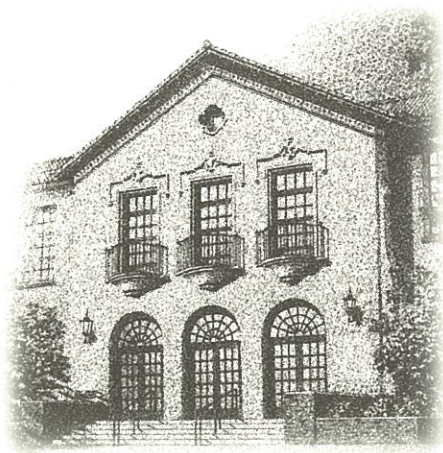


# OPENING TO THE WORLD

JOHN BURROUGHS SCHOOL  
AT SEVENTY-FIVE • (1923 – 1998)





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(1923 — 1998)

BY ROCKWELL GRAY

May, 1999  
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## *A NOTE OF THANKS*

Warm thanks are due numerous persons who helped to shape this story and encouraged its telling. Many Burroughs alumni and former and present faculty contributed their thoughts and memories. Skippy Keefer and Jim Lemen generously helped me on the philosophy and history of the school's athletic program. Director of the Library, Carol O. Daniel, and her able colleague, Deanna Snowden, were especially helpful in response to queries, and gave moral support when I was obliged to descend into the dark loneliness of the school archives. Shirley Stojeba in the headmaster's office cheerily opened her files for perusal, and Susie Wilson and Marsha Keller waved me on as I roamed the corridors, sometimes just imbibing the daily feel of the place. In the development office, the highly knowledgeable Charlotte Evans fielded my every question with the grace of a great baseball shortstop; Ellen Bremner proved an astute proofreader and gatherer of photographs for the text; and Lynn Phelps expertly processed both text and layout for desktop publishing.

Although this is a relatively brief history, it involves many names and dates as well as complex matters of emphasis and interpretation. Hence it has required and profited from the careful scrutiny and supportive criticism of numerous readers. Throughout, Keith Shahan's astute and judicious eye helped guide the manuscript toward its final form. Bob Sortland, a warm sponsor of my work from the start, brought his uncanny memory, savvy judgment and telling wit to the task. Don Whelan, too, was a scrupulous and thoughtful reader; and Bob Henningsen of the English department reviewed my work with the sensibility of a true literary man. Former Headmaster Ed Cissel, who responded generously to my questions in conversation and by mail, gave the first draft a detailed and helpful reading. Dora Tickner brought to it her acute sense of the school's history and philosophy formed during a career under three of the school's five headmasters. Joanna Collins shared with me her rich insights into the essential vision and mission of the school, formed from long immersion in its daily life, first as a student and later as a faculty member for nearly four decades. Her intuitive sketches of key players and personalities consistently brought the past to life. Carolyn Thomas too contributed valuable memories of the Cissel years as a student, then of the Shahan years as a member of the English department. Last, the discernment and enthusiasm of my wife, Madelyn Gray, who has helped to shape school policy during the 1990's, abetted my reflections on the whole project. She and I share a sense of pride in our affiliation with John Burroughs School and a sincere love for this blessed community.

Rockwell Gray

## PREFACE

This history, primarily of the last quarter century of John Burroughs School, builds on the work of Martin L. Parry, who taught English at the school from 1939-71. His *A Way of Life: The Story of John Burroughs School, 1923-1973* was privately printed for the fiftieth anniversary in 1973. Subsequently, Franz Wippold ('31) brought the story up to 1983 in *The Sixth Decade*, a booklet of 34 pages. Mr. Wippold later prepared some loose pages toward a chronicle of the seventh decade, but these remain unpublished. I have found it necessary and desirable to return briefly to the later years of Parry's story in order to make a bridge between the retirement of Leonard Haertter in 1964 and the early years of Mr. Cissel's nineteen-year headship (1967-86), where my tale properly begins.

Chronology and periodization are classic concerns of the historian: How must we frame, divide and recount the past? If it is best apprehended as narrative, just how shall the story be told? Where does it begin, and what are its turning points, climaxes, and (if any) conclusions? The literal story of John Burroughs School begins in the fall of 1923, and this account of its progress, focused largely on the past quarter-century, ends in June, 1998 at the conclusion of its seventy-fifth year of operation. But the deeper origins of the school reach back into the story of American independent schools and, more particularly, into the history of St. Louis, where, as in numerous other American cities, both parochial and secular institutions provided alternatives to the public school system. The non-public schools were generally separated by gender, and had, in the case of parochial schools, a curriculum grounded in religious doctrine, or, in other cases, an unwritten code that discouraged or excluded families of Jewish descent. (Black families, obliged to attend the two or three segregated schools provided by the city of St. Louis, were not even considered in this picture.)

In the early years of this century, those parents, Jewish or gentile, who sought a socially open and progressive educational environment for their children had few choices outside the public schools. A small group of such families remedied this problem at the elementary level by founding the Community School in 1915, and several of them then became key players, eight years later, in the establishment of John Burroughs School. As Martin Parry tells us, the original plan for an upper-level school was focused on young women, since several of the founding families had daughters who needed a good education. In the course of further inquiry, however, they were encouraged to consider a coeducational plan, and John Burroughs began to take shape. Such, in a word, were its beginnings. Its end we do not hazard to conjecture. Good schools may enjoy very long lives indeed, as

witness the most venerable English “public” schools and a number of American boarding schools (many dating from the late nineteenth century) and independent day schools.

To return to the question of how this story is told: Parry’s *A Way of Life* chronicled the first fifty years, largely by five- and six-year intervals, concluding with a chapter called “The Present,” which brought the account to the verge of the fiftieth anniversary ceremonies in September, 1973. The tale of the next quarter-century (1973-98), treated here, opens with a backward glance at the end of the Haertter Era (1935-64) and the three succeeding years, during which Dr. William Craig was headmaster (1964-66) and Stanley Sprague, a long-term teacher of Romance languages at Burroughs, served as acting head (1966-67). With the appointment of Headmaster Edward W. Cissel in 1967, the bulk of our story begins.

Clearly, 1964 was a watershed year for John Burroughs School. It marked the end of an earlier order, as explained below. But 1964 and the immediately following years were also a time of momentous change in the history of America. We can here only suggest a few resonances of that restless and heady period, when many social conventions, institutional forms and political orders were severely challenged in certain American cities and on many of the nation’s college campuses. To a lesser degree, some secondary schools too felt the tremors, and John Burroughs, while never seriously disrupted, was not exempt. Under Dr. Craig, the school began to meet the times perhaps more openly than before: the racial integration of the student body began in 1965—against some resistance—and a mission of greater community outreach was put on the school’s agenda. During the year of Mr. Sprague’s headship, leading faculty members took an active role in running the school, and some students experimented with modes of dress and behavior that would have been thoroughly unacceptable to Leonard Haertter.

Incoming Headmaster Cissel faced a complex challenge. He perceived that Burroughs needed both renewed morale and a sense of day-to-day stability. In addition, its fiscal problems were appreciable, and relevant organizational and fund-raising issues had to be addressed. At the same time, he and his faculty and student body were all living through a period when many observers and ordinary citizens felt America was virtually “coming apart,” as one prominent historian has put it. To be sure, the St. Louis area did not suffer the most dramatic traumas of this period, and certainly life in the city’s more affluent suburbs hardly reflected the dark times being reported by observers elsewhere in the country. Nonetheless, in the broader picture, a slew of pressing and difficult issues faced any thoughtful educator and citizen: racial integration; the legitimacy of

authority; youthful distrust of the parent generation; widening use of illegal drugs; rampant moral relativism; a widespread cry for “relevance” in curricula and classrooms; sharpening environmental concerns; and a host of related questions. At the same time, the emergence of a “cognitive revolution” in developmental psychology seemed to challenge educators to rethink the entire process of teaching and learning. Mr. Cissel’s leadership and the school’s own strong sense of tradition and continuity, reenforced by loyal support from many trustees, faculty and parents, enabled Burroughs to weather what could have been a more disruptive period in its history. Because so many tenets of family, school and society were put into question during those years, because it seems so much a time of “burning issues,” this history emphasizes a thematic approach to the Cissel years. Chronology, of course, appears for those nineteen years, but it is somewhat less tight than what follows concerning the period of Keith Shahan’s headship (1986-present), when a year-by-year arrangement was facilitated by abundant documentation.

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## Chapter One

### A PROUD HERITAGE

The story of John Burroughs School is, as with all true educational ventures, one of ever widening horizons. Like healthy persons, institutions too may grow toward an increasingly complex sense of the world and of their role in it. Such has been the case with John Burroughs. In seventy-five years, it has gone from modest beginnings with an initial student body of seventy-five girls and boys and a faculty of ten men and women to become a distinguished, nationally recognized independent school, highly respected by college admissions counselors and admissions offices throughout the United States. During roughly the first half of its history, under Wilford Aikin and Leonard Haertter, it was an excellent school in St. Louis with some important ties to several of the nation's best colleges. During the second half, under Headmasters Craig, Cissel and Shahan, it became increasingly prominent nationally and, particularly under its present head, developed a greater international awareness and an involvement with student exchange programs and student travel abroad. In short, it came over time to see itself in a progressively larger world, as part of the "global village" that we inhabit in the late twentieth century. It became gradually a more sophisticated school that sent its graduates out to many places and walks of life. And in its own process of opening to the world, it provided its students with the means to do the same. The young persons who entered its doors, in fact, learned, in Henry Thoreau's words, to see "the infinite extent of [their] relations." Their Burroughs education led them from the shelter of their Midwest homes to enlightened care for the world, from the local to the cosmopolitan, from private interests to responsible citizenship.

Burroughs, of course, was hardly just a little country school when it first opened its doors on October 2, 1923. It was headed by one of the nation's top Progressive reformers in education, and it had been conceived and founded by several cosmopolitan and socially active citizens of St. Louis, one of the nation's leading cities. Yet it was also a cozy world for all that, with a student body drawn, by and large, from comfortable and well

educated families. From its lively classrooms, run by an inspired and select teaching staff, well prepared graduates would go on to the nation's elite colleges, principally in the Northeast.

A major change came at Burroughs at a time when so much else in America was changing too. After twenty-nine years as headmaster, Leonard Haertter retired in the spring of 1964. As only its second head in four decades, the legendary, white-shocked "Gov" had become identical with the school he joined in 1926 as a fledgling teacher of mathematics. Under his direction, the still young institution, built on a rolling ridge of wooded Ladue acreage, had solidified its reputation as an excellent coeducational college preparatory school for grades seven through twelve—in fact, the only one of its kind in the St. Louis area. In time, Burroughs came to be, in the words of Mr. Haertter's citation for an honorary doctorate at Washington University in 1959, "one of the great pioneering secondary schools of twentieth-century America." The school had indeed pioneered early as a charter member of the select group of thirty American schools that formed the core of the famous "Eight-Year Study," established in 1932 by the Commission on the Relation of School and College of the Progressive Education Association, and chaired by then Headmaster Wilford Aikin. In the words of historian Lawrence A. Cremin (*The Transformation of the School*, 1961, p. 253), "Thirty secondary schools were invited to participate...and over 300 colleges agreed to take part by waiving their formal admissions requirements for recommended graduates of these schools during the term of the experiment. As Dr. Aikin later recalled, '...to most of the teachers in the Thirty Schools and to thousands of educators and parents throughout the nation [the Study] held great promise for the future.'" And Cremin concludes, ". . . even after two decades [the experiment concluded in 1940, on the eve of war] the challenge and excitement of the venture are apparent to the most casual reader [of the five-volume account of the Study]."

Elements of the school's original philosophy and Progressive spirit continued into the Haertter era, but what had been a boldly innovative venture in 1923—when the phrase "Progressive school" still had a genuinely reformist ring—settled over time into a somewhat more traditional pattern of solid college preparatory studies. Gone by the end of World War Two, for example, was the Eight-Year Study; and in the larger national picture, educational Progressivism had become a diffuse, poorly defined movement, cursed, one might say, by its own success and inevitable professionalization. When rooted in the deep reformist impulse of the Progressive Era as a whole, it had been a vital thrust toward meeting the needs of the individual child, for whom the reformed school became a total learning environment rather than a series of standardized lessons and tests,

and exercises in rote learning. But, through institutionalization, John Dewey's originally exciting sense of learning from experience became trivialized and slack: Progressivism came to mean all things to all people. To avoid such excesses, John Burroughs wisely combined the core values of the early Progressives with a commitment to traditional academic rigor. Thanks to the common sense and wisdom of its exceptional staff and headmaster, the school avoided the problems of later Progressivism, when the hard work required for exceptional teaching and learning was often neglected.

As the driving energy behind this venture, Mr. Haertter is recalled fondly and respectfully by almost every student who knew him. A larger-than-life presence, he is remembered dashing along the football sidelines, urging his boys to victory; or folding chairs with the custodians after an assembly, adjusting classroom shades after school, or advising maintenance men John Wesley and the young Robert Hill on the proper care of lawn and garden. The intensity of his relationship with every family, every child seemingly, became the stuff of legend. Students in trouble were said to call "Gov" from the police station for help in explaining things to their parents. Indeed, he belonged to that older breed of independent school heads whose charisma and long tenure ended by making them identical with the schools they directed. More like captains of sailing ships than modern administrators, they assumed exceptional authority within their institutions, which came to seem unthinkable without them. In turn, their schools became their lives and their callings, and they remained devoted to them until their dying day.

Many of the American schools that have shaped the history of independent schooling in this country were founded in the last twenty years of the nineteenth century and the early years of this one. Many were boarding schools and were led by a single strong head who achieved remarkable autonomy in the management of the school: Endicott Peabody of Groton, Frank Boyden of Deerfield, William Greenough Thayer of St. Marks, or Henry Augustus Coit of St. Paul's. Day schools, among which may be counted a cluster of Progressive schools founded on both sides of the First World War, were, of course, another matter, but there too we often see the pattern of a dominant, long-tenured head early in the school's history who leaves an enduring mark on the institution. Such was Leonard Haertter at John Burroughs, though as head of a school ultimately answerable to its association of parents, he never achieved—nor sought to achieve—the sovereignty characteristic of the legendary boarding headmasters.

Broadly speaking, Burroughs has followed the general rule for the historical development of both day and boarding schools: movement from the earlier phase of a long-term charismatic head--the old-fashioned "schoolman"--toward increased complexity of administrative structure and

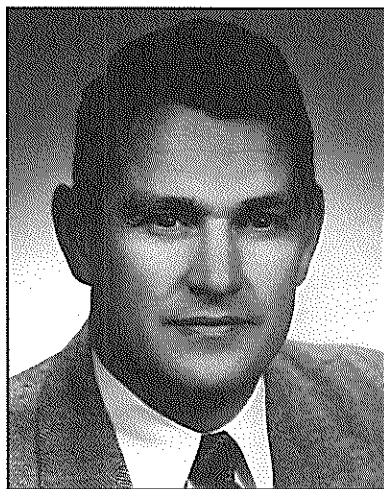
delegation of responsibility by a professional educator who is less likely to be also a teacher or an athletic coach. Yet that early reliance on a single strong head may cause a school to become too settled in its ways, or too narrowly reflective of the mores and manners of the social world to which it belongs. For all its manifest excellence, Burroughs too became somewhat parochial as the Haertter years unfolded. The student body was homogeneous, materially comfortable and white—and the schooling excellent. Children from prosperous, well educated families typically came through the neighboring Community School, then moved on to Burroughs and thence to select private colleges. A school that had begun as a lively experiment, aiming to provide a kind of education nowhere else available in St. Louis, eventually came to reflect, in both its strengths and its shortcomings, much of the local social world it served so well.

The 1960's were in full swing when Mr. Haertter stepped down, a scant seven months after the assassination of President Kennedy. Agitation for civil rights was shaking the South, and an idealistic, often flamboyant and disruptive youth culture was emerging in many corners of the land. The white population of St. Louis, and some blacks as well, were moving out of the city at an alarming rate on new highways that were altering our society as radically and rapidly as any single element. Yet change seemed to come gently to the little campus off Price Road.

## Chapter Two

# THE TORCH PASSES

If the movement toward greater social justice seemed slower in some parts of the country than others, when we review the first two decades of the post-war era in retrospect, we can now see that American ideas about race and equality were changing rapidly and in far-reaching ways. The man who would help John Burroughs navigate in this great national groundswell was Dr. William G. Craig, a son of Vermont and a graduate of Middlebury College. One of “the best and the brightest” from John Kennedy’s Camelot, Bill Craig was a restlessly experimental man, a reformer by nature. Married to a native of Missouri who had attended high school in St. Louis, he came to Burroughs from his former position as Director of Training for the Peace Corps in Washington, D.C. When he was installed as the school’s third head in the fall of 1964, Burroughs took a significant step toward the bigger world of the 1960’s. But this shift was hardly a smooth one. Obviously, anyone coming in the wake of Gov’s 29-year tenure as head was bound to face the hard-act-to-follow problem. Tact and grace and patience would seem to have been the qualities called for in such a succession; but Bill Craig was a creatively impatient man—a highly likable one, to be sure—who arrived late in the summer and immediately began questioning all phases of his new operation. He seemed to believe in change as a stern and necessary good, as he indicated in opening day remarks to the student body that fall: “Today, change is rapid—particularly in education. We



*Dr. William G. Craig*

cannot stand still and be satisfied with what we have. Change, in a school such as this, is sometimes difficult.”

The new head, who had been Associate Professor of Education and Dean of Men at Stanford before his work with the Peace Corps, brought his own brand of charisma and a different generational charge. Youthfully handsome and energetic, he mingled easily with students and set an informal tone for frank discussion of the school’s future. Determined that Burroughs would become a less parochial and homogeneous place, he moved immediately to increase the size of the student body from 400 to 480, at the same time hiring more faculty and widening the range of course offerings. While seeking increased scholarship support for qualified applicants outside the normal well-to-do suburban pool, he opened the door, for the first time in Burroughs history, to applications from black students. In the spring of 1965, six of them applied for admission and one, Jerome Williams, entered the ninth grade and broke the school’s unstated color barrier. Yet, integration was slow, and Jerome often walked a lonely path. The second young black man to enroll was Stanley Gardner, who entered as a senior in 1968 and graduated with Jerome in 1969. After graduation from Washington University, Stan returned to coach at Burroughs and become its first black faculty member (1973-83). Throughout the 1970’s, Burroughs typically graduated two or three or four black students each year. The numbers began to climb after 1984, with the largest number occurring in 1995 (13).

If the sense of a widening world thus broke in on the school, Dr. Craig felt strongly that the school, in turn, must go out to the world. Although his two-year tenure was too short to implement programs of outreach, the initiatives taken by his successor, Mr. Cissel, to reduce “insularity” in the Burroughs experience found strong precedents in Dr. Craig’s brief tenure. His sojourn at Burroughs was, in Martin Parry’s words, “a time of excitement, even at faculty meetings;...a time of new and venturesome ideas, some of them quixotic, since the budget was already beginning to look like the national debt;...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....Then everything came to an abrupt halt.”

Perhaps Bill Craig had begun to see that the big changes he envisioned would take many years to implement, and as his career before and after Burroughs suggests, he was not one to settle down for long. “A breaker of eggs,” history teacher Bill Vibert dubbed him; but to someone else fell the task of making the finished omelette. Craig’s support for an integrated student body was, for many parents, the most momentous feature of his time as head. And for a vocal minority, it was deeply unsettling. In fact, concerted parental resistance to this change led to creation of an alternate



slate of candidates for the board of trustees in the spring of 1965. Clearly, some parents from predominantly white West County wanted Burroughs to "hold the line," in hopes perhaps of protecting their children from the feared prospect of social friction and lowered standards. In the packed annual meeting on April 27, 1965, the atmosphere was tense and heated. After discussing numerous reforms he sought at Burroughs, without mention of the integration issue, Dr. Craig made it clear, as Parry recounts, that a vote for the alternate slate would be cause for his resignation. "At the end of it all," Parry writes, "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." However, the acrimony and the anxieties roused by this divisive issue did not dissipate overnight; and it may be that the new headmaster's choice to leave a year later was influenced by the events of that turbulent spring.

If the issue of integration unsettled the larger Burroughs community in 1965, many faculty were disturbed by a very different matter, Bill Craig's decision to bring in, during his first year in office, a hand-picked team of outside evaluators. These were approved but not appointed by the Independent School Association of the Central States. Several of the team's members, including the chair, came from old Northeastern boarding schools that hardly seemed the best models for a young, Progressive Midwestern day school. In the words of its chair, Richard W. Day, headmaster of Phillips Exeter, the team's report found "most discernibly lacking throughout the program what one might call 'a sense of dialectic.' ...Partly because the student population is highly homogeneous...the sort of abrasiveness and tension that stimulate active learning seems limited....[in teaching] there is often too little rigor and generally too little impetus toward independent inquiry....Students are not pressed hard for precision and...are rarely challenged by their classmates....The atmosphere, in classes and...outside classes, is that of competent dutifulness rather than that of lively inquiry or exhilaration." Mr. Day concluded: "The committee is of the opinion...that while the John Burroughs School is obviously giving sound academic instruction, it is not doing enough to stir its students, to engage them intellectually, and to develop in them a sense of their own powers." Some faculty concurred with this judgment, and indeed with some other aspects of the report, for there was a grain of truth at least in the criticism that Burroughs had become a bit too cozy and not sufficiently open to challenge and change.

Elsewhere the report suggested that "Some especially strong teachers should be brought into the school to give strength, leadership and stimulation to the entire faculty"; and it emphatically recommended that Dr. Craig be freed of the onerous task of signing every last chit and scrap of paper

pertaining to school business—that he not, in other words, try to run every detail of the school himself, as his ubiquitous and virtually inexhaustible predecessor had seemed to do. Notably, the visiting team also remarked on the “divisive effects” of social cliques that apparently stemmed from the need for distinctions (and exclusions) in a largely homogeneous student body. Indeed, those students interviewed confirmed the narrowness of their own experience: “They [male students, in this case] see only each other. Dating non-Burroughs girls is so difficult as to be not worth the effort. Social pressure is considerable....The students feel that the community is too closed at this time.” Numerous faculty, it should be added, shared this concern.

The team recommended discontinuation of the admissions committee of the board of trustees, a consultative role too likely to perpetuate the social status quo of the school. It also noted, “Increasing the scholarship resources would enable the school to be more representative of the community as a whole, so that a new and more vigorous student attitude could supplement the already wonderful sense of loyalty that is found in the student body.” To this end, a full-time director of admissions was needed. Faculty too, the report added, suffered from “an isolation from the rest of the school world, with a resulting atmosphere of conservatism and complacency.”

The report provides a valuable perspective on what was missing from Leonard Haertter’s school, for all its manifest excellence. And it articulated an agenda for change that, in some ways, would be pursued on through the Cissel years and into those of Keith Shahan. In this perspective, the academic year 1964-65, a little over halfway through the school’s history, was a watershed moment, marking the end of one era (Gov’s School) and the beginning of another (Modern Times). Not surprisingly, the report did not sit well with many members of the faculty, who were suddenly being told that they were yeomanlike, well meaning persons requiring a shot in the arm. While some agreed with various parts of the assessment, at best it was based on three days of rather cursory observation, and seemed to many rather high-handed in tone and poorly informed of the facts.

During the following summer, the Burroughs Faculty Executive Committee, headed by Dora Tickner, drafted a faculty reply to the evaluation. It began by observing that “While searching for flaws is admittedly a basic purpose of an evaluating committee, ...[nowhere] in the report do we sense a unified, coherent body of standards by which the practices of this school or any school can be judged. We feel, rather, that this approach of the committee resulted in scatter-shot criticism, some of which is valuable...but which leaves us without a statement in positive terms of the essential issues with which any improvement in education must be concerned.” Then, point for point, the response moved through criticisms offered by the visiting team.

To the issue of “an almost total absence of dialectic” and a need for more “independent inquiry,” Mrs. Tickner wrote, “We sense in these observations a bias stemming from the committee’s experience in schools inherently different from Burroughs,” remarking that one member of the team had “stated that midwestern students characteristically lack intellectual curiosity.” On the issue of faculty isolation from the “school world,” the reply notes that the visiting team had the facts wrong, since, “For many years teachers at John Burroughs School in almost every field have been active in professional organizations at the local, regional, and national level.” As for the recommendation in favor of a “more broadly based student body” and a (related) substantial increase in scholarship funds, the executive committee emphatically agreed on both points. Elsewhere, however, they were piqued by their visiting team’s cavalier approach, as in its remark that “None of the mathematics faculty appear [sic] to have a knowledge of physics and other subjects related to (and using) mathematics.” To this, the summary reply: “After spending less than five minutes in each of the two classes visited, how could an evaluator honestly reach such a conclusion?” On numerous other points, the faculty response was balanced and carefully reasoned, agreeing in places and dissenting in others. But finally it was clear, as Mrs. Tickner wrote, “that much of the dissatisfaction with the report is the result of the unfortunate tone of the writing itself,” and concluded that “lack of firm standards of evaluation, accurate reporting, and responsible writing frequently mar the report, and we regret our loss of confidence in the report...or the damage to morale...which has resulted.” This was hardly an auspicious note for relations between the new headmaster and his faculty.

Scarcely a year later, with the trumpets of campus reform still sounding, Dr. Craig received a call from President Lyndon Johnson’s L.B.J. Ranch, asking him to become Deputy Assistant Secretary for Planning and Training in the Department of Health, Education and Welfare. In retrospect, his precipitous departure raises questions: What had been his object in coming from Washington to a little school in St. Louis, and what were his feelings as he left? Some evidence suggests that his rather peripatetic professional life had brought him and Mrs. Craig to a point where they yearned for a more settled and calmer life. The newly purchased headmaster’s house just north of the school’s main building could indeed have seemed the site for a more tranquil life, despite the many duties awaiting attention just next door. Yet Bill Craig was not the man to settle in for fifteen or twenty years, his dog under his desk, like his successor Ed Cissel. Nor was he particularly concerned with conventional social amenities. Known on occasion to wear mismatched socks, he is remembered by one faculty member as having challenged math teacher and Middle School Principal Elmer Hirth to a push-ups contest on the floor of the women’s faculty lounge. As a go-getter,

a vigorously intellectual shirt-sleeves administrator, he probably had not anticipated the many kinds of minute requests and demands that would be made of him by a very involved parent body. The myriad details of daily business that fell upon him as successor to a man who had handled everything from helping to sweep floors to granting diplomas, must have seemed onerous indeed. By the time he was summoned to work for Secretary John Gardner at HEW, Bill Craig was already prepared to go.

In the rush to transfer command to an interim head, the board of trustees turned to an insider who was well liked, highly cultured and articulate. A former Rhodes Scholar, Stanley Sprague had been an accomplished teacher of Romance languages at Burroughs since 1940, with two interruptions for naval service and further study. Brilliant in the classroom, he became in the head's office a lame duck steward who lacked administrative experience, and though he began briskly enough, he soon found his new assignment taxing and uncongenial. Already stirred and unsettled—in many ways for the good—by Dr. Craig's initiatives for change, Burroughs badly needed a steadying hand on the tiller. Although, as noted, the typical hallmarks of sixties youth culture were hardly rampant on the Burroughs campus, nonetheless, Mr. Sprague was the authority of the moment and, as such, became the object of student restlessness and impertinence. His Achilles heel soon became evident enough. With the manners of an educated gentleman, he perhaps seemed an easy target for some of his young charges. To their pranks and sauciness, he responded by hewing to the letter of the law. Over the question of requiring boys to wear socks to class, for example, he drew a line in the sand and stood too firm. By the spring of 1967, the Faculty Executive Committee had taken over a good part of the burden of running the school.

## Chapter Three

### BUILDING A COMMUNITY

In the wake of Dr. Craig's departure and Mr. Sprague's difficulties in the head office, student morale was low and disciplinary guidelines lacking. Moreover, the school needed financial stability and a clear administrative chain of command. The problems facing a new head were daunting. But in the person of Edward W. Cissel, Assistant Head of the Pingry School in Hillside, New Jersey, the search committee felt they had found their man. Chairman Boyd Rogers and his team had worked from a ten-point list of qualifications for the ideal head, which included proven experience as an effective teacher and administrator; scholarly achievement in some academic field; possession of a warm personality that inspired loyal cooperation; ability to direct curricular development, and appreciate the arts and athletics; belief in the value of independent secondary education; day school experience; and being, ideally, "a married man, preferably 45 or younger, whose wife possesses at least some degree of congeniality to which the John Burroughs family has been accustomed." A tall order!

Ed Cissel measured up well to these exacting standards; but the man who later came to seem a sound choice for the job of moving the school into a new era did not at first emerge as the obvious candidate. After an extensive search during the interim year of 1966-67, the committee, which included Byron C. Herbert, Jr., D. Bruce Merrifield ('38), William Maritz ('46), William Hess and Harriet Spencer ('32), had narrowed the candidates down to three; then, determined to find someone who promised real staying power, they eliminated them all. At that point, Merrifield, a Princeton graduate who lived on the East Coast,



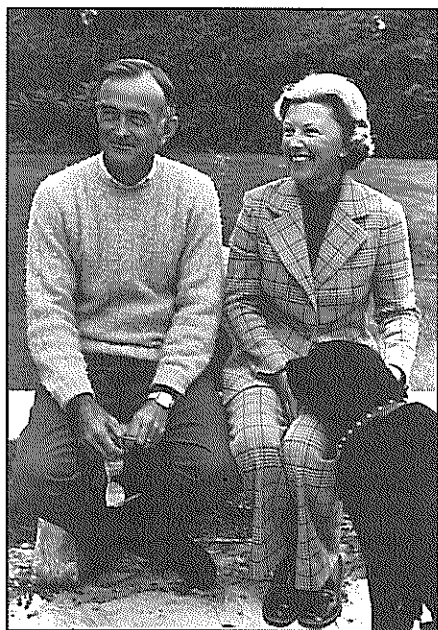
*Edward W. Cissel*

suggested the name of another Princeton alumnus, namely Mr. Cissel. The Pingry-Princeton connection was, in fact, strong, since Dr. Merrifield's son Bruce ('68) would attend Princeton, while Bill Maritz ( JBS '46, Princeton '50) would send his own four children, Peter ('75), Stephen ('76), Philip ('79) and Alice ('81) on to his New Jersey alma mater. Meanwhile, yet another Princetonian had emerged as a possible candidate, Mr. Redmond Finney, Assistant Head of the Gilman School in Baltimore. Shortly, however, he decided to stay on at Gilman when the prospect arose of succeeding its current headmaster. With the focus now exclusively on Ed Cissel, Board President Byron Herbert and Bill Maritz (who would be elected board president in the spring) flew to Newark on a dreary winter's day with a contract in hand: the next phase of John Burroughs's history was about to begin.

By his own account, Ed Cissel fell in love with the school from the start, when he and his wife Jane were invited out for their first look that winter. He liked the feel of the place and the people; he liked what John Burroughs stood for. Later, his custom of standing at the front door to greet each student on opening day in the fall would point up that enthusiasm and affection. And for all the necessary attention to long-range planning, fund-

raising and other administrative burdens, Ed's greatest pleasure over the years would always be to see "the kids" happily at work or at play. He and Jane and their four children (a fifth child, Sally, was already an adult) became a lively part of campus life. Jane quickly got involved with parental activities in the school, cultivated the campus flower gardens and helped to found the very successful annual "Potpourri" (garage) sale.

If Dr. Craig's mandate had been to open up new avenues of thinking after the late Haertter years, Mr. Cissel faced the problem of creating a coherent community and restoring parental and staff confidence—all that at a time when, once again, as often before in our



*Ed and Jane Cissel and their black labrador retriever, Christy.*



history, American schools were being expected to solve many of the nation's social ills. And the general crisis mentality of the sixties aggravated the dilemma: Should schools be bastions of resistance to generational strife, family dissolution and a widespread contempt for tradition? Or should they, like A.S. Neill's Summerhill in England, seize upon change and be its pedagogical vanguard? Was the outcry of apparently disillusioned youth to be met by a renewal of the child-centered instruction spawned by the Progressive movement? How, indeed, to respond to the fuzzy but clamorous insistence on "relevance"? If, in the ensuing years, Ed Cissel experimented with a variety of new pedagogical approaches and "learning styles," he was naturally enough responding to the widespread sense that schools, like society itself, must court innovation. It was to his credit and to that of his staff and of the larger Burroughs community, however, that the school remained fundamentally stable during a time of little national consensus about educational goals.

The new head felt that the three years following Mr. Haertter's departure had left Burroughs a less cohesive community than it needed to be. During 1964-67, much actual responsibility for continuity had fallen to the faculty executive committee (created under Bill Craig) and to key administrators like Evelyn Damon, Margaret Schmidt and athletic director and football coach Tom McConnell. His death in a hit-and-run accident in 1970 left an enormous hole in the school, where his personal example had helped to define standards of sportsmanship and gentlemanly conduct. But charisma alone cannot run a school, and Ed Cissel rightly perceived the need for structural change that could establish continuity of operation. When he arrived in 1967, Burroughs had remarkably few guidelines on paper. Lacking were a parent-student handbook and similar publications for admissions and for personnel and policy; additionally, the daily attendance system was inadequate. Many issues of conduct and character had been left understood, as if to say that well reared boys and girls simply knew how to behave. Indeed, even the fairly explicit student-parent handbook of 1969-70, created after Mr. Cissel's arrival, struck a similar note in its "General Statement on Discipline": "The basic assumption is that students at John Burroughs know the difference between the right way and the wrong way of conducting themselves." In this same text, students were also enjoined (as if the issue were self-evident) to "use...common sense and act neighborly."

The new headmaster addressed problems of morale and order in several ways. He shifted the administrative structure from two principals (upper and lower) to three, each responsible for two grade levels: Dora Tickner for 7-8; Elmer Hirth, 9-10; and Margaret Schmidt, 11-12. College counseling and admissions were separated from the upper school head's duties and put in the hands of capable new directors, John Acker and William Thomas,

respectively. Principals took the main responsibility for discipline problems, which were addressed through a "restriction" system, entailing work duties, detention and, if necessary, appearance before the student court. In the fall of 1967, Mr. Cissel instituted daily morning assemblies that he hoped would build a sense of community and common purpose; and, at the second assembly of each new school year, school rules, policies and disciplinary procedures were explained to the student body. (This custom continues today, as does the daily assembly. A very significant part of Burroughs life, it is the moment in each new day when all concerned gather to feel themselves a single community.)

As Martin Parry notes, Mr. Cissel delegated authority to seniors by establishing a prefect system, and encouraged students to reorganize their self-government as a student congress whose president would meet weekly with the headmaster. These changes, together with the new administrative structure, would help relieve the head of some of the minutiae that had threatened to sap Bill Craig's energies. Also, now that the school was larger in numbers and in physical plant, its continued growth and maintenance required a more extensive support system and staff. Remarkably, although Burroughs had just added a new science building and a well-equipped library, it still had, in the fall of 1967, no full-time business manager or director of development and virtually no endowment.

If a kind of disorder had existed in the wake of Mr. Haertter's departure, fruitful ferment was also at work. In the spring of 1967, for example, a group of students talking informally with Dora Tickner decided something was missing in Burroughs life. As history teacher Peter Hunt noted, writing in the *Burroughs Reporter* for March, 1968, "Though they were surrounded by a good deal of talk about responsibility for others and had participated in activities like the Christmas Charities Drive, there was no tangible way in which they could actively take responsibility for helping others themselves. Out of a long series of talks among this group emerged the concept which ultimately became the August Days Project." A planning committee took shape, consisting of Mrs. Tickner, Mr. Hunt and senior Alice Lowenhaupt ('68). Then, in mid-August of 1967, a bus load of some forty boys and girls from grades five and six in various city schools arrived for three weeks of tutoring, crafts, swimming, music and sports. Now over thirty years old, August Days provides an example of the widening horizons and the hunger for change that marked the immediately post-Haertter years, and remains one of the premier examples in the nation of such programs that are completely run by students.

If innovative programs were a sign of ferment on campus in the late 1960's, beginning in 1966 a much larger organizational change was also being contemplated. In January of that year, Board President Herbert

appointed an exploratory committee "to determine the feasibility and desirability of increasing the number of grades...taught at John Burroughs School." Early in 1967, this committee concluded that downward expansion, if any, could best be achieved by merger with neighboring Community School, founded in 1915 by some of the same people who had later opened Burroughs. A joint committee from the two schools was set up to study the matter thoroughly. The Burroughs component evinced a particular interest in creating a "middle school" for grades five through eight. As succeeding Board President Bill Maritz noted in a *Reporter* interview in March, 1968, "All around the country there is an increasing awareness of the potential advantage of middle schools. These days, children are maturing several years earlier than they did just 20 or 30 years ago. As a result, 5th and 6th Graders are now becoming young adolescents...." Presumably, a separate middle school could address the special problems of those pre-adolescent/adolescent years better than one, like Community, oriented primarily toward the younger grades, or one, like Burroughs, focused on the high school experience. Moreover, Maritz added, "many children who are now lost to JBS because they can get into CDS [St. Louis Country Day School] at the beginning of 5th Grade could be expected to seek admittance to the new middle school. Also, some families who simply can't afford six years of private schooling at today's cost could wait to apply to JBS until time for admission to ninth grade."

The numerous complex issues raised by consideration of a possible merger required thorough deliberation, and discussions by representatives of both schools continued for at least two years afterwards. Even as late as 1974, well after the idea of an actual merger had been abandoned, Mr. Cissel and Community School Headmaster Edward Stinson were meeting regularly, according to a *Reporter* summary, "to explore areas where the two schools might combine their resources and facilities in an effort to curb rising costs." But the trustees and Mr. Cissel finally determined that things were better left as they stood.

Conscious of the pressing need for increased financial support and the creation of an endowment, Mr. Cissel hired Donald J. Whelan in 1968 as the school's first full-time director of development, creating thereby an office that would become indispensable to the growth of Burroughs during the next quarter century and more. Promptly, a five-year, five-million-dollar endowment drive was launched that same year with the crucial support of Board President Maritz and a generous gift from past Board President Howard A. Stamper (1959-1961). This campaign and Mr. Whelan's obvious talents for the new job represented a major step toward financial stability and professional management. Tuition at the time was only \$1,450, and faculty salaries were still relatively low, as they had been ever since the

Depression years, when it was generally understood that the stability of a teaching job compensated for its modest remuneration. Very recently, the completion of the Stamper Library and the Gaylord Science Building had continued the steady expansion of physical plant, previously represented, in the Haertter years, by the north art wing of 1941, the Memorial Gym of 1947 and Haertter Hall in 1958.

