

The Sixth Decade

*An addendum
to Martin L. Parry's
"A Way of Life:
The Story
of John Burroughs School,
1923-1973"
compiled from official
reports, correspondence,
and school publications*

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Class of 1931

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Chapter One

Reprise

John Burroughs School moved into its sixth decade in the warmth of an afterglow from the grand finale of its Fiftieth Anniversary weekend — a gala banquet at Stouffer's Riverfront Inn on Saturday evening, September 29, 1973.

Despite the shortage of publicity — both the *St. Louis Post-Dispatch* and the *St. Louis Globe-Democrat* had been shut down since August 22 by a strike of dockhands — about 1,500 alumni, parents of alumni, present parents, friends of the school, and present and past members of the faculty and staff attended.

The event maintained the tradition of the school's "way of life" by becoming a truly "family" affair in which hundreds of volunteers pitched in to make it a success.

All expenses for the banquet had been underwritten. As explained by Roger A. Altvater '46, who assumed chairmanship of the Fiftieth Anniversary celebration in the fall of '72: "One loyal alumnus decided that he could organize a group of fifteen or twenty persons to raise about \$15,000 for the dinner. We wanted it to be a complete success and not price out some of the younger graduates." The goal was met in true JBS spirit.

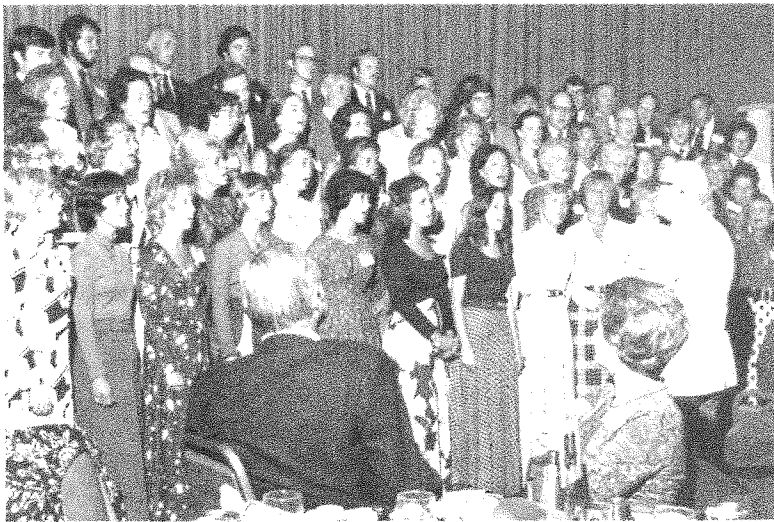
Former faculty members who returned to St. Louis for the dinner included Evelyn Damon, from Findlay, Ohio; Mark A. Neville, from Terre Haute, Ind.; Gaylord C. Montgomery, from Durham, N.C.; Alice Beaman, from Sidney, Ohio; and George B. Staten, from Delaware, Ohio. Moreover, there was a surprising number of alumni from all over the country, among whom — selected mainly for distance traveled — were Dorothy Nesbit

Laybourne '30 (Mrs. Larry E.), from Washington, D.C., and Walter J. Pattee '32, from La Jolla, Calif.

John H. Lashly '34 served as toastmaster and kept the program portion moving at a rapid and interesting pace despite a two-page outline of events which included introductions of many long-time teachers, past presidents of the Board of Trustees, and the head table.

Speakers included Stephen S. Adams, Jr. '37, then president of the Board of Trustees; Mr. Neville, who represented all former faculty members; Wayne W. Arnold, representing all present faculty members; Leonard D. (Gov) Haertter, retired headmaster; and Edward W. Cissel, headmaster. In addition, Daniel B. Horner '59, president of the Alumni Association, presented the 1973 Outstanding Alumnus Award to William E. Maritz '46 and also conferred honorary alumnus status on Dr. Haertter, the first time such an award was bestowed by the Association.

A special chorus was organized by Ralph B. Weinrich, who had retired at the end of the 1972-73 school year after having taught music at JBS for what he described as "thirty-nine gruelling years." His singers for the anniversary performance



Ralph B. Weinrich directing the Fiftieth Anniversary Chorus.

ranged from several who attended John Burroughs in the 1930s to then-current college students.

