to be offered on a voluntary basis, some parents were disturbed. What about the safety of our children? Won't the curriculum have to be watered down? What effect will it have on the Carr Lane children? Mr. Cissel called a parent meeting on May 19, 1969, to explain the inclusion of the program in the curriculum. Leading off the meeting, he made clear the stand the Commission

had taken all along. "The school is not an agency for social change," he said, "—it's not an institution for social reform or anything falling in that category." At the same time he pointed out the purpose of the school as laid down in the By-Laws: to train students for higher education and for useful community life. Although Mr. Cissel had not initiated the Carr Lane project, he made clear that he whole-heartedly supported it, as did the majority of the parents. When the dissidents had had their say, he adjourned the meeting. Then he went quietly ahead with the plans already formulated. It is not Ed's way to "Cry 'havoc' and let slip the dogs of war!" but rather to hold tenaciously to those things he believes in.

Since its introduction into the curriculum, the Carr Lane program has been developed and expanded. In no small measure, its success has been due to Miss Clara Fieselmann who, along with Mrs. Tickner and Miss Evelyn Damon, was a prime mover. When Miss Fieselmann left John Burroughs to teach full time at the Carr Lane School, she was missed as much as she was admired. Children knew that she cared enough to want them to succeed. In her selflessness, she also cared enough to make the project succeed, and her presence at Carr Lane did much to facilitate its operation. The children enjoyed sharing their experiences together and learned much about one another: who was good at dancing or miming or using a sewing machine. Sometimes common writing assignments were the most revealing of all, as it was intended they should be. Asked to write a poem on Rupert Brooke's theme "These I have loved," the children were quick to see for themselves the difference between horseback riding, balmy Florida nights, twinkling ornaments on a Christmas tree, and the sound of the wind along a drafty corridor, scampering across a backyard, "the feel of my mother's hand on my backside because I know she loves me." A typical reaction from a Burroughs' eighth grader was "Some of us were surprised at how rude the real world was," or "I feel we have learned more than a history book could have taught."

The course is now offered as an eighth grade elective, running for fourteen weeks in the fall. Since a combined English-Social Studies program proved most easily adaptable, the course concentrates on a common curriculum in this area. One or two half-days

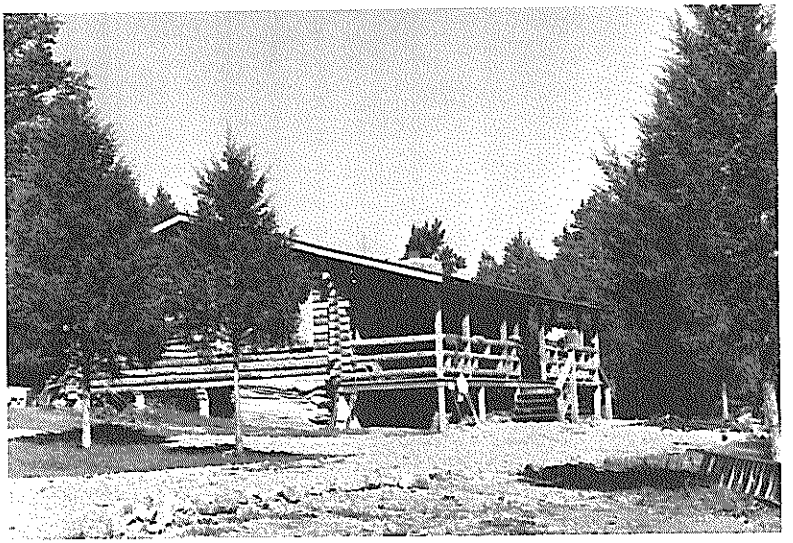
of each week are used for the actual exchange, one-half of each group exchanging schools or both groups joining for a field trip, perhaps to visit a housing project, or a city and a county court session, something relevant to their study of metropolitan areas in social studies. More recently, seniors have been allowed credit in English or history if they wished to volunteer as teacher assistants in the program. Today, far more students are eager to sign up for the course than can be accommodated.

Another answer to the students' need to become involved with life itself was the start of two summer programs: August Days and Program Assist. In 1967, a group of upper grade students concerned about the children of the inner city wanted to do more than talk about problems. Wisely, Mrs. Tickner felt that creating another committee was not the solution but rather that by working together they might develop a plan which, if successful, the school could take over. They decided to experiment with a three-week day camp in August for children from the inner city. Mr. Sprague, as Acting Headmaster for the school year 1966-67, approved of the idea as did the Board of Trustees after the students had outlined their plans. There was no money in the school budget for such a program, but as usual it was forthcoming. Board members themselves individually contributed six hundred dollars to get the program started. So successful was the first experiment that the school adopted the plan and has carried it on ever since. Debbie Deutch and Alice Lowenhaupt were student co-directors of the program in 1967; Stephen Wessler was director in 1968; Patricia Heaton, in 1969; Nina Rothschild, in 1970; Peggy Goldberg and Ted Samuels, in 1971; and Gary Behrens and Sam Dunlop in 1972. The camp directors raise the money for the program, as Nina Rothschild did by publishing the *August Days' Cookbook;* they also plan the activities—sports, arts and crafts, swimming and, after a hot lunch cooked by the counselors, movies in Haertter Hall. The camp has grown from thirty to fifty children. Assisting in the program are forty counselors, now selected from both Burroughs and Soldan High School students. A tribute to the program is the appearance on the bus bringing the children to school of a number of "stowaways," who have heard what fun the group is having.