If Burroughs were to respond adequately to an enlarged student body and faculty, while generating increased scholarship aid and monies for improved faculty salaries, both endowment and tuition would be primary concerns in the years ahead. Although the latter rose only very gradually, increasing just \$400 in Headmaster Cissel's first five years, the successful completion of the endowment drive in 1973 soon allowed him to raise faculty pay significantly and to bring female teachers, formerly on a lower scale, to parity with the men. Throughout his tenure as head, Ed Cissel believed that good teachers required fair remuneration, and as they became noticeably harder to find in the 1980's, the retention of talented faculty called for raises that exceeded mere cost of living adjustments. As the endowment grew, he eventually formed an investment committee with tenure of six years and its own set of by-laws, separate from the board of trustees (on which a person normally served for three years) in order to ensure continuity in the management of the school's investment portfolio. Other new board committees were created for building and grounds, benefits and—most innovatively—values.

Under the new headmaster's deft guidance, Burroughs began to position itself during the early 1970's for a relatively rapid rise to prominence as a widely respected independent day school in the Midwest and, in time, as one of a select few in the entire nation. What the school had done so well for so long—offer a superb academic experience together with an ethic of social service and community responsibility—became more highly valued as competition for admission to America's select colleges and universities intensified. Before the late 1960's and the 1970's, competition to get into Princeton, for example, was relatively low. Attendance at a reputable school and adequate funds generally sufficed. But as the elite schools, particularly in the Northeast, where many Burroughs graduates went, began to up the ante, increase scholarships and diversity, and go after the strongest students, the Burroughs "product" came to seem more and more desirable. Nonetheless, the school had been and continued to be valued as more than a track to college: enlightened parents and students realized that attending Burroughs was its own reward, and that in some ways what students found in its classrooms and art studios and on its playing fields was as rich a formative experience as they would ever have. Not infrequently, recent graduates wrote back from or after college that no course they had taken after Burroughs had been as exciting and valuable as, say, Jim Stevens on

chemistry, Alice Snodgrass on mathematics, Ellen Mocerri on Russian history, Jim Lemen on football-and-character, or James Alverson on just about anything.

Meanwhile, Mr. Cissel early established a base for the later growth of its national reputation by his own participation and leadership in professional organizations, and by encouraging his faculty to be active at scholarly and professional meetings, both locally and nationally. In town, Mr. Cissel founded the St. Louis Independent School Heads Association (SLISHA), which continues to this day, and the Missouri Independent School Association (MISA). Later he became a director and president of the Independent School Association of the Central States (ISACS) and eventually a director and treasurer of the National Association of Independent Schools (NAIS). Also, beginning in 1973, he made available regular funds for professional travel and summer study, and for a college counseling program that regularly sent faculty counselors on summer visits to selected college campuses around the country. Both these measures made Burroughs a model for other independent schools, and today even greater resources are devoted to summer funding and a rich variety of faculty projects, distinguishing this school from many other similar institutions. Such generous support for professional development and creative work was a major priority for both Ed Cissel and his successor, Keith Shahan, and has greatly strengthened the intellectual life of the faculty. Enhanced self-esteem for faculty follows from the knowledge that their own growth is taken seriously, and the chance to renew oneself in a summer seminar or through summer travel adds much to the zest and fresh learning teachers bring to their classes each fall. With such favorable working conditions and with an enviable record of student achievement, it was increasingly bruited on college campuses and at nationwide meetings of secondary school teachers and administrators that a small school in St. Louis was graduating exceptionally well prepared students who were also model young citizens.

But responsible citizenship is never simply a given, and sound as Mr. Haertter's vision of conduct and scholarship had been, students of his era (a time marked by economic depression and later by the demands of wartime) had not questioned authority—especially Gov's!—or social institutions as they began to do in the affluent aftermath of war that segued into the sixties. Superficial and empty as that later skepticism may often have been, it did, we have seen, pose problems in Mr. Cissel's first years on campus. Seeking to cultivate the best side of the restless times, Bill Craig had encouraged student initiative and, perhaps, by his own demeanor, had modeled an even more informal social ambiance than the school already enjoyed. Burroughs had never been, of course, a coat-and-tie school; but we note that after Dr. Craig's departure, Mr. Cissel was at pains to establish general standards of

neatness in dress, in response, he recalls, to the appearance of “robes and sandals” in the late 1960’s. With regard to hair, for example, the 1969-70 handbook dictated that for boys it “should be of a length where it is controlled so that ears show, a shirt collar is not covered, and the eyes can be seen. Beards, mustaches, and muttonchops are not allowed. Sideburns should be of reasonable length and size.” Faced with two impossible acts to follow (Haertter and Craig), Mr. Cissel had to redefine both decorum and authority in a school where the legendary Gov had been known to take a gum-chewing student by the scruff of the neck, march him to the front door, and offer him the choice of leaving with his wad or staying without it.

In time, a good balance was struck. Quietly, firmly, even with a pleasing touch of diffidence, the new head guided the school forward. By the latter part of the seventies, applications for admission to seventh grade were climbing consistently, jumping to 263 in 1981, the year court-mandated desegregation prepared to place black students from the city in selected public schools of St. Louis County. This sudden rise on the charts reminds us that no institution has a history quite separate from the world it occupies. Lying on prime Ladue land, Burroughs might have seemed relatively sheltered from the continuing struggles for social justice spawned by de facto policies of racial segregation in the St. Louis schools. But of course it too was touched by the times, and since the debate occasioned by the admission of a black student in 1965, the school had counted the pursuit of a diverse student body among its top priorities. While in practice “diversity” and the related term “minority” frequently referred to black applicants, in fact increasing numbers of Indian and Asian-American students later began to enter Burroughs, particularly in the 1980’s and 1990’s, making for a richer mix of backgrounds and colors.

As we look at Burroughs today, we may forget that its opening up to the pressure of social change did not always come easily. In the late 1960’s, for example, a student-faculty group called the Commission on Community Involvement proposed, in Parry’s words, “to study ways in which the school could participate in integrated America.” When this group offered the idea of an eighth-grade exchange program with the all-black Carr Lane school on the city’s north side, alarm again went up from some quarters. Supported particularly by three influential veteran faculty members, Dora Tickner, Clara Fieselmann and Evelyn Damon, the plan was implemented in October, 1968. At first it entailed a voluntary one-week exchange of classes for seventeen Burroughs student volunteers. Certain families were chosen as likely candidates and parental consent was then solicited. When, shortly thereafter, Ed Cissel sought to make an expanded exchange a regular semester-long elective in the curriculum, a number of Burroughs parents again became concerned. In the tense atmosphere of a parent meeting in



May, 1969, the vote finally divided about 80/20 in favor of proceeding, but it was understood that the headmaster, who firmly stood by the program, would have to produce good results in order to enjoy continuing support. The Carr Lane project, in fact, continued to operate until the end of spring term in 1975. Participant parents and students generally look back on it as a success, but in time interest from the Carr Lane side dwindled, and the program was discontinued.

This outreach effort constituted yet another step beyond the insularity Ed Cissel had vowed to overcome. Carr Lane and other initiatives begun in the Craig and Cissel years reflected the view held by numerous members of the Burroughs community that the school needed to deepen its commitment to citizenship and social responsibility as expressed in its original philosophy. Such values had never been entirely absent from the implicit mission of John Burroughs, but they became noticeably more prominent after the middle sixties. And they began to encompass the idea of environmental responsibility as well, an emphasis that Mr. Cissel enthusiastically supported. The school, after all, bore the name of the great naturalist whose prolific writings had urged millions of American readers to explore their



*Headmaster Ed Cissel (far left) and Don Schnuck, president of the board (far right), congratulate retiring faculty members, Evelyn Damon and Martin Parry, at the 1971 annual meeting of the John Burroughs Association.*

place in nature and to delight in its beauties and instructive design. Though not an environmental activist or a wilderness explorer like his contemporary John Muir (1834-1914), John Burroughs (1837-1921) had cultivated the love of nearby nature on a modest scale around his Catskill home overlooking the Hudson River Valley and at his nearby woodland cabin, "Slabsides". Dead only two years when the school was founded in 1923, Burroughs was the perfect presiding spirit, the genius loci, for the handful of St. Louis men and women who first imagined a school set amidst the oaks and hickories of a gentle hillside along rural Price Road.

Today a full-scale portrait of the man, on loan from New York's Museum of Natural History, hangs in the school's main office; a bust of him sculpted by Robert Walker, chair of the Art Department for many years, sits in the front hallway just outside the headmaster's office; and a small, whole-body figure of the man, done by former faculty member Simon Ybarra and presented by the class of 1977, is in the library. Finally, a series of framed photographs of Burroughs, belonging to the school, has recently been hung in the corridor outside the principals' offices. These are all evocative reminders of his presiding spirit, but his most important mark is found in the passionate curiosity for the natural world still vibrantly alive in the school's curriculum, which offers a sophisticated program in biology, ecology and conservation studies.

This distinctive feature of the school was present in the founders' original stress on physical education in a wholesome natural environment; and it was implicit too in the school's Deweyan view that experience in the world must complement classroom learning. Outdoor activities, sports teams and physical education flourished under Mr. Haertter, but when the "greening of America" became a theme of counter-cultural discussion and activism across this country in the 1960's and 1970's, members of the Burroughs community found ways to incorporate this spirit into the curriculum and other aspects of school life. While some American youths of the period cultivated the dream of a "simpler" life, tried communal living, or moved "back to the land," Burroughs students and faculty learned to integrate field and laboratory experience, and combined outdoor education with the quest for academic achievement.

In the spring of 1969, history teacher James Alverson finished early his ninth-grade syllabus in medieval and Renaissance history. Seeking to make use of the remaining weeks, he suggested to his students a short workshop on contemporary environmental issues. First, as Parry notes, they read numerous articles on these questions in contemporary periodicals. Student interest was high, which led Alverson to propose a more formal course the following fall. He and Science Chair Bruce Westling then planned to co-teach an ecology course, in which Alverson vouched for the theoretical and

historical material while Westling gave students the necessary scientific framework. In 1970, this course was formalized as "Ecology: Problems and Potential in the Contemporary Environment," and underwritten by a \$25,000 grant from the W. MacLean Johnson Memorial Fund. During the summer of 1970, Alverson and a group of students formed the Regional Environmental Study Team (REST) and compiled an extensive bibliography of materials on ecology. At Alverson's suggestion, they made a detailed environmental impact study regarding a proposed rock quarry in Cottleville, Missouri, and successfully drummed up grass roots support to deny the quarry zoning rights. From there, numerous other activist projects followed, including support for endangered species, endorsement of returnable bottle campaigns, and experiments in organic gardening and the natural preservation of foods.

But the signal event that catalyzed the school's increasing interest in ecology and outdoor education was an offer to lease to it for one dollar a year 44 acres of Ozark woodland in Shannon County, Missouri. This generous gift came in October, 1969 from alumnus Leo Drey ('34) of University City, a prominent environmentalist and the largest private landowner in the state of Missouri. Located on Sinking Creek, a tributary of the Current River, the acreage lay at the extreme northwest corner of 77,000 acres of contiguous forested land, itself part of 154,000 acres of Ozark forest owned by Drey and dubbed the "Pioneer Forest." This remarkable, far-sighted arrangement has shaped the experience of Burroughs students for nearly three decades now. As a kind of extended campus, it has reinforced the school's original interest in nature and outdoor life, and has taught thousands of students to understand and love the larger environment of the remarkably diverse state where they live. To leave St. Louis for the long drive to Drey Land down Route 44, then south through Salem, Missouri, is to move from the great river valleys that form the southern edge of the last glaciated land in this region into the gently contoured terrain of some of the oldest mountains in North America.

The drive to Drey Land, then, is also a journey through time and earth history. It entails immersion in a strikingly beautiful landscape and a set of ecosystems much different from those surrounding the school itself. None of this would be lost on the Burroughs faculty who sought to maximize the value of Leo Drey's gift. Biologist Bruce Westling, who was building a curriculum committed to field and laboratory work, found the new camp a boon to his projects. He had for some time been sending his students out to take water samples in Deer Creek, near the St. Louis campus, but after 1972, biology students began to take annual stream samples at Sinking Creek, data that was later shared, through the STREAMS program, with the Missouri Department of Natural Resources. A typically clear, shallow, gravel-bottomed Ozark stream, the creek borders the land on which the camp was constructed, much of it by student and faculty labor, in 1970-71.



*Dreyer Lodge named in memory of James M. Dreyer, father of Jeff '71 and Joe '73.*



*Leo Drey '34, the Ozark landowner who made Burroughs' wilderness camp possible is pictured (on the right with two unidentified children) at the dedication of the Drey Land Camp in June, 1971.*

On campus, other faculty shaped curriculum to respond to this new asset. Math teachers Tom Yager and Eric Hanson designed problems and assignments applied to environmental issues, and of course other members of the science faculty benefited by access to Drey Land and to the opportunities its very presence prompted. The new headmaster was particularly enthusiastic. A lean, vigorous man who had run cross-country in college and was known frequently to run the track on campus, Ed Cissel was delighted with the new facility and the environmentalist initiative it fostered.

The main lodge at Drey Land was named in memory of the father of two Burroughs students, James M. Dreyer, who had recently died in a plane crash. The spacious log-cabin lodge itself was built by a construction company, but the shower house and several sleeping cabins were the work of Burroughs students under the direction of science teacher Walter Swartz. All were completed and dedicated in June, 1971. Thereafter, as a site for study, recreation and retreat, the camp would delight thousands of students and faculty who have fallen asleep there to the purl of creek water and awakened to early sun shafts through oak and pine. It was first used later that summer for a two-night trip by Burr-Oak campers, under the direction of history teacher and coach Jim Lemen. A year or two later, Coach Lemen began to take the varsity football team down there for their first week of practice, where camaraderie and team spirit could be forged in the relative isolation of the site. (That custom was discontinued in 1983, when Lemen had to remain in St. Louis for disk surgery.)

In 1972, Burroughs established late August pre-school orientation at Drey Land for all entering seventh graders, a program that now takes place a few weeks after school begins. The youngsters travel down to the camp in two separate groups for three nights and four days to meet their new classmates from roughly thirty different elementary schools and begin to learn a bit of the Burroughs way. In those warm, still buggy days of summer's end, the fledgling student has a first taste of the lively, demanding and cosmopolitan community he or she is about to enter. Devoted faculty members from a range of disciplines provide instruction and loving support; and key lessons in cooperation, tolerance, trust, and intellectual curiosity are conveyed through group activities, games, physical challenges, ecology walks, an evening "solo" experience after dark, and an all-day orienteering "trek" experience. For some time now, the entering seventh graders have also composed letters to themselves. Six years later they open and read these at their senior picnic.

In the tranquil setting of the camp, guided in recent years by Lower School Principal Peggy Fiala and selected faculty and senior students, each entering group of young souls begins to shape itself into a class, preparing to make its unique mark on the tablet of the school's history. In October,

1987, Dr. Richard Jung, principal of grades 9 and 10, extended this eminently successful program to include entering students in grades eight through twelve. Named "Drey Land-Plus," it provided a three-day weekend at the camp just before school opened. Featuring activities like but more advanced than those of the seventh grade initiation, this program soon became a regular feature of the school's life. Memories of the lovely, quiet setting along the banks of Sinking Creek thus belong to every modern graduate's sense of the school.

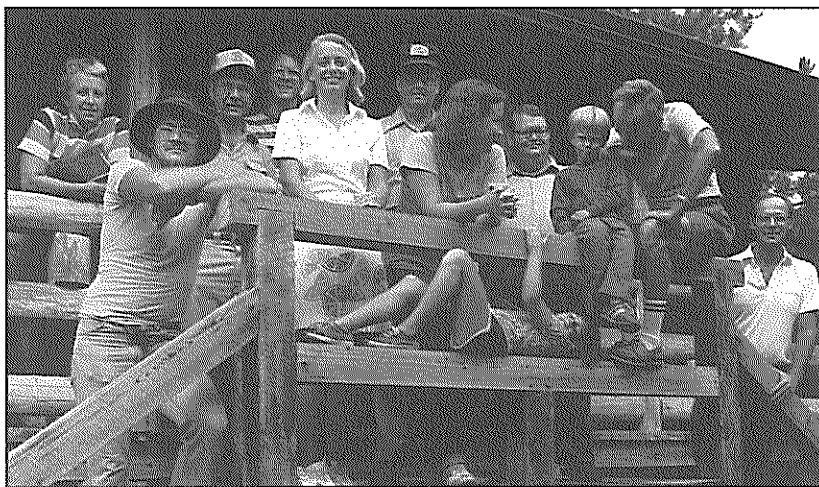
For the seventh graders, the wonder of the Drey Land outing is beautifully caught in a student's journal quoted by Dr. Shahan to the board in his report for October 22, 1990: "When Ms. Fiala finally arrived to take us to the quiet walk, all the talking instantly stopped. Everyone entered a sort of trance. There was a complete and total silence. We all knelt down and closed our eyes. Then, one by one, we quietly got up and moved toward the forest. The walk was truly magical. There was a calmness so complete, you could feel it in the air. As we walked through the woods, there was no talking. . . People were tugging on each other's arms to guide them around various obstacles, rocks, trees, streams and other things. Occasionally we would sit down for five minutes or so, and simply observe nature all around us. The stars and the Milky Way up in the sky were incredible. I tried to listen to as many different animals as I could. I opened my mouth and tried to taste the air on my tongue." Later the same writer remarked, "Solo night has helped me discover, as Mr. Barhorst said, a very interesting person, Me. I listened to Me for three-and-a-half hours, and I listened very carefully to what I had to say. I hope that one day I will be a Drey Land counselor and help those children who are now in the second grade to experience the outdoors in the unique fashion that I did last night." Dr. Shahan concluded. "There are many more journals like this one. The pictures the students painted for [art teacher] Charlie Derleth are now up in the foyer of the art building. They tell a similar story, equally wonderful."

As an ideal site for the study of the natural environment of southern Missouri, Drey Land has become a regular component of the school's curriculum. Each spring, for example, "Bio-Drey Land" brings Burroughs ninth graders there to observe Ozark flora and fauna, to test water and soil samples, and to enhance their knowledge of a complex natural environment. As the hands-on culmination of a year of intensive study of biology, this field work exemplifies the key Burroughs idea that all learning has an experiential component.

Over the past twenty-seven years, many Burroughs faculty have contributed to the enduring success of the school's Ozark campus." History teacher and Lower School Principal Dora Tickner, guidance counselor Harry Bradley, biology teacher Janice Johnson and Mr. Cissel joined to



launch the seventh grade program there. Then in 1973, the new mathematics teacher Eric Hanson was appointed coordinator of the camp. In the twenty-five years since, Eric has become its scrupulous guardian angel, making weekend visits for repairs and leading many a trek and work project in the camp environs. Biologist Bruce Westling, physicist George Barhorst, and biologists Margaret Bahe and, more recently, Elaine Kilmer and Scott Heinzl, have opened up to many students the living world of Missouri's abundant forests and streams. In 1982, in its series "Focus on Excellence," the National Science Teachers Association chose the Bio-Drey Land program as one of ten outstanding examples of innovative biology programs in the country. In the resulting publication, Mr. Westling's "Drey Land Ecology Study" noted that the program "responded to the ecology crisis of the late 1960's," and, coming late in the spring term, provided "an ideal vehicle for reviewing concepts studied earlier...." Moreover, he added, "Isolation in a primitive environment drives home the point of man's relationship to the ecosystem with considerably more strength [than classroom or laboratory activity]." The Drey Land experience taught respect for all forms of life and the environment to young people who would be "tomorrow's leaders and land owners," seeking to awaken in them an "ecological conscience" based on "an awareness that [each] is also part of the living world and is governed by the same natural laws as other life."



*Faculty members gather on the porch of Dreyer Lodge during a faculty outing in the early 1980's. From left are Dora Tickner (principal of seventh and eighth grades), Eric Hanson (mathematics and Drey Land coordinator), Bob Sortland (history and principal of grades 11 and 12), Ralph Topham (science), Sue Gray (English), Bruce Westling (science), Peggy Fiala (home economics), John Faust (theatre) with his two children, Ed Cissel (headmaster), and Bill Bascom (English).*

If the original philosophy of the school had included a certain wholesome love of fresh air and outdoor games, the campus environmentalism of the 1970's (and afterward) deepened that idea and made it more scientifically rigorous. During that time, faculty across the disciplines became serious about the "green" theme. Throughout the grades, numerous teachers stressed problems relating to energy conservation, topography, ecology, the measurement of water flow, and the problems of automobile traffic and urban sprawl in metropolitan areas. In a related move, George Barhorst established the Expedition program, which qualified for a fall athletic requirement. This ambitious program took younger students on weekend trips that included rappelling, rope techniques, caving, floating, camping and cooking out. Memorable indeed were several rafting trips he led down the Missouri River from Jefferson City to St. Louis. Mr. Barhorst was a passionate trekker, who brought to these excursions a whimsical sense of humor and an enthusiastic, almost lyrical love of outdoor lore. One of his most enthusiastic students, English teacher Laura Montgomery ('85), took up the flag as coordinator of outdoor education when he retired in 1992, and her colleague Michael Dee ('76) now continues to run the program.

Eric Hanson, raised on a Mennonite farm in Pennsylvania, worked tirelessly to teach students lessons of community responsibility and respect for the natural world. Besides applying mathematics to relevant issues in class and leading weekend backpacking trips, he organized student volunteers in several campaigns: to increase a sales tax that would support the Missouri Department of Conservation; to gain federal protection for 80,000 acres of land in Mark Twain National Forest; to defeat the proposed Meramec Dam in a state-wide referendum; and to establish a campus recycling project. At its height during the 1980's, when parents too brought their waste paper to campus, this effort was recycling approximately twenty tons of paper per month. Then, as curbside recycling caught on widely about this time, the Jefferson Smurfit Co., which had been accepting the school's waste paper, became glutted and could no longer handle this load.

In and out of the classroom during the 1970's, the environmentalist movement grew steadily larger in the school's life. And in the nation as a whole, increasing numbers of Americans were concerned for the future of wilderness and the integrity of the natural environment. In accord with this groundswell of awareness, and in the spirit of John Burroughs himself, the school now defined a full education to include responsibility for one's natural as well as one's human circumstances: family, friends, school, community, society, land, water and air. No one stood or acted alone, without consequences for others. That was and is the Burroughs ethic.

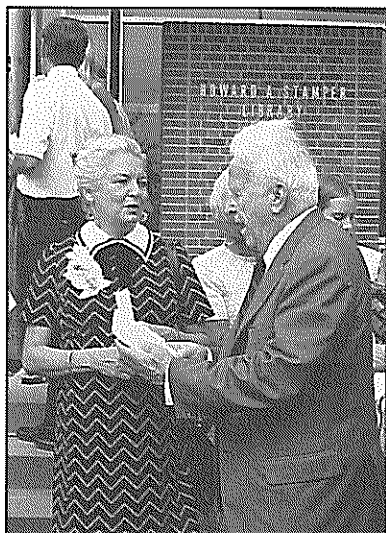
## Chapter Four

### A HALF-CENTURY OF ACHIEVEMENT

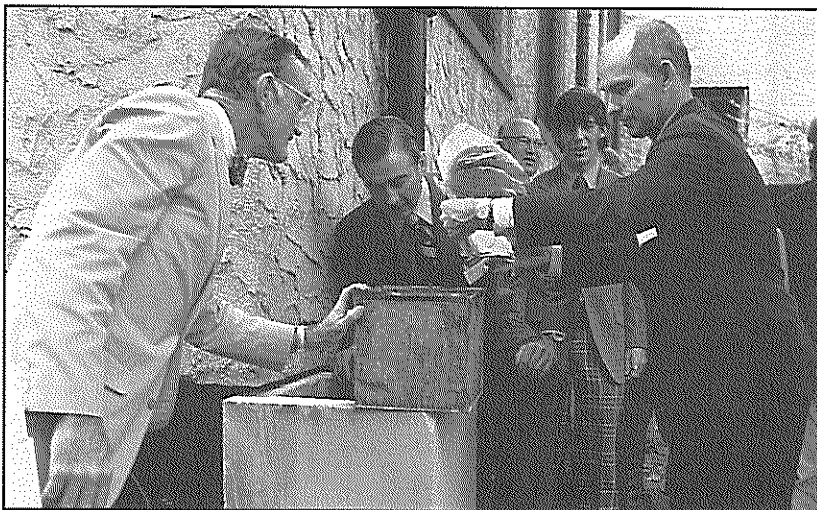
Just over two years after the dedication of Drey Land, John Burroughs School prepared to celebrate a half century of life, five decades packed with accomplishment and justifiable pride. And though Mr. Cissel had only been on the job for a scant six years, he could point to much good that had happened on his watch. Parry's history of the first half-century skillfully summarizes significant aspects of the period 1967-73: the decision, after careful study by the board, not to pursue a proposed plan to merge with Community School (and hence to maintain the historic structure of Burroughs); an award-winning student-based research project in collaboration with scientists from Monsanto and Ralston Purina, organized by Bruce Westling; the environmental study project begun by James Alverson, and spin-offs from it; the development of an enlarged curriculum; the establishment of senior May Projects in spring of 1968; the Carr Lane exchange program set up that fall; the founding of two outreach programs—August Days in summer, 1967, and Program ASSIST (a forerunner of Aim High) in summer, 1970; the completion of the Drey Land camp; the creation of the Potpourri sale in 1969, in which Jane Cissel had a major hand; the steady growth of the annual giving program; and a major drive to build up endowment with five million dollars. Given these achievements, the school was in sound condition as it rounded out its first half-century, and the anniversary celebration recorded by the devoted Mr. Wippold reflected that fact. Held at Stouffer's Riverfront Inn on Saturday, September 29, 1973, it was attended by some 1,500 alumni, parents, friends, and present and former faculty and staff. A highlight of the evening was a seventy-member alumni chorus gathered and inspired by the redoubtable Ralph Weinrich, teacher of music and Latin at Burroughs for 39 years, who returned from retirement to conduct. During the ceremonies, Leonard Haertter was made an honorary alumnus of the school and Bill Maritz ('46) received the Outstanding Alumnus Award.

As the school began its second half-century, attention focused on the increasingly obvious need for an improved arts facility. The arts had

# 50<sup>th</sup> Anniversary Celebration



*Above left, fans and participants on the sideline of the varsity versus alumnae field hockey game. From left are Kathy Calkins Thoresen '58, Sue Rickey Adams '40, Kay Rice Sale '39, Margaret Cornwell Schmidt '33, and Skippy Keefer, varsity field hockey coach. Above right, Beulah Stamper and Leonard D. Haerter at the dedication of the library in memory of her husband, Howard A. Stamper.*



*From left, Headmaster Ed Cissel, Congressman James W. Symington and Board President Steve Adams '37 inspect the cornerstone time capsule in preparation for opening it at the fiftieth anniversary.*



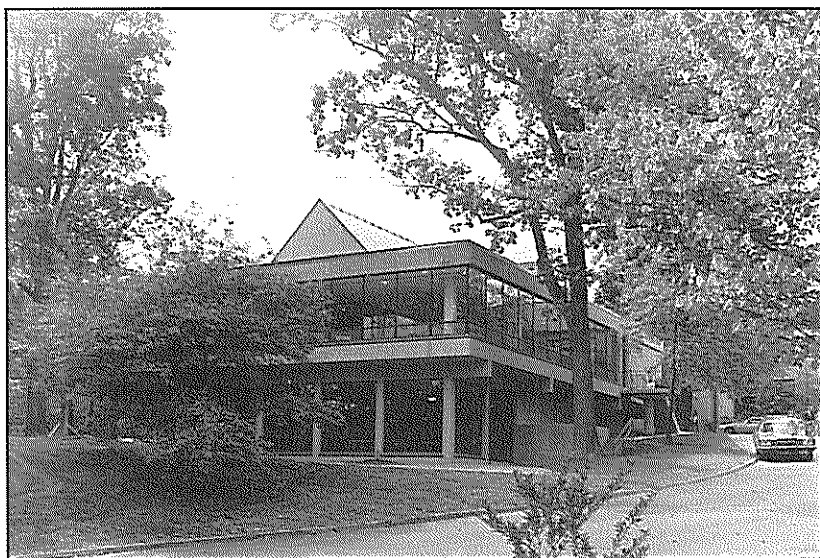
*Katherine Gladney Wells '36 gives last minute instructions to her cast just prior to "showtime" at the fiftieth anniversary celebration.*



*Ralph Weinrich, retired choral director and music teacher (1933-1972), directs the Alumni Chorus during its performance at the anniversary celebration.*

always maintained a central place in the curriculum, related to the kindred Burroughs tradition of concern for the natural world and responsible citizenship. Response to beauty, after all, in both its natural and its man-made forms, prompts environmental concern in the most comprehensive sense: to love what you see is to wish for its protection and continuation, be it a spring-fed Ozark stream, an aesthetically pleasing campus, or an urban neighborhood. The idea of art as a mode of caring for the world was implicit in the school's first Bulletin of Information in 1922, which stated, "The fine arts belong not on the decorative fringes of education, but close to the center of it. They are the finest expression, in their various forms, of the human spirit." That radical principle has been the red thread running through seventy-five years of the Burroughs curriculum. By contrast, in most American high school curricula, the fine and performing arts have occupied a marginal, vaguely decorative position, while the industrial and practical arts have often corresponded to a separate "vocational" track. But at Burroughs, industrial technology and home economics are required of all seventh and eighth graders without regard to gender, and all students in grades nine through twelve must also take at least one course (i.e., 1/3 unit of credit) each in fine and performing arts; a third course (another 1/3 unit) may be taken from either of those or selected from offerings in industrial technology. The great majority choose to do more than the minimum requirement.

Quite in keeping with this commitment to the arts, the signal event of Mr. Cissel's first decade as head was the dedication on September 19, 1976 of the bold new art building just east of the dining hall. Since 1941, the art and sculpture programs had been located in cramped quarters in the north wing of the main building. Even though the school's enrollment then was roughly 40% less than the 1973 figure of 518 students, these facilities had long before ceased to be adequate. The ISACS evaluators had pointed this out in 1973 and strongly recommended an enlarged facility. Further study of the problem pointed to the clear need for a new building. The architect Raymond E. Maritz, a cousin of alumnus Bill Maritz, volunteered to make a preliminary study for the building, while correlated construction plans were made, first, to move the school store and the business and development offices into the old art space, and second, to enlarge the dining room on its south side. The proposed art building would occupy the heavily treed sloping front lawn looking on to Price Road. Soon, significant gifts to fund a structure of 12,500 square feet began to come in: \$225,000 from Mrs. Oscar E. Buder, the mother of three and the grandmother of seven Burroughs graduates; \$75,000 from S. Truman Olin, Jr. ('49); \$30,000 from the Joseph H. and Florence E. Roblee Foundation; \$10,000 from Lawrence K. Ayers, a past parent; and five anonymous gifts totaling \$285,000. In the



*New Fine Arts Building, completed in 1975.*

fall of 1975, construction began on the striking horizontal space, probably influenced by the work of Frank Lloyd Wright, that would house sculpture and ceramics on the first level and painting and drawing, along with a music studio, on the second. On the roof, a prominent solar collector for supplying heat was conceived as a May Project by Eugene H. Buder, Jr. ('75), and developed by his cousin James B. Wiegand ('64).

Essential to the final appearance and utility of the building were the open glass walls that admitted abundant natural light and gave the studios visual access to the bucolic scene outside. School architecture of the post-war period had often minimized window space on the assumption that too appealing a view would promote distraction from tasks. But at Burroughs, where the ability to see the world of objects, figures and organic forms was a linchpin of the program in visual arts, open vistas were essential to the work at hand. The new building accorded nicely with the historic commitment of the school to attractive architectural design in a beautiful setting. Today, over two decades later, the long horizontal thrust of the building lies comfortably out on the eastern slope of the front campus. On two levels, the lower of which is recessed under the overhang of the painting studio, it thrusts forward toward the main entrance to the campus, a kind of promontory that proclaims the centrality of the art in the curriculum.

Down the years, the school has affirmed the aesthetic component of the whole child's formation; but it may be particularly in the last two decades that the full impact of the arts on school life has been unmistakably felt.

The completion of the light-flooded art building gave the program a spacious new home that allowed, in addition to the core of painting and drawing courses, for expanded sculpture offerings in ceramics and metal-working. (Photography would be a later addition in the 1990's.) Although eventually, in 1982, the two programs would merge under sculptor Robert Walker as administrative head, Joanna Collins continued as head of painting, drawing and print-making.

Out of this creative center, student work is regularly displayed at many points on campus, including the Bonsack Gallery. The original display area, called the "Little Gallery," the brain child of Painting Chair Fred Dreher (JBS, 1947-70), was located in alcoves on both sides of the main corridor outside the administrative offices. Mr. Dreher tended the space with great care and regularly displayed work by noteworthy St. Louis artists and from private collections around the city. These shows, which brought many guests to the school, were warmly endorsed by Leonard Haertter. In 1965, Mrs. Arthur A. Bonsack made a gift to name the gallery in memory of her son Arthur, Jr. ('31), who died in 1963. After her death in 1969, a second bequest came from her will to endow the gallery and improve its appearance and furnishings. In 1973, with this additional funding, the new Bonsack Gallery, now a more adequate setting for exhibitions, occupied the handsomely beam-ceilinged space originally intended for the school's main entrance (which, after renovation of the main building, it has recently become). Mr. Dreher continued to direct the gallery until his retirement, when his colleague Joanna Collins took it over. After the merger of the sculpture and painting programs, Art Chair Robert Walker briefly directed the gallery, and was succeeded by local artist Linda (Dubinsky) Skrainka ('57) and, later, by her sister-in-law, Yvette Dubinsky, also an artist, who continued to bring innovative, often distinguished prints, paintings and drawings to the space.

Over the past quarter century, the school's own art collection has grown appreciably, and now includes works by such noted artists as Willem DeKooning, Jasper Johns, Jackson Pollock, Robert Motherwell and Sam Francis. But the most notable evidence of the place of art in a Burroughs education is the seeming omnipresence of student work throughout the corridors and foyers of the school buildings. By the entrance to Haertter Hall, for example, stands Matthew Philpott's ('81) starkly lyrical "Freedom," a metal wire sculpture of a skeletal human figure straining upward to touch and release—perhaps to fly with—a bird in flight.

When Mr. Cissel looked back at the start of his eleventh year in 1977, the art building was a proud accomplishment, but much else had also changed on campus. The past decade had been a time of stabilization and experimentation combined. Statistically, enrollment had risen in his first



decade from 491 to 546, near what the school is today. The number of faculty was only slightly larger, but the school budget had increased by over a million dollars, annual giving was up by \$133,000, and endowment had leapt dramatically from \$190,000 to \$2,900,000, a major sign of the school's fiscal health. Tuition, meanwhile, had increased moderately over the decade to \$2,535. Other changes of note included increased staff in both the business and the development offices, and increased emphasis on what Mr. Cissel called "affective education," in keeping with the school's charge to encourage responsible citizenship and community service both in and beyond school. Here programs of social outreach (e.g., August Days, the May Projects, the Carr-Lane exchange), experiments with curriculum, and new evaluative approaches to education all entered the picture.

He went on to note continued academic excellence (one measure of which was that Burroughs was the leader on a percent base of all schools in Missouri on National Merit Scholarship tests) and the growth of student government and committees, complemented by Wednesday sound-off assemblies and the headmaster's open door policy, which invited students to stop in for a chat and maybe to pat one of Ed's companionable retrievers, known to lie under his desk. On other fronts, he noted, support had been steady for summer enrichment work and summer sabbaticals for faculty since the adoption of the study account in 1973; and salary guidelines in use since 1968 had corrected what were initially serious inequities. By 1977, Burroughs stood in the top ten percent of salary levels for independent schools throughout the nation, and has remained so ever since. All these changes, already implicit in the brief tenure of Dr. Craig, reflected Mr. Cissel's desire to make the Burroughs environment a cosmopolitan one, in touch with events in the local area and the nation. More than once he observed, as in his report to the board in January 1968, that "a large number of the Burroughs students lead exceedingly sheltered lives and would benefit from a broader exposure."

August Days had been an early step toward addressing this problem. The May Projects, initiated on a voluntary basis under Dr. Craig and established formally in 1968, allowed seniors to leave campus for a month before graduation and complete a program of career orientation or engage in a service project useful to the larger community. Career internships were, in fact, the earliest focus of the May Projects, which have since evolved to emphasize (though they are not confined to) social service. Of interest for the many forms in which student self-government has been encouraged at Burroughs is the fact that the student-based Senior May Project Board has consistently had a good deal of power to set policy and review individual projects. For its part, Carr Lane, short lived though it was and directly affecting only the eighth grade, had a major impact on those teachers and

students who participated in it. One of its most enthusiastic friends, Clara Fieselmann of the Burroughs English department, even left Burroughs for four years of full-time employment at the Carr Lane campus near the ill-fated Pruitt-Igoe housing development.

Curricular and methodological novelties in the first Cissel decade also reflected the headmaster's desire to define the school in a national context, to connect it to the world beyond St. Louis. The educational ideas he brought home from professional meetings were intended, he recalls, more for "exposure" than as impositions on existing programs. The hope was that they might refresh faculty ideas and become a leavening agent in the classroom. His receptivity to these new trends typified, in some measure, the restless national search for new directions that marked American secondary schools in the 1960's and 1970's. Sputnik, of course, had provided the initial jolt in 1957, leading to fervent reassessment of the high school curriculum, especially in mathematics and the sciences. But in the ensuing decade and thereafter, public school reform projects ran the gamut from massive infusions of federal funding to the extreme distrust of all structured socialization expressed in Ivan Illich's *Deschooling Society* (1970). In general, independent schools, not subject to the political pressures of the public sector, could better protect themselves against waves of faddism and the American penchant for scapegoating the school in response to social ills. Thus, even as ripples of 1960's reformism and radicalism reached the Burroughs campus, Mr. Cissel and his talented faculty hewed to many of the proven fundamentals of a sound liberal education.