Invitations to perform were sent neither to college students nor to alumni living outside the St. Louis area, but John Howie '49, residing in Columbia, Mo., heard about the pick-up chorus. He was so enthusiastic about the prospect of being once again under the Weinrich baton that he commuted from Columbia for the several rehearsals before the veteran music-master pronounced the more than seventy vocalists "fit for public display."

No one went to sleep at the banquet tables. The speeches were brief and moments of levity were provided in resurrected skits written by Katherine Gladney Wells '36 (Mrs. Ben H.) for eight years of Mother-Daughter Luncheons. Some were presented with the same casts which had performed them originally in the years 1953-61.

And only one person is known to have left the party before it was over. That was Evarts A. Graham '37, then managing editor of the *Post-Dispatch*. He had had a negotiations session scheduled for late Saturday night and he excused himself in the middle of the entertainment with the comment, "I've got to help get some people back to work." The newspaper strike ended five days later — on October 4, 1973.

Now, let's move ahead into the decisive Sixth Decade of 1974-83.

Chapter Two

1974-77

The school year of 1976-77 marked the tenth anniversary of Mr. Cissel's appointment as headmaster of John Burroughs. Many memorable events of that year and immediate earlier periods gave the JBS family a sense of euphoria.

One highlight of Mr. Cissel's tenure was the dedication of the new Fine Arts Building on September 19, 1976, after three years of intensive study, fund-raising and, finally, construction.

The seeds for that structure — as well as for extensive remodeling of the main building — were first planted by Fred Dreher, the venerable art instructor who served JBS from 1948-70, and Robert L. Walker, chairman of the art department who joined the staff in 1950, and then in the 1973 evaluation of the school by the Independent Schools Association of the Central States (ISACS). The ISACS committee, incidentally, was headed by F. Gardiner F. Bridge, a 1938 graduate of John Burroughs who was then headmaster of the University School of Milwaukee. (Mr. Bridge since has become headmaster of the Head-Royce School in Oakland, Calif.)

While Mr. Dreher and Mr. Walker submitted drawings for possible remodeling of the north wing of the main building, the ISACS panel took a step further. In their report, the evaluators pointed out that enrollment had been climbing steadily and that the art department (painting and sculpture) and the music department all were operating within the confines of space they had occupied since 1941 when the enrollment was about forty percent less than the '73 figure of 518 stu-

dents. They cited the crowded conditions and strongly recommended the addition of more instruction area.

Those were the catalysts which led to a Faculty-Trustee workshop and the ultimate turning over of the question of better and more space for part of the school's programs to the Instruction Committee of the Board. It soon became apparent that, although several problems could be solved through readjustment and remodeling of existing space in the main building, any long-term solution would have to be achieved through new construction.

With that in mind, the full Board of Trustees asked that the possibility of a new Fine Arts Building be explored. Ray Maritz of the architectural firm of Raymond E. Maritz & Sons, Inc., volunteered to prepare preliminary drawings for the new building and to consult with the faculty. Two contractors were asked for cost estimates for the new building. In addition, plans were made for two major remodeling projects linked to the construction and the results of the extensive space study.

The first project concerned the use of areas then occupied by the painting, sculpture and music departments. The study committee had proposed that the painting and sculpture areas be occupied by an administrative complex consisting of the school store, business office, development office and related storage. That would permit additional classrooms on the second floor in space formerly occupied by the business office. The music rooms would be converted to a study hall and additional language classrooms. The second remodeling project was the expansion of the dining hall by nearly twenty percent.

The new building was to be located immediately east of the dining hall. Land in that area slopes gently to the east and a preliminary architectural study envisioned a building built into the slope of the hill so that from the dining hall side it would be a single story above ground, and at the east end it would be two stories. The ground or lower level would be occupied by the sculpture classes and the upper level would house the painting classrooms and the music department. The entire building would contain 12,500 square feet, nearly all of which would be devoted to instructional area, com-



Fine Arts Building, as seen from Price Road. Solar collector is on roof.

pared with the 5,000 square feet then occupied by those departments.