August Days Camp for inner-city children provides youngsters with three weeks of planned recreation and crafts.

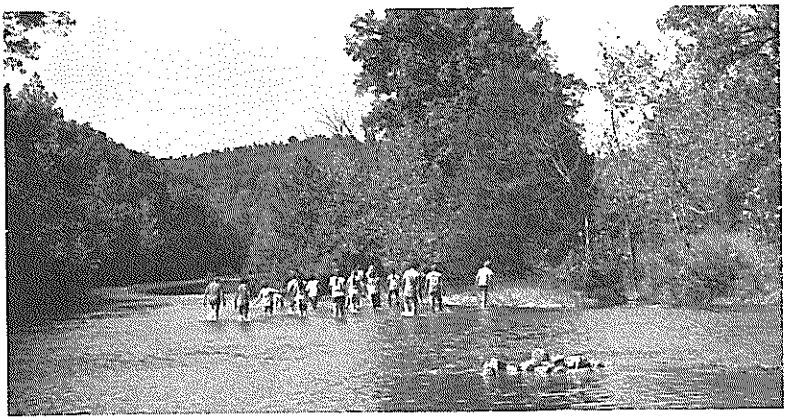
The other summer project is Program Assist. Another private school had already introduced the program to this area, but Mr. Cissel was eager to have Burroughs start its own program. Accordingly, he asked Mr. Hugh Witscher to organize one in the summer of 1970. The program offers primarily academic enrichment courses for inner-city children. Seventh and eighth grade students are selected from the Carr Lane School in order to supplement the eighth grade exchange program in the fall. Instruction is given in science, mathematics, English, art, swimming, and sewing. Teachers and college students, Burroughs graduates and undergraduates, such as Jan Schwab, Ellen Witscher, and Barbara Yanow, share their knowledge with these bright youngsters, many of whom might otherwise drop out of school.

Several of these programs have been helped by the acquisition of the Drey Land, which has opened up still further opportunities. Interested in the Outward Bound program as a gut test of what a person stands for, Mr. Cissel went in search of a wilderness area which might suit his purpose. In 1969 he persuaded Leo Drey,'34, to let the school have access to over 130,000 acres of south central Missouri timberland and a cost free lease on over forty of those acres to develop as a base camp. The school has received gifts totaling twenty thousand dollars for the development of a campsite on this property. Mr. Edward Greensfelder obtained grants from the St. Louis Regional Planning and Construction Foundation and from



At the Drey Land Camp, the Dreyer Lodge is the gathering point as well as the mess hall.

the St. Louis Regional Recreation and Conservation Foundation, and friends of the late Mr. James Dreyer matched these original two foundation gifts as a memorial to him. Leo Drey made possible the completion of the construction with a substantial cash gift. With local timber supplied by Mr. Drey, seniors and faculty members built a large log cabin, using the same techniques of construction as those employed by the early settlers, and provided seven cabins to



Sinking Creek is the camp's favorite attraction.

accommodate forty campers. Electricity was brought in and a well dug to provide drinking water. Sinking Creek, a pleasant stream running through the property, affords a natural bathing spot. The camp has already served a variety of purposes: as a place where seniors and seventh graders can learn mutual cooperation; where classes can study ecology, mapping, astronomy, and wild life; where Carr Lane and Burroughs students can get acquainted; where the faculty can gather for a week-end workshop. One of the excitements is the chance to see things in an almost unlimited number of ways: to wear the spectacles of scientist, historian, painter, parent, teacher, or child. Like the feeling of sharing, the sense of freedom is important too: time to meditate, time to discover oneself, to stretch mind and spirit as well as body. This surely is what the founders of the school had in mind when they named it after John Burroughs.

Were you to look in on the school today, you would find a much greater variety of interesting and exciting things happening than in 1923, but far less excitement about them. This is the age when you "play it cool." If this were your first day at school, you might be feeling a little queasy coming up the driveway, as one new boy felt until suddenly he sighted Ed Cissel standing on the front steps and exclaimed, "Ah, at least I know I have one friend!" Or this might be the day when a group is just about to leave for McDonnell Douglas Corporation to join in a Model United Nations; or when a class of ninth graders in teaming up with others from Soldan High School for an Outward Bound Program at Southern Illinois University; or when seniors Nancy Berg and John Heidbreder are taking off for "Presidential Classrooms" in Washington, D.C.