Yet news was in the air of breakthrough research in cognitive and moral development, brain research, learning styles and other areas that seemed to offer scientific or quasi-scientific paradigms to those educators and evaluators who sought an authoritative basis for reform. The early post-Sputnik hue and cry had directed energy toward mathematics and science; subsequently, curricular reform had yielded to a push for racial integration, making schools, once again, the testing ground for social reform; and now, in the 1970's and early 1980's, hope was vested in recent psychological research that promised to provide firm data, particularly for early child development, but increasingly too, it seemed, for older children and adults. Schools were also pressed to recognize recent findings on learning disorders, therapeutic medication, and counseling; and during the Cissel years, Harry Bradley of the guidance office pursued graduate study to keep abreast of such trends. But clearly the headmaster himself was the catalyst for many of the professional speakers and programs presented at the school in this period. In all these efforts, his right-hand man was Halsey Tichenor, whom he appointed Director of Curricular Research.

Beginning in 1972-73, faculty were discussing the issue of affective development as a necessary complement to the usual stress on cognition. The new emphasis perhaps reflected the headmaster's judgment, during his first years, that discipline and morale needed renewed attention. Perhaps, too, this observation indicated that the growing distrust of institutional authority and social convention abroad in the land had in fact reached St. Louis. By stressing the formation of character and the quality of daily life in the school, Mr. Cissel made clear that Burroughs must not become simply a conduit for admission to college. Also, as he came to know the wider Burroughs community better, Mr. Cissel often felt that some complaints from both students and their parents were the result of over-protection or pampering, and that the school was, on the consumerist model, increasingly expected to fix everything, make everyone feel better. Criticism of school food and parking, or parental calls for a dress code, struck Mr. Cissel as digressions from energetic engagement with studies, athletics, social service, and outdoor education. The original school bulletin had emphasized that honest learning was hard and satisfying work and valuable in itself, an ethic that remained central during the Haertter years and has continued to hold into the present, despite continued pressure of a consumerist cast. Against the later excesses of Progressivism in the years between the two World Wars—an exclusively child-centered agenda, a loss of academic rigor, and a determination to teach social adjustment and workplace skills—and opposed as well to the permissive, anything-goes attitude too prevalent among adolescent “Boomers” of the post-war period, a school like Burroughs, Mr. Cissel believed, had to keep in balance individualized personal development, the needs of society, and the tradition of liberal learning.

Precisely because such a balance was elusive, formal efforts were continued to assess how educational goals could best be attained. In the mid-1970's, a check-list was developed for student and teacher to compare each other's assessment of the student's personal growth: Did he or she “exhibit a developed genuine curiosity” or “extend himself [sic] beyond the perimeters of home and school” or “respond constructively to adversity,” and the like. As this rather elaborate project ran its course, attention turned to the then fashionable theory of moral education propounded by Professor Lawrence Kohlberg, Director of the Center for Moral Education at Harvard University, and when some female members of the Burroughs faculty complained that Kohlberg's work was tilted toward male experience, the school attempted, without success, to bring in Harvard's Professor Carol Gilligan, whose work was emphasizing the different affective and expressive experience of women. Starting in the spring of 1977, considerable faculty time and energy was devoted to discussion of the Kohlberg para-



*Franz Wippold '31, volunteer editor of the Reporter for several years, retired from the Post-Dispatch in 1979 and moved from volunteer to part-time employee in the development office the following day.*

digm, which posited six stages of moral development that ran from the lowest level (external constraint, fear of punishment) to one characterized by a conscience that recognizes shared standards, rights and duties.

The headmaster and Mr. Tichenor continued to urge on the faculty the consideration of "learning styles," ethical reasoning, moral development and curriculum principles. The latter term, introduced in 1983 was, in school chronicler Franz Wippold's words, "a continuing Trustee-faculty-student study...to determine where JBS would be in the year 2003...." (A summary of that project, including categories on "content," "community," "learning" and "self," is conveniently found in Wippold's "The Sixth Decade.") But the

experimentalist initiative was losing steam, and when Halsey Tichenor retired in 1983, history teacher John Snodgrass took over his position and noted, in his year-end report, that faculty interest in the numerous evaluative programs was indeed waning. This judgment appeared to voice considerable faculty discontent with the plethora of workshops and guest lecturers that, all told, stretched back over a decade. Teachers at Burroughs, generally well prepared in their fields and eager to teach their exceptionally bright and receptive students, apparently wanted to get on with their work. Many of them knew their vocation from long experience, and were not about to change course with every shift of the theoretical wind.

This trial-and-error pragmatic approach to curricular innovation would continue to characterize the Cissel years. Faculty members cooperated in and sometimes initiated these experiments, to be sure, but many of the savvy and strong-minded veteran teachers charted their own courses within the considerable autonomy of their classrooms. The freedom granted individual teachers across the curriculum has long been one of the hallmarks of Burroughs, and is a much appreciated, jealously guarded privilege. General departmental guidelines and sequences of study necessarily exist, but within the general outline of requirements, a Burroughs faculty member remains quite free to teach in the best manner he or she sees fit.

In one innovative area during the Cissel years key faculty and staff were eager to explore what was truly a cutting edge: emerging computer technol-

ogy was first embraced by math chair Tom Yager, who then urged his colleague Bruce Westling to explore computers for use in the science program. By 1970, Mr. Yager had procured a PDP 8E mini-computer, with four teletype machines attached to it. At the same time, he established a half-credit computer math course, which included use of a computer system on the local campus of the University of Missouri. Computers also came into early use in the development office, while under the leadership of Carol Daniel, the Howard A. Stamper Library became one of the first schools in the country to use the Dialog research service for searching remote databases (1982) and to develop an on-line catalogue system (1983). In the late 1980's, circulation was computerized and bar-codes were introduced. In 1988, the library purchased its first CD-ROM program, and shortly thereafter incorporated the school's audiovisual facilities and expanded them. Since 1982, Mrs. Daniel's husband, David, a computer consultant, has donated his services to set up and maintain these systems, which early put Burroughs at the technological forefront.

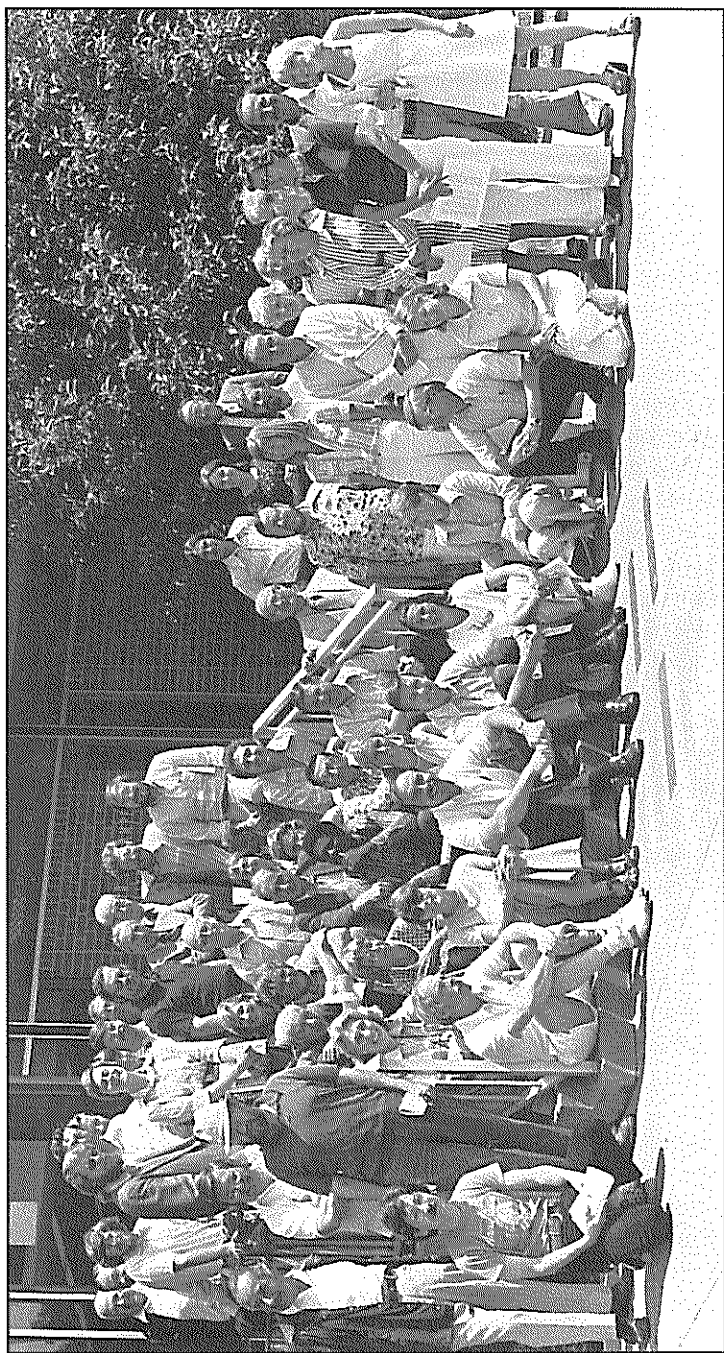
While considerable faculty energy was devoted in the 1970's and early 1980's to assessing emerging philosophies of learning and teaching, most teachers at Burroughs continued the quietly creative work of caring instruction and response, little affected by emerging theoretical novelties. The story of their accomplishments, in this sense, is a quiet one. Often in teaching, little is said of the genuine day-to-day successes that bear fruit subtly over time. School histories, like those of states and nations, rely largely on moments of public recognition and achievement. Unrecorded, therefore, go most of the most essential moments in the lives of students, teachers and families. To grasp the life of a healthy school, one must notice countless small acts of comprehension or moments of delight, unheralded moments of connection and exchange, debate and compromise, cooperation and competition, building up and tearing down. At Burroughs, this history has happened in the daily efforts and acts of generosity that have fulfilled the promise and renewed the mission of the school. The texture of the weave is very fine: each leap of insight, each encouraging or chastising word, each moment of dialogue across the classroom table, each act of camaraderie and teamwork, each honest effort to learn, increases the common weal of the school. On quiet afternoons in the art studio, gazing out into fall foliage; in the heat of competition on the tennis court or football field; sounding out the old carols at the Christmas pageant; learning to see the Ozark flora and stream life on a spring day at Drey Land; or rehearsing lines from Shakespeare on a quadrangle bench—in all these and countless other moments, the history of Burroughs waxes. And it does so always because those who have come before have cared enough to protect the legacy for the rising generation and the next entering class.

## Chapter Five

# STEADY AT THE HELM

The health of the school seemed sound at the celebration of the half-century mark, and the years that followed were, as already suggested, marked by vigorous growth, pedagogical experimentation, program innovation, and faculty development. Funding from a growing annual giving program and wise management of the growing endowment, of course, underwrote these enterprises. In recognition of excellent work consistently done in the development office, Burroughs was chosen in 1974 from among all the nation's independent schools to receive the United States Steel Award for Sustained Performance in Annual Giving, presented to Director of Development Don Whelan.

In 1975, two major gifts to Burroughs made possible the creation of a state-of-the art language laboratory and the establishment of a Career Awareness Center in the school library. A gift from past parents Mr. and Mrs. Lester A. Crancer enabled purchase of the lab from a local college which had used it for only two years, thus replacing an earlier Burroughs installation in use since 1960 and much in need of repair. With the new equipment, twenty-four students at a time could gain oral practice, while utilizing equipment to record and play back. The Career Center was created and endowed as a memorial from his family to Benjamin F. Rassieur, whose children and grandchildren attended Burroughs. Coordinated originally by guidance counselor Kathi Danna, then by Carol Daniel (who subsequently became chair of the Howard A. Stamper Library), it has been directed by past parent and part-time librarian Carol Kimball since 1985. The center is open to students, faculty, alumni and parents, and provides hundreds of books, brochures and audio-visual materials on career planning, preparation of resumé's, opportunities for internships and the like. In April, 1988, Mrs. Kimball organized the first Career Day, a since annual event during which the science department gives up its classes for a day to speakers (most of them parents) who offer twenty-minute presentations and answer questions on their field of expertise.



*The faculty in 1975.*

Meanwhile, on the athletic fields, other triumphs marked 1975-76: the football Bombers took the ABC League championship and went on to garner the school's first Missouri State Class 2A title by winning all twelve of their regularly scheduled and post-season games. Wippold, who savored the details of such things, reported that the regular season "was climaxed with a cliff-hanger against Country Day in which the Bombers salvaged an 8-to-7 verdict in the final minute of the game on a touchdown pass from quarterback Ted Levis to receiver Ted Holmes and a two-point conversion. For a delicious taste of irony, let it be known that both players involved in the winning touchdown are sons of CODASCO alumni." Capping the season, Coach Jim Lemen was named by *The Sporting News* as co-winner of that national publication's "High School Football Coach of the Year" award. The team itself won the Thomas M. McConnell Award (named for the legendary Burroughs football coach) for the "performance that best promotes the interest of the ABC League in sports."

That season was the first in which Burroughs had elected to enter the state playoff competition in football. The Bombers had frequently triumphed in the league itself, to which they had belonged with several other area schools since 1928. In fact, under Coach McConnell (JBS 1951-70), the team had taken the league title thirteen times in nineteen years! But several members of the 1975 team had approached Mr. Cissel before that season and gained his consent for participation at the state level. Previously, although football was "king" among the male sports at Burroughs, school policy had kept it in accord with the Burroughs philosophy by playing largely against schools that shared the principles of the league itself: that education included the development of character and taught "the values of leadership, teamwork, sportsmanship and respect for the rights and abilities of others"; that "opportunity for participation in interscholastic sports should be made available to all students"; that such play "should not interfere with the academic education of students or place an undue strain upon them"; that no student should receive admission or financial aid for athletic prowess alone; and that the prevailing spirit should be one of "play and good fellowship free from the pressure commonly observed in contests where winning becomes more important than the educational values of competition."

The league was designed to give all male students a chance to compete against boys of roughly their own age, height and weight, the three factors of the California Exponent System by which the three team levels (A, B, C) were determined. Everyone, in this arrangement, could count on playing under fair conditions. As noted, victory per se was not the primary goal. Burroughs never recruited applicants who did not otherwise qualify



academically, and the football season, much as with the Ivy and "Little Ivy" colleges, was kept to only nine regular season games. This is to say that athletics, for all its importance in the lives of many graduates, was truly just one of the four "A's" (academics, athletics, arts, activities) that formed the core of the Burroughs experience.

In 1970, Tom McConnell's untimely death deprived the school of one of its seminal figures, a man admired and loved by many, who had set the standard for sportsmanship and gentlemanly conduct. He and Leonard Haertter had shared a common vision for John Burroughs, and it was McConnell too who had provided important leadership and a sense of continuity between Gov's retirement in 1964 and his own death in 1970. Jim Lemen, who had coached at Burroughs under McConnell from 1963 to 1966, and who shared much of the older man's sense of the role of athletics in a total Burroughs education, was named to replace him as the boys' athletic director and head football coach. For both men, many of life's most essential lessons were learned on the field, and many of a (particularly male) student's most enduring memories of school referred to athletic competition. Success in sports, both believed, was not defined by won-lost records or scores or cumulative points; what mattered was how well you did, how hard you tried, in relation to who and what you were. That said, Burroughs football would go on under Jim Lemen to win six more state championships in the next twenty years (1976-96). After 28 years of coaching, Jim's overall record in 1998 was 199-95-4. In the course of this career, he had been named Coach of the Year three times in football and once in baseball. His work with Burroughs baseball, while perhaps less visible than his gridiron feats, would guide teams to two state (1985, 1991), eight district and five league championships.

Elsewhere on campus, in the 1975-76 school year, student art work was shown for the first time in the Bonsack Gallery; outdoor education recorded a booming agenda of activities under the direction of math teacher and Drey Land Coordinator Eric Hanson; and in the classroom James Alverson offered an innovative course in environmental economics, while planning to co-teach a philosophy course with Ellen Mocerri in the coming year.

A significant innovation in 1976-77 was the unanimous vote by the Student Congress to accept the "Montgomery Plan" (first suggested by popular former math teacher Gaylord Montgomery, who retired in 1972) to make community service a regular part of the school experience. A small student committee of six ran the program in its first year, with four students receiving recognition on their transcripts for 50 hours or more of service. Over time, this program would become the most significant way in which a large number of student volunteers could reach beyond the immediate circle of their lives and studies. It thus formed an enduring centerpiece of the

school's stress on citizenship and social responsibility. By 1987, as many as 70 students received transcript recognition, and by 1996-97, 129. Typically in recent years the senior class alone has logged around 10,000 hours of service, all of them in the St. Louis urban area. Of particular note is the genuinely voluntary spirit of these efforts, which involve students in about fifteen activities a year, including the Holiday Food Drive and the January Drive to provide clothes, toiletries and other basic necessities to urban shelters and missions. Much more than transcript recognition is at stake, as noted by the program's current coordinator, guidance counselor Kathi Danna, who has advised the program since 1976. Some students are active throughout the school year—at Special Olympics events, dances for St. Louis Area Retarded Citizens (SLARC), inner city gardening projects, nursing home dances, social events for area hospitals and many similar charitable causes—illustrating that the Burroughs idea of service to the community becomes a lived experience.

Additionally, Ms. Danna prepares an annual sheet of ideas for summer volunteer work in children's camps, hospitals, adult day care facilities and other settings. The record is diverse and impressive. Many independent schools include in their mission statement some reference to serving society, but all too often lip rather than heartfelt service is the upshot. When those thousands of hours of Burroughs service are duly tabulated and recorded, one knows that the spirit rather than the letter of the effort has been honored. Today the plan remains completely voluntary and focused solely on non-profit charitable organizations in the greater St. Louis area. Over the past twenty years, four students have received distinguished honors for exceptional service: seniors Lori Kram ('86) and Anthony Carron ('95) were chosen as the United Way's Youth Volunteer of the year. In 1988 senior Mary Rosenthal was named United Way Volunteer of the Month, and in 1991 Nick Maynard was Southwestern Bell Youth Volunteer of the Year.

The start of the 1977-78 year saw several administrative changes caused by the retirement in 1977 of Elmer Hirth, principal of grades 9 and 10 since 1971 (when the grades were first divided into three pairs), and director of admissions since 1972. Famous for a funny little blue and gold hat he sported on the Friday before each big football game against St. Louis Country Day, Mr. Hirth had served the school well for 29 years in many capacities, including a stint as business manager. In the 1977 yearbook dedication to him, Mr. Cissel remarked that "only a few understand and appreciate the tremendous amount of behind-the-scenes work which he does. Elmer has a penchant for a smooth functioning school which has resulted over the years in many significant and lasting changes." And Dora Tickner wrote: "Mr. Hirth has always struck me as a man of great integrity

and deep concern for excellence....He can be easily triggered to action but he is most remarkable for persistence over the long run. Dependable and precise, he is at heart a warm, loving and lovable man.”

Mr. Hirth was replaced as principal by Richard Heath and in admissions by William T. Thomas, who, also capable of wearing many hats, turned over his previous post as Director of College Counseling to Robert Sortland. Mr. Sortland continued as principal of grades 11 and 12 (a post he had taken in

1972) and as a spirited and provocative teacher of history. Named the school's first assistant headmaster in 1981, he would eventually become the school's all-purpose “utility infielder,” wisely and warmly discharging his many duties over a Burroughs career of 32 years.

Significant changes were also afoot in particular departments. In English, under the direction of veteran teacher Jack Acker, a reaction to trends of the 1960's had turned the department back toward traditional grammar and formal vocabulary study, and toward a more standard literary curriculum, eliminating works “reflecting the artistic and personal values of a youth culture.” Renewed emphasis was placed on writing, clear guidelines for composition, and a “required long paper” in grade eleven.

In history, Ellen Moceri's year-end report noted “some real changes in philosophy, curriculum, teaching techniques and organizational processes.” Given the decade just past (Vietnam, Watergate, President Nixon's resignation, riots in major cities and student uprisings on numerous campuses), some of these changes in the teaching of history were signs of the times: classroom themes and faculty activities “indicated a dedication to community involvement” and “a concern for the decisive controversies of the decade.” Here she mentioned the Carr Lane exchange (1968-75), the creation of August Days (1967), and courses in ecology, land use, black studies and women's studies. Also, elective courses had widened to include Asia (Alverson and Peter Schandorff), Africa (Sortland) and Russia (initiated by Tickner but taught by Moceri). Broadly speaking, a previous emphasis on “a chronological development of important historic eras” was now modified to include “social studies concepts...to enhance the under-

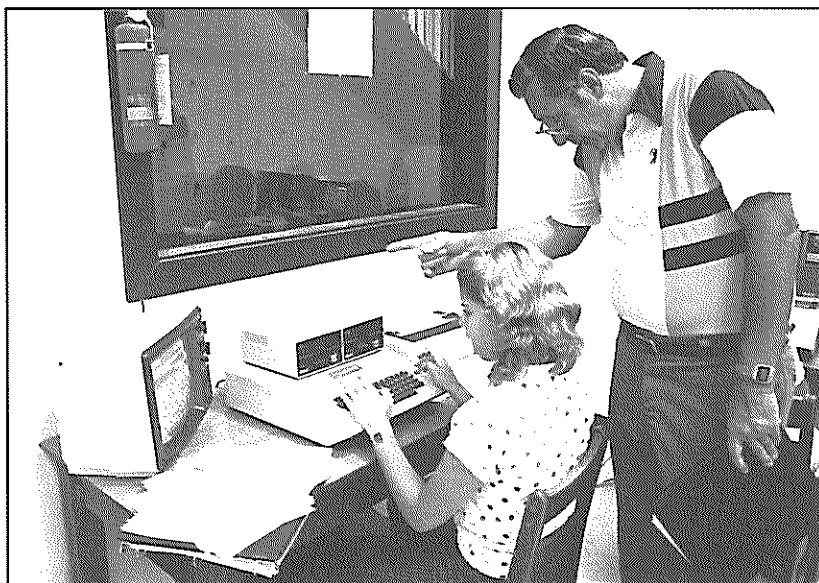


*When Elmer Hirth (center) retired in 1977, Bill Thomas (right) became director of admissions and Dick Heath became principal of grades 9 and 10.*

standing of history." Accordingly, for example, the course of study for seventh and eighth grade had changed in 1971, under History Chair Sortland, from history to social studies, meaning an introduction to archaeology, anthropology, economics, geography, political science and sociology. Mr. Alverson had offered the very first history elective (in Asian history and philosophy) in the early 1960's, a time when many young Americans had become especially receptive to non-Western (particularly Buddhist) thought and religion. Soon thereafter, Messrs. Alverson, Sortland and Snodgrass created the course "Developing Nations" (Asia/South America/Africa), within which Peter Schandorff and Ellen Mocerri taught Asian and African Studies.

In mathematics, headed by the witty, beloved Tom ("Tex") Yager, three new developments were noted: the introduction of a tracking system; the enlargement and strengthening of the honors program; and the increasing use of the computer and calculators. In athletics, new opportunities were opened for girls when Skippy Keefer was appointed to run physical education and girls sports in 1972. In science, the school had made fruitful use of the Gaylord Science Building, completed in 1966, a year after Science Chair Bruce Westling, attracted by the splendid new facilities, had joined the faculty. This department, always one of the strongest during the past quarter-century, stressed that science was for all students at all levels, and now boasted roughly 90% participation. Elsewhere on campus, activities of the development office had burgeoned. Annual giving had increased dramatically, and many activities had been created to bring friends and alumni to campus and to solicit their continuing financial support. The Alumni Board began to coordinate activities like the Open House for Prospective Students, the annual Outstanding Alumnus Award (beginning in 1970), and social gatherings after games with Country Day. Attention to the endowment had been increasing steadily over the decade, and many other duties had fallen on the development staff, including compilation of an alumni directory in 1973, printing a school catalogue, publishing parent newsletters, and working closely with the Mothers' Council on various volunteer projects.

Reflecting his own acumen for business and efficient management, Mr. Cissel opined that "Perhaps the greatest change has taken place in the financial operations of the school, now under the direction of Mr. Weber Federspiel and a capable office team. Improved faculty fringe benefits (pension plan moved to TIAA-CREF, improved medical coverage) were one important part of this picture, as were the addition of several new sources of revenue from programs like the enlarged Burr-Oak Camp (begun in 1952), the tennis and swim clubs, rental of school facilities to other organizations, and adult evening classes.



*Tom Yager (Mathematics), a computer pioneer, works with one of his students on an early Apple®.*

Of considerable note was a shift in the admissions process from a largely statistical determination of an applicant's merits to "one where personal qualifications are a more important determinant." A team of the headmaster, the three principals and the admissions director now made the evaluation, based on a fuller application dossier and the summary of an interview conducted on campus. At the other end of things, the college placement program had expanded and now required more time and energy, a trend that has continued right into the present. A college conference room had been created by 1977, and a team of four advisors now covered the senior class. About 120 college representatives were visiting the school annually, while, in turn, each summer a member of the counseling team visited and evaluated about twenty-five college campuses.

In his miscellaneous remarks, the headmaster observed that "Coeducation has permeated some heretofore sacred places," meaning that it was now common to find girls in industrial arts classes and boys in home economics; and that selected athletic activities—golf, gymnastics, dance, cross-country and swimming—had broken the gender barrier. The ongoing success of the May Project was touted, as were programs in career awareness and independent study, the latter begun in 1971. Also saluted were August Days and the later ASSIST Program, which served needy children from St. Louis and was

first directed by classics teacher Hugh Witscher. Much had been done in ten years that could stand Mr. Cissel and his faculty and staff proud; but he stressed two broad priorities for the years to come: "the successful development of a program on moral education for students, faculty and parents"; and "the need to increase additional sources of income from endowment, new programs, The Put-Ons, and other business-type ventures," a priority that "requires more effort than the school has either contributed or even committed itself to." The "Put-Ons," the brainchild of David Eiseman, III ('40), was a garment business run by parent volunteers from 1975 until it was sold in 1978. Marketing skirts, blouses, aprons and similar apparel around the country, it netted the school \$35,000 during its brief but successful existence as a fund-raising project. It received important financial support (and office space in the barn on his property) from Stephen S. Adams, Jr. ('37), then president of the Burroughs Board, and from B. Franklin Rassieur, Jr. ('44).

The ten-year retrospective report concluded on a guarded note, as Mr. Cissel observed that "while Burroughs today is in good shape, it may not be when the next ten-year report is written for the benefit of those not now on the scene." Perhaps this cautionary remark partly reflected the widespread sense of moral crisis and financial uncertainty that marked the Nixon and Carter presidencies, although surely it was prompted primarily by more immediate concerns. Fiscally speaking, Mr. Cissel was an astute businessman who had spent two years in banking in New York City before beginning to teach at Pingry. He was, of course, an educator, but from the start one of his great strengths had been his clear-headed grasp of the financial problems faced by the school. In ten years, he had put Burroughs on a very sound footing; but the endowment was still not comfortably large, and the stock market during the mid-1970's gave no particular assurance for the future. As regards morality and morale, Burroughs continued to be, despite some bumps in the 1960's and 1970's, a civil and cohesive community. Even so, the shocks and aftershocks of a decade that had included the assassinations of national leaders, devastating urban riots and conflagrations, withdrawal from a demoralizing war, and the resignation of a president inevitably had their resonances on campus, as elsewhere in the land.

Three years later (1979-80), in the headmaster's 13th Year Report, fiscal concerns would still bulk large, with special attention given to the need for a deferred giving program, a subject in which Mr. Cissel had just taken a summer seminar. But much attention was also given to the problem of improving the admissions evaluation process so as to achieve a satisfactory diversity in the student body. Legacy students (alumni children and siblings) entering seventh grade would continue to average about 50% for

the remainder of Mr. Cissel's time at Burroughs, while the remaining half of the entering class, it was clear, needed to include more minority students. Ideally, the whole would constitute a subtly balanced group: "The mix of students with diverse talents and interests in academics, athletics, the arts and public service must be maintained....the temptation when there is a large applicant pool might be to become lopsided—more brains or more athletes or the like."

The report also voiced concern, once again, for the "consumerist" trend among parents and students with special interests to which they wanted a school response—courses in drug and sex instruction, another foreign language, more advanced placement courses, more weekend activities at school, driver training instruction, marching band, and, as Mr. Cissel quipped, "one of your choice!" The increasingly diverse and, it seemed, divergent parent body posed, he felt, a need for renewed common purpose. Meanwhile, continuing the line of curricular experiments, he announced a new focus on "learning styles" as the hot topic of the day. While the Kohlberg Theory was not exactly being relegated to the dust-bin of history, it was being moved to a back burner. One senses a spirit of restless pragmatic concern behind Mr. Cissel's hortatory remark "New ways to stimulate interest for teachers and parents need to be found."

## Chapter Six

### FROM STRENGTH TO STRENGTH

While innovations came and went, some leaving greater traces than others, the motion of the institution was measured in another, more universal manner: the retirement of veteran faculty who had been essential to making the place what it was. In the spring of 1978, noted sculptor Simon Ybarra finished a thirteen-year stint at Burroughs. His retirement was followed in 1979 by that of Wayne W. Arnold, chair of the dramatics program and teacher of English and speech for 27 years, who had treated the school to a long series of excellent theater productions and, with the help of music teacher Ralph Weinrich, ever memorable Christmas pageants. Nineteen eighty-one saw the retirement of Hugh Witscher, long-term teacher of Latin and German, and Clara Fieselmann, for 30 years one of the signal strengths of the Burroughs English department. In June 1982, the march continued: Stanley Sprague, Industrial Arts Chair Paul Koprivica and Lower School Principal Dora Tickner all left the faculty.

The erudite Mr. Sprague, who had begun at Burroughs in 1940, had a distinguished record as a teacher of French and Spanish and, after naval service in World War Two, had also taught Japanese in the University College of Washington University. Mr. Koprivica, who joined the faculty in 1956, had built the industrial arts program—an historic component of the school's original Progressive roots—into a very successful part of the curriculum. But of all the retirees in these years, perhaps Mrs. Tickner's absence would resonate most insistently, for she had been one of the truly great teachers in the school's history. Coming aboard in 1960 as a teacher of English and history, she had become principal of the lower school when Evelyn Damon retired in 1971. Her resourceful mind, good humor and forthright character are fondly and respectfully remembered by students, colleagues and parents alike. Her voice helped create a collegial environment of lively intellectual conversation and debate (a feature some faculty miss in the otherwise superb school of the 1990's, in which well-furnished classroom offices, e-mail and the virtual obsolescence of the faculty lounge make collegial dialogue all too rare). And Mrs. Tickner was, as Wippold





*Headmaster Ed Cissel (at right) presents retirement scrapbooks to Paul Koprivica (industrial arts) and Dora Tickner (principal of grades 7 and 8) in June, 1982.*



*Headmaster Ed Cissel says farewell to Stan Sprague, who started at Burroughs in 1940 in the foreign language department and also retired in 1982. Mr. Sprague was interim headmaster during the 1966-67 school year.*

remarks, "a prime mover in a number of innovative programs," including August Days, the Drey Land program for seventh-graders, and the Carr Lane exchange—all programs aimed to forge closer and livelier connections between Burroughs students and the wider world they would have to enter as graduates and citizens. Mrs. Tickner was active too as the first chair of the Faculty Executive Committee, established by Bill Craig shortly after his arrival; and, in the notably looser atmosphere after Mr. Haertter's retirement, she helped open the faculty lounge on Friday afternoons for students to come in and chat informally with faculty.

Upon her appointment as lower school head in 1971, Mrs. Tickner designed for the seventh-grade the innovative "Making of a Continent." This marvelous project required each student in the five class sections to draw up conditions for his or her own continent, including sites and rationale for human habitation. The class then selected one continent and created artifacts for it. In the spring, the five chosen continents were salted in a dig area at Drey Land, whereupon each was then excavated by students from another section, who were obliged to interpret what they found as evidence of life there. Indeed, few corners of school life during Mrs. Tickner's twenty-two year tenure seem untouched by her gifts. On the occasion of her colleague's retirement, Ellen Mocerri said in her capacity as history chair, "There are no words which can sufficiently express our appreciation of Mrs. Tickner's contributions to our department. She set an example of moral fortitude, scholarship and humane concern for others that is irreplaceable."

During these same years, the school continued to garner awards and honors. On the playing field, the 1980 football Bombers fought their way to a tie with Lexington for Burroughs's second Missouri State Class 2A Championship, played in the second annual "Show-Me Bowl" at Busch Stadium. And once again the team received the McConnell Award for outstanding performance. In the spring of 1982, the team's quiet cousins on the golf links finished first in the Missouri State High School Golf Tournament (Classes 1A-3A) at Columbia. Academic records too were being set. In 1981-82, twenty-two seniors were named semi-finalists in the National Merit and Achievement Scholarship Programs, with sixteen others commended. Remarkably, nine students emerged at the end as Merit Scholars. Then in 1981 Burroughs was selected as one of thirteen independent schools nationwide to compete annually in the John Motley Morehead Scholarship Program, which granted prestigious four-year, full-tuition scholarships to the University of North Carolina at Chapel Hill. Senior Jonathan Sobel was the school's first nominee, one of 131 candidates from which seventy Morehead Scholars were chosen. Jonathan was selected to receive a Morehead Scholarship, but opted to attend Princeton.

Recognition of the school's excellence was evident too in the level of financial support attained during those years. Back in 1973-74, the fiftieth anniversary had helped raise contributions for all purposes to \$1,268,028. This was followed in 1977-78 with \$1,035,448, and in 1980-81 with \$1,026,275—three years over a million in less than a decade! Also, in 1971 a pledge of \$333,000 was completed by Mr. and Mrs. Ben H. Wells to endow the Neville-Parry Chair in English (the school's first), named for distinguished former teachers Mark A. Neville (retired 1951) and Martin L. Parry (retired 1971), the author of the school's first history. John A. Acker, head of the English department, became the chair's first holder. It has since passed to former English chairs John Houghton and Ian Frederick, and, currently, to English Chair Bob Henningsen.

As previously noted, entrance applications, increased dramatically in 1981, as the city-county desegregation program began. As awareness of racial discrimination in the St. Louis area came to a head during the late 1970's and early 1980's, Burroughs renewed its commitment to building a diverse student body through an admissions program that sought qualified black students. Although in absolute numbers black minority enrollment remained small, it had doubled, from 5% to 10%, between 1974 and 1982. If minority representation was one timely issue on the agenda around 1980, gender equity was surely another, heightened by an ISACS evaluation that year recommending various steps—especially in athletics—to overcome the old pattern of separate spheres for boys and girls. A combined athletic program was still several years away, but in 1982, the separate male and female programs in the practical arts were combined. Thereafter, in grades seven and eight, all students would study cooking, sewing, industrial arts and mechanical drawing.

Again, as we record milestones in Burroughs history, we must remember recognitions and achievements with lower profiles that nonetheless measure the quality of the institution's intellectual life. In the excellent science department, for example, 1985-86 was a representative year for professional growth and recognition, as noted in Bruce Westling's year-end report: David Koenigs was appointed Consultant to the Biological Sciences Study Commission for the State of Missouri; George Barhorst was serving as an area resource person for the American Association of Physics Teachers; Jerry Taylor had attended a workshop in nuclear physics at the University of Missouri-Columbia; Mary Harris had received the St. Louis Section High School Chemistry Teaching Award and the Regional Award for 1986; Margaret Bahe and Bruce Westling received the Ohaus Award (one of three given by the National Science Teachers Association) for developing a

computer-based biology laboratory; Bruce Westling was serving as President of the Biology Teachers of St. Louis; and numerous science faculty had attended national conventions in their fields and contributed to workshops and conventions both locally and nationally.

Multiply this out several times for a high level of professionalism and intellectual inquiry in other departments, and one finds a school that daily defines excellence, for both faculty and students, by performance in and out of the classroom. In short, the academic state of the school in Ed Cissel's last few years as head was very sound, as was its fiscal condition. Much had been accomplished by the entire Burroughs community on his watch. As we observe him in the mid-1980's working toward completion of a splendid new athletic complex, we might invoke the Latin inscription composed by Christopher Wren the younger for his father's grave inside his greatest building, St. Paul's Cathedral of London: "Lector, si monumentum requiris, circumspice." (Reader, if you require a monument, look around you.)

But of course Mr. Cissel was alive and well, and not a man to sit on his laurels. Modest, sometimes even shy, underneath his buoyant, good-humored exterior, he pressed home enduring concerns in his seventeenth annual report to the Board in 1984. "Consumerism" still seemed to him ever more apparent in American schools. As parents and students too often came to think of education as a very costly "product" they were buying, the cry for customer satisfaction went up. As he put it: "Demands for a change in teacher or coach, a higher grade or a more advanced course, etc. are less for valid reasons and more for personal designs. A few years ago the teacher/coach was the final authority. A child was expected to make the most of what was provided." Conditioned, he speculated, by the constantly stimulated and coddled desires that were the target of modern advertising and television, parents and students felt, he argued, that "the school is expected to personalize its efforts to meet, not only the needs of students, but also the desires and whims of students and parents." Consequently, the idea of authority—already broadly eroded in a therapeutic age that promised remedies for every ill—became vitiated in schools as well.

The danger the headmaster divined was, in part, a corruption of the legitimate legacy of the Progressive movement—a legacy Burroughs honored in its respect for each individual young person at its best. What had started early in this century as a radical reform of institutional rigidity—as the promotion of personal growth, thoughtful citizenship and the valuation of individual experience—had been spoiled by its own success and had degenerated into a narrowly egocentric project: the child not only as center but now as end-point of concern. But, in his critique, Ed Cissel also reached back to older ethical foundations—and very likely to his own war experience, with its still valid, pre-Vietnam appeal to "service" and "self-sacri-

fice." He was pointing to the besetting affliction of an affluent post-war society described by David Riesman in his 1950 classic work as "the lonely crowd," made up of "other-directed" persons who lacked an internal moral compass. In the headmaster's words, "Our nation is drifting away from the rugged individualism of years past. We are turning to protectionism and materialism....[today's] youth are not being afforded the proper opportunities to grow up as resourceful, independent and tough adults." These words were written,

incidentally, when Ronald Reagan, a man who consistently appealed to and purportedly embodied those earlier virtues, occupied the White House and enjoyed consistently high approval ratings. But praise in high places for a free-market economy and the renewal of individual initiative, supposedly in an old American tradition, had not seemed to lessen the trend against which Mr. Cissel warned.