Another feature of the new building was to be the solar collector incorporated into the southern half of the skylight, an idea originated as a May Project by Eugene H. Buder, Jr. '75 when he was a senior, and developed by his cousin, James B. Wiegand '64. The A-frame collector, consisting of fifteen copper panels two feet wide and twenty feet high covered with a layer of tempered glass, was to be connected to a 1,700-gallon water-holding tank near the sculpture studio on the lower level, with the entire system left exposed for observation and experimentation by the students. It was designed to warm the adjacent area as well as to heat the hot water supply for the building.

Based on preliminary estimates, the amount necessary for construction and endowment of the Fine Arts Building was \$650,000. Remodeling of the main building was put at \$100,000, which placed the total project cost at \$750,000. Because of a policy of the Board of Trustees that any capital improvement must be funded and endowed to avoid resulting increases in the school's overhead, approval for the con-

struction was withheld until money for the construction and ninety percent of its endowment was committed.

Here again, John Burroughs added to its outstanding history of support and gave one more example of the many school strengths. It is worth noting that in the past nineteen years more than \$8,000,000 had been voluntarily contributed for various projects without a general capital fund drive, the policy being to avoid general solicitations in order to protect the highly successful Annual Giving campaigns.

The necessary funds for the Fine Arts Building were contributed by the end of summer, 1975, and actual construction got under way soon after. The largest single gift was \$225,000 in memory of Oscar Edward Buder from Mrs. Oscar Buder, his widow. Mrs. Buder is the mother of three John Burroughs alumni and the grandmother of seven JB graduates. Other major gifts were \$75,000 from S. Truman Olin, Jr. '49; \$30,000 from the Joseph H. and Florence A. Roblee Foundation; \$10,000 from Lorenz K. Ayers, a past parent, and five anonymous gifts totalling \$285,000.

Dedication Day was a signal start for Mr. Cissel's tenth year at JBS.

While students were both pleased and surprised with the new facilities greeting them on the opening day of school in '76, they were still bubbling over at the athletic achievements of the past year.

The 1975 football season saw the "A" team fight its way to the ABC League championship and to the school's first Missouri State Class 2A title by winning all twelve of its regularly scheduled and post-season games. The regular play 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.

In post-season play, John Burroughs scalped the Indians from East Prairie, 41-14, but ran into a different story on the following Saturday. The Bombers were hard put right up to

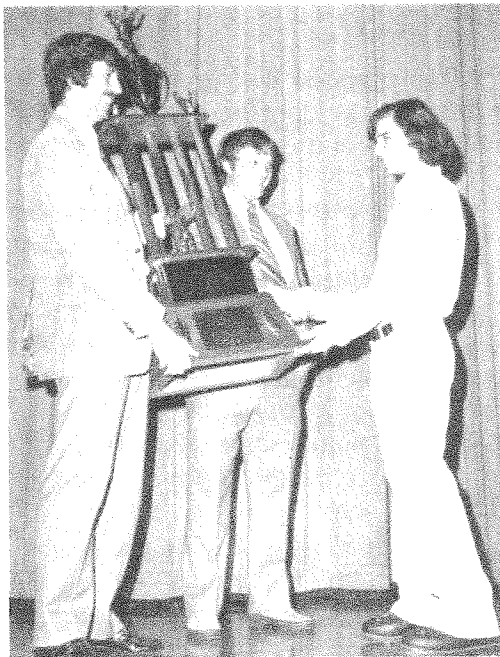
the final minutes to post a 17-15 verdict over a scrappy eleven from South Shelby High, located in the Kirksville area.

For the report of the final victory over Seneca, a small town in southwest Missouri only two miles from the Oklahoma border, let us turn to the special edition of the *World*, which the students published on the Monday after the championship contest:

"The Bombers captured John Burroughs' first state football title ever last Saturday in the most exciting game of the extended season. The final score of the seesaw battle was 28-26.