Were you to attend the daily early morning assembly in Haertter Hall, you might find Leon Burke, winner of a thousand dollar scholarship to college, giving a piano recital. Perhaps this is the day when Ed Cissel, mounting the rostrum with a baby in his arms, opens the assembly by saying, "Today, we have a guest speaker from Boston. Her name is Sarah Greenwood, who happens to be my granddaughter;" or when he introduces the maintenance staff lined up on the stage, saying a few words about each one, his responsibilities and special talents—"That has never happened before," said Ber-

nice Curlett; "it was our debut!" This might be the day when Leonard Slatkin, Assistant Conductor of the St. Louis Symphony Orchestra, is presenting a program of avant-garde music. Remember the time when Yehudi Menuhin, still a teen-ager, gave a violin recital in the Little Gym? Or when Ernest Bloch spent a day visiting the school?

After the assembly you might decide to have a brief visit with the headmaster in his study. If this is an open-door day, anyone who has anything to discuss may go in and discuss anything with him—except the dress code! Had you seen the lights on in his office late at night over the Christmas vacation, you would understand the need for such days, as two teachers did who were told by Thelma Zekind, his secretary, that he was too busy to come to the door. Just then Christy, one of his two Labrador retrievers, started scratching to be let in. Ed petted her for a moment as she jumped up onto the couch; then he settled back to work once again. "Well," said one of the teachers, "I guess we're going to have to learn how to bark!" But were you a student in trouble, you would always find a ready listener and a patient judge. As one senior said who had been tabbed by the police, "Mr. Cissel was great — so understanding. You could tell he has kids of his own."

The headmaster at the front door on the opening day of school is a tradition at Burroughs.

Perhaps this is the day when invited to lunch you were served a Bangla-desh meal to save money for the Bangla-desh Relief Committee. As Ed has noted, one of the major differences between education in 1923 and education today is that all secondary schools "are inescapably involved with the real issues facing the community . . . from drugs to war."

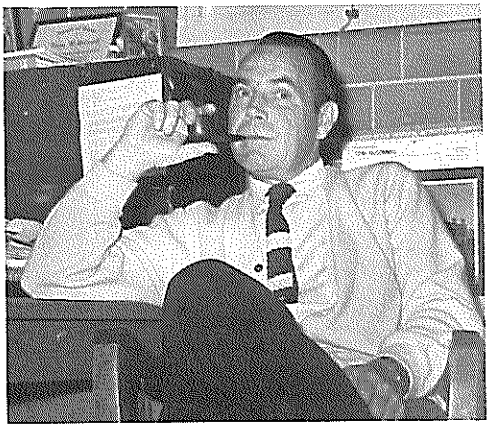
Depending on the season, you might, in the afternoon, see the Bulldogs, captained by Doug Martin and Ed Wiegand, win the ABC League championship; or the girls' hockey team, under captains Peggy McMahon and Kim Austin, complete their third undefeated season; or the soccer Bombers, under "Coach of the Year" Ray Beckman, take the ABC title by defeating Priory; or the track team, led by John Heidbreder and Peter Kerth, win the District title; or the golf team complete an undefeated season by triumphing over Lutheran South; or Mr. John Holt receiving a silver cup after thirty years of service, keeping the athletic fields in shape. Perhaps you would prefer to get a workout by joining the Burroughs karate group in the evening; or see one of Mr. Arnold's outstanding productions of the year, featuring Ellen Greenman and Kerry Estabrook in "The Miracle Worker." These are just a few of the events that took place while this story was being written.

As we follow the history of John Burroughs School from yesterday to today, it becomes increasingly clear that the school is an educational partnership; herein lies its great strength. Writing in the *World* of October, 1971, Tom Croft comments: "Never before has either the faculty or the administration been so willing to listen to the student voice. . . . " More than ever before young people are wanting to be heard and are sometimes surprised to find that they can be. Editor of the *World* in 1969, Katie Kanter writes: "I interviewed Mr. William E. Maritz, President of the Board of Trustees. I went with questions I suspected would be evaded, but with great relief found Mr. Maritz not only frank, but energetic and enthusiastic about discussing our opportunities concerning the Burroughs of the future." Ed Cissel himself is a great believer in keeping open as many doors of communication as possible. Faculty-student planning sessions, faculty-parent seminars, the Headmaster's Advisory

Council, at which parents may discuss any aspect of school life, faculty-trustee seminars—all help to strengthen the ties. But a partnership means more than talking; it means doing.

A large part of the "doing" is natural to teaching. But seldom has a school attracted the kind of total commitment that so many of the Burroughs faculty have shown. To cite some who have left the scene recently. In June of 1969, Miss Dorothy Gilbert, Head of the Modern Language Department, retired. Those who mastered a language under Miss Gilbert grew to know something about the value of excellence and to realize her innate kindness. One year later, Mr. Fred Dreher, Head of the Painting Department, also retired. As one of Mr. Dreher's students said of him, "He was one of the most important things that happened to Burroughs." He made art felt in the school in all sorts of ways—the Art Gallery, mobiles and prints acquired for the school, his transparently clear talks on art. His creativity and integrity as an artist as well as the way he looked at life deeply affected students. He was living proof of the fact that art is important in this school so largely because it has always been taught by artists, not by educationists.