In the spring of 1983, with exemplary concern for the school's long-range welfare, the headmaster announced his intention to retire three years later. This gave the board, headed by Mrs. Gretta Van Evera Forrester, ample time for a thorough national search for his successor. Exacting standards were drawn from the ten-point list used by the search committee that had chosen Mr. Cissel sixteen years earlier, a clear sign that the new committee meant to ensure continuity in the operation and philosophy of the school. The ideal head would be an effective teacher, a proven administrator, and a scholar with a graduate degree; he would have a warm personality and be a leader in matters of curriculum development and instruction. Exhaustive and scrupulous, but pleasurable as well, the subsequent search process entailed over a year of intense work.

A marvelous camaraderie sprang up amongst the search committee members, who included the chair, Newell S. (Jim) Knight, Jr.; Mrs.



*Gretta Forrester, board president from 1982-84, Tom Yager (mathematics), Tom DePew '34, former trustee, and Bill Maritz '46, board president from 1967-70, at a Burroughs reception. Both DePew and Maritz were recipients of the Outstanding Alumnus Award in the early 1970's.*

Forrester; Holly Stolze Atwood ('63); Harold F. Helmkamp, a present parent soon to be elected board president; Andrew E. Newman ('62); Susie Berger Philpott ('53); and B. Franklin Rassieur, Jr. ('44). Jim Knight fondly remembers the process as the most meaningful experience of his life outside of raising a family, and Harold Helmkamp recounts how even now, over a decade later, the committee occasionally gathers socially. (Recently, on the occasion of Keith and Marcia Shahan's sabbatical trip to Australia and New Zealand, it even arranged to have flowers and a bottle of fine champagne awaiting them in their hotel room in Sydney.) Assisting in the comprehensive search process was a special faculty search advisory committee, composed of James Alverson, Eric Hanson, John Houghton, Alice Snodgrass, Kathleen Standley, Bruce Westling and Tom Yager. In their advisory role and as a liaison between board and faculty, the contributions of these veteran teachers were highly valued. In addition, the committee briefly employed the services of Mr. Nat Saltonstall, an experienced consultant with Independent Educational Services in Princeton.

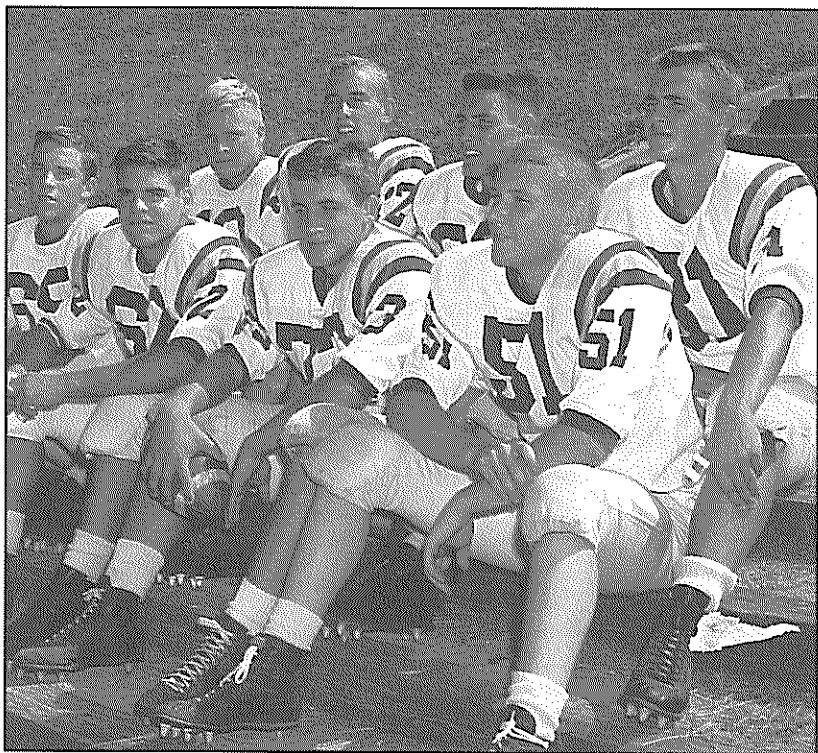
Especially noteworthy was the leeway provided the committee by Ed Cissel's generous willingness to serve as a "lame duck" head for his last three years. As Franz Wippold observes in his unpublished pages on the school's seventh decade, "It was a luxury not enjoyed by most institutions in quests for leadership." Clearly, this search would require time and great care. Perhaps with the memory in mind of the rough transition years after Mr. Haertter's retirement, everyone involved was determined to make the shift as smoothly as possible. At stake, after all, was the continued well being of a great institution and one of the finest cultural assets of the St. Louis region. If Burroughs had once enjoyed largely local repute, it now had national prominence, and its vision of the world was wider and less parochial than ever before. For example, although many Burroughs graduates still rather predictably attended a select group of colleges in the Northeast, other schools on the West Coast, and in the South and the Midwest, had eventually attracted more applicants from this campus. Typically, too, after college, Burroughs alumni of the Cissel (and later the Shahan) years became a mobile, wide-ranging lot, with significant numbers traveling and even living abroad. The outlook of the school had become increasingly cosmopolitan. Whether or not the search committee had this trend in view, they were fortunate eventually to find in Keith Shahan a man with overseas experience and a commitment to international awareness.

In June, 1984, Wippold writes, "the committee began advertising the position in national trade publications and also mailed a letter to the 8,000 members of the John Burroughs family inviting recommendations for candidates....From June through February, 1985, the committee reviewed the files of 137 individuals, held intensive interviews with about thirty-five

candidates from Boston to the West Coast, wrote countless letters and made about fifty reference-check telephone calls.” Chairman Jim Knight is quoted: “I stopped counting our meetings, but out of them all—perhaps forty or more—there were only a few at which one member was absent and never were two members among the missing. Decisions were always made with the full committee present. In all my years with committee work, I have never experienced such stunning commitment.” The whole process seemed a fine example of American volunteerism, which, as Alexis de Tocqueville observed long ago, is a hallmark of our democracy. An institution or cause, of course, has to be worthy of such efforts for them to be truly meaningful; and nowhere does this fit between quality and response seem more obvious than in the devotion inspired by John Burroughs School in its many friends, parents and alumni. Such care is an exemplary instance of the rich tradition of voluntary support for American independent schools, which depend on persons who understand that first-rate education at all levels can radically improve the quality of life of this nation.

At the very start of the search process, Andy Newman ('62) introduced the name of his Burroughs classmate Keith Shahan, then Assistant Director and Principal of the Upper School at the International School of Amsterdam in the Netherlands. As the search continued, this name continued to “bob up,” as Wippold puts it, and by early in 1985 the short list came down to Shahan and two others, James C. Ledyard, head of Kentucky Country Day in Louisville, and John C. Raushenbush, head of Cincinnati Country Day. These men were reviewed in accord with a rigorous and extensive list of desired qualities. In addition to the ten-point list used by the 1966 committee for the earlier search, the faculty committee spoke for a candidate with courage and curiosity, and one who exhibited trust, a commitment to participatory decision making, and a sound financial sense. For his part, Mr. Cissel urged the choice of a person whose administrative skills would be complemented by a broad background in education and a commitment to teacher evaluation, an area insufficiently covered during his years as head. Moreover, he urged, as Wippold notes, “that the nominee understand the school’s philosophy and be able to perpetuate the ethos and atmosphere of the school. And, as an educator, he must be curious and inquisitive, be able to anticipate needs, and have courage and conviction.” To this the search committee added its own criteria, including skills in faculty recruitment and fund-raising, and willingness to make a long-range commitment to the school.

To all of these guidelines, Keith Ewing Shahan ('62) measured up very favorably. He had advanced degrees in education (M.A.T., Harvard, '67; Ed.D., Harvard '76), and his experience as an administrator was wide and varied. As principal of University City High School from 1978 to 1982, he



*A few of the 1961 football Bombers, including the defensive right end who was to become the fifth headmaster. Pictured from left are (front row) Dick Rogers '62, Keith Shahan '62, Marsh Pitzman '62, and Kit Mill '62 and (second row) Joe Peden '63, Jack Biggs '62, Tom McConnell '62, and Bill Berkley '63.*

had worked first-hand with pressing problems of public education in a system that was undergoing rapid and stressful change caused by a dramatic demographic shift. He was, too, an insider, a native St. Louisan whose father, Dr. Philip T. Shahan ('34), had attended Burroughs before him. Married to Burroughs alumna Marcia Williamson ('62), he knew the school's philosophy and rhythm of life intimately, from within; but he had also been away from St. Louis long enough to have a wider perspective on the world.

In one sense, this intimate knowledge could have been a handicap, for it meant that, if appointed, he would have to preside over faculty who remembered him as a student; and under those circumstances, the committee needed to know whether he could make the tough decisions involving faculty evaluation, salary raises and retention. Yet much evidence spoke overwhelmingly in his favor. Among others things, Wippold mentions a



letter to the committee from Ann Carter See Stith ('38), who had been named the school's outstanding alumna in 1980. Writing as a former member of the Personnel Committee of the International Educational Consortium, which had recently interviewed Keith for the director's job, she remarked, "We were all totally overwhelmed by his personal charisma, strong commitment to secondary education, deep concern for youth and broad knowledge of the world." The final choice was made at a meeting on February 26, 1985, when Dr. Shahan was named the fifth headmaster of John Burroughs in its sixty-two-year history. Since Mr. Cissel was not scheduled to step down until a year later, in the spring of 1986, Dr. Shahan, who was ready to return home after his stint in the Netherlands, took an interim position as acting head of the Brookside School, the elementary level of the architecturally distinguished 315-acre complex of the Cranbrook Schools in Bloomfield Hills, Michigan. From there he could keep in touch with Burroughs by visiting campus seven or eight times during the final year of the Cissel era.

That era was planned to end with a truly spectacular salute to the departing head—the completion of the multi-purpose "S.P.A.C.E." project, to be named the Cissel Center. The acronym we owe to the ready wit of Bob Sortland, who, during discussion of a catchy title appropriate for a fund-raising campaign, quipped, "Well, we've got Sports and Performing Arts Center to start with. Let's just add the word 'Expansion' and we've got S-P-A-C-E, which is what we're adding to the school!" He had hit the mark, and the acronym was pressed into service. The project had grown from recommendations in the 1980 ISACS visiting team report. Of particular concern was the need for increased athletic facilities to bring the girls sports program up to parity with that of the boys.

Historically, the girls' athletic program, an outgrowth of physical education, had always been much smaller than that for boys. Whereas all boys were required to take sports three seasons a year, only those girls who came forward to play on a regular team would have that kind of experience. Hence both their numbers and facilities were much smaller. But by 1980 American society was increasingly conscious of gender inequities, and the time had come at Burroughs to recognize that athletic achievement and its valuable life-lessons were as important to young women as to young men. The two separate athletic programs would not, in fact, merge until 1988, but once adequate facilities were available, the school could begin to remedy an obvious discrimination that it would not condone in other areas of campus life. Of course, as a coeducational institution from the start, it had always believed that a healthy community encouraged shared experiences for boys and girls. Nonetheless, administratively distinct athletic

programs had long tacitly underwritten an enduring stereotype of separate spheres.

In October, 1983, after some hesitation caused by a feasibility study that reported "that the case for the construction has not been fully accepted in the minds and hearts of enough people if it is to be achieved in the years immediately ahead," the executive committee of the board boldly recommended to the full board that the school begin a capital campaign to raise \$3,414,000 for construction of the new facility. Later, when bids for the project exceeded original estimates, that goal was raised to \$3,900,000. The fund-raising volunteer leadership was then put in the capable hands of Andrew C. ("Andy") Taylor ('66), who was assisted by John R. Brightman, a present parent, and Cynthia ("Cindy") Jones Todorovich ('64). Meanwhile, Andy Newman ('62) headed up the construction committee, soliciting suggestions from parents, students, faculty and alumni, and making numerous adjustments and improvements after consultation with the local architectural firm of Hastings and Chivetta, specialists in the design of school facilities. Donations began to come in: \$25,000 for campaign seed money from the Mother's Council; \$500,000 pledged by the Edison, Freund and Newman families (the largest single gift of the campaign); and three pledges of \$100,000 each from an alumnus, a past parent and a local corporation.

The plan was bold for the new project, which would use two of the three standing athletic buildings and extend into a large new field house, making of the new facilities and Haertter Hall one large multi-purpose complex. The old "Middle Gymnasium" would take on a new top section to be used for sports and performing arts events, while the lower level would include new locker rooms for girls on one side, for boys on the other. Meanwhile, the Memorial Gymnasium of 1948 would continue in use for boys' and girls' basketball, while an indoor swimming pool would occupy the site of the historic 1923 "Little Gym," part of the school's original physical plant. Then the new field house would be built on the west side of the Memorial Gym. This large new area could accommodate basketball, volleyball or tennis, and even winter soccer, without encroaching on a four-lane flat running track. A dance studio and an instrumental music area would be included in this facility. Drama was recognized in the creation of a "multi-purpose room" (above the current athletic offices), which would serve then theater chair John Faust as a black-box theater for the production of several plays. But, as regards the larger stage, theater programs remained locked in to their earlier space in Haertter Hall—a problem the school still faces today. Another inspired addition to the complex would be the student Commons/study area at the entrance to the new building. Since completion in 1986, this large informal space ("The Commons") has been a casual



*The Cissel Center was not complete, but the SPACE Campaign to fund it was! Following the January 1986 trustee meeting, the board members toasted the success in the soon-to-be-finished Commons. Pictured from left are (front row) Andrew Newman '62 (Building Committee chair), Cindy Jones Todorovich '64, John Brightman, Andrew Taylor '66 (SPACE Campaign chair) and Harold Helmkampf (board president); (middle row) Susie Berger Philpott '53, Jerome Loeb, Gretta Forrester, Marian Oldham, Sheila Moseley, Sharon Hollander; and (back row) John Dubinsky '61, Henry Stern, Jim Knight, Ed Cissel, Gary Giessow '57, Gay Hoagland, Ginger Lochmoeller, and Bill Stamper '57.*

congregating spot for students (other than seniors, who “hang out” in their own lounge space in Haertter Hall) to study or socialize between classes. The lively buzz that mixes casual chat with academic and intellectual exchange makes the commons typical of the passionate informality that enlivens daily life at Burroughs.

Many heads collaborated in planning the new complex. Athletic directors Jim Lemen and Skippy Keefer worked closely with maintenance head and math teacher Jim Haskins to ensure the best possible outcome. Haskins, in turn, attended a short course at Harvard on the planning of athletic facilities, and, with Lemen and Keefer, also traveled to Chicago to review possible flooring for the field house. With plans and fund-raising proceeding apace, the trustees approved in session on the evening of April 9, 1984 the following resolution: “In recognition of Edward W. Cissel’s dedication and contribution to John Burroughs School and its students over seventeen

years, and, in light of the fact that he has chosen to be the driving force behind the S.P.A.C.E. project in his last three years when things could have been more comfortable, it is moved that the S.P.A.C.E. complex be called the Edward W. Cissel Center, or, in short, Cissel Center.” Wippold tells us that a cluster of the movers and shakers—Board Chair Forrester, S.P.A.C.E. Campaign Chair Taylor, Construction Chair Newman, Campaign Vice-Chair Todorovich, and Trustee Building and Grounds Chair Helmkampf—then proceeded to the Cissels’ residence about 10:30 p.m. and, “with the Cissels standing in the front hall and clad in their robes, the excited Trustee group announced the Board’s decision to the surprised headmaster and his wife.” Nine days later this honor was announced at the school’s annual dinner meeting: the final act of Ed Cissel’s term as head was in motion.

The headmaster and by then Board Chair Helmkampf broke ground early the next March, wielding the school’s official shovel, previously used for the Gaylord Science Building, the Stamper Library and the Fine Arts Building, the latter the other great material accomplishment of the Cissel era. Less than a week earlier, Keith Shahan had been named the school’s next head; and a scant seven months later the grand old lion Leonard Haertter succumbed at ninety to complications following emergency surgery to repair an aortal aneurism. His final day on earth was September 29, 1985, described by Wippold as a “clear, crisp, sunshiny fall day” on which the Mothers’ Council was conducting its sixth annual Fall Home Tour to raise funds for the school.

All who had known the man mourned the loss. In recognition of his distinguished predecessor’s devotion to John Burroughs, Mr. Cissel remarked, “At any time in a school’s history, its strengths are the result of the contributions of men and women from the past. In the case of John Burroughs School, Dr. Haertter is...the most dominant person in its annals....His legacy not only is the goodness of the school, but also his influence on the lives of several thousand boys, girls, faculty and staff. In 2023, when John Burroughs celebrates its hundredth anniversary, Dr. Haertter still will remain as the single most influential person in the life of the school.” Of his legacy at Burroughs, one might say with the poet Horace: “I have built me a monument more lasting than bronze.” And though epitaphs were not exactly in order for Mr. Cissel, he too—and the Burroughs community with him—would soon look back to take the measure of his own days there.

First, though, came the formal dedication of the Cissel Center on April 9, 1986, when 1,100 alumni and friends of the school gathered for a ceremony featuring an address by Dr. William G. Bowen, President of Princeton University, and a three-screen slide show, with music, prepared by Master of Ceremonies Bill Maritz, ably aided by his co-chair Cindy

Todorovich and JBS parent Barry C. Hana. Twenty days later, the Alumni Association named Ed an "honorary alumnus," thus including him in the extremely select company of his wife Jane, former Burroughs parent and trustee Newell S. (Jim) Knight, the late Leonard Haertter, and the late Elmer Hirth, a Burroughs teacher for twenty-nine years. Ed's life-companion Jane Cissel had, by everyone's account, been a constantly vital part of the school's life since the couple had first arrived in the summer of 1967. As the

school newsletter remarked when she was chosen for this honor in May, 1980, "She has been a regular volunteer to such school events as "Pot-pourri", which she has chaired, and the "Put Ons", which she helped to organize. She has been both the school's landscape consultant and the official Burroughs hostess at countless social events both at her home and at the school. She has been, more than anyone, the Headmaster's 'right hand,' ....Besides contributing to the greatness of Burroughs, she has given it a warmth, a feeling, and an understanding that has made it more than a school." Now she was given special recognition on May 14, when over a hundred persons gathered outside Cissel Center for the dedication of "Jane's Garden," areas on the east and north sides of the new natatorium laid out by a number of her close friends. The spot was marked by a brass plaque bearing her likeness, created by Art Chair Robert L. Walker, whose works grace various settings in St. Louis, most notably the Missouri Botanical Garden.

Finally, one week later, on May 21, the annual dinner meeting was devoted to final tribute to the Cissels. Margaret Cornwell Schmidt ('33), a past parent and retired long-term member of the faculty presented a scrap-book filled with good wishes from alumni, parents and friends. There followed bestowal of a travel account to help them on a projected tour of England and the keys to a new Oldsmobile station wagon. In a characteristically unassuming voice, Ed reportedly remarked, "I'm overwhelmed, over-awed and, I feel, over-honored." Surveying this ceremonial cap on nineteen



*The landscaped area outside the natatorium is dedicated "Jane's Garden" in honor of Jane Cissel, pictured here with SPACE Campaign chairman Andrew Taylor '66.*



*Ed and Jane Cissel in the spring of 1986, Ed's last year at Burroughs.*

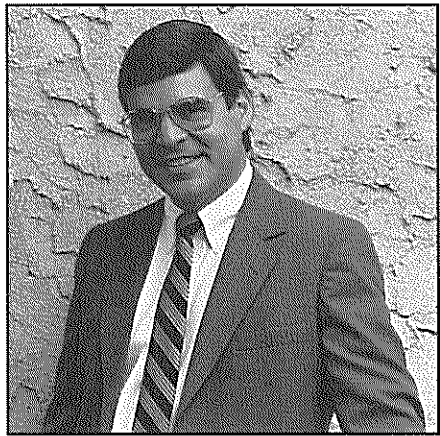
years of service to the school, Franz Wippold remarks, in his best into-the-sunset tone, "Nothing but good thoughts followed Ed and Jane on June 29, 1986, as they drove their new station wagon down the driveway toward Highway 40 and Interstate 70 East to their permanent home at 38 Long Pasture Road, Little Compton, RI 02837, and to Ed's new careers as a country squire and as a consultant to independent schools."

In his parting vision of the mission of John Burroughs School, Ed Cissel had posed the challenge of a balance to be struck between the needs and aspirations of parents and students, and the moral mission of the school that followed from its traditions and its commitment to liberal education. In its latter role he felt, it must construe and hand on not only the particular threads of its own more local tradition, but that of the wider civilized world as well. This change reflected the fact that American elementary and secondary schools, both public and private, have generally borne the special burdens of acculturation and socialization placed upon them by a society that has demanded more (and, in some ways, less) of its schools than perhaps any other in human history. As, through the 1980's and into the 1990's, Burroughs grew stronger and gained recognition as one the nation's preeminent independent day schools, its success made this balance even more difficult to achieve. When Keith Shahan became the school's fifth head in the summer of 1986, he faced this and a host of other challenges if his alma mater was to maintain its position and strive for even clearer excellence.

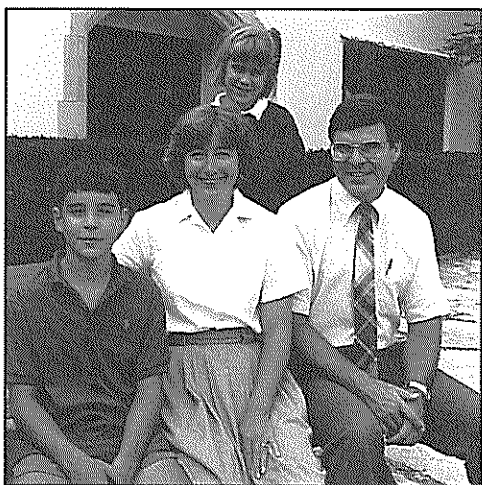
## Chapter Seven

# THE PURSUIT OF EXCELLENCE

The new headmaster, just forty-two years old that summer, brought wide professional experience and great personal resources to the office. By temperament, cast of mind and professional training, he was quintessentially an educator and an intellectual. With a doctorate from the Harvard School of Education, he came to his task with a thorough grasp on educational history and theory. His graduate studies under Professors Chris Argyris and Lee Bolman had stressed organizational theory and development, focusing particularly on what Keith Shahan began to call “generative” administration, which involved such things as adaptive planning, formative as well as summative evaluation, and participatory decision making. Earlier in his career, Dr. Shahan had served for two years as Personnel Director in the University City Public Schools, an experience that acquainted him with a host of new laws in the 1970’s and 1980’s regarding employment practices, the wording of employment manuals, non-discrimination policies and separation legalities. His theoretical and practical experience led the new headmaster to interview every faculty member as part of an intensive process of assessment during the summer of 1986. As he later reflected of that process, “I see a tremendous importance in administrators understanding exactly where people are coming from and where they see themselves as going, and then entering into an ongoing dialogue with them about that



*Dr. Keith E. Shahan '62*



*Marcia and Keith Shahan, with their children, Emily and David, returned to Burroughs on July 1, 1986.*

journey." An administrator's ultimate goal, then, was two-fold: to try to understand his fellow employee and to help that person understand his own purposes. Only then, Dr. Shahan believed, could an administrator bring resources such as materials, equipment, summer grants, adjustment in workload, support for workshops or conferences (or even beautiful classrooms) to bear meaningfully on each faculty member's work.

The new head stressed professionalization in the best sense. His job, he believed, was to implement change and development out of a thorough understanding of the school's history, its current needs, the nature of its student body and the particular strengths and problems of its faculty. To this end, he sought to move from initial assessment to establishment of priorities and then ongoing implementation. Top among his immediate priorities—a mandate from the board's search committee—was the creation of a formal evaluation system for himself, the other administrators and the faculty, in that order. These initiatives required new administrative job descriptions, new hiring and the rotation of all department heads. Some evaluative procedures, of course, had existed during the Cissel years, but the new plans would be much more systematic. Whereas, for example, department heads had previously evaluated their own faculty, with uneven and irregular results, Dr. Shahan's plan streamlined and intensified the process by handing it over to the principals, who would share a trained understanding of the appropriate standards. Faculty self-evaluation had also been practiced in earlier years, using forms supplied and assessed by Purdue University, although some teachers (notably Mr. Alverson) had developed their own format. The Purdue forms also included one for faculty evaluation of the headmaster. However, since the procedure remained voluntary and results were compiled off campus, the entire process lacked the kind of contextualization and regularity sought by Dr. Shahan.



An emphasis on professionalism was not really a new thing at John Burroughs. Ed Cissel too had been a conscientious administrator, and certainly a sound businessman, a fiercely pro-faculty head, a caring friend to students, and, when necessary, a maker of tough decisions. In one sense, then, the Shahan years could be seen as a smooth continuation of the administrative style the school had already enjoyed under its previous head. Yet, subtle differences soon became evident. Where Mr. Cissel, after gathering the facts, often moved rapidly and decisively—and, once decided, stayed firm—Keith Shahan tended to consult carefully with all involved, and evinced great skill at consensus building for major decisions. His initial choice to interview all faculty upon his arrival was a distinct indication of his administrative style.

Dr. Shahan's first year in office, 1986-87, brought many constructive initiatives. In the spanking new Cissel Center, a health and fitness center was opened to use by students, parents and alumni. It included the new indoor pool, weight room, workout area and huge field house, with its indoor track and basketball courts. In the following year, as the new head moved to put his own administrative "team" in place, new principals were appointed for grades nine and ten (Richard Jung) and eleven and twelve (veteran history teacher John Snodgrass); and new administrative job descriptions were written, giving the principals greater autonomy and responsibility. Continuing Ed Cissel's legacy of strong faculty advocacy, Dr. Shahan secured board approval for a formal sabbatical program that, at the head's discretion, would grant a year of paid leave to deserving teachers with a substantial record at the school. (A loosely defined sabbatical leave had existed under Mr. Cissel, but Keith Shahan pressed the board to regularize and underwrite it, using monies left from overfunding of an earlier faculty pension plan.) Another instance of recognition for the school's strong faculty had been the establishment early in 1986, just before Mr. Cissel's retirement, of the Leonard and Madeline Haertter Chair in Mathematics. It was to be funded by monies remaining in the John Burroughs Foundation, which was originally created to ensure the comfortable retirement of Mr. Haertter. In 1988, Keith Shahan named Alice Snodgrass the first holder of the new chair. Alice's gently witty and passionate classes had long offered a memorable example of dialogue in the Burroughs classroom. (She is particularly remembered by this writer for rewarding her successful calculus students—who regularly take fours and fives on Advanced Placement exams—with the appropriately named Fig Newtons and Choco-Leibniz biscuits.)

On another front, and reflecting the new head's own experience abroad in the Netherlands, an International Model United Nations Program was begun under the direction of Ellen Mocerì and continued by history teacher,

world traveler and polyglot Peter Schandorff and his colleague Pam Miles. The highlight of each year's U.N. activities would be a trip to The Hague to join students from other nations in the model program, which provided invaluable experience with speech and debate and an enlarged international perspective. This initiative fitted with the original spirit of the school, which had been—and was still—fundamentally cosmopolitan. Although this vision may have been obscured at times by a degree of parochialism resulting from a largely homogeneous student body and a certain complacency of privilege, the founders had intended something fresh and bold, a departure from the models for schooling then available locally. Now, in 1986, it seemed timely to recall this early vision and to build a curriculum and an activities program that would revive and extend it.

In that vein, too, the idea of a foreign student exchange program was revived in 1986-87. Previously, the junior class had annually raised money to send three of their members on overseas summer visits sponsored by the Experiment in International Living; but the new headmaster believed the entire school could benefit from an exchange if a single foreign student were invited to spend a year on campus, as had been the case in the 1950's and 60's. Soon thereafter, at the instigation of Modern Languages Chair Beverly Schraibman and with leadership from French teacher Jacqueline Camien and Spanish teachers Nydia Peluffo and Emily Younger, such an arrangement was made through the American Field Service, and a regular AFS club (discontinued during Mr. Cissel's years) was reestablished on campus. In the following school year, sister-school programs were begun with schools in Stuttgart, Germany; Lyons, France; and Bilbao, Spain. In 1989-90 and every year thereafter, the Burroughs Spanish program collaborated with Horton Watkins High School in Ladue, where Jerry Carinci's wife, Carol, was department head, and the Council on International Educational Exchange in New York to host young Spaniards from Bilbao for three weeks in the fall, while some fifteen JBS students went over to live with them and attend their classes during spring break. A similar arrangement was begun in Lyon for the 1990-91 academic year, and another with Stuttgart for those studying German. If Mrs. Schraibman was the mover and shaker for these programs, they also owed much to the initiative of Jerry Carinci in Spanish, Babeth Dyer and Susan Carleton in French and Ursula Wilhelm in German.

The re-established Burroughs AFS club continued to bring a foreign student to campus for both semesters each year. Typical would be the visit in 1992-93 of Eva-Lotta Gutjahr from Essen, Germany, whose host family was Mr. and Mrs. R. John Shifflett and daughter Erica. Memorably in November, 1992, Eva-Lotta and AFS club members celebrated the third anniversary of the destruction of the Berlin Wall by building their own

model of the wall, including graffiti, in Haertter Hall. After an assembly discussion of the wall's history and meaning, club members tore it down. A day in the life, to be sure, but noteworthy for the emphasis on international awareness that was becoming prominent during the Shahan years. Similarly, the Burroughs Amnesty International group, founded by English teacher Dr. Richard Sandler in 1987, met nine times that same year, discussing cases, distributing materials for letter-writing campaigns, and raising funds for the International Institute's refugee relocation program.

In October of 1987 the ISACS visiting team arrived for the regular seventh-year review of the school's operation, while intensive self-study work by twenty-three committees on campus was still ongoing. In a letter of September 23, welcoming each team member, the headmaster profiled Burroughs by referring to "the wisdom of our founders whose philosophy combined an extremely attractive mix of ingredients: coeducation, non-sectarianism, college preparation, informality, progressivism, the service ethic, simplicity, concern for nature, democracy, diversity and academic excellence. No other school in St. Louis [and few, he might have added, in the nation] has combined these factors...." Inviting the visitors to "join us in assessing our reality," he summarized several issues of concern arising from the self-study committees and from a survey sent out to alumni, parents, students and faculty.

Prominent among concerns raised by the committees was the issue of whether the departments of music, theater and visual arts should be combined, and perhaps dance added as a fine art. "How do the arts stand in relation to each other and the rest of the curriculum?" ran the question. (The possible merger plan was eventually roundly rejected by the respective heads of the three programs.) Reference was made also to a "philosophical split in the visual arts area," which meant in effect that Joanna Collins, incoming head of the program, differed with some of her colleagues on issues like the continued use of team teaching (which she favored) and the division of the upper-level studio space into separate partitioned areas for small groups of students and a teacher (which she opposed). More substantively, she championed the idea that educated vision, made accurate and imaginative, was always the program's central concern. Instruction in craft and technique mattered, to be sure, but the expanded mind and eye were valued above all. As incoming head, Miss Collins also urged that the department be evaluated by persons with more than local reputations. Consequently, the art program was reviewed by Professor Hardu Keck, a noted painter from the Rhode Island School of Design and head of its Freshman Foundation program.

His exceptionally positive report stated that Burroughs understood as few schools did the truth that art-study, much more than mastery of a craft

or skill, required vision first and then the ability to implement what one saw through a grasp on the formal properties of art—shape, line, color, volume and the like. But always, the final lesson was far larger. The discipline art offered the student was one of observation and composition, both of which find their analogies in the other disciplines and in the conduct of human life itself. The idea that art taught us to address the world, stressed since the school's early days, was indebted to John Dewey's writings and to the Progressive philosophy of education. And, once more too, in these thoughts the spirit of that keenest of observers John Burroughs was implicitly honored. As he wrote in "In Field and Wood: Intensive Observation": "The casual glance or the admiring glances that we cast upon nature do not go very far in making us acquainted with her real ways. Only long and close scrutiny can reveal these to us. The look of appreciation is not enough; the eye must become critical and analytical if we would know the exact truth."

Several other issues were raised in Dr. Shahan's letter to the visitors. One concerned the continuing question of the "philosophical split" between the boys' and the girls' athletic programs, which had continued separate despite a recommendation to the contrary in the 1980 evaluation. Another pointed to curricular issues such as "opportunities for interdisciplinary coordination, questions about student and teacher time allotment...the teaching of writing [a perennial problem, almost as sure as death and taxes], concern over grade-consciousness, pressure, and competition and lack of intellectual stimulation." All points raised were indeed real issues the school had periodically wrestled with, and would need to engage regularly for the foreseeable future. They came with the territory and the times, and, if anything, they had become more acute with each passing year. Finally, the matter of improved facilities was also high on the agenda: the condition of the main building's second and third floors, proper use of the science building basement, facilities for the handicapped, and improvements in the kitchen/dining room area and the playing fields were all given particular focus.

We can be sure that the fall evaluation process made things especially busy at 755 South Price Road. But another dimension of school life—and of the headmaster's mind—was nicely caught in his Thanksgiving message to the school that November. Introducing himself as "your still-fairly-new Headmaster," he confessed, "I am still trying to understand what it means to put so many talented and thoughtful young people together in one school....How can we do justice to them? How can they do justice to themselves and to what we offer them?...We are no more than a relatively small group of people, mostly upper middle class, in a large, midwestern, American city. Yet a small group of people can do a great deal if they have talent, good instruction, support, and if they will make connections with

others. At Thanksgiving we look to make connections with those in other lands, those in other cultures, and those in other circumstances right here in our own city and country."

It was a heartfelt message that gave the measure of the man, and might have reminded the student of dramatic literature of the closing lines in that arch-American play Thornton Wilder's "Our Town." Under the Midwestern stars, as under those in Wilder's Grovers Corners, New Hampshire, a little community was striving to better itself and offer a bit of good to the world. As Thanksgiving fell on St. Louis, it was good to rest a moment, to contemplate the richness of life offered and met in this school, to give thanks for all those who had offered part of their lives toward its welfare.

And so fall leaned toward shortened days and the year's turning, and spring came on with cries from the baseball diamond and the tennis court, and the school waxed strong. Of further note in that busy year was the start of the Drey Land Plus program, described earlier, a way new 9th- and 10th-grade principal Dick Jung conceived of extending to all entering Burroughs students the marvelous orientation experience previously offered only to new seventh graders. Also, adding to the now wide range of ways for students to connect to the larger community, a required eighth-grade service program was established by Polly Burke as part of the history curriculum. For one week in the fall, all eighth graders would go to one of several daycare centers for either adults or children, or to nursing homes and homeless shelters. Participants were required to keep a journal of their experiences and reflections. Originally conceived as a study of institutional organization and social agencies, the program continues to be administered



*As part of the eighth grade service projects, Phaedra Reese '92 plays with two youngsters at Community in Partnership, a St. Louis program.*

by Lower School Principal Peggy Fiala as an important introduction to the school's community service program.

Much was accomplished in Keith Shahan's second year in office, as he began to implement, often quietly, his vision of where the school should go. Academic excellence remained the primary criterion for success, always remembering that meant much more than the SAT medians or the number of National Merit semi-finalists (at that time, averaging fifteen or sixteen per year since 1973, while the figure would soar in the 1990's to around twenty-four). Operational changes were significant too: establishing regular departmental head rotation, installing a new computer system in the business office, hiring Laura Eisenhauer (now Haskins) as the new business manager, and providing additional staffing in development. As always, the arrival of new staff members was accompanied by the departure of others. Of note that spring of 1988 was the retirement (he has since continued part-time) of venerable coach Ray Beckman after nearly four decades of service. A retired St. Louis fireman, who had come on staff to coach soccer in 1951, Ray had long been a popular presence on the Burroughs playing fields. Jim Lemen's yearbook dedication to him that spring hailed "Sugar Ray" and "Ray of Sunshine" Beckman as "fiery coach, tireless worker, quiet teacher, helpful colleague, but most of all, sincere friend....The number of students and colleagues he has reached with his sage wisdom or helping hand has been countless. If one measures the worth of a man by the quality of his friends, all of us are wealthy beyond our means for having been touched by Ray Beckman."

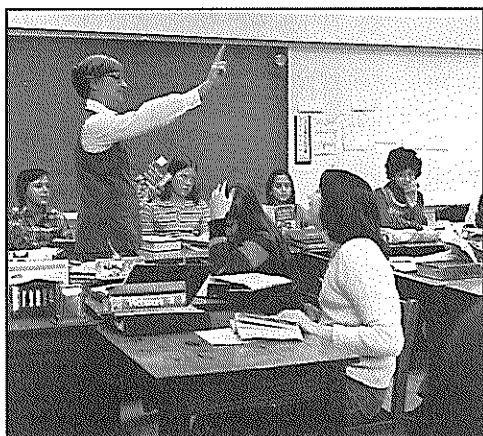
Once the ISACS study was completed late in 1987, Dr. Shahan sent a letter to parents in May, 1988, summarizing the nine priorities that had emerged from the exhaustive, often exhausting process. Striking a note that would remain characteristic of his administration, he stressed above all the need to review curriculum in order to enhance "love of learning for its own sake." Surely no principle could go more to the heart of the Burroughs mission. Burroughs had always truly lived this commitment, and Keith Shahan was determined it would continue to do so. One year after taking office, for example, he announced that, beginning in 1988-89, class rankings would no longer be computed for Burroughs students, nor would classes be divided into quintiles. Dropping the quintile ranking (students had never been ranked by number, nor had specific names been published in a ranked list) was perhaps allowed by a concomitant change in the grading system that brought uniform use of "plus" and "minus" grades to replace an anomalous sequence of A, B+, B, C, D, F. College admissions offices, Dr. Shahan added, should find sufficient the grade profiles and grade point averages that would continue to be supplied them.