"Hundreds of students and alumni, including those from rival ABC League schools, gathered to cheer John Burroughs on to victory. They were rewarded in the fourth quarter when, with forty-five seconds remaining, Dave Eiseman grabbed a thirteen-yard Ted Levis pass in the end zone. The Bombers, who had been trailing 26-21, took a two-point lead as Lee Bearman converted the extra point.

"In the last two seconds of the game, the Seneca Indians



Scott Schnuck '68 (left), the last football player at JBS to win the ABC League's Most Valuable Player trophy, was on hand to help Coach Jim Lemen present the 1975 award to Earl Gerfen.

attempted a thirty-three-yard field goal, but the kick went wide . . .”

Senior Earl Gerfen was named Most Valuable Player in the ABC League, the first John Burroughs player to win that honor since Scott Schnuck turned the trick in 1968. In the prolonged season, Gerfen scored 122 points, caught eighteen passes for a total of 262 yards, and rushed for 1,329 yards.

Added gridiron glory came when 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 success of '75 almost was duplicated in '76 when the Bombers were undefeated until the last game of the regular season, but lost an 18-14 heartbreaker to Country Day which led to a tie for the league title. They did make their way to the playoffs, but hopes for a second straight state title were dashed in the championship game by a 19-7 loss to a powerful Lexington eleven.

Although new buildings and athletic prowess were in the forefront, John Burroughs continued notable progress in academics, administration, finances and awards.

Mr. Cissel announced in 1973 that the school successfully had reached its endowment goal of \$5,000,000 in cash and pledges. "Just over five years ago, in anticipation of our fiftieth anniversary, we set that goal," Mr. Cissel said. "At that time our endowment fund stood at \$300,000. Now we have nearly one-half of the goal in cash and the balance is in pledges and testamentary commitments. It is a tribute to the foresight of our Board of Trustees that the members embarked on this ambitious undertaking and that they recognized the need for independent schools to have substantial endowments in these inflationary times."

The largest single cash gifts were an unrestricted anonymous donation of \$1,000,000 and a second \$1,000,000 to endow the Stamper Library. Another anonymous donation of \$185,000 was designated for scholarships. As set up in the endowment trust, recipients of the scholarship grants were to be qualified applicants from disadvantaged homes. Titled "The Fiftieth Anniversary Scholarship Fund," it was expected

that the gift would provide up to five scholarships each year. In addition to full tuition, the grants could provide books, athletic equipment, lunch, fees and transportation if the need was sufficient.

Impact of the successful program was reflected heavily in school budgets for the past few years when income from endowment jumped from \$20,000 to \$100,000.

As a result, Mr. Cissel recommended appointment of a Finance Manager to produce positive results in improved cost control and investment income. Thus, Weber N. Federspiel, retired comptroller of the Granite City Steel Company, joined the business staff in 1974.

In commenting on student attitudes of the agitated and confused times, Mr. Cissel reported to the Trustees: "... John Burroughs boys and girls seemed to have a greater quest for truth. Phoniness was considered almost an evil. They respected quality, hard work, and straight answers. Teachers knew they could not hide behind titles or positions. Students demanded fairness, recognition and compassion. Anything contrary was met by inattention, apathy, or disdain ..."

The students' respect for quality and hard work was demonstrated by the fact that twelve seniors were named as semi-finalists in the National Merit Scholarship Tests in 1974, two of whom emerged as National Merit Scholars. In '75 the figures were seventeen and three; '76, eleven and two; and '77, eleven and three.

Meanwhile, John Burroughs enhanced its reputation for innovative curricular and extra-curricular activities when, in 1974, the Student Congress approved unanimously the "Montgomery Plan" to make community involvement a part of the students' school experience. Devised by Gaylord C. Montgomery, noted and beloved teacher of mathematics at JBS who left the school in '72 after thirty-seven years, the plan was designed to offer individual students opportunities to "get involved" in community affairs. Students taking advantage of the opportunities for voluntary community work at area hospitals, day camps or schools for at least fifty hours in one year would have the fact entered in their permanent scholastic records. The Montgomery Plan has proved highly successful and has led to some impressive entries on many transcripts sent to colleges.