As Mr. Cissel has said, "A good teacher is one who has a heart as well as a mind." Such a person was Coach Tom McConnell, who died in a tragic hit-and-run accident in 1970. His wife, Ruth, the



Coach Tom McConnell.

school dietitian, was severely injured. Since joining the staff in 1951, he had made victory on the athletic field almost a habit. But Tom was more than a coach. He was a friend to all, parents and children alike. They respected his sense of fair play; they loved him for his deep sense of humanity. Equally committed to the school in heart and mind was Miss Evelyn Damon, who retired in 1971 as teacher and administrator after thirty-five years of service. The key position she played in the Carr Lane program was part of her concern for all children. None of them will forget her distinctive faculty for being able to listen afresh to each tale of woe as if told for the first time. She, too, belonged to the tradition of the founding teachers.

Although the author was too modest to record in this history his own retirement in 1971, this photograph does record the fact that Miss Damon was not the only senior faculty member to retire in this year. Ed Cissel and Board President Don Schnuck presented engraved silver bowls to each at the 1971 Annual Meeting of the Association.

In 1972, three more old-timers retired. After thirty-nine years of directing music at the school, Mr. Ralph Weinrich said farewell in his final operetta "Bye-Bye Birdie." Even so unmusicianly a man as Charles Mac Baker used to wander into the music room just because the listening was good, whether the Glee Club was rehearsing a Bach motet for the Christmas Celebration or Benjamin Britten's

"Rejoice in the Lamb" for the spring concert. A few still remember seeing with some astonishment a flying phonograph sail past the biology classroom windows; the master from his room on the third floor had only grown tired of rock competition from the senior lounge next door. With humor and discipline he nurtured incipient talent and produced much fine music in the process. Also to leave was Mr. Gaylord Montgomery, who ended thirty-seven years of teaching mathematics at the school by unlocking his classroom door. Latecomers had learned their lesson as well as their lessons. Whether as Head of the Mathematics Department, Director of Summer School, or coach of the "A" soccer team, he set high standards and gave unstintingly of his time to those who asked for it. The third person was Dr. Walter Rist, who left as quietly as he had come after teaching German for thirty-two years. Students respected his knowledge, enjoyed his sense of humor, and admired him as a person.

It has been said that a school is as good as its teachers; it can become even better if it has, as well, the strong and whole-hearted support of its parents. It would be hard to find a day in the school year when parents are not in some way actively involved in the school. Go to the library or the typing room, the cooking class, the art rooms, or the science laboratories—the chances are you will find a parent acting as an assistant. Look in the faculty room—three or four mothers will be addressing envelopes. Is a car waiting outside in the driveway? Probably a mother is ready to drive a tutoring group to the city or some athletes to a game. What is going on in the foyer of Haertter Hall? Some parents are getting tables ready for the reception after the Haertter Lecture this evening. Look around the grounds: you may find someone planting a herb garden. What has happened to Room 212? In the old days it was a science lab; now it's a bookstore run by the mothers. Last year they raised more than twenty thousand dollars for the school from the profits. If you are a Burroughs mother, some time you will receive in the mail a card asking: "Do you sing, dance, read, paint, or sew? Have you 'no talent', but a fascination with the theater, and a desire to meet other mothers and kick up your heels at a cast party? If so, call Judy Kieffer or Fran Browde". . . . or it may have been Katch

Wells, Bea Schwartz, or Jean Maune; the list of talented mothers is a long one. But your help is needed for the annual variety show, written and acted by the mothers, for a glittering performance at the Annual Dinner. At a benefit performance for the Tom McConnell Scholarship Fund, the musical raised more than a thousand dollars in a single evening.

Equally successful has been another venture started more recently. In 1969, the Mothers' Council created the Potpourri, now an annual event held in the fall. Each year brings fresh surprises. A highlight of the 1970 sale was the donation of ten thousand pairs of men's pants, all of which were sold! Last fall was reminiscent of the carnivals in Mr. Aikin's time, each grade running its own booth. In its four year history the Potpourri has raised over ninety thousand dollars for the school with the help of more than two hundred mothers and fathers. So far each year has managed to outdo the previous one.

Mrs. Roger Altvater, Co-chairman, Mrs. Arnold Schwab, Decorations Chairman, and Mrs. Louis Dessert, General Chairman of the 1970 Potpourri sale.

In this way and in many other ways are the parents of John Burroughs School partners in education. Taking a backward glance, one previous parent reflects the feelings of many in saying: "Parents

and children shared the extra-curricular activities. We had parties before the Country Day game, fun traveling to Kansas City for the Pembroke game, fun on Field Day. . . . There were always mothers at J.B. and frequently fathers. . . . Everyone worked hard to make the school good for our kids. It may sound like a cliché, but Burroughs really is a way of life."