Mindful that Burroughs had at one time, during the Eight-Year Study in the 1930's, set its own educational agenda independent of college-initiated requirements, the new headmaster was sending a complex message. The real point of learning was always the engagement of mind and feelings in relation to oneself, the surrounding community and the larger natural and cultural world. Every convention that distracted from that truth—that blurred the joy of learning—was a potential disservice to all concerned. That was especially so if the practice—class-ranking, in this case—promoted a divisive competitive spirit, isolating the high achiever (or the less successful person) from fellow students. Far from being a race for high rank, the student's years on the Burroughs campus should be much more than a strictly academic preparation for college, for Burroughs enjoined its students to live now, in the joy and risk of youthful years. And it constantly encouraged independent thought and critical questioning, the essentials of a good school, sadly often lost in the welter of activities, anxieties and enthusiasms characteristic of modern American adolescence. Against such wastage of youthful promise this school had always set its face.

A second priority listed in the headmaster's letter was to strengthen the school's advising system and, in the process, "attend to issues such as character development, values and behavior, in addition to academics," concerns later to be called the "second curriculum." This was, in fact, a renewed emphasis on another constant of the school's history: the whole person was always the object of all educational, athletic and group activities. Sheer numbers—IQ's, SAT's, National Merit scores—must always be subordinate to the quality of the young person as a unique member of a family, a community and the larger world. In a time when achievement and success were increasingly measured in quantitative or "brand name" terms, the insistence on quality of character seemed more important than ever. Burroughs was again called to assert the virtues of self-reliance, neighborliness, citizenship and social service over against rampant achievement anxiety and "fear of falling" (journalist Barbara Ehrenreich's term for worry over middle-class status-maintenance, particularly for one's children).

Related to these essentially moral issues was the growing society-wide problem of alcohol and drug use, frequently a response to aggravated social and personal pressures. The school had always been responsible for this issue on campus, but the pervasive nature of the problem in the 1980's and 90's thrust the issue forward again. Under the drug policy established during Keith Shahan's first year, any behavior "under the influence" that disgraced the student and the school, even while off campus, was grounds for suspension or expulsion.

The headmaster's third point stressed continued strengthening of the faculty, with particular attention to recruitment, improved salaries and



*Clara Fiesemann (English) came to the school in 1951 and retired in 1981. She left in 1969 to teach in the St. Louis schools, but returned in 1974.*

benefits, regular evaluation of performance, and professional development (conferences, summer study, sabbaticals). This priority would become a major component of Keith Shahan's mission for John Burroughs School. During his tenure, faculty have enjoyed benefits and opportunities rare in even the very best American schools. One example of this emphasis is the increase in the amount provided for faculty study

from \$37,251 in 1986-87 to \$89,331 in 1997-98. Moreover, his decision to reduce section size and increase the number of full-time faculty has improved both working conditions and classroom dynamics. Perhaps the clearest example of this was lowering the teaching load in English from five to four classes, giving teachers fewer students and more time to critique their written work. But similar adjustments were made across the board, reducing school-wide section size from about 16 throughout the 1980's to 13.7 by 1995, even as the total student body increased in size by about 30 and new courses were added in Greek, print-making, foundations of Western civilization, speech and debate, and robotics.

An additional form of support for faculty would come in the 1990's with the refurbishing of the main building and the completion of the Donald O. Schnuck wing and tower (treated later), which provided not only more badly needed classroom space but a frankly beautiful built environment, worthy of the school's commitment to enhancing the student's aesthetic experience. As Dr. Shahan would remark on the occasion of the dedication in May, 1994, "We have purposefully designed beautiful classrooms in this addition to honor our teachers, our students and the learning process itself."

Fourth on the list of priorities was coeducation, pointing up the headmaster's concern for the best ways young men and women could live and work together without the gender stereotypes that diminish classroom experience or limit full participation in athletics and other activities. Historically, of course, Burroughs had pioneered in St. Louis by establishing an independent coeducational environment. Prominent feminists had been among its founders, and it had always, even if tacitly, affirmed equal



gender rights. But upon his arrival in 1967, Ed Cissel recognized gender inequities inscribed in the salary scale and indicated by things like separate lounges for male and female faculty and, one might infer, in the custom of having adult female "maids" serve and clean up lunch in the dining hall. These survivals of an earlier day were rapidly banished, and the school aimed to correct other obvious inequities as they arose. Yet things never change simply across the board, and even socially enlightened schools generally reflect some of the same drag against change to be found in the wider society. Thus it remained obvious into the 1990's that, at the student level, Burroughs still had to address stubbornly rooted, perhaps largely unconscious, issues of gender discrimination in both academics and athletics. The 1987 ISACS evaluation, for example, had noted that most of the top administrators were all male. Moreover, it continued, "Four out of 23 class officers are girls....there are twice as many boys than [sic] girls enrolled in physics and three times as many in computer math. There are no girls in AP chemistry [a blatant error, in fact]....girls' and boys' physical education programs are separate and different. Cheerleaders are all girls....None of the female [academic] faculty coaches....The parents' committee, while renamed [it was previously the Mothers' Council] involves few fathers in active roles. There is little awareness on the part of many in the community of the possibility that gender issues may have potentially significant educational impact."

To skip the fifth priority for the moment, Dr. Shahan's sixth priority called for unification of the physical education and athletic programs, a strong recommendation of the visiting team. Moving quickly to respond, he merged the two programs in the fall of 1988, using to advantage the greatly enlarged facilities of the Cissel Center. The boys' sports requirement was revised to allow for a fitness alternative in grades 10-12 and choice of one free season for seniors, while a more demanding girls' requirement was put in place. With the goal of providing more equitable experiences for both sexes, Skippy Keefer was named athletic director for the combined program. Jim Lemen, who had been the boys' athletic director for eighteen years, chose not to be a candidate, preferring to devote his time to coaching and to teaching seventh-grade social studies, for which after 1983 he had developed an important unit in study of the Holocaust. Eventually, this emphasis shifted to the study of contemporary ethnic and minority groups in the United States, replacing the earlier seventh-grade focus on anthropology and archaeology.

Mrs. Keefer's appointment was a key part of the headmaster's new administrative team, as was the hiring of Laura (Eisenhower) Haskins as business manager. Both were among the very first women in Missouri schools to occupy those posts. Of note also under Dr. Shahan were the

appointments of female department heads Alice Snodgrass (math), Rebecca Richardson (English), Beverly Schraibman (modern languages), and Joanna Collins (fine arts). Peggy Fiala had become principal of the lower school in 1986, Ellen Mocerri was named director of studies in 1989, and Madelyn Gray was appointed upper school principal in 1990. Subsequently, in 1993, Margaret Bahe became coordinator of program evaluation, and Alice Snodgrass was named coordinator of new teacher evaluation. In 1994, Georgeann Kepchar became coordinator of technology, and in 1997 Dr. Peggy Tracy was appointed the first full-time school psychologist. These appointments all bespoke Dr. Shahan's determination to combine gender equity with the highest standards of professional quality.

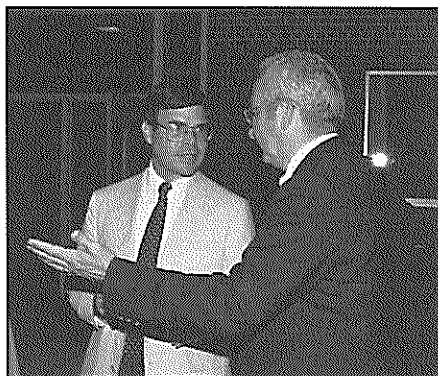
A decade after the first announcement of the headmaster's nine key points, when Burroughs prepared to celebrate seventy-five years of education that had often reflected an advanced grasp on social and cultural issues, the school could honestly say that gender concerns had been vigorously addressed. Even a cursory look at the record from 1988 to 1998 demonstrated that young women students at Burroughs needed to concede nothing to their male peers in any field of study or other school activity. Between 1993 and 1998, for example, 53% of the 129 Burroughs National Merit semi-finalists were female (as opposed to 40% nationwide), and in two of those years the Burroughs girls' average SAT score was higher than the boys' on both the math and verbal sections. Particularly in athletics, boys and girls had moved closer to each other's experience. As noted, the girls' sports requirement had increased since 1988, while that of the boys had become more flexible, by contrast with a time when the entire male student body had a stricter requirement and tended to concentrate its efforts in the mainstream seasonal sports of football, basketball, soccer and baseball. In earlier times, though many girls had participated in sports, there were fewer options for team play. After the program merger of 1988, the increased requirements for them meant that more levels of various girls' sports could be offered. Moreover, gender lines were then crossed in some coaching assignments, and at least two sports (water polo, golf) presented mixed teams.

Point five of Dr. Shahan's nine priorities concerned support for the arts as an historic dimension of the Burroughs curriculum. Educated in the school's own art studios, he knew well the immediate pleasures of aesthetic experience; but he also saw that the quality and centrality of the fine and performing arts programs distinguished Burroughs from many other independent and public schools. Chief among his first recruitment priorities, then, were new faculty members in painting, music and theater. Two former colleagues from University City High School, painting teacher Charles Derleth and music teacher John Brophy were hired in 1986 and 1987,

respectively, to bolster the relevant Burroughs programs. New arts hirings in 1987 also included noted local actor and director Wayne Salomon, who replaced John Faust as head of the theater program. Salomon's vibrant energies and extensive stage experience made him a strong addition to the arts staff and ushered in an era of outstanding student productions.

Choral music at the school had been well done for years under Frank Perkins and his predecessor Ralph Weinrich, but the band component was weak, and Brophy's skills as conductor and performer (on the drums) gave the music program a shot in the arm. For his part, Mr. Derleth was a practiced teacher of painting and drawing whose own quietly lyrical canvases made him a fitting colleague for Joanna Collins as she took over the fine arts chair from sculptor Robert Walker, who had stepped down in the spring of 1987. A locally well known artist, Walker had created the "Waldemar" fountain at the Missouri Botanical Garden and the "Popeye" statue at the entrance to Segard Memorial Park in Chester, Illinois. In the 1990's, he would do more delightful work for the Garden's Kemper Center for Home Gardening. On campus, meanwhile, he was the creator of the bronze bust of John Burroughs now located in the first-floor corridor of the Brauer Building and that of Ed Cissel, located in the lobby of the Cissel Center. His large "Minnisinger," in the manner of Henry Moore, also stands on the school's front lawn just east of the sculpture studio. In fact, Bob Walker's departure from Burroughs was partial, since he agreed to remain for a time as "artist in residence," working out of the small North Studio, until it was demolished during the reconfiguration of parking space for construction of the Schnuck Wing.

The headmaster's seventh point announced the need to refurbish the main building in keeping with its original conception. Major work would follow in the 1990's as the school saw the addition of the Schnuck Wing and Tower and the complete renovation of the historic core structure, thereafter to be known as the Brauer Building. And these would be only the most dramatic and visible of numerous physical changes ahead, including further land acquisition (along with two buildings on the northern edge of the expanded campus) and increased playing fields. Under Dr. Shahan's



*Headmaster Keith Shahan and Development Director Don Whelan. Don appears to be asking, "You need how many million?"*

direction, the total campus would grow from just under thirty to about forty acres. The story of both the new wing and the renovation became central in the mid-1990's. Fund-raising for these projects required great devotion and persistence, and the sheer logistics required to accommodate construction imperatives challenged everyone in the Burroughs community. These events would provide stellar examples of Keith Shahan's administrative and leadership capabilities. Once both buildings were done, the school would stand ready to fulfill its mission for many years ahead, in surroundings at once functional and beautiful.

Point eight of the priorities called for increasing the endowment, a goal to be pursued vigorously during the coming decade in the largest (two-phase) capital campaign in the school's history. The contemplated overall goal was \$20 (later extended to \$26) million, to be raised in two phases. Phase I, a \$10-million effort, would see successful completion in 1995. It aimed to expand the campus; provide crucial endowment growth; and build the Schnuck classroom wing. As Phase II (originally announced for \$10 million) was approached, new calculations prompted the decision to seek \$16 million, with an overall goal of building endowment to at least \$40 million. As Burroughs approached its seventy-fifth birthday, Board Chair Lisa Greenman Kraner ('71) announced that parent and former board head (1995-97) David W. Kemper would head up phase II, "The Next Level of Excellence". He was ably aided by honorary co-chairmen Bill Maritz ('46) and Andy Taylor ('66). The principal objective was to build the school's endowment beyond \$40 million, with specific priorities focused on support for faculty, financial aid (announced as a total of \$893,170 for 1998-99, benefiting nearly 20% of the student body), affordable tuition, and buildings and technology. In the winter of 1998, the *John Burroughs Reporter* announced that the Spencer T. and Ann W. Olin Foundation had issued a \$2 million challenge to help launch the campaign in October, 1998. In offering the challenge, Warren M. Shapleigh, president of the Foundation, wrote, "The gift is another expression of the...Olin family's recognition that John Burroughs School is one of the best day schools in the country." Three of the Olin children attended Burroughs, Spencer, Jr. ('49), Barbara ('50) and Judy ('54).

Finally, the ninth of Dr. Shahan's priorities called for a rolling self-study process rather than one large, concentrated push every seven years. The 1993-1994 ISACS evaluation would indeed take place on schedule, but in subsequent years two or three departments would self-evaluate during each academic year, moving toward the next full ISACS visit in 2000-01. In following this plan, partly inspired by experiments at the Blake School in Minneapolis and the Francis Parker School in Chicago, Burroughs would

become the first school in the ISACS network to combine a thematic emphasis with a rolling, perpetual self-study of departments. In fact, evaluation and self-evaluation on all levels would become a hallmark of the Shahan years. The two-year assessment period of 1986-88 had been completed, and short- and long-range priorities established. The door was now open for implementation.

## Chapter Eight

### IN THE FULL TIDE

The academic year 1988-89 saw numerous changes aimed at strengthening the school: financial aid increased from 10 % to 10.5% of tuition; a school-wide faculty evaluation system was implemented (by the end of summer 1989 about 75% of faculty had been evaluated, the rest to be done in the fall, after which the plan switched to a rotating pattern); a long-range plan for endowment, buildings and playing fields was adopted; the administrative offices were remodeled; and a land-purchase plan was established. In the larger picture, the school was moving toward a quantum leap in the 1990's that would: increase the size of the campus by one-third (Burroughs was far smaller in acreage than roughly comparable schools locally or around the country); add a new north wing and tower that would fulfill the original vision of architects LaBeaume and Klein from the 1920's; and refurbish and modernize the historic main building. That multi-faceted process was the most dramatic and visible change of Dr. Shahan's first decade on the job; but significant if less obvious changes in administration, curriculum, evaluation and articulation of mission also marked that period.

Important progress was being made, for example, in specific departments. In his first year as head of theater, Wayne Salomon noted a great increase in student participation; Kathi Danna reported that students of the Montgomery Plan Committee had approved special mention of those with an unusual number of community service hours, but added that "recognition was not what volunteering was all about...."; and Joanna Collins turned in an eloquent report on the state of fine arts at JBS. One-person student shows had been instituted as a new feature of the program, and the print-making course with Howard Jones was in its second successful year, while in 1989-90 photography would be added, taught first by Howard Jones and later by alumnus Andrew Newman ('87). The annual final exhibit of student work now extended beyond its usual confines to include Haertter Hall, the Cissel Center, and the arts building gallery, foyer and studio display areas. High quality was also reported for exhibits of area artists in the Bonsack Gallery,

ably directed by Burroughs parents Yvette Dubinsky and Maryanne Simmons.

Other faculty achievements continued to enrich both the school and the larger community. Early in 1989 Classics Chair Philip Barnes was named Artistic Director of the a capella St. Louis Chamber Chorus, after guest-conducting a splendid rendition of Gabriel Fauré's *Requiem* in the group's spring concert. Appointed to Burroughs in 1988, Philip was already busy revamping and strengthening the classics program, which had achieved separate departmental status with his arrival. But his multiple gifts destined him for a second career both as a performer (he sang regularly in the choir at St. Peter's in Ladue) and conductor. Beverly Schraibman, Chair of Modern Languages had been given a Rockefeller Grant to study in Chile for the summer. Mary Harris had been named a Woodrow Wilson Fellow to do work at Princeton on developing a middle school science curriculum. The irrepressible Tom Yager had recently capered on the boards in "Rome Service" with the Hawthorne Players at the Florissant Civic Center. And Jim Stevens had received the Vigil Award from the Boy Scouts Order of the Arrow for his service to scouting and to the community.

As the 1990's unfolded, it would become clearer than ever that this modest-sized Midwestern school, on the prosperous edge of a declining industrial city, was up to something very special. Speaking for many of his colleagues in higher education, James Montoya, Vice Provost of Student Affairs at Stanford University, said in 1997: "In my 20 years career in college admission...John Burroughs graduates stand out for their exceptional academic preparation, their intellectual vitality, and their uncommon commitment to making a difference in the world. From the east coast to the west coast, John Burroughs is known for its commitment to excellence and diversity. It serves as a model for independent secondary education in this country."

As Burroughs planned for its largest capital campaign, we do well to recall the consistent generosity and loyalty exhibited by donors since the original solicitation of \$450,000 to open the school on sixteen acres of land, purchased for \$35,000 in 1923. Repeatedly over the years, donations had demonstrated the alumni's abiding love and respect for the great gift of a Burroughs education. In 1960, a formal annual giving program, organized by Tom DePew ('34) and Bill Rench ('30), both alumni, parents and trustees, was formally begun. It averaged about \$87,000 annually until 1968. Thereafter, figures had climbed steadily toward \$200,000 annually, a figure topped in 1975-76. From 1978-84, the year-to-year increase in receipts averaged almost 15%, an enviable record that pointed to continuing votes of confidence in the school. In 1987, Burroughs ranked first among forty-eight leading independent schools in unrestricted annual giving per

student. By 1997, the receipts from annual giving over thirty-seven years totalled \$14,429,075, while the sum total of all giving (including capital campaign gifts) since 1968 came to \$39,545,122. This was a quiet story of stunning success.

In partial response to the recommendation of a clarified vision for the school's future, a campus master plan was laid out by local architect Bill Bowersox in 1989 to cover building renovation, land acquisition and extension of the playing fields. The plan for the main building entailed major remodeling and increased classroom space on the third floor, a solution that posed manifold problems. In the following year, the local architectural firm of Christner, Inc., specializing in campus design, put forward a more acceptable master plan that entailed a new north wing and attached tower, both of which had been envisioned in somewhat different form in the original plan of LeBeaume and Klein in the 1920's. The stage was now set for the major project of the 1990's. At the same time, a land purchase of approximately five acres was completed on the south side of campus, giving the school space for greatly needed fields for the expanding women's athletic program. During the rezoning process, six acres to the north became available and were acquired. City approval for the north field was relatively quick, so the south land was held for future needs.

As the school enjoyed material prosperity and expansion during the seventh decade of its existence, new initiatives were also created to fulfill its sense of social mission. Prominent among these was the Aim High program, begun in the summer of 1991 by Dr. Richard Sandler of the English department and Ellen Mocerri, Director of Studies. Dr. Shahan was the founding chair of its board of trustees, and alumnus Peter Fischer ('53) also played a key role as a board member. Modeled after Aim High San Francisco, founded by Burroughs graduate Alex Lee ('76), its purpose, in the wording of a later 1995 fact sheet for the program, was "to provide academic and cultural enrichment to promising at-risk children living in low-income St. Louis area neighborhoods"—that is, in the most racially polarized parts of the metropolitan region. A working partnership was eventually established with an elementary school in the Wellston District and with fifteen elementary schools in the city of St. Louis. Originally planned as a pilot project to bring to Burroughs twenty-five fifth graders during the summer following fifth grade and throughout sixth grade and the following summer, the very successful project had, by the late 1990's, grown into a four-year, tuition-free program for approximately 220 economically disadvantaged students from the fifth, sixth, seventh and eighth grades, who participated in five weeks of summer core courses (language, history, math and science) and cultural enrichment on the campuses of both Burroughs and the St. Louis Priory School. During the normal academic



year, the children returned to the host campuses for monthly meetings on Saturdays. But, unlike many enrichment programs, this one stressed the importance of students remaining in their home schools to strengthen them and to motivate their peers to higher achievement.

Collaboration was the watchword of the program. Private, parochial and public schools, the philosophy stressed, must ultimately work together for the good of all concerned. "To ensure the achievement of this balance," runs the 1995 fact sheet, "we include members of the St. Louis and Wellston Public Schools on our Board of Directors, and our faculty and aids are recruited from schools throughout the city and county." Not least among the benefits of the program were the lessons brought home to involved Burroughs and Priory students. Since many of these, in the proposal's words, "will become the business and professional leaders of the St. Louis region of tomorrow," they must learn "about the great potential for racial cooperation" and gain "an increased appreciation of cultural diversity." One appreciates the concrete meaning of these words when watching an earnest Burroughs student lead a midsummer discussion of the American political system, or when young black students who may rarely have been beyond their own neighborhoods make an Aim High excursion to Chicago.

Aim High perfectly represented the school's genuine commitment to social service and to the idea that a full education included experience in the world beyond the classroom and campus. By its third summer in 1993, the program had expanded to include over four times the number of students originally enrolled. By forming a partnership with the Drop-Out Prevention Program and the Educational Coalition for St. Louis Families in the public schools, it would now also offer a program for seventh and eighth graders called "Aim Higher," to be conducted on the campus of the St. Louis Priory School. On the Burroughs campus, Aim High students from fifth and sixth grades would continue that program under the direction of Rick Sandler, who was responsible for its year-long administration as well. In the intensive summer experience, Rick, a caring, hands-on leader, was ubiquitous. His drive, warmth and unfailing good humor touched every aspect of the daily operation and made students and their families feel included as a vibrant part of the larger Burroughs community.

If work with Aim High and other volunteer programs reminded some Burroughs students of their need for a balanced life to avoid becoming study-drudges, Dr. Shahan and his administration became increasingly aware that built-in safeguards could also teach students to see themselves as whole persons rather than simply successful achievers. The previous decision to discontinue class-ranking and to change the grading system had moved in that direction, and now in 1991 the school placed a limit of three on the number of honors and advanced placement courses a junior or senior

could take in a given semester. This stricture responded to growing faculty concern that quality of work suffered for certain students who felt "burned out" by the all-out push to meet standards often comparable to those of a good freshman or sophomore class in college.

The problem of academic over-achievement would not have been so acute if the school had not reached a level of excellence in teaching and in quality of students admitted, and if it had not grown to offer so many attractive activities to supplement requirements in studies and athletics. But clubs and activities abounded, many of them requiring a serious time commitment. To write regularly for *The World* or to participate in The Hague International Model United Nations program (which included a January trip to The Netherlands) was no small addition to an already packed schedule. Yet many of these activities were vital parts of a student's education. In addition, as progressively fewer teachers in the 1990's also served as coaches, part-time employees who were only coaches often could not see the total picture of a student's day. The result was sometimes that teams practiced long hours and had schedules that placed a heavy burden on the student's already carefully rationed time. Conversely, however, the growing number of teachers who did not coach could hardly grasp fully the importance of sports in their students' experience. During Dr. Shahan's years as head, it became even harder to find academically qualified faculty willing and able to fill both roles; and if a choice had to be made, preference was generally given to pedagogical expertise.

The school's serious commitment to a sports and athletic program nevertheless paid off handsomely in the fall of 1990, billed by the *John Burroughs Reporter* as "one of the best seasons ever." Director of Athletics Skippy Keefer made clear that "best" meant more than one or two highly visible top awards: "We've had good years in individual sports, but never before...so many successes in every sport...and in sports where we had not had many successes previously. I would rather see good seasons across the board than for us to win a single state championship. This way we have a lot of kids who are feeling good about what they are accomplishing." Inevitably, the sweetest taste of the season came when the unbeaten Country Day Rams lost 6-9 to a Burroughs drive by quarterback Damon Goode ('91) in overtime. Thereafter, the Bombers went on to clinch the class 2A district title, only to lose in overtime to Warsaw High School in the state semi-finals.

Meanwhile, in field hockey and J.V. water polo, Burroughs teams advanced to what is the equivalent of state championship play in those sports, and took the respective titles. A win against Clayton High School in the finals gave undefeated Burroughs its first title in the Midwest Field Hockey Tournament since 1983. Junior varsity water polo claimed the state

title by defeating Parkway West by a score of 4-3 in the finals. Other teams to advance to state championship play were the boys' cross country team and girls' tennis team. And district distinctions were earned by the girls' teams in volleyball and cross-country. Finally, the boys' soccer team earned a tie for second place in the ABC league. Recognition of these accomplishments—and of the excellent leadership and coaching that underlay them—came when the 1991 McConnell Award honored the entire JBS athletic program for outstanding performance. Previously, the award had gone to the football team (1975, 1980, 1985, 1989) and the baseball team (1985), but accolades for the program as a whole pointed up both the importance of sports in the curriculum and the excellence of leadership in the athletic office and on the field.

The same issue of the *Reporter* that covered the splendid fall season also featured the news that two members of the class of 1987—Darcy Prather and Bob Esther—had won Rhodes Scholarships for two years of study at Oxford. Only thirty-two of these prestigious awards were given nationwide; and among the twelve finalists from Missouri were three other members of that same Burroughs class—Oren Izenberg, Eddie Perez and Lori Rotskoff! Three other Burroughs graduates had won a Rhodes in the past (Karon Sue Walker, '76; Helen Graham, '75; and Richard W. Horner, '32), but this representation was extraordinary. Characteristically, Headmaster Shahan tempered his pride with reflection in remarking, "Actually, the class of 1987 was capable of producing several additional Rhodes candidates, as are most Burroughs classes. We look for students with the same multiple talents that count for the Rhodes competition.... Their philosophy is similar to ours. More importantly, that philosophy holds for the average to above-average student... as it does for the brilliant. Looking back on Burroughs graduates, many of our most successful, by whatever measure you use, have come from the lower and middle academic ranks."

Closer to home, an inventive local award was instituted in 1992 by Mark B. Vittert ('65) in honor of Eric P. Newman ('28), former Executive Vice-President and General Counsel for Edison Brothers Stores, noted civic leader, and an internationally known scholar on the history of coins and currency. Designed to give one Burroughs junior the opportunity to meet an outstanding American of his or her choice, the Newman Prize was awarded to its first recipient, Julia Macias ('93), early in 1992. Later that spring, Julia enjoyed a visit with one of the five persons she had chosen, poet and author Maya Angelou, much of whose autobiography, *I Know Why the Caged Bird Sings*, is set in St. Louis. An avid world traveler and a member of the Explorers Club, Mr. Newman nicely exemplified the spirit of an award designed to recognize a student with unusual initiative and intellectual and moral courage—in short, an explorer of life's possibilities. Since

1992, six other juniors have been so honored: Josh VanderVelde ('94), who met explorer and mountain photographer Galen Rowell; Bryan Edward Hill ('95), who visited with children's advocate Andrew Vachss; Thomas Sly ('96), who spent time with conductor Gilbert Levine; Matthew Scherrer ('97), who elected to meet Dr. Robert Burpee of the Miami Hurricane Center; Annessa Blackmun ('98), who met Myrlie Evers-Williams, Chair of the Board for the National Association for the Advancement of Colored People; and Elizabeth B. Little ('99), who met with Dr. Christian Lilyquist, chief Egyptologist at the Metropolitan Museum of Art in New York City.

Although Burroughs has always downplayed honors and teaches that the deepest meaning of education lies in the lifelong process of discovering the joy of learning, some awards—those with true status—are duly recognized; and the school has been blessed with numerous such. In May of 1992, the JB Newsletter announced that senior Sarah Jost had been named a Presidential Scholar, the fourth in six years from John Burroughs. Previously the award had gone to Bob Esther ('87), James Grove ('88) and Alp Aker ('91), and in following years, it would be won by Jan Moolsintong ('95) and Julie Goran ('96). This prestigious award, one of the most distinguished a high school student can receive, entailed recognition ceremonies at the White House, to which the student was accompanied by a teacher of her choice. Sarah named Carolyn Thomas ('79) as the "Distinguished Teacher" who had most influenced her success in school. The three earlier scholars had selected Ian Frederick, Jim Stevens and Jim Alverson, respectively, while Jan would choose Eric Hanson, and Julie, Jim Stevens. Only two Presidential Scholars, one male and one female, are chosen from each state annually on the basis of their superior academic record, capacity for leadership, strong character and commitment to school and community activities. In Washington that June, Sarah received a medallion from President George Bush, and Ms. Thomas was given a commemorative plaque by the Department of Education.

Elsewhere on campus in 1991-92, the admissions office saw a surge in seventh-grade applicants to 235, the highest since the early 1980's. Director of Admissions Bill Thomas noted that the 93% yield from those applicants who were accepted was possibly higher than that of any other independent school in the country.

Over in the art building, Joanna Collins noted, in her distinctive voice, that the annual spring review of student work was brimming over in every possible space throughout the school, and added: "In many institutions all student art work looks as though it might have been done by one person: not so at our school. Individual decisions have been made in each work....The works are full of revelation—as music or poetry, and like these they cannot be hurried through by any serious viewer. They are...especially important

and wonderful to all of us because we see these students also as scholars, athletes, actors, musicians, dancers and so on."

Miss Collins also observed that the school's fine art collection had grown to include so many important works that it merited a separate report. "It is most unusual," she wrote, "in any school to see a collection of this quality." Its value as a teaching resource was inestimable. Students could, for inspiration and guidance, actually turn to an original Willem de Kooning, Jackson Pollock or Robert Rauschenberg, among other outstanding paintings and drawings on display at various points in the school. The growth of this collection owed much to generous gifts over many years from Sidney and Sadie Cohen, whose delight in their granddaughter's enthusiasm for her art classes at Burroughs initially led Mr. Cohen around 1970 to offer Miss Collins the gift of a well known painting for the school's permanent collection, still rather small at the time. Their relationship grew along with Mr. Cohen's appreciation of the school, and he soon became a regular and generous donor of funds for the purchase of drawings and paintings. Today this distinguished collection is dispersed freely throughout the school, gracing classrooms, offices and other spaces, and affording constant pedagogical use.

Quite in keeping with the school's policy of displaying artwork along a spectrum from pieces by the most famous contemporary artists to the least known student works, is the fact that all Burroughs teachers of the arts—fine, performing and practical—practice what they teach. In the winter of 1998, for example, a Bonsack Gallery show of faculty paintings, drawings and sculpture reminded the Burroughs community of the marvelous creative energies its faculty bring to their own work as well as to the instruction of their students. Featuring recent work by all seven of the fine arts faculty, it included a lyrical canvas by art chair Charlie Derleth, several drawings by Karen Bauer, an amusing pair of concrete shoes and a "thorn chair" by Howard Jones, ceramic sculptures by Susan Bostwick, a figurative clay piece by Kurt Peschke, several bronze and ceramic pieces by sculptor Anne Martin, and panoramic landscape photographs by Andrew Newman.

In the performing arts, drama chair Wayne Salomon frequently directs or appears in professional productions in area theaters; and while the fine arts faculty were showing their work, Wayne was directing a spirited 1998 production of Tom Stoppard's "The Real Thing" at the Chesterfield Community Theater. John Brophy, who chairs the music program and conducts the jazz band, is a gifted local performer on drums, while Stuart McIntosh, Director of Choirs, composes choral music and is Assistant Conductor of the St. Louis Chamber Chorus.

In other fields too, Burroughs faculty pursue their own creative work. Members of the science and math departments frequently conduct research

and lead professional workshops and summer seminars. English chair Robert Henningsen has regularly written fiction, poetry and travel journals, while his colleague Rick Sandler, who enjoyed a sabbatical year in 1997-98, was completing an autobiographical novel. All three members of the classics department—Philip Barnes, James Lowe and Avery Springer—have published professional papers in their special fields. In addition, Mr. Barnes's work as Artistic Director of the St. Louis Chamber Chorus since 1989 has made a very substantial contribution to the city's cultural life. Combining long experience in a capella performance with an inspired scholar's grasp of music history and theory, he in effect pursues a second career after his daily stint in Latin and Greek on the third floor of the Brauer Building.

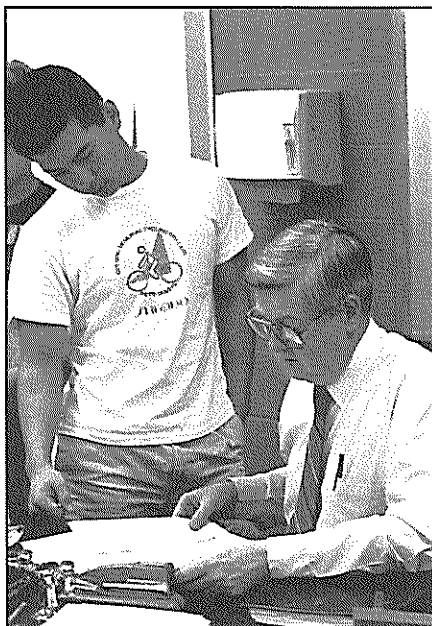
Out on the playing fields, several members of the Burroughs coaching staff, like nationally known golfer Ellen Port and tennis coach Toby Clark, have achieved recognition in their sport. Jim Lemen has been locally and nationally recognized with several coaching awards, has spoken before the National Athletic Directors Association, and in 1997 conducted regional football clinics for high school coaches in Louisville, Kentucky; Toledo, Ohio; and Houston, Texas. In short, Burroughs faculty members are often artists, performers and/or scholars who not only urge on their students but exemplify significant achievement in their own lives. Nor should we expect to measure such achievement by obvious objective standards. Who could tabulate Eric Hanson's invaluable contributions to the intellectual caliber of the school, to its programs in environmental and outdoor education, and to its Drey Land camp? Who figure the impact of Alice Snodgrass in the mathematics classroom? Who render account of the wit and wisdom imparted by Robert Sortland as he taught American history, or Jim Lowe in his presentations of salty old Catullus, or Carolyn Thomas discoursing on Virginia Woolf, and Ron Charles pasting over his classroom clock the line from Thoreau, "Time is but the stream I go a-fishing in"; or Margaret Bahe or Scott Heinzl alive to the wonders of the biosphere? In the area of reading and study skills, too, Susan Dee brings vibrant energy and rich professional resources to the school. With a law degree and a masters in learning disabilities, Susan fills several roles on campus, including coordination of the community service and Habitat for Humanity May Project conducted in Kansas City each spring. Everywhere one turns at Burroughs, a knowledgeable and caring teacher is at work, from Karen Zaenker down amongst the stoves and pans in the home economics kitchen to Rebecca Richardson, who, from her beautiful new classroom overlooking the quadrangle, inspires students with her finely tuned ear for poetry and her devotion to precision in speech and writing; from Dan Barton amongst the whirr of saws or Anne Martin and Susan Bostwick at work with chisels and

potter's wheels to the elevated precincts of the third-floor classics rooms, topped by the tower of the Schnuck Wing. All the other devoted faculty, past and present, whom we cannot mention in this list bring their talents to the daily feast of learning in which all partake who enter at 755 South Price Road.

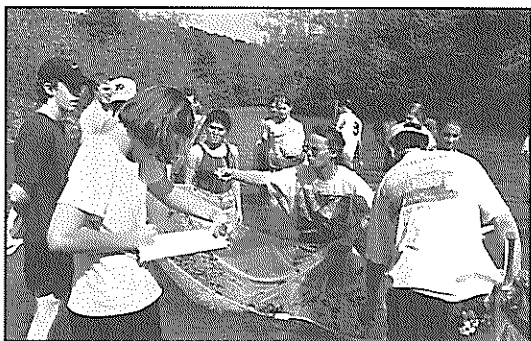
As frequently occurs at year's end, a few members of the community stepped down after years of service. Leaving in the spring of 1992 were four long-term employees: George Barhorst, teacher of physics and founder of the outdoor expedition program; Jacqueline Camien, teacher of French par excellence; Rose Ruggeri, resourceful secretary in the headmaster's office since 1982; and Bruce Westling, chair of the

science program for the past quarter century. Mr. Barhorst will be remembered by many students who accompanied him as an inveterate trekker in the woods and on the rivers of his beloved Missouri. Those who signed up for his extended weekend excursions—often combining floating, hiking, caving and overnight camping—know his devotion to nature lore and survival techniques and his penchant for quirkily humorous stories. His narrative rambles were a perennial source of amusement for colleagues and students alike during the seventh-grade Drey Land experience. Above all, he was an unbridled enthusiast for the great outdoors, bringing to his intricately planned, always instructive outings a boyish vigor and excitement. Upon retiring, in fact, he characteristically sold his house in St. Louis and set out with Mrs. Barhorst to drive their camper to favorite spots in the American West.

Bruce Westling left a major stamp on the Burroughs curriculum, for he more than anyone else in the past quarter century of the school's history was responsible—as teacher, department chair, recruiter of faculty and exemplar of professional standards—for the overall excellence of the science pro-



*Bruce Westling, science department chair and creator of the Drey Land biology program and multiple curriculum changes, is pictured here with Ken Ikeda '91.*



*Margaret Bahe (science), supervises the sieving of Sinking Creek during a ninth grade biology trip to Drey Land.*

gram. Early in his time at Burroughs, for example, as Parry notes, he developed a cooperative program with Monsanto's Central Research Department, hoping to show students science in action. Monsanto, later joined by Ralston Purina, continued the project for several years, supplying students with the kind

of research questions normally sent out to consulting laboratories. A gentle but rigorous teacher, Mr. Westling could convey the wonders of biology to even the youngest, most uncertain of his charges. Additionally, he was among the firmest supporters of Drey Land programs and of field study generally. Indeed, the example of his curiosity and love of learning was very much in the spirit of the John Burroughs who, trekking through Catskill woods and fields, examined every thistle and shoot under his pocket magnifying glass. In retirement Bruce has remained active as a consultant in science education, and has recently created a website ([www.jburroughs.org/dreyland/Drey\\_Land1](http://www.jburroughs.org/dreyland/Drey_Land1)) that summarizes research done along Sinking Creek since 1973.