Nowhere have the ties of this partnership been tested more strongly than in meeting the rising costs of education today. When the school first opened in 1923, the tuition was five hundred dollars; today, it is nearly two thousand dollars. Even so, today's student pays only 85% of his tuition. Most of the balance is taken care of by the Annual Giving Program. Since the program was started in 1960, every year the goal has been raised and every year contributions have exceeded the annual goal. Board President Donald O. Schnuck and Annual Giving Chairman Quintus L. Drennan, Jr., were able to report that the 1972 campaign had exceeded its objective of one hundred and thirty thousand dollars, a sum almost double the goal set in 1960. The 1973 campaign was even more outstanding. Mr. Drennan agreed to head it for a second year and proceeded to top his year earlier results by over twenty thousand dollars. In 1972-1973, the school established the "Blue and Gold Club" to recognize donors of one thousand dollars or more to Annual Giving. Thirty donors "joined" this select group its first year, an increase of 240 per cent in this category.

In addition to the Annual Giving Program, other highly significant fund raising programs have been carried on at the same time. The John Burroughs Foundation, of which Headmaster Emeritus Leonard D. Haertter is still the Executive Director, has been turning its efforts to soliciting funds from foundations, corporations, and individuals, and to the development of contributions through bequests for John Burroughs School. This Association, with its own Board of Directors and membership, has been at work since 1964. The annual report for 1971 shows that during this seven-year period the Foundation has raised a total of well over two-and-a-half million dollars, a figure that does not include very substantial contributions made in stocks.

The Fiftieth Anniversary of the school marks another major achievement in securing the welfare of John Burroughs School. Soon after Mr. Cissel had become headmaster, he urged the Board of Trustees to give serious attention to building up the endowment, which then stood at less than $250,000. As a result, the Endowment Committee, headed by Alex Cornwell, Jr., '45, was formed in 1968. Its immediate objective was to raise five million dollars by the Golden Anniversary of the school. Both the John Burroughs Foundation and the Office of Development and Public Relations, now run by a full-time director, Mr. Don Whelan, turned their efforts to this end.

To further the endowment drive, Bill Maritz initiated in 1972 a program called the "Fifty From Twenty," a plan to obtain fifty thousand dollars from each of twenty donors. The results of this program were to be announced at a dinner to be held in honor of Ed and Jane Cissel, and Ed's fifth anniversary as headmaster. In just five years Mr. Cissel had done many things for the school and for education. In addition to promoting the endowment drive, he has taken steps to reduce the school indebtedness, revised the faculty pension plan, increased the breadth and flexibility of the individual student's schedule, introduced the Drey Land and Outward Bound Programs, and developed a master plan for future buildings and land acquisition as a guide to future development—to mention a few. In the broader area of education he has served as Director of the Independent Schools Association of the Central States, and more important, he has founded the Missouri Independent Schools Association and helped to establish closer relations with other independent schools in the St. Louis area. The celebration held in the Cissels' honor prompted a number of donors to express concretely their feelings of confidence in, and gratitude towards, the Headmaster. Mr. Maritz was able to announce that the "Fifty From Twenty" club had now become the "Fifty From Twenty-Three," since the goal had been surpassed by three additional contributions.

As this history is being written, the Endowment Committee is working on raising the last of the five million dollars needed to reach its goal by the Golden Anniversary in September.

Has John Burroughs fulfilled the aims of those who founded it? It is an astonishing story, in spite of all that has been omitted for lack of space or information. As the first President of the Board said in 1926, "The success of John Burroughs School will be measured by the quality of the students it sends into the world." Cut the cake where you will. Here is a column of alumni news taken at random from a back issue of the *Burroughs Reporter:* a Chief Geophysicist developing mineral resources in India; a teacher in a New York school; the Head of the Philosophy Department at Kansas State; a worker in Sargent Shriver's anti-poverty program; a mother of five who also makes time to be a girl scout leader; an actress in New York City who spends many hours of volunteer work in a hospital therapy clinic and who is still writing poetry. And so it goes. John Burroughs graduates have been active the world over, from Israel to the Antarctic, from Angola to Japan. In 1970, an Outstanding Alumnus Award was created to honor a few of these remarkable people "for having made a positive and outstanding contribution to mankind through dedicated and unselfish example." Presented annually by the Alumni Association, the award was made in 1970 to Thomas N. DePew, '34; in 1971 to Ben Eiseman, M.D., '35; and in 1972 to Katherine Gladney Wells, '36. It would be hard to match the range of activities and sense of civic responsibility shared among John Burroughs graduates. While raising money to found the school, Mr. J. Lionberger Davis wrote to Board President Louis H. Egan saying: "Let us always keep in mind that the child of today will be the man or woman of tomorrow with its ever increasing perplexities. Can anyone deny that we need men and women who can think and who are willing to serve?" The record speaks for itself.

It has not been possible in this abbreviated account to make any acknowledgments. Where names appear, they do so by way of illustration of what goes on at John Burroughs School in a cross-sectioning of the years. The work of those who have given with so much generosity and unselfishness, and have often done so anonymously, goes beyond any mere mentioning of names. They are the heart-blood of the school; they have made it "a way of life." To them this story is dedicated.