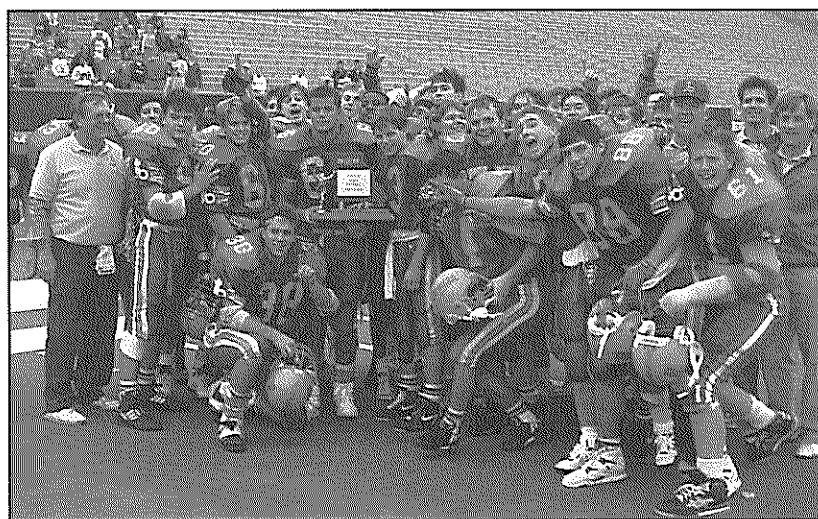
The academic year 1992-93 began with what the December *Newsletter* called "another sweet season for JBS sports." With a record of 14-2-0, the girls' field hockey team won the league title and claimed its third consecutive championship in the Midwest Field Hockey Tournament. The defending state champion varsity football team claimed another state title with an impressive overall record of 12-1. Boys' cross country placed second in the class 1A/2A team competition in Jefferson City, while the water polo team claimed second place in the state and finished regular season play with a record of 16-6. The boys' soccer team tied with Lutheran North for the league championship, and the girls' varsity tennis team claimed second place in districts and in sectionals.

Looking back in his November report to the board, Dr. Shahan remarked, "Once again we have been treated to an incredibly successful fall athletic season. When I appointed Skippy Keefer athletic director and combined the men's and women's departments six years ago, we set as our goal improving our sports teams outside football and field hockey without damaging





*The fall of 1996 field hockey team celebrating its championship victory! Coach Beth Kinsella is on the right.*



*The 1991 state champions! Head Coach Jim Lemen is on the left and Coaches Tom O'Keefe, Scott Cornwell '85, and Todd Small are on the far right.*

those two programs. She can take most of the credit for the high morale, teamwork, and spirit that almost all our teams have, which is more important than the won-lost records." This last point merits emphasis. Quality of experience supercedes concern with victory. Enjoyment of sports for the zest of the challenge, the camaraderie, the trial by fire, is paramount. This element of joy in achievement, common to academic and athletic programs at the school, often leads Burroughs graduates to choose colleges of a certain size and quality—particularly the Ivy's and other small private colleges—that will allow them to play interscholastic sports while enjoying an atmosphere of intellectual and scholarly excellence. Testimony to the success of the Burroughs sports program has come from a goodly number of graduates who in fact continued to stand out as college athletes. Mention of a few names will have to serve. Football players who pursued the sport after Burroughs include: David Gabianelli ('83), Rob Hibbard ('86) and Greg Smith ('93) at Dartmouth; Brian Keyes ('86) at Penn; and Craig Albrecht ('98) at Northwestern. Field hockey players include Ellen Bakken ('84) at the University of North Carolina and Meridith Thorpe ('95) and Carrie Goodloe ('98) at the University of Virginia. Significant in college baseball have been Mike Ottsen ('84) at DePauw, Jay Williamson ('85) at Trinity, Josh Levey ('93) at Northwestern, Torre Tyson ('94) at the University of Missouri, and Dan Kantrovitz ('97) at Brown. In collegiate basketball, standouts are Chip Walther ('92) at Missouri, Adam Ward ('92) at the University of Richmond and Krista Small ('98) at Missouri Western State College. Siri Eklund ('92) went on to play excellent college tennis at Northwestern.

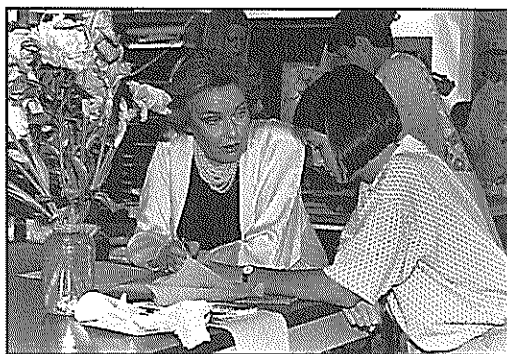
While present and former Burroughs athletes did their school proud, much of campus life went on in its normal fashion. Fall leaves turned for art students who painted the panoply of colors visible from the studio windows; a fresh crop of seniors "hung out" in Haertter Hall lounge, listening to music or burying their heads in a novel or a chemistry report; teachers stayed up late to read papers and prepare classes, and often showed up on Saturdays to set up a lab or some other project for the coming week; and morning assemblies, always abuzz with the sense of a community renewing itself, saw the usual round of announcements, sound-offs and occasionally brilliant performances or lectures.

Of course, as in all communities consisting primarily of teenagers, disciplinary issues occasionally brought the school up short to examine itself and question those values it held most dear. In this vital process, the distinct personalities of the various principals counted for much. In grades seven and eight, Peggy Fiala (appointed in 1987) firmly yet warmly set the tone for "what is appropriate" for each of her young charges. In the middle grades, Dick Jung, Todd Small and Mark Nicholas dealt, each in his own

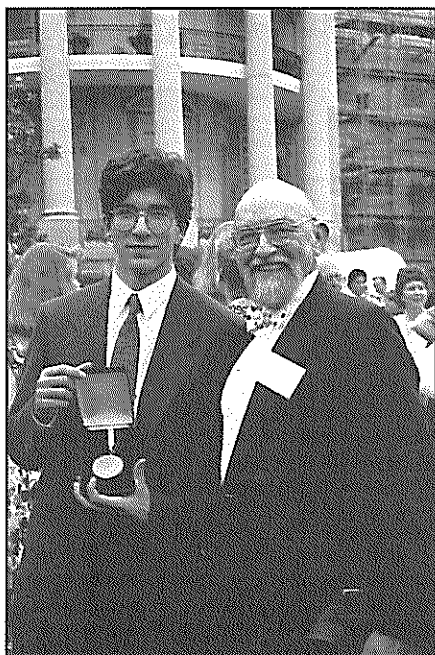
fatherly way, with the sometimes unwise choices of adolescents struggling to shape a sense of personal identity. In the upper school, John Snodgrass commanded instant respect from the older students, while his successor Madelyn Gray's vision of the school's charge to build character and a sense of community provided leadership for both faculty and students after her arrival in 1990. Indeed, many acknowledged that the moral tone of campus life had been positively affected by her voice in the principal's office.

The spring of 1993 once again saw the departure of several faculty members. Among them, Art Chair Joanna Collins prepared to retire after thirty-six years of teaching. It is hard to imagine any Burroughs teacher likely to live more vividly in the minds of more students than the legendary, outspoken Miss Collins. Over decades, many a young scholar and artist knew the pleasure of her blessing and instruction or, when needed, the sting of her admonition. Passionate in both her pedagogical role and her artistic vocation, she taught the implicit lesson that art and life are everywhere entwined. Art, she always insisted, was about seeing, and hence about living; and her gift of conveying the magic of perception and the wonder of beauty was unequalled. Her presence on campus and in the larger Burroughs community—which she understood socially to the core—had always been major and, in its own gracious, witty way, bold. In the last years of her career at Burroughs, she was well remembered for her team-teaching with colleagues Charlie Derleth and Howard Jones. Often Miss Collins and Mr. Derleth moved through the studio in continuous exchange with students and with each other, about a painting in progress or an exemplary canvas from art history, or the view out the window, the blooming of daffodils and irises, and the constant, joyful work of seeing.

One vision of Miss Collins appeared in the yearbook dedication to her that spring, written by senior Kara Fulton: "Miss Collins, woman of passion, of intrigue, lady of charm, of dignity, meanders into the art room, smiling graciously and cocking her head, her wide eyes mischievously



*Joanna Collins '47, fine arts chair and painting teacher from 1957 until she retired in 1993, encourages a student.*



*Alp Aker '91 with his Presidential Scholar medal and his favorite history teacher, James Alverson. Mr. Alverson came to Burroughs in 1958, and although he retired in 1991 he continues to teach part-time.*

greeting the people they see. She plays with the silk scarf draped about her shoulders while her richly colored garments flutter in the slight breeze of her motion. She stops to praise an unsoliciting student....Soon her girlish disposition dissolves into a regal, pensive stance as she delves deeper into the student's character. Her defined chin lifts and she stares off into the distance. She squints her glossy eyes intensely as she focuses her thoughts. Her lips thoroughly, carefully enunciate each word...she pauses frequently, and even dramatically." This tribute charmingly captures the dramatic surface of its subject, and continues on to represent the firm criticism and the insistence on linking art to lessons of life that marked her teaching. As Charlie Derleth said of her at the faculty/staff party that spring, she had been

"unswerving, uncompromising, in her dedication to the philosophy upon which this school was founded...."

Also leaving that spring were Todd Small, who was to spend a year as football coach and administrator at Shadyside Academy in Pittsburgh before returning to Burroughs in the fall of 1994; and Director of Studies and History Chair Ellen Mocerri, who had accepted a position at The American School of The Hague in the Netherlands. Mr. Small, a popular history teacher and coach at Burroughs since 1986, was attracted by the position of head football coach at Shadyside; but a year away perhaps sharpened his appreciation of what he had left behind, and he returned to Burroughs first as the school's guidance counselor and then as principal of the upper school in the fall of 1997, when Madelyn Gray moved from that position to succeed Ian Frederick as director of college counseling.

Ms. Mocerri, who had joined the faculty in 1966, had contributed significantly to the curricular and intellectual growth of the school. As a

teacher and counselor, she had left her mark on many students; and she had overseen the expansion of course offerings in history, staffed by teachers with a wide range of interests and competencies. As director of studies, she had helped the school keep apprised of trends in educational theory and practice; and as a co-founder of the Aim High program, she had exemplified the Burroughs mission of outreach to the wider community.

Mention of key players who departed the stage brings to mind again James Alverson, who joined the school in 1958 and, forty years later, is still a (part-time) member of the faculty. Although he officially stepped down in 1991, he continues to offer an elective introduction to philosophy, one of his many passions. In the yearbook dedication to him for 1991, seniors Heather Goldenhersh and Emily Shahan wrote: "The eyebrows of a mad scientist, a forehead furrowed, and passionate hands. He sings opera and rolls the names of philosophers—Dante Alighieri, Machiavelli—off his tongue in heated Italian. He laughs uncontrollably at our jokes, his eyes tearing and his hand rubbing the top of his head, and he leaps excitedly at our realizations. He addresses us as Miss and Mister or even simply by our last names in class, but outside it's 'sweetie' and 'dear' with an arm around our shoulders....He'll sometimes stop abruptly midspeech to lean his back against the blackboard, his fingers twitching against his mouth, and his eyes darting, trying to capture his thoughts in expression. The whole class stops with him, hoping not even to breathe but to join in his zealous concentration and thought. He bounces back with a word or a phrase that either reveals the world and opens our eyes, or pushes us further into thought."

Such tributes remind us of the myriad occasions of daily exchange over the seminar tables, of the school's silent history. When the historian of John Burroughs seeks out the news and events of a particular year, he or she must remember that "what happened" includes Miss Collins's exacting scrutiny of a drawing and Mr. Alverson's dance before the blackboard, Mr. Yager's ambling gait and inimitable chuckling humor, Mrs. Snodgrass's gentle coaxing of a student into thought—"that's a perfectly reasonable solution"—or Mrs. Gray's wide-open door and hearty greeting to bearers of questions and anxious thoughts. Each day, in the halls and classrooms and on the playing fields, one could, of course, find moments of connection, words of encouragement or admonition, sparks of thought passed. Skippy Keefer's plucky spirit and Jim Lemen's deep sense of the lessons for life taught on the school's fields carry a Burroughs education beyond the classroom door, while the creative gifts of John Brophy and Wayne Salomon bring students to the joys of performance. Or, watch Dan Barton (heir to the Paul Koprivica-Bill Crabtree legacy in industrial arts) as he darts from model racing cars to the "techno-ball" game he devised for his students, encouraging, cautioning, challenging, in preparation for the

Annual JBS Science and Technology Night, which he initiated in 1997. Listen in to Rebecca Richardson as, masterly, she guides students through discussion of a poem by T.S. Eliot or Robert Frost. Watch Jerry Taylor juggle a physics experiment before a rapt class. Follow Howard Jones's expert hand and eye as he models a drawing for his students. Go, in short, into any corner of the campus, on any school day, and know how true education takes a person both beyond and deeper into herself. The list of teachers' names and talents, reaching back to 1923, is virtually endless, but in the present we must also include the welcoming voices and warm smiles of Susie Wilson and Marsha Keller, through whose kindness and alert service John Burroughs School greets the world each morning, and on through the day. The main office is for school business to be sure, but thanks to Susie and Marcia it is also a welcoming place to shoot a little breeze, enjoy a laugh, or sample a cherry cobbler.

## Chapter Nine

# BUILDING BRICKS AND CHARACTER

The eventful year of 1992-93 ended with a groundbreaking ceremony on June 14 for the Donald O. Schnuck Classroom Wing and Tower. Together with the subsequent complete renovation of the main building, this project, the fulfillment of the seventh point in Dr. Shahan's 1988 list of priorities, would be the dominant story of the 1990's. With the completion of the wing to the Brauer Building (as it would be renamed in 1995), Burroughs would be physically ready for the decades to come. At the groundbreaking for the wing, Don's widow, Doris, spoke movingly of her family's decision to choose Burroughs as the place for their six children: "Don and I always felt there were three things we wanted to give our children. The first was love; the second, strong family values; and the third, a good education. When it came time to plan for the seventh grade, Don projected what it would cost to send our five sons [and, later, a daughter] to JBS....We took the plunge and had Craig take the test. He made it and so did the rest of the family. JBS gave our children the opportunity to learn, to grow, to participate, to make mistakes, and to succeed. Some were scholars, some were athletes, some actors, some tutors, some chief justices...—and all were singers. I can still see them walking down the aisle in Haertter Hall in the red robes with white mantles—singing those magnificent songs. For several weeks before Christmas, they would go around the house humming or singing aloud the Christmas carols....It was wonderful!"

The guest card for the events read, in part: "Donald O. Schnuck was one of John Burroughs strongest boosters, both with his time and his resources. He was president of the Board of Trustees...from 1970 to 1972, and the Schnucks' six children all graduated from the school. Don was a frequent visitor to the campus when his children, and later his grandchildren, were students. Other than one year...there has been at least one Schnuck at Burroughs since 1960." Currently (1997-98), Scott Schnuck ('68) has two children at Burroughs (Jason, '99 and Tommy, '02), while his brother Craig ('66) has a daughter Carolyn ('99), and his brother Terry ('71), a son Teddy ('03). In addition, Craig served as Chairman of the Board from 1991-93,

while Scott and his wife Julie were co-chairs of the planning committee for the seventy-fifth anniversary celebration in October, 1998. The same spirit of enterprise and family loyalty that contributed to the resounding success story of the Schnuck Markets has clearly redounded to the benefit of John Burroughs.

Doris Schnuck's memories remind us of the long and lovely history of the annual JBS Christmas Pageant. Together with June commencement, it is the richest moment of ceremony in the school year. The pageant was first celebrated before a Yule log fire in the dining room at Christmas, 1923, with carols and selected readings. As the school grew, the program moved to the girls' gymnasium. In the early 1930's, the traditional tableau was established, and elaborate sets and special lighting effects became part of the spectacle. After the completion of Haertter Hall in 1957, the celebration moved into the auditorium. The tableau centerpiece, "Mary's Lullaby," sung each year by a senior girl, came from a short work by Joseph Clokey, an American composer whose music was sung by school choruses in the 1940's and 50's. It probably became part of the Burroughs program around 1940.

Beginning its seventy-first year of operation in the fall of 1993, Burroughs remained outstanding among the substantial number of independent schools in the St. Louis area. Confirmation of this fact came in the admissions report that 253 boys and girls had applied for the class of 2000, the second largest number in the school's history. The continuing excellence of all its major academic programs explained a good part of Burroughs's power to attract so many applicants. For many years the departments of science, math, English and history had been generally strong, and recently classics too had joined those ranks, as had the improved modern foreign language program. The arts, as noted before, continued a tradition of excellence.

One curricular novelty of the early Shahan years was a budding program in speech & debate. On his arrival in 1986, the new head had noticed the need for improved speaking skills. Attention to this part of a student's formation had historically been part of the school's charge. In 1939, for example, Mr. Haertter remarked to the board that "The pupils who are graduated from the John Burroughs School should be able to speak correctly, effectively, and in an interesting manner. Every teacher in the school today is paying close attention that pupils speak correctly. Emphasis is placed on diction, word endings, choice of words, and on courteous speech. Pupils are given opportunity to speak informally and formally in classes, advisory groups, and in the various school activities." Much, of course, had changed in American life since that time, and attention to elocution, rhetoric and oratory—still features of secondary education in the



early twentieth century—had markedly declined. The electronic and communications revolution of the decades after World War Two, and particularly the advent of television, had undermined appreciation for formal speech and gutted what was left of the tradition of political oratory, which seemed to many to be in precipitous decline at least since the death of President Franklin D. Roosevelt. All the more reason, then, for Dr. Shahan's decision to emphasize oral skills.

With a view to reviving appreciation for and study of the spoken word, he asked Peter Schandorff to teach an informal debate class in 1988-89, then to coordinate a new program in 1991-92 that included required courses for grades seven and eight in speech (taught by Wayne Salomon) and debate (Schandorff). In 1993-94, he was appointed chair of a separate speech and debate department, which served 304 students that year. One later fruit of these efforts could perhaps be seen in the choice of student speakers for the 1998 graduation, an innovation that seemed likely to become a regular feature of those ceremonies.

Meanwhile, after the usual happy flurry of activities with which school gets under way—the seventh-grade Dreyland excursion, the faculty/trustee cocktail and dinner, the Headmaster's picnic for parents, a Parents' Council luncheon for faculty, book sales and picnics and opening athletic contests—it was clear in September, 1993 that the coming year would require unusual flexibility of all concerned, for construction on the Schnuck wing was in full swing, with classes scheduled to move in there in March, 1994. The McCarthy company, headed by Burroughs parent and alumnus Mike McCarthy ('57), had given this project top priority, and plans to renovate the old main building were also proceeding apace.

In the midst of much positive change and growth, and doubtless thinking ahead to the forthcoming ISACS evaluation and the arrival of the visiting team in October, 1994, the headmaster felt obliged, early in the new school year, to reflect on the ethos and morale of the Burroughs community. The senior "pranks" of the previous spring had left a bad taste in the mouths of many. In addition, the gymnasium floor had recently been vandalized (probably by someone from outside the school), numerous items had been destroyed in or stolen from the school library, and in June, 1993, the statue entitled "Freedom" by Matt Philpott ('81) had been stolen from in front of Haertter Hall. Dr. Shahan knew that a true community could survive only if its members shared a trust in the unwritten tenets of the enterprise, if the spirit of that community was tacitly understood in daily practice.

Aware that threats to that communal cohesion required the challenge to self-examination, he spoke to the student body in assembly on the second day of class, September 8: "...The statue that was stolen in June...is an

important symbol for us. It was done by a student, as much of the artwork you see around the school has been done....in the new addition each classroom will have a special doorway, one part of which will be a small stained glass window, which we want to be designed by a Burroughs student....The glasswork will become part of our building, part of our community, forever. This is Burroughs at its best: unique individuals, living in community, creating for all to enjoy." These acutely troubling assaults on the body and the spirit of the place called into question the "unstated understanding that we won't have many rules and that you will police yourselves." The issues, he implied, went to the core of the school's purpose, defined in its beginning and restated thereafter: education was not a lockstep process of certification, nor merely preparation for the university and the workplace, nor the provision of a cultural veneer; it was, as the latest (1993) statement of the Burroughs philosophy said, the pursuit of "academic, physical, and creative excellence together with strength of character." To that end, the school "promotes an atmosphere of understanding, trust, caring, and accomplishment," in which "we share and respect each other's views and practices....We constantly strive to provide students with opportunities for demonstrating responsibility and integrity in their actions. We share universal values such as respect for our surroundings, concern for the environment, and sensitivity to the rights and feelings of others. Likewise, service to others is a central, lifetime value...[to] learn to participate in constructive activity so as to serve and benefit the wider world. Our purposes are to endow our students with a deep sensitivity to that world...."

"I think we are at a turning point," Dr. Shahan continued that September morning. Shall we, he asked, install a security system in a library that has operated without one for seventy years? Shall we, that is, collapse the subtle distinctions between the school community and the wider world so much in need of the core values that Burroughs espouses? If we are forced to operate by the rules of a distrustful, litigious society, he reasoned, our salt shall have lost its savor. The quest to honor the founding ideals of Burroughs "does not describe our school as it is," he continued. "Rather it is a statement of where we would like to be. I hope it is the direction that all of us in this room can take together. We need each other."

Concerned as he was with building character, Dr. Shahan also realized that good schools must have solid material foundations. To that end, his attention that fall was focused on approximately nine million dollars in bonds Burroughs would issue through the Missouri Health and Educational Facilities Authority (MOHEFA) to finance the major capital expenditures for the next few years: renovation of the main building, completion of the tennis courts, running air conditioning over to Haertter Hall and replacing

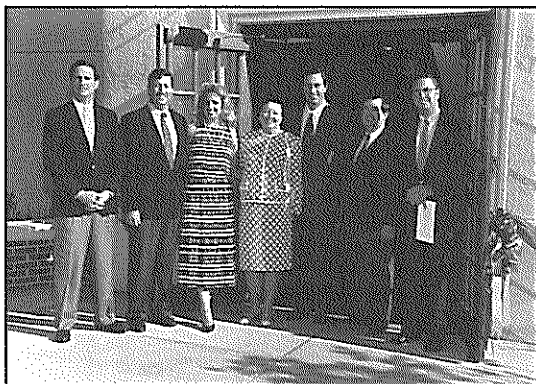
the theater lighting system, and bringing the science building technologically up to date. The issuance of bonds (a way for the school to borrow at a low interest rate) was a new departure. Always in the past, major projects had been undertaken only after funds were



*Headmaster Keith Shahan and Board President Dick Rogers '62 survey the grading of the new north athletic fields in 1993.*

actually in hand. But in this case, as the first \$10 million was raised to build the Schnuck Wing and renovate only part of the main building, six acres of the Wallace property (on which former Board President John Buettner had secured rights of first refusal back in the 1950's) came up for sale on the north edge of the campus and was purchased. At roughly the same time, contractor Mike McCarthy advised that it would be more economical to "blitz" the renovation project in one all-out push, rather than do it piecemeal over at least five years, as originally planned. Bonds, therefore, became necessary to meet emerging and unanticipated costs. Meanwhile, Phase II would be focused exclusively on increased endowment, from which income could be used to retire the bonds.

Construction boomed ahead on the new wing all that fall and winter of 1993-94. By early January, Dr. Shahan announced that plans were on schedule for March 1 occupancy. Over Christmas break, the third floor and the north end of the second floor in the main building were prepared for demolition during spring break, after which all classes in those areas would move to the wing, the renovated third floor and any available nook or cranny around the campus. The demolished areas would be shut down for renovation until September, and work would begin on the remainder of the second floor in June. Interestingly, Dr. Shahan noted that "The design of the renovation and restoration of the main building will follow the same design as the addition on the first and second floors." That is, the architectural motifs—woodwork, tiles, fixtures, furniture, color scheme—established by Christner Associates for the new wing would be retro-applied to the old building. Its "restoration," in fact, followed a "design vocabulary" created by project architect Bill Wishmeyer to represent the historic spirit of the



*The Schnuck family participated in the dedication of the Donald O. Schnuck Classroom Wing and Tower in the spring of 1994. From left are Todd Schnuck '77, Scott Schnuck '68, Nancy Schnuck Diemer '83, Mrs. Doris Schnuck, Craig Schnuck '66, Terry Schnuck '71, and Mark Schnuck '74.*

the Burroughs philosophy. When the renovation was first being discussed, Philip Barnes made an impassioned plea in a faculty meeting for devoting particular attention to the aesthetic quality of the buildings, emphasizing the effect of the everyday environment on the community's attitudes and behavior. In the finished work, the quality and appearance of tile and woodwork, of finished surfaces, hardware and furniture, bespoke genuine commitment to aesthetic education. Tables arranged seminar-style stressed the centrality of dialogue in the classroom, and individual appointments chosen by the faculty member whose classroom-cum-office occupied a particular space provided a tastefully idiosyncratic tone. State-of-the art video and computing facilities increased the range of possible in-class activities, but Dr. Shahan and the faculty were careful not, in Thoreau's phrase, to let "the railroad ride on us." A suggested classroom loudspeaker system, for example, was summarily vetoed, and faculty were encouraged to use technological aids only as they found them useful.

As spring, with first shoots and scudding clouds, came over Price Road in March, jackhammers, bulldozers and drills wound down in the new wing and the labor of moving in began. The ruckus would shift in coming months to the second and third floors of the main building, where, quite astonishingly, mini-bulldozers were introduced to plow away rubble. On May 21, during the school's second annual Alumni Weekend, the Donald O. Schnuck wing and tower were formally dedicated at the close of a week of glorious weather. With physical growth so abundantly evident, reflection naturally

place, while actually the main building had never looked the way it would when renovation was done. Nonetheless, many alumni from earlier decades have since exclaimed, upon entering, that the historic space is just as they remembered it!

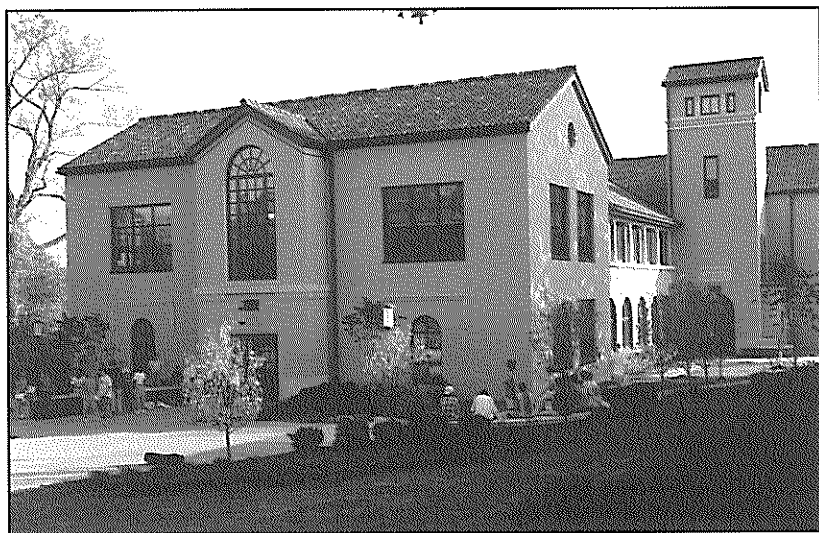
Most important in the conception of both the new wing and the renovated main building was the embodiment in materials and design of

turned, as it does on such occasions, to the intangible spirit of the place. In both Doris Schnuck's and Dr. Shahan's remarks, however, it was clear that this spirit was rooted in thoughtful design and craftsmanship, for the new building indeed confirmed the idea that an inspiring environment is essential to a holistic education.

On August 29, 1994, just before school began for the seventy-second year, Dr. Shahan reviewed for the board the major goals accomplished in the past year. The \$10 million capital campaign had been completed on schedule without compromising annual giving; the wing and tower had been finished by spring break; the next phase of building renovation had been planned; the ISACS self-study materials were completed; and progress had been made in attending to the ethical and interpersonal issues comprehended in the term "second curriculum." Despite the inevitable turmoil entailed by construction, the school was moving forward superbly.

As plans were being made for the ISACS visiting team in October, fall sports teams wracked up enviable records. The girls won both the tennis and field hockey state championships, and Burroughs took the McCandless ABC All-Sports Award for the second straight year, paced by second-place varsity football, co-champions C football, and champions B football and varsity soccer. Forty-two Burroughs players received all-league recognition.

From October 16 through 19, the ISACS visiting committee, headed by Mr. Samuel Salas, Headmaster of the Breck School in Minneapolis, made an



*The Donald O. Schnuck Classroom Wing and Tower.*

intensive review of the self-study materials ably coordinated by biology teacher Margaret Bahe. Departing from the normal procedure of reviewing all departments, the school had chosen to highlight nine issues key to its continued well being. The overarching terms of concern for these included words like "balance," "integrity," "complementarity," "community," "equity," "self-esteem," and "tradition." Much of the visiting team's response heartily underwrote the goals and the philosophy of the school, and commended it for its efforts to honor them. Regarding "gender and minority equity," however, it concluded that "several aspects of...life at John Burroughs School provide challenges for racial and economic diversity to enter the community. Tuition is high and, despite generous financial aid, within the grasp of only a handful who live outside the wealthy suburban setting."

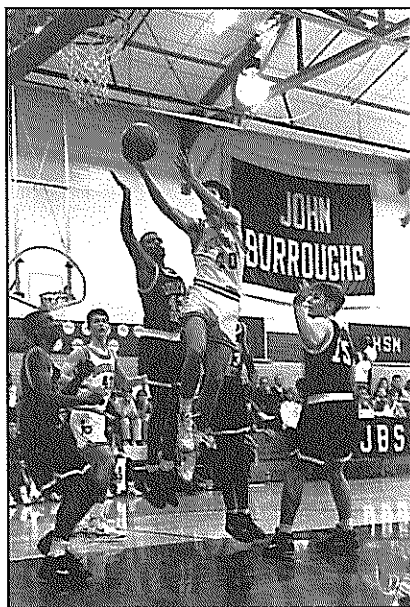
While the team remained confident that "the Burroughs community...will find ways to make necessary changes," it nevertheless had put its finger on a continuing challenge to fulfillment of the stated goals. As at all other Midwest independent schools, the question of minority representation remained a vexing one. Even as minority admissions had gradually improved, recruitment of competent minority faculty remained especially difficult. Desirable candidates were either in great demand as teachers, hence hard to secure, or were drawn by lucrative rewards into other professions. And, as the team reported, "For students of color, being at John Burroughs is harder than it appears to a casual observer. Team members spoke with many students and heard frustration" over this issue. Clearly, remediation of historic inequities at John Burroughs, as elsewhere in this society, was going to be a long job, and one not dealt with either by sheer numbers or the simple act of integration. In fact, the school was learning that real integration is never a simple matter. The historic issue of "diversity," a buzzword of the 1990's, would continue to demand attention on into the coming century. But, where else, in some ways, could it be better addressed than in a school community like John Burroughs, committed not only to remedying injustice but to understanding its root causes as well? In 1997, the school formalized this commitment by appointing history teacher and coach Dan Harris as "diversity coordinator" and by establishing a diversity committee of the board in 1998.

As 1995 began, barriers were erected on the first floor of the main building to screen off the area where the next phase of demolition and renovation would take place. Work on the second and third levels was virtually complete, but upheaval on the ground floor now required administrative offices to relocate temporarily. The deadline for completion of this project was still ten months away. Later that spring, the emplacement of "educational technology" (televisions, VCR's, cable TV, amplifiers and

computers) was completed on the second floor and in the new Schnuck Wing, as was the foreign language lab on the lower level; and a large bank of computer terminals had been installed in the Humanities Lab, where students were getting a taste of Internet access. E-mail accounts were becoming more common among faculty (who had begun to communicate with colleagues electronically), and plans were in place to hook up the science building to the rest of the campus and install in its labs and classrooms equipment similar to that in the main building. Georgeann Kepchar, Coordinator of Educational Technology, observed that this rapid leap in sophistication of facilities, largely occasioned by the additional and renovated space, would demand more of teachers and students alike. New skills would be stressed in computer courses for 1995-96, but also, she added, it was incumbent on faculty to teach students how to behave ethically in the large "information environment" they could now access outside of school.

With the arrival of spring, 1996, another strong athletic year was concluded. In the fall, varsity football had become state co-champions, while field hockey gained second place in state competition. Girls' tennis became district champions, and soccer, league champs. Boys' basketball was first in the league and district, while the girls' team were league champs. In spring, the golf team finished second in the district and first in the state.

In general, the story of athletics in the 1990's was one of continuing excellence. While the coveted trumping of Country Day in football still often eluded Coach Lemen's team, overall performance in many sports, including football, was impressive. Looking back two years, for example, the 1992-93 season had seen varsity field hockey become Midwest champions for the third straight year, while varsity football had been first in the district and went on to become state champions for the sixth time since



*David White '93 goes up for a two pointer against Lutheran North in a January 1992 game. Adam Ward '92 looks on.*

Burroughs had entered state-wide competition in 1975. Soccer that year became league co-champions, while boys' cross-country came in first in the district and second in the state. In the winter, boys' basketball became district champions and league co-champs; and in the spring, girls' track and lacrosse had successful seasons, while golf became district champions and placed third in state. Once again, the McConnell Award had gone to the victorious football team. To Burroughs itself went the Lee McCandless All-Sports Award for the school that wins the most team points in ABC League competition. A good measure of quality in the overall male sports program, this honor (won by Burroughs once before in 1975-76) would come to the school again in three of the next four years.

It is easy to record the mere facts of rankings and championships, but much more difficult to capture the élan that infuses a successful athletic program. Tribute was due the players themselves, who learned the valuable lesson of giving all they could only partly for the victory and very much for the spirit of teamwork and disciplined play. Accolades were also due the coaches who gave time and devotion to their task. But special mention was merited for the superb work of Skippy Keefer in managing a very complex and ambitious schedule. It had long been far more crowded than that of most other schools of comparable size, both because Burroughs strived to give every student an experience of team sports and because it was committed to gender equity on the field and court. Mrs. Keefer was not only one of the few women athletic directors in Missouri; she was, by any measure, a superb administrator and a mentor for her young charges. Possessed of remarkable verve and energy, she worked especially long hours to ensure that the Burroughs athletic program adhered to the gold standard. It was not surprising, for example, that Burroughs teams for 1995-96 scored high in their respective endeavors. In the fall, field hockey was second in the Midwest Tournament, while J.V. cross country became league champs. Girls' tennis was first in the district; varsity football was State Class 2A co-champions; and the soccer team became league champions. Both girls' and boys' basketball had strong winter seasons winning their league championships. In the spring the golf team became state champions, and tennis achieved first place in district and second in state.

Shortly before the spring 1995 season wrapped up, word came that former head football coach Tom McConnell had been elected to the Missouri State High School Football Coaches Association Hall of Fame. McConnell's enviable won-lost football record in 19 years at Burroughs was 150-25, and he had led two undefeated teams in 1961 and 1965. Working in a period when no class at Burroughs had more than 33 boys, he had outplayed schools far larger than his own. Yet, as the *Reporter* for summer, 1996 noted, "To Tom McConnell molding winning teams was only part of



his coaching duties. He came to be known for his devotion to the boys he coached and the enduring...relationship he developed with them....As the late Leonard D. Haertter...wrote in the May 1970 issue of the *Reporter*, 'The boys on Tom's teams loved and respected him, were strongly influenced by him, and were inspired to do their very best on the playing field, in the classroom and as citizens of the school.'"

Kudos elsewhere in the mid-1990's were common. In 1995, the ever industrious development office was awarded the Circle of Excellence in Educational Fund-Raising by the Council for Advancement and Support of Education. Burroughs thus became one of only six independent secondary day and day/boarding schools with more than 2,500 alumni so honored. Obviously, people believed in the school and its mission, and objective achievements abounded to confirm this belief. In the three decades since Mr. Cissel's arrival, parent participation in annual giving had averaged 98%, and in the five years following 1993, admissions yield would be 93.6%. Burroughs faculty consistently won recognition as teacher-scholars, and increasing numbers of students became National Merit semi-finalists (an average of 22 per year from 1988-98) or were recognized for achievement in sports, community service, Model UN or other school activities. In the first decade of Dr. Shahan's tenure, as previously mentioned, three graduates had won Rhodes Scholarships and six seniors had been named Presidential Scholars.

Burroughs began its seventy-third year of operation on Tuesday, September 5, 1996. Two days earlier, on Sunday, Franz Wippold ('31) died. Franz had been a longtime friend of the school and, in his retirement from the *St. Louis Post-Dispatch*, its faithful chronicler. Don Whelan lamented the passing of "our beloved curmudgeon and part-time public relations assistant....sorely missed by all of us, especially me, as we were quite good friends and enjoyed each other's eccentricities and fondness for 'old' St. Louis." Ably picking up on Martin Parry's fifty-year history of the school, Mr. Wippold had written *The Sixth Decade* in 1983, followed by a draft of pages planned as its sequel, taking the history from the school's sixtieth anniversary in October, 1983 to Ed and Jane Cissel's departure for Little Compton, Rhode Island in June, 1986. All his chronicles were marked by an obvious love for the school and a great enthusiasm for gala moments in its history. Sad to think then that he did not live to enjoy the rededication of the finished main building on October 8, a mellow fall Saturday when friends, faculty and administration gathered in the benign sunshine before the main entrance of the splendidly redone structure, now located where the original architects had envisioned it three-quarters of a century earlier.

The handsome, heavily timbered foyer (originally designed to be an open, covered porch entrance, but walled in when the actual entrance was

relocated slightly to the south) was beautifully appointed with dark wood-work and tiles suggestive of the Hispanic Revival style employed by the first architects. On its south wall, a large plaque read: "Brauer Classroom and Administration Building. Built in 1923 and expanded three times in the first 18 years, this building was totally renovated in 1994 and 1995, and is dedicated to the memory of Arthur John Brauer, class of 1933, and his daughter, Rebecca Jane Brauer, class of 1959 [both of whom died in a light plane crash in the 1950's]. Jane Brauer Hunter MacMillan, with her sons Arthur John Brauer, III and Stephen Franklin Brauer, class of 1963, made possible the 1994-1995 renovation of this building in memory of her husband and daughter." At the ribbon-cutting ceremony, Mrs. MacMillan was assisted by her two sons, while her grandchildren, Becky ('96) and Stephen ('98), looked on from the audience.

The invited speaker for the occasion was Carolyn Thomas ('79), whose oratorical powers had already been proven in her speech to Senior Assembly in June, 1994. Now, referring to the building at her back where she had once been a seventh-grader, she reflected: "Beyond all the windows before us are spaces and light, and shades and shadows—the shades and shadows of more than seventy years of students and teachers, of Hamlet, of geometry's proofs, of Norman Conquests, Ciceros, and Español. And beyond each of those windows, in the spaces, are stories. There beyond the balconies is the room in which I now teach. I can't remember when it was the senior girls' advisory, as it was in my father's day; and I can't remember it as Mark Neville's English classroom, though when, for the renovation, I emptied that classroom some twenty months ago, I found in the bookshelves a few of Dr. Neville's old quizzes, dated 1947. I can't remember the advisory and Dr. Neville, but I can remember that room as my seventh grade English classroom, and as the first room in which I taught a class—a seventh grade class—at Burroughs. In that room today...shades of the old linger: Mark Neville shadows the corners as I now teach; so does the seventh grade English teacher who startled and fascinated me twenty years ago; so does a seventh grade boy's toy car, shot across the floor that first day I taught. In all the rooms linger those shadows; and amidst the new, amidst the TVs, the VCRs and CD-ROM and e-mail...there is the solid oak of table and chair, the firm seating of the old Burroughs...the tables and chairs of classrooms, those spaces that hold what is most marvelous at our school: the honest and warm exchange and pull of teacher, of students, in education, in human building....Keith Shahan's vision has been to renew our classrooms so they may be for the eye as well as for the mind and heart, excellent; his aim is to honor the student and the teacher with rooms as inspiring as the trust, the effort, the wonder, and the growth that they hold. We students, and we faculty, thank him."

To conclude the ceremony, Dr. Shahan spoke: "This afternoon we arrive at a point of completion and celebration in the life of this school. It is with pleasure and pride that we gather here to rededicate this building....Thanks to a beautiful design by Bill Wishmeyer of Christner, Incorporated, and the expert workmanship of the McCarthy company, we now have a building that is worthy of the educational program here at John Burroughs, a building that we can love



*The October 8, 1995 ribbon cutting at the dedication of the Brauer Building featured Steve Brauer '63, Jane Brauer Hunter MacMillan, John Brauer and Keith Shahan.*

as we love our students and teachers....We have tried to combine the best of the old with the best of the new. We are not changing the philosophy of the school in this renovation. In the center of each classroom are new versions of the wooden tables and chairs that our founders put there for teachers and students to face each other and talk, discuss, question, think, problem-solve, and learn. That interaction is in the center, and everything we do as parents, administrators, donors, architects, builders, and friends, is meant to enhance that process. We have modernized and kept our woodshop, where students work with their hands. Our founders felt that was important as a balance to academics. We still do today, as with the fine arts and academics. Students are to be active learners, not lectured to from on high, but deeply engaged in their education. That's what this school is all about, and that is what this renovation has done for us."

The building was, admittedly, the centerpiece of the day; but, for all its beauty and indispensable utility, it merited praise and gratitude only because, as Ms. Thomas said, it carried history, a record of human effort, and because it promised the continuity of the dialogue at the heart of education—as the saying goes, "Mark Hopkins [legendary president of Williams College] on one end of a log and a student on the other."

During winter and spring, everyone settled in to his and her beautiful new quarters. Wood and tile, brick and stucco and glass had all become alchemized and effulgent. And the Bonsack Gallery was open again under

the expert direction of Yvette Dubinsky, joined in her efforts by another parent, Ms. Roswitha Bourgeois. The project continued of installing student-designed stained glass windows above the doors to new and renovated classrooms. As art chair Charlie Derleth wrote, "Ms. Karen Bauer, instructor in the drawing/painting studio, is in charge of this ongoing project. Ms. Nancy Willimon, mother of Beau Willimon ('95), has given generously of her time to teach us and the students this process, which dates back approximately to 500 A.D. The windows reflect in various ways the activity in each classroom....This is a part of the tradition at John Burroughs School to incorporate student art work as a permanent part of the architecture of the school." In the superb sculpture and ceramics facilities on the ground level of the art building, sculptor Anne Martin was supervising student sculptures to be installed above the line of second floor windows on the Schnuck Wing in niches designed specifically for such a project. Cast in bronze, these figures would represent various flora and fauna of Missouri. Thus far, finished work included the figure of a heron among cat-tails, a preying mantis, and a lady slipper orchid. Projected were lunar moths, a flathead catfish and other denizens of wild Missouri. As the naturalist John Burroughs loved his native Catskill Mountains, so it might be said that students and teachers at his namesake school love the beautiful Ozark Plateau and the hills and prairies and bluffs and river valleys that surround them.

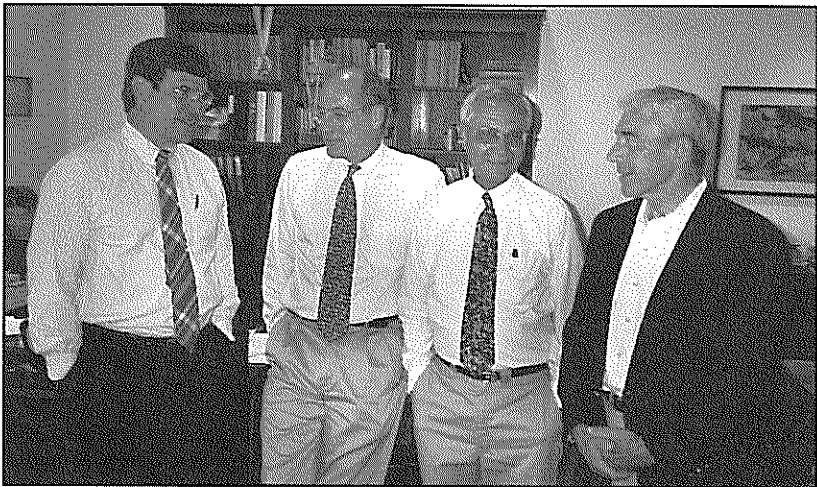
In the story of a school like Burroughs, so many distinguished achievements over the years may tempt its chronicler to leap from one success to another. But somehow the tale must have a continuous weave, the tesserae cohere in a meaningful mosaic. For example, teamwork like that taught by Tom McConnell must be seen as going hand in glove with the subtle task of teaching and the challenge of intellectual communication. When the bonds are formed, either between a coach and his athletes, or a student and her teacher, the deepest purpose of the school is fulfilled. Recognition of many such connections is often only tacit, or known intimately only to the participants. But histories need visible markers. Hence the tribute to a venerated coach, and too the periodic recognition of very special personal achievement. For example, Julie Goran's Presidential Scholar trip to Washington that spring stood out, but equally it stood as a reminder of all the unheralded good work done each day by devoted teachers and eager students. Julie's chemistry teacher, Jim Stevens, was unable to make the trip, but his official recognition pointed up the overall excellence of the Burroughs science program. Summarizing its activities that spring, Science Chair Bill Brinkhorst noted various other accomplishments: Dr. Scott Heinzl was preparing a new elective course for the coming year, "Ad-

vanced Biology: Biotechnology and Advanced Genetics”; Hazel Jensen and Jerry Taylor had written the curriculum for a new seventh-grade course, “Astronomy and Meteorology”; and Margaret Bahe was to teach in June a week-long workshop at Illinois Wesleyan University for AP biology teachers wanting an introduction to the labs associated with the course. She had also developed, together with staff from the Missouri Botanical Garden, an “Ecological Restoration Corps,” a four-week summer internship pilot program for ten Burroughs students, who would work in the field, travel to significant ecological restoration sites, and discuss readings in ecology. Mary Harris was awarded the “Polymer Education Award” by the American Chemical Society. And Jim Stevens, in addition to his “1996 Distinguished Teacher” in conjunction with Julie Goran’s award, was also named “Chemistry Teacher of the Year” by the St. Louis Chapter of Sigma Xi, and given “1996 Teacher Recognition for Outstanding Performances by Students” by the St. Louis Section of the American Chemical Society. Hired by the retiring Leonard Haertter in 1964 and rich in honors and tributes over the years, Jim was looking toward retirement in June, 1998.

## Chapter Ten

### Ripeness Is All

Annually at John Burroughs, a particularly tense but often exhilarating moment comes as college letters of acceptance and rejection arrive in the mail. Expectant seniors and their parents have been working toward this moment, in some sense, for years; and explicit planning has begun for them at least a year earlier, when they have been assigned college counselors. As in recent years, more thumbs overall were up than down, reflecting the excellent counseling and the very strong application portfolios of most Burroughs students. As spring, 1996 came in, Director of College Counseling Bob Sortland reported that statistically the senior class was the strongest in the school's entire history. Over half the seniors had SAT scores in excess

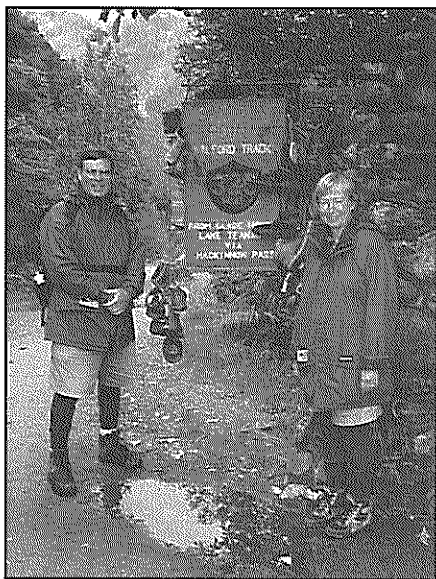


*Three history department chairs gathered in Headmaster Keith Shahan's office in June, 1996. From left, Keith, John Snodgrass (current chair), Bob Sortland (whose retirement was celebrated the evening before), and Bill Vibert (who was at the school from 1956 to 1969 and was instrumental in Bob's coming to Burroughs).*

of 1300. He further observed that financial calculations were playing an ever larger role in a person's final college choice. Given skyrocketing tuition costs, students frequently chose the place that would cut them the best deal, while those who could pay the full tuition enjoyed a better chance of acceptance.

Shortly after giving his summary of the year's college applications to the Burroughs board at their May 13 meeting, Mr. Sortland prepared to pack up his office and get out his golf clubs for well deserved retirement. His had been a remarkably diverse teaching and administrative career that had begun at Burroughs in 1964. Hired as a young history teacher after a stint in the public schools of Lima, Ohio, he gradually became the "good schoolman," willing and able to fill any slot. "I found it hard to say 'no' to Ed Cissel," he recalls. "He'd give you as much as you could bear. He raised faculty salaries and gave his teachers unstinting moral support, but he also asked more of us in return." In his early years at Burroughs, Bob notes, the school was not as wealthy as it is today; as a result, a willing and able faculty member might be asked to cover several bases. And Bob Sortland epitomized the all-purpose faculty member. He became upper school principal in the 1970's and held that position until a year after Ed Cissel retired in 1986. During that period he was also appointed Assistant Headmaster to free up more of Ed's time for fund-raising. After Keith Shahan arrived, Bob gladly stepped down from the principalship to become director of college counseling, while still retaining the assistant head's title. Along the way, he served in other capacities as well, including director of teacher evaluation and, for one "awful" summer when the art building was under construction, as temporary head of maintenance. For him, an eighty-hour week in those days was nothing strange, and even later, in the college counseling office, he was known to arrive at 4:30 or 5:00 in the morning to draft his letters and finish chores in the pre-dawn silence.

His farewell in May, 1996 was, happily, only temporary, for he was called back as acting head from November, 1997 through February, 1998, while Keith and Marcia Shahan were enjoying a sabbatical trip to Australia and New Zealand, coupled with a stint for Keith as a Klingenstein Fellow at Columbia Teachers College in New York City. Then, as Bob really prepared to depart for good, many of his colleagues realized again what unfailing good humor and common-sense intelligence he had brought to all he had done for the school. In his final position in college counseling, he had achieved national notice as one of the most knowledgeable, savvy and caring persons in that field. College admissions officers from around the United States recognized and respected his name, and many a happy Burroughs graduate would testify to the certain guidance he or she received from Mr. Sortland.



*Keith and Marcia Shahan on completing a major trek in New Zealand during Keith's 1996 sabbatical.*

Lest his career seem a string of administrative duties, however, we quote the yearbook dedication to him, by Theresa Schlafly and Joyce Tsai, from spring, 1996: "We never knew quite knew what to expect as we filed into Mr. Sortland's classroom for American history....Sometimes, as he wheeled rapidly up and down the aisle in his chair...he would fire questions about the reading at us, but always delving deeper than the regurgitation of facts....No matter what position the student finally took, Sortland was...an able devil's advocate, skilled in the art of bantering, succeeding in being irritating but never truly insulting....We always got the down-to-earth kind of history, whether it was

Sortland...pointing out that Nixon's real problem was that he never realized that one should unbutton one's jacket before doing the victory sign, charging around the room like Teddy Roosevelt, describing the "crick" he played in as a boy, or spending half an hour discussing the significance of Vidalia onions from Walla Walla. He always cheered us up striding jauntily down the hall on his way to play golf, greeting us by our last names and punching us in the arm...counseling us that "If you know enough, it all makes sense; but that's the trick, I guess."

Dr. Shahan opened the 1996-97 school year at his post and reported at the first three board meetings in late August, September and October. In August, he checked off completed goals for the past year and outlined those to come, including plans for sessions on such social issues as gender, race, substance abuse, eating disorders (an increasingly prominent problem at the school and in our society) and inter-personal relations; plans for Phase II of the ongoing capital campaign; preparations for celebration of the seventh-fifth anniversary in October, 1998; and an in-depth evaluation of the mathematics and performing arts departments.

Fall school went ahead smoothly with Mr. Sortland sitting in at Dr. Shahan's desk. Keith and Marcia, meanwhile, were touring Australian cities



and schools and hiking the rigorous 30-mile Milford Track in New Zealand. In a photograph from the *Reporter* for winter, 1997, the headmaster is standing, stalwart and relaxed, beside a sign festooned with shoes left by previous hikers who had vowed never to repeat the journey. He returned to campus briefly during Christmastime, then left for New York in mid-January to participate in a program for independent school heads at Columbia Teachers College. After completing a paper on the early history and philosophy of John Burroughs School, Keith returned to campus full-time on March 3rd.

Rain or shine, Sortland or Shahan, the process of academic program evaluation went forward, in keeping with the recently adopted plan for rolling evaluations. Thus at the January board meeting, John Brophy and Wayne Salomon reviewed the music and theater programs, respectively. Noting that the total number of students involved in music was at a very high 350, Mr. Brophy sketched out the dramatic expansion of musical offerings and participation at Burroughs since he had succeeded Frank Perkins as music chair in 1991. At that time, Brophy reported, "The band program was in its infancy and student numbers were low." When Perkins retired, Brophy, a talented band director and an accomplished drummer, became full-time and taught all bands and music theory. Ms. Lynn Glickert came on staff to handle choral direction, and Brophy's sister, Linda Presgrave, took over the school orchestra. Between 1991-95, numbers in the band program rose dramatically, doubling the number of ensembles offered.

The range of performing and teaching talent offered by the revitalized music department made natural a close tie to the Burroughs theater program under Wayne Salomon, a veteran of the St. Louis theater scene for over twenty years. Brophy and Salomon worked well together, reaching their fullest mutual success in the annual school musical. Mr. Salomon came on staff in 1987, following the departure of theater chair John Faust (JBS, 1979-1987), and over the succeeding decade, theater offerings expanded appreciably, as did the part-time support staff for production. While Wayne remained the only full-time theater teacher, his expanded team included Karen Zaenker (home economics) in costume design and choreography; John Pierson (English) in set design and technical direction; and Brian Connor (industrial technology) in set design. Extensive course offerings included: fundamentals of acting (required of eighth graders), which teaches concentration, relaxation and self-discipline; beginning acting; improvisation; musical theater; styles of acting; and costume design and construction. In defining his departmental perspective on the school's philosophy, Mr. Salomon wrote: "A theater class is the very definition of active learning. With the exception of the...introductory course, all participation in the theater is by choice. By its very nature, a challenge by choice means

personal involvement and commitment....Theater classes are not about lecture and discussion—they are about activity....Physical, vocal, and imaginative exploration and expression are what actors do, and so acting students actively move, dance, speak, sing, think, and feel during their...theater experiences.”

Precisely these features of theater—and of the performing arts generally—make them more elusive to the historian than the fine arts, including architecture; for the latter take their enduring place in the world: pictures are hung, sculptures stand, buildings endure. Plays and musical performances, on the other hand, may be described or evoked verbally, but evanescence is essential to their nature. Aural and video recordings can indeed preserve a kind of record of the theatrical or musical event, but no medium can fully recreate the fleeting grace and beauty of its unfoldment in time. So we may refer back over years to many a splendid evening’s entertainment by Messrs. Arnold, Weinrich, Faust, Perkins, Brophy, McIntosh or Salomon; but we are left finally with the merest shadow of the marvelous thing in itself.

A word more is in order on the arts—fine, performing and practical—at Burroughs. We have seen repeatedly in this history that they all have been essential components of the academic program since the school’s founding in 1923. They represent the profound truth that education of the whole person involves mind and body, brain and hand and eye, in organically inter-related performance. All true learning is active and activating, never passive. The mind is not a *tabula rasa*. In the metaphor that became fashionable with the Romantics, the mind is a lamp rather than a mirror—an active illuminating force, not a fixed reflector of whatever is cast upon it. As the contemporary educational psychologist Howard Gardner has pointed out in much of his work, individual persons manifest more or less of several “multiple intelligences”—linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic—, which is akin to saying that we often think with our hands and tongues and feet as much as with our brains, which develop, after all, in exquisitely intricate interplay with coordination of hand, eye and other parts of the body. Once again we see that the painting and sculpture studios, the bandstand, the stage, home economics room and industrial arts shop are indispensable parts of an education that includes physics, the calculus, the poems of Horace and Catullus, the works of Shakespeare and Dante, and the historical record of human achievement and human folly.

Early in April, 1997, a letter from the headmaster announced administrative changes following upon the resignation of English teacher Ian Frederick, who had become coordinator of college counseling after Bob Sortland’s retirement in the spring of 1996. Upper School Principal Madelyn Gray moved over to assume that position, to which she brought

considerable counseling experience and a sure grasp of the nation's network of colleges and universities. In turn, Todd Small moved from the guidance office to assume that principalship. History teacher Mark Nicholas, meanwhile, was ably occupying the principal's chair for grades 9 and 10. The guidance position was filled the following fall by Dr. Peggy Tracy, the school's first full-time resident psychologist, who came to Burroughs after many years in that field in the Clayton Public Schools.

Later in April, *USA Today* announced that a team of four Burroughs eighth graders—Alex Permutt, LeRoy Stromberg, Everett Stuckey and Raphael Nemes—working with science faculty members Mary Harris and Scott Heinzl had come in second in the nation in the “Exploravision” competition sponsored by Toshiba Corporation and the National Science Teachers Association, the world's largest K-12 science competition. The program “challenges students working together in teams to pick a technology and envision it twenty years into the future”. The emphasis on teamwork fitted nicely with the philosophy of the school, where individual and competitive distinction is generally downplayed. Chosen as winners from among 5,000 entries, the students developed a “rapid salmonella tester” the size of a wallet, containing everything necessary to check food for the presence of salmonella antigens. In June, the students and their parents and teachers made a four-day trip to Washington, D.C. for special recognition. Each student was also awarded a \$5,000 savings bond.

A year later, Mary Harris and biology teacher Elaine Kilmer and another student team would score again, when eighth-graders Anita Devineni, Eric Hirsh, Jonathan Pollock and Catherine Whyte became one of the 48 regional winning teams of the 1998 Toshiba/NSTA competition. The team proposed a means to bioengineer genes from a cotton plant into a duckweed plant in order to create cellulose for paper production. Under the direction of Mrs. Harris, the students would produce a five-minute video and design a prototype as the basis for possible selection nationally. Earlier in 1998, Mrs. Harris had also been named one of only a hundred Tandy Technology Scholars in the country, for which she received a generous cash prize and her picture in *Time* magazine. Then, just as school was closing in May, came word that she was one of three finalists for the Presidential Awards for Excellence in Science Teaching in the State of Missouri.

As the 1996-97 school year drew to a close, three faculty members were honored at the annual dinner meeting for twenty-five years of service: Eric Hanson (mathematics), Skippy Keefer and Dennis Moore (physical education/athletics). Eric's and Skippy's impact on the school have been mentioned earlier; but Denny Moore too had given long and varied service to the athletic program covering all seasons and including football, boys' and girls' basketball, and track. Under his guidance, the golf team had claimed

three state championships, and the “B” and “C” football squads had won numerous league titles. In addition to his teaching and coaching responsibilities, Denny had conducted admissions interviews for many years and had coordinated internal testing. Most notable is his success with the varsity girls’ basketball team in 1996-97 and 1997-98, when the Bomberettes lost only one regular season game, won the district and sectional tournaments and advanced to the final four before losing in state playoffs.

Those faculty who have given twenty-five years of service to John Burroughs are a select number—thirty persons, in fact, since the award was first recorded, now listed on a plaque in the faculty lounge. Beginning with Howard Blossom, the names mark more than literal years of employment, for they are, with few exceptions, those of persons who have defined and shaped the school over several decades of its history.

In addition to that spring’s faculty awards, two other major milestones in the life of the school were observed that May and June. Legendary math teacher Tom Yager—a living link with the Haertter years—stepped down after forty years of service; and Bernice Curlett, caterer, counselor and friend to countless Burroughs students since 1959, was “called home” (in the words of her memorial service at the Burning Bush Baptist Church) on June 7, 1997, after a long struggle with breast cancer. Tom (or “Tex”) Yager arrived at Burroughs in 1957, when Keith Shahan was a student in his eighth-grade class. He went on later to chair the math department for eighteen years and to pioneer the use of computers in the school. On his watch, many of the school’s excellent math faculty were hired: Alice Snodgrass, Anne Rossi, Eric Hanson, Tom O’Keefe, Jim Haskins, Georgeann Kepchar and Kevin McKone. He was active professionally in making math presentations at the local, state and national levels; and his publications included *Preparatory Mathematics* (with Elmer Hirth; McGraw Hill, 1969), *Tables, Charts and Graphs* (Milliken, 1985) and *Supermarket Math* (with Georgeann Kepchar; Food Marketing Institute, 1996). Tom had also been a past president of the Math Educators of Greater St. Louis and had served on the executive committee of the Missouri Council of Teachers of Mathematics. In later years, he was known for his ambling gait, his head cocked to one side, and for his puckish wit and contagious laugh. He also became an accomplished thespian, acting in numerous community theater productions in the St. Louis area. Some Burroughs parents will fondly recall his spirited duo with Peter Schandorff of “Brush Up Your Shakespeare,” presented during an annual meeting dinner in the early 1990’s. And students from earlier years will recall him as a favorite emcee of talent shows, at which he often sported a custard-yellow tuxedo. Classic Yager!

Bernice Curlett had come to Burroughs in 1959 as a member of the housekeeping staff. Some years later, Headmaster Ed Cissel called her on short notice to prepare an important school dinner, and thereafter she became the school's caterer, preparing meals for hundreds of special functions, from faculty breakfasts and board luncheons to alumni dinners and class reunions. She also did all the cooking for August Days, a program especially close to her heart. Later, she cooked for and mothered children in the Aim High program. Thousands of Burroughs students and families remembered her as a generous provider and friend, and she herself reckoned her Burroughs "family" to include close to three thousand "children" who had



*Bernice Curlett*

graduated since 1959. But her love could be "tough" too, as numerous young African-American and other students discovered when Bernice cornered them and challenged them to live up to the opportunities available to them at Burroughs. She who knew the value of hard work and self-respect was not about to tolerate what she sometimes perceived as self-indulgence in the name of being "disadvantaged."

Upon her death, Keith Shahan said, "Students past and present knew Bernice for her caring spirit and bear hugs. She was loved and respected as a confidant, advisor and loyal friend"; and Ed Cissel remarked, "Bernice was a unique person with a love of God and people. Our experience at JBS was enriched by her presence. Our life was enriched by her friendship. We are better people by her love." That love, one supposes, was grounded in her Christian faith, for Bernice had been a sixty-year member of Burning Bush Baptist Church, where she had sung in the choir and had been the church clerk. On July 1, 1997, the Burroughs community bid farewell to Bernice at a memorial service in Haertter Hall. The printed program read in part: "Bernice's love for 'her children' drew John Burroughs students to her...She was considered the unofficial resident counselor by many of the students and even adults as she listened, scolded, and comforted all who

sought her advice. When alumni from the 1970's and 1980's returned to the campus, Bernice was often the first person about whom they asked. Bernice used to say, 'I've had a blessed life; I've found all I need at Burroughs—it's my family.' Students from the past 30 years continued to write her and she often would get up at 4 a.m. to answer the mail from her family."

With the start of the school's seventy-fifth year in September, 1997, Burroughs students continued to achieve remarkable levels of academic excellence. Dr. Shahan reported to the board in October that the latest listing, including commended students, semi-finalists and those recognized in National Achievement for Outstanding Negro Students, had reached a school all-time high of 55 out of 98 students in the most recent senior class. Achievement on the athletic field also continued to be exceptional. In the same October report was the news that Burroughs had won, for the fourth time in the past five years, the McCandless Trophy for the ABC League in the past year. The award recognized the school that wins the most team points for all the sports played in the League. As Dr. Shahan observed, "The trophy is a good indication of the balance and overall success of the boys' athletic program." The boys' varsity basketball team earned its sixth league championship or co-championship in eight years during the 96-97 season. Coach Steve Wilcutt was approaching his 200th win, and would reach it the following year, his tenth at Burroughs. The boys had also won four district championships in the same time frame. Basketball success had returned to "Bomber Land" after a lapse of nearly 50 years. Also in that season, both the women's field hockey and cross country teams claimed state distinctions, as did the ice hockey team. Field hockey retained its dominance with an eighth title in the Midwest Field Hockey Tournament; cross country capped an outstanding season with a fourth-place trophy at the state meet; and the ice hockey team won the Midwest Championship.

The November board report applauded the continuing generous support of Burroughs parents through the Parents' Council. After "a banner fund-raising year last year," they had just voted to donate \$25,000 to the operating fund, over \$37,000 for special items requested by academic departments, and a \$40,000 installment toward finishing and refurbishing the Field House in time for the 75th anniversary. This support reminded the Burroughs community of the crucial role played by parents over many years since the school's founding, a subject touched upon elsewhere in a note from Dr. Shahan to faculty on the eve of parent conference season: "There are many parents coming to the school these days for conferences and many prospective parents as well. The original intent of the parents who founded our school was that parents and teachers and students—all three—would work together in mutual support and dialogue. Children were not to be put on a pedestal or left out of the loop (or ganged up on). Parents were not to

be the audience watching the faculty and children on a stage. Faculty were not to be the hired hands for the parent and child. All three, like the points on an equilateral triangle, would work together, and, I would add, the well-being and personal growth of all three are interdependent, each important for the other two." At best, parents could give not only financial and moral support, but also enrich their own and their children's lives through participation in the trilateral relationship offered by the school.

Amidst reports of fall activity, the winter, 1998 issue of the *Reporter* featured the outstanding production of "Our Town" staged by director Wayne Salomon and the John Burroughs Players in October. Mr. Salomon said he had waited twenty years for just the right company to perform this American classic, so daunting because so familiar and accessible to all. Thornton Wilder's lyrical, bittersweet vision of life in Grover's Corners, New Hampshire early in this century has been a staple of high school and college productions for many decades, but not for that does it become any easier to do well. The Burroughs players brought it off beautifully, the talented student cast enriched by the work of English teacher John Pierson as the "stage manager" and the redoubtable Tom Yager as the omniscient Professor Willard. As if that were not accomplishment enough, the musical production of "Cabaret" the next spring, with an all-student cast of forty, was perhaps the most lavish and sophisticated JBS theater presentation of the past ten years. Overall, it was a splendid season for Wayne Salomon and his players, and for glorious icing on the cake, a marvelous production of Molière's "Tartuffe" capped the spring season in May. Mr. Salomon remarked, "The department believes that this season was the most ambitious and artistically realized of its 10-year tenure."

Of note too in the winter *Reporter* was the obituary for Howard Blossom ('28), a charter student from the school's first years and forty years a Burroughs faculty member, having retired in 1983. A prodigious polymath and inveterate storyteller, Mr. Blossom began to teach shop at Burroughs in 1942. He soon took on a course in meteorology and navigation, which reflected his lifelong interest in aviation and sailing, and later became deeply involved with the light and sound crews for Burroughs theatrical productions. Soon after graduating from Burroughs, he founded the St. Louis Soaring Association for instruction in glider flight, and also worked (while teaching at Burroughs) as chief inspector and test pilot at Laister-Kauffman Aircraft Corporation, then the largest of three St. Louis glider manufacturers. His passion for sailing led him to become fleet captain of the Great Lakes Cruising Club and to get involved in charting and navigating the exceedingly complex northern shore of Lake Huron. "For many summers," the *Reporter* noted, "Burroughs students accompanied Mr. Blossom north on his 40-foot Chris Craft, 'The Phantom'. Together they studied aerial



*Howard Blossom '28 at the controls of the Haertter Hall lights.*

photos and searched for underwater rocks and shoals. Mr. Blossom had the dubious honor of having one rock shoal named for his boat."

News also came on February 15, 1998 of another notable death in the Burroughs family. Martha Gellhorn ('26), one of the school's better known graduates, had died at her home in London. In Wednesday assembly of that week, Headmaster Shahan spoke of her "independent spirit" as exemplifying the best fruits of a Burroughs

education, and hoped that there were in the audience young people who would find inspiration in her example. *The New York Times* obituary noted that her father "was a doctor in St. Louis with progressive notions, and her mother, whom she adored, was a suffragist and social reformer who sometimes took her young daughter to rallies and protests. Her father [a prominent gynecologist] reportedly pulled her out of convent school when he discovered the nuns were teaching female anatomy with a textbook that had its pictures covered and transferred the girl to a progressive coeducational school of which her mother was a cofounder." From there, much of the story was public record: she became a war correspondent in Spain in the 1930's, married Ernest Hemingway, and achieved distinction in her own right as a journalist, novelist and travel writer. Her brave spirit indeed represented something of the attitude toward the world that Burroughs hoped to inculcate in its sons and daughters.

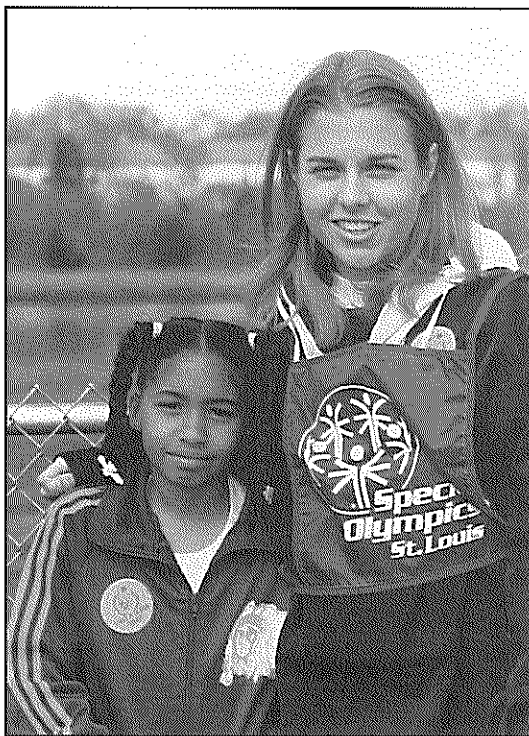
Within the Burroughs community, there were many paths to achievement. The same winter *Reporter* that marked Howard Blossom's passing noted that Kathi Danna, a licensed counselor at Burroughs for the past two decades, was one of five Maryville University alumni to be honored with that school's Volunteer Achievement Award for distinguished service to her community. As founder of the fifteen-year-old Montgomery Plan, she has built volunteer service up to involve 30 percent of the upper school's student body annually. In her acceptance speech at her alma mater, Ms. Danna remarked, "I have often said that I wanted the students [at



Burroughs] to know more about the world between Ladue and Busch Stadium downtown....to realize that they are part of a much wider community....They must not remain securely isolated....In more than 20 years at John Burroughs School, I am still idealistic. I have taken nearly 3,000 volunteers on community service adventures, about twelve weekends out of every school year." On each of those excursions, incidentally, she always ended the experience by taking students for a treat at some spot in the city they might not know, such as Crown Candy, Ted Drewe's or World's Fair Donuts in the Shaw neighborhood.

An instance of the kind of spirit to which Ms. Danna refers was the Dance Marathon, held first in 1996, when Zach Fay was student body president, and again in February, 1998, when over 400 students danced for a full twelve hours in the field house to raise money for August Days, the popular summer program, now three decades old. That event netted \$20,000, as Burroughs students, faculty and August Days campers all chipped in for a day-into-night high time of music, games and refreshments.

The close of the 1997-98 school year saw the departure of two veteran faculty, Jim Stevens and Bev Schraibman, and one who, although younger, had also made his distinct mark in the annals of Burroughs. Ron Charles, who came to Burroughs from Principia College in 1993, had touched the lives of many students during his relatively brief tenure in the English department. And as faculty advisor to *The World*, he had overseen



*One of Burroughs favorite community service projects is the Special Olympics. Erica Leskovsky '97, with one of the athletes, was a frequent volunteer.*

publication of a dozen substantial twelve-page issues. With his guidance, the paper underwent a distinct revitalization: the use of photographs was increased and typography and layout standardized, and the overall tone seemed more lively and thoughtful. Staff for 1998-99 was to be one of the largest ever. But in the winter of 1997-98 came the unhappy news that Ron would leave in May to become Book Page Editor with *The Christian Science Monitor*, for which he had begun to write regular reviews.

Chair of Modern Languages Beverly Schraibman's retirement came after fifteen years characterized by exemplary devotion to her profession. Respected by her colleagues and for her work in strengthening the language program, fostering the use of the language lab and promoting foreign exchange programs, Mrs. Schraibman had also been a lively spokesperson for Hispanic language and culture, making occasional trips to Mexico, Chile and Spain, where she first met her husband, Joe, a Professor of Spanish at Washington University. As Richard Brophy ('98) noted in the yearbook, "From her casual wink to her Spanish salutations, Señora Schraibman adds a sense of warmth to the entire school."

On the preceding page of that yearbook was a warm tribute from seniors Eric Kim, Brett Anderson and "the class of 1998" to retiring chemistry teacher Jim Stevens, who was completing 34 years in the Burroughs science program. Acknowledged by colleagues and students alike over the decades, Jim's achievements have been mentioned earlier in these pages, but Kim and Anderson's words captured something of his presence. "I remember sitting in his room on the first day of class. We were slightly afraid of our six and a half foot, sixty-five year old teacher, with football shoulders and a stomach that seemed to defy gravity. Yet as we listened...our anxiety quickly transformed into awe. 'Chemistry Achievement with Stevens' was one of those classes in which you had to pay attention;...partly out of sheer respect for Mr. Stevens, who had taught for much longer than any of us had lived...partly because if you did allow your mind to wander...he would have covered so much information that you would suddenly find yourself completely bewildered."

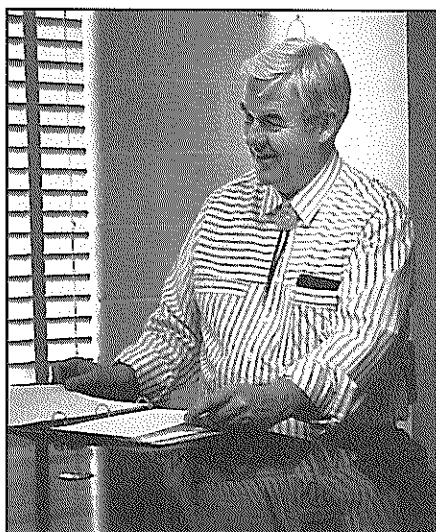
And so it went—classes winding down, tributes made, nostalgic memories invoked, final assessments and (perhaps temporary) goodbyes. Commencement in the grove hung, as usual, on the hourly weather report, and some faculty dug out golf clubs or other recreational gear for the following week. An innovation at the 1998 graduation was the appearance, in lieu of the usual invited speaker, of two seniors, Melissa Barton and Andrew Volpe. This new feature reflected the Burroughs commitment to giving students a steadily increasing role in the governance and daily life of their school. Students, after all, knew the place unlike any other member of the community. Theirs was the central experience, the *raison d'être*, of the whole

operation. Melissa and Andrew did not disappoint. She spoke of the wonderfully supportive environment that had helped her cope with fears of solitude, change and failure, and, invoking The Beatles, averred that "in the end the love you take is equal to the love you make."

Andrew, for his part, turned to the ancient Socratic truth of self-aware ignorance: "Despite all that I have learned here, I have felt most intensely how much I don't know, how much I have not seen....in the past six years, I have begun to understand how to learn. I have learned how to challenge myself; I have grown

to respect the process, and I wish to improve. I honestly feel that acknowledgement of our ignorance is the necessary beginning of wisdom." No school whose graduates have grasped these things need feel that it has fallen short of its highest purposes.

The young graduates that spring, like those of every other spring for the previous seventy-four years, had brave hopes and expectations. Ahead of them, one hoped, lay a ripening of the life-fruits they bore as they left their alma mater. But only time would test them in the world and make them full witnesses to what John Burroughs had given them. For that perspective, one must turn to alumni who have carried the spark of the Burroughs way forth to many places and tasks. Indeed, as the school prepared for its seventy-fifth birthday party, Dr. Shahan and others in the community were freshly aware of the philosophical continuity that had characterized its development from a small country day school to one of the nation's top independent schools. Its story, in fact, had been a remarkably coherent, continuous one. Four of its five heads had served for more than a decade each, and in recent years, when a head's tenure was typically five or six years, when building a career seemed more important than loyal service, both Ed Cissel and Keith Shahan had remained atypically devoted to the fine institution they had been privileged to lead. Veteran faculty also rarely left to teach elsewhere, meaning that a sizeable core of those who understood the place and its traditions remained from one year to the next. In its current head, we might



*Jim Stevens (science)*

add, Burroughs had an educator who combined an alumnus's "inside" feeling for the school with the critical perspective of a scholar and a practiced administrator. In his commitment to ongoing evaluation, his interest in the school's history, and his skill at defining the challenges it faced, Keith Shahan had brought John Burroughs to a new level of articulate self-awareness.