APPENDIX

Important Dates

1921 First Formation Meeting of Interested Parents—May
1922 First Property Purchased on Price Road (17½ Acres)—March
1922 Original Incorporation—June 19
1922 Temporary Board Formed—November 17
1923 First Director, Mr. Wilford M. Aikin, Appointed—January
1923 First Annual Meeting of the Association—May 15
1923 Opening Day (75 Students, 10 Faculty)—October 2
1923 Dedication and Cornerstone Laying—October 12
1925 First Addition to Original Building
1929 Slabsides Completed—December
1931 Fathers' Council Organized—October
1935 Second Director, Dr. Leonard D. Haertter, Appointed—July
1936 Mothers' Council Organized—January
1941 Formal Opening of Northwing Addition—March
1947 Dedication of Memorial Gymnasium—October 9
1951 Slabsides Torn Down
1952 Burr-Oak Camp Opened—June
1953 Friends of John Burroughs School Organized
1954 First Language Laboratory Installed
1956 Land West of Memorial Gym Purchased—March
1958 Haertter Hall Dedicated—October 28
1960 Development Program Started (Annual Giving)—October
1963 Wallace Property Purchased—June
1964 Dr. Haertter's Testimonial Dinner—May 19
1964 John Burroughs Foundation Created—July
1964 Dr. William G. Craig, Appointed Headmaster—July
1964 Headmaster's House purchased
1966 Dedication of Library Building—February 24
(In Use Since September 1965)
1966 Dedication of Woods Athletic Area—May 27
1966 Dedication of Gaylord Science Building—October 20
1967 Mr. Edward W. Cissel, Appointed Headmaster—July
1967 August Days Camp Started—August
1968 Swimming Pool Completed—June
1968 Five Year, $5 Million Endowment Program Launched—November 25
1969 Mothers' Council First Potpourri Sale—October
1971 Dedication of Drey Land Camp—June 5
1971 Dedication of Baseball Field in Memory of Thomas M. McConnell
—November 13
1973 Dedication of Library in Memory of Howard A. Stamper
—September 28
1973 Fiftieth Anniversary Celebration—September 29

Incorporators—The New School
June 1922

Vera G. Angert
Eugene H. Angert
Eric Bernays
F. J. Boehm
Edith O'Neil Boyd
W. W. Boyd, Jr.
Oscar E. Buder
D. R. Calhoun
George Oliver Carpenter, Jr.
Fanny J. Egan
Louis H. Egan
Frederick B. Eiseman
Justine G. Eiseman
Betsey C. Francis
Edna Fischel Gellhorn
Florence D. Goddard
Althea S. Grossman
E. W. Grossman
E. W. Grove, Jr.
Agnes K. Ives
Carroll West Jones
G. R. Jones
Bay B. Leigh
J. W. Leigh
C. R. D. Meier
Barbara Blackman O'Neil
David O'Neil
Erma A. Stix
Ernest W. Stix
Leslie H. Thompson
Violet K. Thompson

First Board Of Trustees
1923-1924

Louis H. Egan, President
Mrs. Hugh McKittrick Jones,
1st Vice-President
C. R. D. Meier,
2nd Vice-President
Fred B. Eiseman, Treasurer
Mrs. George Gellhorn, Secretary
Eugene H. Angert
W. W. Boyd, Jr.
J. Lionberger Davis
Dr. Evarts A. Graham
Mrs. Evarts A. Graham
Benjamin Gratz
Mrs. Joseph W. Lewis
G. Riesmeyer, Jr.
Mrs. Ernest W. Stix

Headmasters

*Wilford M. Aikin	1923-1935
Leonard D. Haertter	1935-1964
William G. Craig	1964-1966
Stanley E. Sprague (Acting Headmaster)	1966-1967
Edward W. Cissel	1967-

Presidents—Board Of Trustees

*Louis H. Egan	1923-1931
*Dr. Evarts A. Graham	1931-1937
Dr. David P. Barr	1937-1939
R. Walston Chubb	1939-1943
Douglas V. Martin, Jr.	1943-1944
*Boyle O. Rodes	1944-1945
Lewis B. Stuart	1945-1946
*Dr. James B. Costen	1946-1948
Garret F. Meyer	1948-1949
Forrest M. Hemker	1949-1951
*Gordon M. Philpott	1951-1952
Frank E. Agnew, Jr.	1952-1954
Clair Cullenbine	1954-1956
John E. Dube	1956-1959
*Howard A. Stamper	1959-1961
John G. Buettner	1961-1965
Byron C. Herbert, Jr.	1965-1967
William E. Maritz '46	1967-1970
Donald O. Schnuck	1970-1972
Stephen S. Adams, Jr. '37	1972-

Presidents—Alumni Association

William E. Rench '30	1939-1941
Association inactive	1942-1943
Charles D. DePew, Jr. '31	1944-1945
Wilbur T. Trueblood '34	1946
Charles H. Reasor '30	1947
*Guy W. Oliver '36	1948
Richard W. Horner '32	1949
Frank E. Proctor '31	1950
Douglas V. Martin, III '40	1951
Milton Mill '31	1952-1953
Dr. Allen P. Klippel '40	1954-1955
*John S. Martin '43	1956-1957
C. Peyton Daniel, Jr. '46	1958-1959
Charles Wulfing '47	1960-1961
William E. Maritz '46	1962-1963
Arthur Hecker '45	1964-1965
Henry O. Johnston '54	1966-1967
Janes L. Burst '49	1968-1969
Thomas W. Parry, Jr. '48	1970-1971
Mrs. Hord Hardin, II (Ann Albers '57)	1972
Daniel B. Horner '59	1973

*Deceased

Faculty and Staff with Five Years or More Service

John A. Acker
Mrs. John A. Acker
Wilford M. Aikin*
James W. Alverson
Wayne W. Arnold
Charles M. Baker*
Mrs. Myrtle Barrington
Mrs. Henry H. Bauer
Dr. Walter Baumgarten, Jr. '30
Miss Alice Beaman
Raymond P. Beckman
Charles S. Bilane
Miss Nancy Birge '57
Mrs. Flora Blair*
Mrs. Frieda Blank
Howard C. Blossom '28
Mrs. Florence Boeker
Miss Katherine Boyd '28*
Miss Lois Brodine
Mrs. Jacques Bronfenbrenner
Mrs. Esther Bunton
Mrs. Rose Burkhardt
Mrs. Gen Butler
Mrs. Ethel Caesar
Mrs. Olinda Caesar
Mrs. Sarah Tracy Cahill
Mrs. Don Camien
(Jackie Helmich)
Edward W. Cissel
Miss Margot Clark '44
Mrs. R. Northcutt Coil
Miss Joann Collins '47
Robert E. Cowen
William E. Crabtree
Mrs. Thomas L. Croft
Mrs. Bernice Curlett
Mrs. Mattie Curtis
Mrs. Helen Dallavale
Miss Evelyn M. Damon
Dr. Anthony B. Day*
Walter C. Deatherage*
Mrs. Minnie Dietrich*
Fred Dreher
Mrs. Richard D. Dunlop
Mrs. Mabel Meeker Edsall*
Fred B. Eiseman, Jr. '43
Mrs. Agnes Essen*
Miss Margaret Ewing*
Miss Clara Fieselmann
Mrs. Elsie Flowers
Robert Fomby
Mrs. Richard Gebhardt
Miss Dorothy L. Gilbert
Mrs. Edward Gillan
Miss Anne Gillis
Mrs. August A. Grossman
Dr. Leonard D. Haertter
Les Hatchard
William A. Heitholt
Robert Hill
Stephen Hinrichs
Elmer F. Hirth
Mrs. Erma Lee Hogan
Mrs. Irma Holt
John Holt
Mrs. Daniel Horner
(Susan Wendt)
Frederic W. Horner
Mrs. Harry Imster
(Margery Dodson) '41
Mrs. Paul Isenberg
(Mary Manson)
Ralph Jackson
Mrs. Delores Irwin Jacobson
Mrs. Caroline Risque Janis*
Miss Betty Hudson Kopp
Paul Koprivica
William F. Lafferty
Deyo S. Leland*
James M. Lemen
Theodore T. Masson
Thomas M. McConnell*
Mrs. Thomas M. McConnell
Dr. S. P. McCutchen
Mrs. Kenneth J. Meacham
Mrs. Jon A. Medearis
(Carol Spencer)
Gerald H. V. Melone*
Miss Jeanne Mettenet
Ralph Millard
Mrs. Joseph Moceri
Mrs. John Mohr
(Alice Hammond)
Gaylord C. Montgomery
Miss Marianne Moore
Mrs. Robert L. Murphy
(Joan Spencer) '45
Dr. Mark A. Neville
Dr. Ellsworth Scott Obourn*
Joseph A. Ophoven
Martin L. Parry
Alex Penger
Thomas T. Peyton
Albert Prelutsky
Miss Willene Quigley
Edward M. Read '27
Miss Georgiana Reynolds
Dr. Ethel M. Riddle*
Dr. Walter Rist
Miss Evalyn S. Rogers
Dr. Myron F. Rosskopf*
Mrs. George S. Roudebush
Miss Anne Blanche Rutledge
Mrs. John P. Schaper
Mrs. W. Clark Schmidt
(Margaret Cornwell) '33
Mr. Frank W. Schmitt*
Mrs. Marion Schrader
Miss Amy Scholz
Mrs. Norman L. Schwesig
(Marsha Kramer)
Dr. Charles K. Sibley
Mrs. Mary Talbot Smith
Mrs. Marian Sniffen
Robert A. Sortland
Stanley E. Sprague
Miss Irene C. Stafford
Mrs. Marie Starks
George R. Staten
James E. Stevens
Dr. T. A. Thelander*
Mrs. Elizabeth Thompson
George Thompson
Mrs. Dora M. Tickner
George H. Triplett
William M. Vibert
Robert L. Walker
Dr. Franklin E. Walton
Ralph B. Weinrich
Mrs. Esther Weis
Ben H. Wells
John Wesley
Bruce Westling
Donald J. Whelan
Mrs. Robert B. Wild
(Millie Bluhm)
Mrs. F. Faville Williams, III
Mrs. Katharine J. Williamson*
Hubert A. Witscher
G. Raymond Wolfe
Everett Wood
Miss Helen Wood
Thomas E. Yager
Simon C. Ybarra
Mrs. Harry M. Zekind
Mrs. Addie Zimmerman