On the eve of the seventy-fifth, one naturally cast back over what had come before and what of the past was still with us; but, on such an occasion, one also conjectured the future and its likely challenges. About some of them there was no great mystery. Burroughs would continue to wrestle, for example, with the issue of diversity: How could it serve its historic constituencies and still reach out for new blood? How be more inclusive of persons and viewpoints under-represented in the past? As well, the challenge of building and keeping an ethnically integrated faculty would doubtless continue for the foreseeable future. As diversity was understood more deeply, beyond the mere representation of obvious differences such as skin color, religious preference, or socio-economic provenance, Burroughs would be freshly challenged to define and benefit from those components that make for a balanced yet varied school community. The search would be for a "rainbow coalition" not so much just of color as of minds and personalities, a true fulfillment of the American democratic ideal. This concern would doubtless be central to the development of the "second curriculum."

Too, concern with the deleterious effects of unhealthy stress would not go away. The quest for quality in secondary and higher education would exact much from those who engaged in it. And there would be more to know—and much more to be winnowed out as not worth knowing. Schools like Burroughs must teach their students to think critically about rank clichés like "the information superhighway," and treasure solely that which truly merited their devotion. Again, "balancing acts" would be called for, obliging the school to do two things simultaneously: help students to address the pressures and expectations they would meet from without and find within, and foster the sublime play of true learning. Such intellectual play is often subversive of business as usual and may well question conventions and authority. Burroughs must continue to protect this free growth of the mind, for while the school in practice functioned as a highly successful path to higher study and certification, its root purpose had always been to awaken the student's latent powers as a person and a citizen of the world.

Amidst all these questions, the need for financial support would remain critical. To maintain the level of excellence it has reached, the school would need much help from its growing body of alumni, parents and former parents, and friends. Maintenance of first-class facilities, the ability to attract and retain excellent faculty, and provision of generous scholarship

support would all require a robust, growing endowment and an annual giving effort in keeping with the excellent track record of the past.

Another predictable future concern would focus on how Burroughs could best contribute to the welfare of the greater St. Louis area. Programs like the Carr Lane exchange, the Montgomery Plan, August Days and Aim High all bespoke a history of community responsibility, as did the school's continuing commitment to scholarship aid and minority representation. But perhaps the richest contribution Burroughs had made to the world was the nearly one hundred fine young persons it sent forth as graduates every year. As Burroughs has continued to open out to the world, it has sent forth young men and women who take with them the understanding of a certain way of life, an ethos grounded in thoughtful self-reliance and an abiding sense of social justice and democratic citizenship.

Speaking at the 1991 commencement, Dr. Barbara Olin Taylor ('50), a nationally recognized leader in public school reform and co-author of the widely influential *Making School Reform Happen* (1993), had remarked, "John Burroughs School was founded to free the student to grow into his or her natural bent—be it in athletics, the arts, or academics—and was organized so that over time it could change to fulfill its promise. It is a school whose culture is so secure and pervasive that it actually believes that it can better itself whenever it chooses to do so. Its basic community values are so well established that this school constantly and consistently recreates and renews its own community."

Ms. Taylor's high praise for the "culture" of Burroughs stands it in excellent stead as it looks ahead to coming years. Yet even as the tradition seems strong and the self-critical spirit alert, the school will have to exercise continued vigilance to define its larger mission. Each generation of Burroughs teachers and each class of its students must think through that tradition again to see what remains valid and what must be abandoned or recast. Much like friendships, marriages and small communities, schools must renew themselves in daily practice as well as periodic self-assessment.

In that effort—in the miraculous arc of thought and feeling between those engaged in learning—teachers, of course, are at the heart of everything. Yes, the story we have been telling here belongs to all those who have had some part in it, from maintenance workers and cooks to parents, students, headmasters and trustees. But none stands quite as close as the teacher to the living center of this enterprise. His or hers is the charge to animate the whole show, to put it on the road. As the poet May Sarton has written in "The Teachers": "History happens in small rooms./ And people grow/ In your large hands like states/ patiently won/ From wilderness. But the work/ is slow./ You do not see the end/ and it is never done."

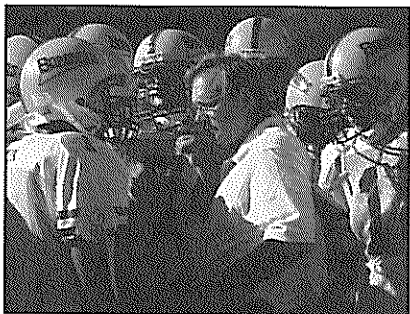
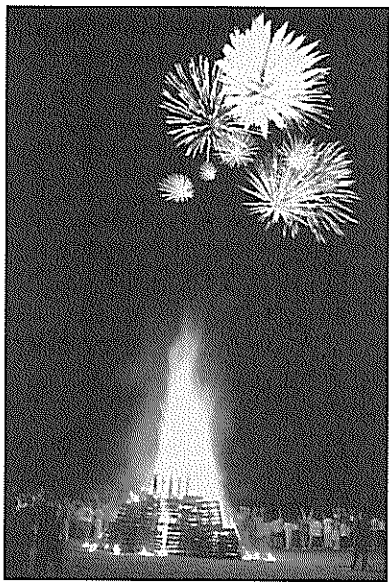
On such a note, one can end a history, for it reminds us that the story continues, that this is but its most recent re-telling. Much, too, has been left out, and much remains unknown and unrecorded. Indeed, Sarton's poem suggests the most essential enactments of that history take place in "small rooms," perhaps behind closed doors; that life-changing moments of inspiration and insight, of self-confidence and satisfaction, are quietly defined on any given day in many niches of the school; and most of the results are neither measured nor reported.

The tacit dimension of history is invoked here. We have reviewed the story—or a story—of John Burroughs School, but the full account, and its very marrow, must elude our grasp. It is written in the minds and memories of those who have enacted it, who have made it happen; and it is played out in the course of their lives as students, teachers and alumni. Even to sit as a daily observer in the classrooms would not be enough, for one never knows in the present exactly what is going on, or what will be made of the day's business in later times and contexts. For the teacher, as for all actors in any situation, it is certain, in biologist Garrett Hardin's phrase, that "you can never do only one thing": each of our deeds, gestures and acts of speech is multi-meaninged. Much, therefore, of what a student learns in class, or in sports, clubs and activities, with her peers and instructors, may have less than we suppose to do with the stated purpose of the effort. The lived spirit of the place, touching each member of the school community, finally counts more than anything else. Martin Parry justly called his earlier history "A Way of Life," for guidance in the bond of common purpose and in the freedom of self-reliance is what this school offers its sons and daughters. Now, at seventy-five, ripe in its mission and great with future promise, John Burroughs School will continue to illumine the way, to shine its little light onto the world.



*1992 graduation in the amphitheater.*

# 75<sup>th</sup> Anniversary Celebration



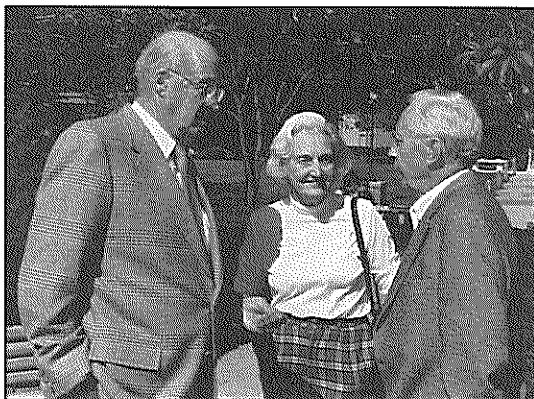
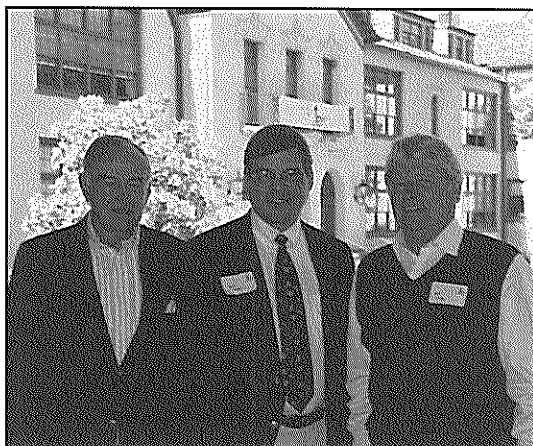
*Above left, a firework display following the bonfire on Friday evening, October 9, 1998, set the tone for the 75th anniversary weekend. Above right, Coach Jim Lemen discusses play with the varsity squad.*



*Headmaster Keith Shahan mingles at the student picnic.*



*Three headmasters were on hand for the 75th anniversary festivities. From left are Ed Cissel (headmaster from 1967 to 1986), current headmaster Keith Shahan, and William Craig (headmaster from 1964 to 1966).*

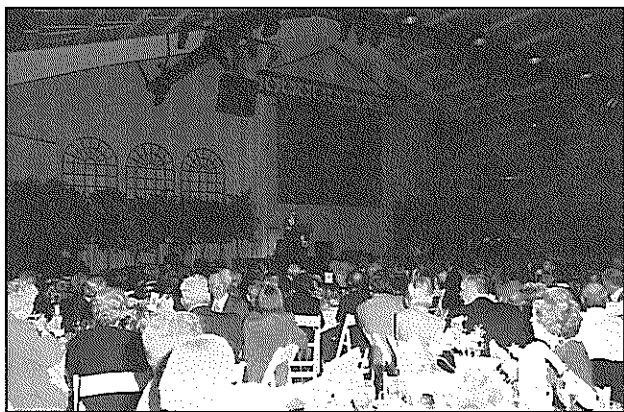


*From left are Bob Garrett '33, Margaret Cornwell Schmidt '33 (principal of grades 11 and 12, retired), and Richard Horner '32.*

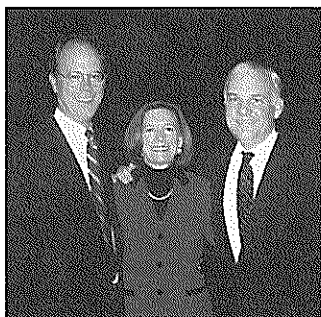
*The Alumni and Faculty Picnic on Saturday, October 19, 1998, drew more than 500 guests in honor of the 75th anniversary.*



# 75<sup>th</sup> Anniversary Celebration



*The Olin Field House was transformed for the gala event.*

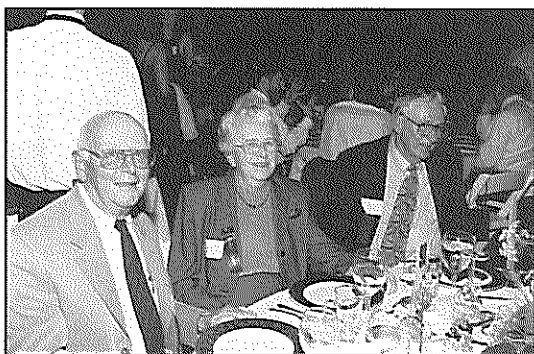


*Above left, Bob Sortland, pictured with his wife Mary Jo, was honored at the gala dinner with the announcement of the Robert A. Sortland Chair in American Studies. Above right, John Spencer '65, Karen Horner, widow of Douglass Horner '65, and Andrew Taylor '66. John and Doug were the recipients of the Alumni Association's Distinguished Service Awards and Andy was named the Outstanding Alumnus for 1998.*



*Co-chairs of the 75th Anniversary: Julie Schnuck and Scott Schnuck '68, with Doris Schnuck.*

*Des Lee, Mary Ann MacCarthy  
Lee '43, and Alison Kindie '99.*



*Thomas Peyton (modern  
languages, 1966-77), Dora  
Tickner (administration;  
history, 1960-1982), and  
Tom Yager (mathematics,  
1957-1997).*

*A surprise finale to the  
75th anniversary Gala  
Dinner. Balloons and  
confetti blanket the Olin  
Field House.*



## History of Enrollment & Tuition

Year	Number of Students	Tuition	Year	Number of Students	Tuition
1924	75	500	1963	403	1,000
1925	133	500	1964	399	1,000
1926	185	500	1965	400	1,150
1927	223	500	1966	443	1,150
1928	256	500	1967	483	1,300
1929	272	500	1968	488	1,400
1930	310	500	1969	501	1,450
1931	307	500	1970	509	1,600
1932	292	500	1971	518	1,800
1933	285	500	1972	519	1,800
1934	297	500	1973	518	1,880
1935	308	500	1974	518	2,145
1936	310	500	1975	530	2,315
1937	314	500	1976	540	2,530
1938	305	500	1977	541	2,690
1939	307	500	1978	546	2,865
1940	316	500	1979	546	3,065
1941	311	500	1980	551	3,280
1942	307	500	1981	551	3,610
1943	337	500	1982	549	4,095
1944	330	500	1983	550	4,550
1945	328	500	1984	552	4,860
1946	334	500	1985	552	5,175
1947	334	500	1986	554	5,615
1948	320	575	1987	555	6,060
1949	330	600	1988	560	6,450
1950	339	600	1989	562	6,825
1951	345	650	1990	564	7,350
1952	357	650	1991	565	7,785
1953	354	675	1992	559	8,280
1954	366	675	1993	579	8,775
1955	369	750	1994	580	9,250
1956	371	750	1995	578	9,780
1957	373	750	1996	574	10,400
1958	382	850	1997	589	11,000
1959	396	850	1998	583	11,500
1960	404	925	1999	596	12,000
1961	394	1,000	2000		12,500
1962	407	1,000			

# Presidents of the Board of Trustees

1923-31	*Louis H. Egan	1965-67	Byron C. Herbert, Jr.
1931-37	*Dr. Evarts A. Graham	1967-70	William E. Maritz '46
1937-39	*Dr. David P. Barr	1970-72	*Donald O. Schnuck
1939-43	*R. Walston Chubb	1972-75	*Stephen S. Adams, Jr. '37
1943-44	*Douglas V. Martin, Jr.	1975-77	J. Carr Gamble, Jr.
1944-45	*Boyle O. Rodes	1977-80	Newell S. Knight, Jr.
1945-46	*Lewis B. Stuart	1980-82	Julian I. Edison '47
1946-48	*Dr. James B. Costen	1982-84	Gretta Van Evera Forrester
1948-49	*Garret F. Meyer	1984-87	Harold F. Helmkamp
1949-51	*Forrest M. Hemker	1987-89	Andrew E. Newman '62
1951-52	*Gordon M. Philpott	1989-91	William D. Stamper '57
1952-54	*Frank E. Agnew, Jr.	1991-93	Craig D. Schnuck '66
1954-56	*Clair S. Cullenbine	1993-95	Richard D. Rogers '62
1956-59	*John E. Dube	1995-97	David W. Kemper
1959-61	*Howard A. Stamper	1997-99	Lisa Greenman Kraner '71
1961-65	John G. Buettner	1999-	V. Raymond Strangoener

\*deceased

## Headmasters

1923-35	*Wilford M. Aikin
1935-1964	* Leonard D. Haertter
1964-66	William G. Craig
1966-67	Stanley E. Sprague (interim)
1967-86	Edward W. Cissel
1986-	Keith E. Shahan '62

\*deceased

## Endowed Chairs

1971	Mark Neville-Martin Parry Chair in English Funded by Ben H. and Katherine Gladney '36 Wells
1988	Leonard D. and Madeline H. Haertter Chair in Mathematics Funded by John Burroughs Foundation
1998	Robert A. Sortland Chair in American Studies Funded by an Anonymous Donor
1998	Edwin McClellan Johnston Chair in Classics Funded by Anne Winton Johnston, Edwin M. Johnston, Jr. '51 and Henry O. Johnston '54

## Presidents of the Alumni Association Board

1928-29	*William Stix '28	1962-63	William E. Maritz '46
1929-30	*Katherine Boyd '28	1964-65	Arthur Hecker '45
1930-32	*Emily Lewis '26	1966-67	Henry O. Johnston '54
1932-33	Alfred Gellhorn '30	1968-69	James L. Burst '49
1933-34	*Frances O'Neil '29	1970-71	*Thomas W. Parry, Jr. '48
1934-35	Virginia Grace '30	1972-73	Ann Albers Hardin '57
1935-36	Gene Jantzen '28	1973-75	Daniel B. Horner '59
1936-38	*Martin Kerwin '29	1975-77	Ann Knight Schaper '60
1938-41	William E. Rench '30	1977-78	John R. Belz '59
1942-43	Association inactive	1978-79	Cynthia Jones Todorovich '64
1944-45	*Charles D. DePew, Jr. '31	1979-80	Horatio (Ray) Potter '52
1946	*Wilbur T. Trueblood '34	1980-82	Gary Giessow '57
1947	Charles H. Reasor '30	1982-84	Susan Rench Corrington '58
1948	*Guy W. Oliver '36	1984-86	Patty Rarick McNett '59
1949	Richard W. Horner '32	1986-88	Stephen C. Felker '70
1950	*Frank E. Proctor '31	1988-90	Donna Lockwood Benson '72
1951	*Douglas V. Martin III '40	1990-92	Lisa Greenman Kraner '71
1952-53	*Milton Mill '31	1992-94	Jo Ann Taylor Kindle '68
1954-55	Dr. Allen P. Klippel '40	1994-96	Robert (Terry) Rassieur '75
1956-57	*John S. Martin '43	1996-97	Ellen Leschen Bremner '67
1958-59	*C. Peyton Daniel '46	1997-99	Steven L. Trulaske '75
1960-61	Charles Wulfig '47	1999-	Alexander (Andy) Cornwell III '80

\*deceased

## Honorary Alumni

1973	Leonard D. Haertter
1977	Elmer F. Hirth
1980	Jane DeBevoise Cissel
1980	Newell S. (Jim) Knight, Jr.
1986	Edward W. Cissel

## Presidents of the Mothers' Council

1935-36	*Mrs. Charles Hay
1936-37	*Mrs. Eugene McCarthy
1937-38	*Mrs. David Barr
1938-39	Mrs. Park J. White
1939-40	*Mrs. John Ney
1940-41	*Mrs. Sherwood Moore
1941-42	*Mrs. K. C. Baker
1942-43	*Mrs. Lewis Stuart
1943-44	*Mrs. Garret Meyer
1944-45	*Mrs. Clark Fiske
1945-46	*Mrs. A. F. Utiger
1946-47	*Mrs. George Hagee
1947-48	Mrs. Walter L. Metcalfe
1948-49	*Mrs. George Bishop
1949-50	*Mrs. William Gentry
1950-51	*Mrs. Roland Read
1951-52	*Mrs. Charles Brandon
1952-53	*Mrs. Clemence Hein
1953-54	Mrs. Meade Summers
1954-44	*Mrs. Kevin Morrin
1955-56	*Mrs. Louis Byars
1956-57	*Mrs. Edmund Rogers
1957-58	*Mrs. Franklin J. Cornwell, Sr.
1958-59	Mrs. Stanley Hanks
1959-60	Mrs. Charles Mill
1960-61	Mrs. Charles DePew, Jr.

1961-62	Mrs. Paul Max
1962-63	*Mrs. H. N. Spencer, Jr. '32
1963-64	Mrs. Paul Heineman
1964-65	*Mrs. H. J. Leschen, Jr.
1965-66	Mrs. George Close Taylor
1966-67	Mrs. Robert F. Smith
1967-68	Mrs. Jack Barrow
1968-69	Mrs. Adolph Conrad
1969-70	Mrs. T. Ben Harris
1970-71	Mrs. Edwin Shifrin
1971-72	Mrs. Howard Yerges
1972-73	Mrs. Harold C. Gaebe
1973-74	Mrs. Edward Renshaw
1974-75	Mrs. David Eiseman, III
1975-76	Mrs. Carroll McMahon '44
1976-77	Mrs. John Hamilton '51
1977-78	Mrs. Charles Knight
1978-79	*Mrs. Joel Monson
1979-80	Mrs. Richard Oglesby
1980-81	Mrs. Paul Hatfield
1981-82	Mrs. Gordon W. Philpott '53
1982-83	Mrs. H. Shelby Pruett, Jr.
1983-84	Mrs. George B. Hagee
1984-85	Mrs. John P. Schaper '60
1985-86	Mrs. F. J. Cornwell, Jr. '60
1986-87	Mrs. Michael H. Freund

\*deceased

## Presidents of the Parents' Council

1987-88	Sammy Z. Ruwitch
1988-89	Sherrie Dunaway
1989-90	Carol Spencer
1990-91	Barb Thach
1991-92	Molly Ryan
1992-93	Terry Mulligan
1993-94	Pattie Stolze

1994-95	Jackie Baker
1995-96	Mollie Forsch
1996-97	Sally Yoselevsky
1997-98	Kelley Vogt
1998-99	Joni Thanavaro
1999-00	Debbie Watkins

# Presiding Student Officers

1923-24	*Martha Gellhorn '26	1961-62	David L. McCarroll '62
1924-25	*Martha Gellhorn '26	1962-63	William F. Macoy '63
1925-26	*Martha Gellhorn '26	1963-64	Robert R. Smith '64
1926-27	*Edward M. Read '27	1964-65	John O. Myers '65
1927-28	*William R. Bascom '28	1965-66	Truman J. Walker '66
1928-29	*Pierre Grace '29	1966-67	John C. Shapleigh '67
1929-30	Alfred Gellhorn '30	1967-68	Dudley Bruce Merrifield '68
1930-31	*Charles D. DePew, Jr. '31	1968-69	Robert B. McCall '69
1931-32	*George F. Tittmann '32	1969-70	Alexander L. Schmid '70
1932-33	John B. Biggs '33	1970-71	Timothy M. Scribner '71
1933-34	Edward W. Grace '34	1971-72	David R. Paletta '72
1934-35	Ben Eiseman '35	1972-73	Samuel W. Dunlop '73
1935-36	*Hugh McK. Jones, Jr. '36	1973-74	Jeffrey P. Grinnell '74
1936-37	*Stephen S. Adams, Jr. '37	1974-75	Arthur S. Rosecan '75
1937-38	William C. Orr '38	1975-76	Cheryl L. Whalen '76
1938-39	George S. Hecker '39	1976-77	Stephen G. Boyd '77
1939-40	Elinor Patricia Gamble '40	1977-78	John W. Grady '78
1940-41	Carl W. Messinger, Jr. '41	1978-79	William Shearburn '79
1941-42	*Ewel Hardy '42	1979-80	Jonathan Bunge '80
1942-43	Harry E. Wuertenbaecher '43	1980-81	Jonathan Sobel '82
1943-44	James M. Jenkins '44	1981-82	Deborah Johnson '82
1944-45	Arthur Hecker '45	1982-83	Timothy Philpott '83
1944-45	Richard W. Burke '45	1983-84	Wade McNary '84
1945-46	William E. Maritz '46	1984-85	Paul Kass '85
1946-47	Julian I. Edison '47	1985-86	Michael LiPuma '87
1947-48	Clarissa H. Dyer '48	1986-87	Michael LiPuma '87
1948-49	Kenneth H. Read '49	1987-88	Jennifer Hunter '88
1949-50	Barbara Ann Olin '50	1988-89	Sara Switzer '89
1950-51	G. Torrance Flint, Jr. '51	1989-90	Michael Scafati '90
1951-52	Charles P. Duncker '52	1990-91	Dan Weiss '91
1952-53	Gates K. Agnew '53	1991-92	Bree Henderson '92
1953-54	C. Perry Bascom '54	1992-93	Julia Macias '93
1954-55	William B. Wood, III '55	1993-94	Asaan Hinson '94
1955-56	*Wallace R. Ruwitch '56	1994-95	Zach Fay '96
1956-57	Paul T. Putzel '57	1995-96	Zach Fay '96
1957-58	Terrence Lee Croft '58	1996-97	Lauren Ackerman '97
1958-59	Joseph F. Ruwitch, Jr. '59	1997-98	Andrew Volpe '98
1959-60	Peter Dee Kelley '60	1998-99	Emily Miller '99
1960-61	Gary W. Muther '61	1999-00	Todd Schulte '00

\*deceased



# Chief Justices of Student Court

1923-24	William Johnson '26	1962-63	Peter F. Johnson '63
1924-25	*Erna Rice '26	1963-64	John Orwig Myers '65
1925-26	*Clark Smith '26	1964-65	Charles A. Lowenhaupt '65
1926-27	*James H. Woods '27	1965-66	George N. Bishop, III '66
1927-28	*Katherine Boyd '28	1966-67	Robert Burkham, Jr. '67
1928-29	Virginia Grace '30	1967-68	Scott C. Schnuck '68
1929-30	*Jones T. Templeton '30	1968-69	Ross G. Perry '69
1930-31	*J. Clark Streett '31	1969-70	Terry Schnuck '71
1931-32	Robert N. Boyd '31	1970-71	James W. Schleiffarth '71
1932-33	*C. D. Penn Hamilton, III '33	1971-72	Henry C. Barksdale, Jr. '72
1933-34	*James C. Taylor '35	1972-73	Jeffrey W. Miller '73
1934-35	*James C. Taylor '35	1973-74	Mark J. Schnuck '74
1935-36	Dorothy May Fairbank '36	1974-75	Peter Hamilton '75
1936-37	*Robert Obourn '37	1975-76	William Stephen Maritz '76
1937-38	Robert D. Leland '38	1976-77	Todd R. Schnuck '77
1938-39	Robert W. Kerwin '39	1977-78	Philip F. Maritz '79
1939-40	*Harold Metcalf '39	1978-79	Philip F. Maritz '79
1940-41	*Carl A. Bischoff, Jr. '41	1979-80	Mark Edison '80
1941-42	*George E. Hibbard '42	1980-81	Randy Hayman '81
1942-43	*Lawrence T. Post, Jr. '43	1981-82	Landon Pate '82
1943-44	Charles E. Royston '44	1982-83	Michael A. Wolff '83
1944-45	Robert Coit Day '45	1983-84	Mark Raichle '84
1943-46	Mary Bry '46	1984-85	Michael Pass '85
1946-47	Edgar H. McCulloch '47	1985-86	Stephen Lochmoeller '87
1947-48	Samuel Grant '48	1986-87	Stephen Lochmoeller '87
1948-49	Louis Tiger, Jr. '49	1987-88	Richard Hamilton '88
1949-50	Shelby Pruett '50	1988-89	Mark Moody '89
1950-51	Harry Losos Esserman, Jr. '51	1989-90	Chris Schoenecker '90
1951-52	Don Shelby Pruett '52	1990-91	Ken Ikeda '91
1952-53	Robert H. Thym '53	1991-92	Rob Rogers '92
1953-54	Hewes Agnew '54	1992-93	David Ries '93
1954-55	*Edward B. Greensfelder, Jr. '55	1993-94	Carter McDonnell '94
1955-56	James G. Conzelman, Jr. '56	1994-95	Chris Smith '95
1956-57	Andrew F. Greensfelder '57	1995-96	Tom Sly '96
1957-58	Ross Gordon Thomas, III '58	1996-97	Clayton McDonnell '97
1958-59	Franklin J. Cornwell, Jr. '60	1997-98	Joe Leonard '98
1959-60	Frank G. Myers, Jr. '60	1998-99	Elizabeth Little '99
1960-61	John B. Biggs, Jr. '62	1999-00	Claire Thomson '00
1961-62	Christopher A. Mill '62		

\*deceased

# 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
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
1935	Second Director, Dr. Leonard D. Haertter, Appointed — July
1936	Mothers' Council Organized — January
1941	Formal Opening of North Wing Addition — March
1947	Dedication of Memorial Gymnasium — October 9
1952	Burr-Oak Camp Opened — June
1956	Land West of Memorial Gym Purchased — March
1958	Dedication of Haertter Hall — October 28
1960	Development Program Started (Annual Giving) — October
1963	First Wallace Property Purchased — June
1964	Third Headmaster (formerly director), Dr. William G. Craig, Appointed — 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	Fourth Headmaster, Mr. Edward W. Cissel, Appointed — July
1967	August Days Camp Started — August
1968	Outdoor Swimming Pool Completed — June
1968	Origin of Endowment (\$5 Million goal by 50 <sup>th</sup> Anniversary/1973) — November 25
1969	Mothers' Council First Potpourri Sale — October
1971	Dedication of Drey Land Camp — June 5
1971	Naming of Baseball Field in Memory of Thomas M. McConnell — November 13
1973	Naming of Library in Memory of Howard A. Stamper — September 28
1976	Dedication of Fine Arts Building — September 19
1986	Dedication of Cissel Center & Olin Field House — April 9
1986	Fifth Headmaster, Dr. Keith E. Shahan '62, Appointed — July
1989-90	Sargent, Hilner and Perez Properties (south) Purchased
1991	Second Wallace Property Purchased (north fields) — December
1994	Lee Family Tennis Courts Completed — September
1994	Dedication of Schnuck Wing and Tower — May 21
1995	Dedication of Brauer Classroom and Administration Building — October 8
1998	75 <sup>th</sup> Anniversary Celebration — October 10

## Outstanding Alumnus Award

Established in 1970 by the Alumni Association to recognize alumni who have made a positive and outstanding contribution to mankind by virtue of example and service.

1970	* Thomas N. DePew '34	1986	Elisabeth Green Hair '37
1971	Ben Eiseman, M.D. '35	1988	D. Bruce Merrifield, Ph.D. '38
1972	Katherine Gladney Wells '36	1989	Elizabeth Gray Danforth '46
1973	William E. Maritz '46		Mary Jane Gray, M.D. '41
1974	Evelyn Edison Newman '37	1990	Susan Levy Uchitelle, Ph.D. '52
1975	* Edward M. Read '27	1991	Julian I. Edison '47
1976	Margaret Cornwell Schmidt '33	1992	Carol McCarthy Duhme '35
1977	* SaLees Smith Seddon '32		Marjorie McCarthy Robins '32
1978	Francis S. MacNutt, Ph.D. '42	1993	Laurens P.White, M.D. '43
1979	Virgil Loeb, Jr., M.D. '38	1994	Barbara Olin Taylor, Ph.D. '50
1980	Ann Carter Stith '38	1995	Thomas F. Latzer '31
1981	The Hon. Edward N. Ney '42	1996	*Betty Hessing Broemmelsiek '35
1982	Jane Krause Paine '44	1997	*General James H. Howard '32 (posthumously)
1983	*Stephen S. Adams, Jr. '37		Andrew C. Taylor '66
1984	Edward T. Foote III '55	1998	Lucy Lockett Cabe '32
1985	Leo A. Drey '34	1999	

## Distinguished Service Award

Established in 1993 by the Alumni Association to recognize exceptional and long lasting support of John Burroughs School through enthusiastic and unselfish volunteer service.

1993	Susan Berger Philpott '53	1997	Ann Leschen Cornwell '60
	William E. Rench '30	1998	*Douglass D. Horner '65 (posthumously)
	Ann Knight Schaper '60		John E. Spencer '65
1994	William S. Costen '46		James E. Schiele '47
	*Douglas V. Martin III '40	1999	Joan Singer Schiele '52
	Cynthia Jones Todorovich '64		Scott C. Schnuck '68
1995	Stephen C. Felker '70		
	Sally B. Spencer '60		
1996	Russell (Mike) Murphy, Jr. '56		
	William D. Stamper '57		
	Julia J. (J.J.) Stupp '74		*deceased

# Employees With 10 Years of Service

All JBS Employees with 10 or More Years of Service (bold=current) as of the JBS 75<sup>th</sup> Anniversary - October 1998

**Raymond P. Beckman (47)**

Robert L. Walker (44)

**James W. Alverson (40)**

\*Howard C. Blossom (40)

\*Bernice Curlett (40)

\*Helen Binns Gebhardt (40)

Thomas E. Yager (40)

William Crabtree (39)

\*Ralph B. Weinrich (39)

\*Leonard D. "Gov" Haertter (38)

\*John W. Wesley (38)

Joanna Collins (36)

**Robert Hill (36)**

\*Gaylord Montgomery (36)

Esther Bunton (35)

Evelyn Damon (35)

\*John Holt (35)

Stanley Sprague (35)

John A. Acker, Jr. (34)

James E. Stevens (34)

Mattie Curtis (33)

\*Martin Parry (32)

Robert A. Sortland (32)

**James M. Lemen (31)**

\*Ellsworth S. Obourn (31)

\*Dr. Walter Rist (31)

\*F. W. Horner (30)

**Donald J. Whelan (30)**

Jacqueline Camien (29)

**J. A. Carinci (29)**

\*Elmer F. Hirth (29)

Evalyn S. Rogers (29)

\*Amy Scholz (29)

\*Charles K. Sibley (29)

\*Dorothy Gilbert (28)

**James L. Haskins (28)**

**J. Thomas O'Keefe (28)**

\*Wayne W. Arnold (27)

Ellen Moceri (27)

**Priscilla Mosley (27)**

**Peter Schandorff (27)**

**William T. Thomas (27)**

Bruce D. Westling (27)

\*Hugh A. Witscher (27)

**Eric Hanson (26)**

**Suzanne B. Keefer (26)**

Paul Koprivica (26)

**Dennis Moore (26)**

\*Dr. Ethel M. Riddle (26)

Marian S. Sniffen (26)

\*Clara Fieselmann (25)

\*Les Hatchard (25)

**Alice Snodgrass (25)**

Charles S. Bilane (24)

**Kathleen Brennan Danna (24)**

**Beth B. Kinsella (24)**

\*Mark A. Neville (24)

**John Snodgrass (24)**

\*Sarah Tracy Cahill (23)

\*Anthony B. Day, M.D. (23)

\*Fred Dreher (23)

Beverly J. Austin (22)

**Mary Harris (22)**

Dora Tickner (22)

**Carol Daniel (21)**

Mabel Meeker Edsall (21)

\*Deyo S. Leland (21)

**Margaret Clark (20)**

**Claudia Decker Dougherty (20)**

**Charlotte Evans (20)**

Ian R. Frederick (20)

\*Frank W. Schmitt (20)

Lizzie M. Starks (20)

**Margaret E. Bahe (19)**

Edward W. Cissel (19)

**Peggy Fiala (19)**

**Ruth Harper (19)**

Julia B. Hershey (19)

**James Hoots (19)**

\*Theodore Masson (19)

\*Thomas M. McConnell (19)

Franklin E. Perkins (19)

Ann Blanche Rutledge (19)

Margaret C. Schmidt (19)

William S. Wallis (19)

George Barhorst (18)

\*Alice Wilk Dunlop (18)

Madeline Jente (18)

**Georgeann Kepchar (18)**

\*G.H.V. Melone (18)

## Employees With 10 Years of Service Continued

Retha Naysmith (18)  
**Anne Rossi (18)**  
 \*Nan A. Royston (18)  
 \*Thelma Zekind (18)  
 \*Dr. Walter Baumgarten, Jr. (17)  
 Harry Bradley (17)  
 Gen Butler (17)  
**Robert L. Henningsen (17)**  
 \*Caroline Risque Janis (17)  
 Dee Loyd (17)  
 \*Katherine Jeffris Williamson (17)  
**Daniel Barton (16)**  
 \*Alice E. Beaman (16)  
 Stephen Hinrichs (16)  
 Margery Imster (16)  
**Mark Nicholas (16)**  
**Mark Schuckmann (16)**  
**Marvin Smith (16)**  
 Kathleen Standley (16)  
 Virginia Williams (16)  
 \*Franz J. Wippold (16)  
 David Koenigs (15)  
**Rebecca Richardson (15)**  
 Beverly Schraibman (15)  
**Jerome A. Taylor (15)**  
 Ralph E. Topham (15)  
 Polly Burke (14)  
 Debbie Donoghue (14)  
 \*George R. Staten (14)  
 Halsey T. Tichenor III (14)  
 Simon Ybarra (14)  
 Geraldine Yount (14)  
**Martin Andre (13)**  
**Susan Carleton (13)**  
**Barbara Dailey (13)**  
 \*Eleanor DeKins (13)  
 \*Margaret Ewing (13)  
 Barbara Holekamp (13)  
**Leslie G. Kehr (13)**  
**Carol Kimball (13)**  
**Anne Martin (13)**  
 \*Ruth McConnell Needham (13)  
 \*Alex Penger (13)  
 \*Albert K. Prelutsky (13)  
**Carolyn A. Thomas (13)**  
 William Vibert (13)  
 Ursula R. Wilhelm (13)

\*Wilford Aikin (12)  
 \*Charles M. Baker (12)  
**John W. Brophy (12)**  
 Richard L. Heath (12)  
**Christy Hefner (12)**  
**Ellen Port (12)**  
 Peter Riesenbergl (12)  
 \*Myron F. Rosskopf (12)  
**Keith E. Shahan (12)**  
 Helen Worthen (12)  
**Karen Zaenker (12)**  
 James Bates (11)  
**Charles P. Derleth, Jr. (11)**  
**Elizabeth Dyer (11)**  
 Fred B. Eiseman, Jr. (11)  
 John Foster (11)  
 Mildred Glover (11)  
**Laura Haskins (11)**  
 \*Alice Adams Hilmer (11)  
**Howard A. Jones (11)**  
**Elaine Childress Kilmer (11)**  
**Pamela A. Miles (11)**  
**Thomas R. Norton (11)**  
 Thomas T. Peyton (11)  
 \*Andy Rolfi (11)  
**Wayne Salomon (11)**  
**Richard Lyle Sandler (11)**  
 George Triplett (11)  
 \*Franklin E. Walton, M.D. (11)  
**Philip Barnes (10)**  
 Nancy Jane Birge (10)  
 \*Alice Davie (10)  
**Joy Engert (10)**  
 Stanley A. Gardner (10)  
**Judy Grand (10)**  
**Juanita Hamilton (10)**  
**J. Alan Hayden (10)**  
 Jane Ellen Kuenzle (10)  
**D. Kevin McKone (10)**  
**Lynn Phelps (10)**  
 Dorothy Roudebush (10)  
 Rose Ruggeri (10)  
**David Smith (10)**  
**James D. Wagner (10)**  
**Stephen D. Wilcutt (10)**  
**Susie Wilson (10)**  
 Pecola Wings (10)

\*deceased

### ***About the author***

*Rockwell Gray, Ph.D., teaches non-fiction writing and literature at Washington University and Webster University in St. Louis. He is also an essayist and free-lance writer with an interest in local history. Dr. Gray is the husband of Madelyn Gray (JBS director of college counseling: English) and father of Elizabeth '95.*



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