*Deceased

History of Enrollment & Tuition

Year ending June 30,	Number of Students	Tuition Per Year
1924	75	$500
1925	133	500
1926	185	500
1927	223	500
1928	256	500
1929	272	500
1930	310	500
1931	307	500
1932	292	500
1933	285	550
1934	297	550
1935	308	500
1936	310	500
1937	314	500
1938	305	500
1939	307	500
1940	316	500
1941	311	500
1942	307	500
1943	337	500
1944	330	500
1945	328	500
1946	334	500
1947	334	500
1948	320	575
1949	330	$600
1950	339	600
1951	345	650
1952	357	650
1953	354	675
1954	366	675
1955	369	750
1956	371	750
1957	373	750
1958	382	850
1959	396	850
1960	404	925
1961	394	1000
1962	407	1000
1963	403	1000
1964	399	1000
1965	400	1150
1966	443	1150
1967	483	1300
1968	488	1400
1969	501	1450
1970	509	1600
1971	518	1800
1972	519	1800
1973	518	1880

National Merit Results

Year	Finalists	Letters of Commendation	Merit Scholars
1955-56	N/A	3	1
1956-57	12	11	1
1957-58	5	4	2
1958-59	9	6	1
1959-60	14	4	1
1960-61	8	—	1
1961-62	16	9	2
1962-63	12	14	2
1963-64	10	11	3
1964-65	5	8	1
1965-66	13	10	0
1966-67	13	16	1
1967-68	5	14	2
1968-69	10	13	1
1969-70	6	9	2
1970-71	13	17	3
1971-72	13	16	2
1972-73	8	14	0

Colleges Which Have Accepted Four Or More Graduates Within The Past Five Years

Amherst
University of Arizona
Beloit
Bowdoin
Brown
Carleton
Colorado College
Dartmouth
Denison
University of Denver
DePauw
Duke
Hamilton
Harvard
University of Idaho
Lawrence
University of Michigan
Middlebury
University of Missouri
Oberlin
University of Pennsylvania
Princeton
Radcliffe
Smith
Stanford
Texas Christian University
Vanderbilt
University of Virginia
Washington University
University of Wisconsin
Yale

ABC League Championships

Football	Soccer	Basketball	Baseball	
1935	1929-30	1940-41	1929	1950
1937	1930-31	1942-43	1931	1951
1942	1933-34	1946-47	1932	1952
1945	1934-35	1948-49	1933	1953
1948	1935-36	1949-50	1935	1954
1949	1937-38	1950-51	1936	1955
1950	1944-45	1951-52	1937	1956
1951	1945-46	1952-53	1938	1957
1955	1946-47	1957-58	1939	1958
1956	1948-49	1961-62	1942	1961
1957	1952-53		1943	1965
1958	1953-54		1944	1966
1959	1959-60		1945	
1960	1960-61		1946	
1961	1971-72		1948	
1962			1949	
1963				
1965				
1966				
1967				

Golf	Tennis	Track	Wrestling
1970	1943	1936	1968-69
1972	1944	1937	
1973	1945	1952	
	1953	1959	
	1957	1968	
	1965		
	1966		
	1967		

Track and Field Records

EVENTS	INDIVIDUAL(S)	RECORD
120 yard high hurdles	Scott Schnuck '66	14.8 seconds
100 yard dash (tie)	Bob Burke '71	10.0 seconds
	Chip Gerfen '71	10.0 seconds
Mile run	Larry McMahon '69	4 minutes, 24.8 seconds
880 yard relay (tie)	Brax Snyder '67, Frederick Goodman '67	
	James Kishlar '69, & Scott Schnuck '68	1 minute, 31.4 seconds
	Bob Burke '71, Robby Bearman '71,	
	Peter Kerth '72, & Jeff Miller '73	1 minute, 31.4 seconds
Two mile run	Larry McMahon '69	9 minutes, 41.7 seconds
440 yard dash	Peter Kerth '72	49.0 seconds
180 yard low hurdles	Scott Schnuck '68	19.8 seconds
880 yard run	Larry McMahon '69	1 minute, 59.6 seconds
Mile relay	Bob Burke '71, Chip Gerfen '71,	
	Peter Kerth '72, Jeff Miller '73	3 minutes, 27.4 seconds
Pole vault	Ralph Weinrich '53	12 feet, 1 inch
Long Jump	Scott Schnuck '68	21 feet, 9 inches
High Jump (ties)	Harry Leschen '36, Franklin Agnew '53,	
	Tad Foote '55, William Corrington '56,	
	William Schoening '61	5 feet, 10 inches
Shot put	Mike Todorovich '67	50 feet, 8 inches
Discus	Dave Hardy '56	136 feet, 9 inches

July, 1973


50TH
anniversary 1923-1973