French Teacher Theodore Masson demonstrating new language laboratory console for Mr. Cissel and the donors, Mrs. Lester A. Crancer, Jr., and Mr. Crancer.

A major gift from Mr. and Mrs. Lester A. Crancer, Jr., past parents, made possible the purchase and installation in '75 of a "new" language laboratory for the modern foreign language department. The gift also provided endowment funds for its maintenance. The lab was purchased from a local college which had used it for only two years before declaring it surplus. The installation which was replaced had been used for fifteen years and repairs were virtually impossible to make. The new equipment provided opportunity for twenty-four students at a time to gain oral practice, and each student was provided with equipment for recording and playing back. A master console enabled the teacher to monitor any position and to contact students individually or collectively.

Another endowment gift to the school led to establishment of a Career Awareness Center as a memorial to Benjamin F. Rassieur, another past parent. The center, located in the Howard A. Stamper Library, assists inquiring students — and interested parents — with a continuing resource of materials to provide information about careers. The fund supplemented the regular library budget in the purchase of books, peri-

odicals and audiovisual aids relating to the problems of choosing careers. The center soon had more than 300 books and other publications on the subject.

Students actively became involved in the school's financial affairs when, in the fall of '76, they began waiting on tables in the dining hall. Their duties as waiters, clearers and scrapers were rotated so that no student served more than five two-week stints during the school year. The new system worked very well and resulted in a savings in the school's budget. It also permitted the lunch fee to remain the same as in the past two years and for a while offset increases in food prices.

The span from JB's Fiftieth Anniversary to the Headmaster's tenth milestone also was rich in awards and honors for the school, further adding to its national reputation.

In 1974, Mr. Cissel was elected president of ISACS for a one-year term, succeeding F. Gardiner E. Bridge, the John Burroughs graduate of '38. Other non-Burroughs obligations held by Mr. Cissel included: Chairman, ISACS Board of Directors; director, St. Louis White House Conference on Education; trustee, Lindenwood Colleges; member, Administration Committee, National Association of Independent Schools (NAIS); chairman, Evaluation Committee of Miami Valley Day School, Ohio; member, Board of Directors, Independent Educational Services, Princeton, N.J.; and member, Advisory Board, St. Louis Regional Experiential Adventure Movement (STREAM).

In that same year the school received the 1974 United States Steel Award for Sustained Performance in Annual Giving. The first-place honor from among all the independent schools in the nation was presented to Donald J. Whelan, director of development, and netted a \$1,000 cash prize for the school. John R. Belz '59 was the volunteer chairman of the alumni campaign which earned the award.

Faculty members made '75 a banner year when Wayne W. Arnold, director of dramatics and an English teacher since 1952, received the annual "Outstanding Teacher Award" from ISACS; Bruce D. Westling, a biology teacher in the Science Department since '65, was designated a "Master Teacher" by ISACS; and James E. Stevens, a chemistry teacher since '65,

won the year's American Chemical Society Regional Award in high school chemistry teaching. Was it any wonder that John Burroughs School was becoming a "household word" in educational circles across the land?

Besides the National Merit Scholarship performances and other honors garnered by students, a non-academic award worthy of mention and which demonstrated the moral fiber of JBS, was the presentation of a Boy Scouts of America Award of Merit to Robert McClellan Johnson, a junior in '74, the first recipient of this national recognition in the St. Louis area in nearly five years. Robert is the son of Shelley Haertter Johnson '49 (Mrs. Robert C.) and the grandson of "Gov" Haertter, Headmaster Emeritus.

Johnson was cited for his life-saving efforts following an automobile accident in the summer of '72. He was riding with his grandmother when they witnessed a car-truck collision on Missouri Highway 19. Johnson ran to the damaged automobile and helped a 12-year-old boy from the wreckage. Noting the boy's bleeding head, Johnson ran to a nearby yard and took some laundry hanging from a clothesline. After bandaging the boy's head and treating him for shock, Johnson flagged a passing motorist and asked him to summon the Highway Patrol. State Troopers came with an ambulance, but not before Johnson had left a note at the house telling what had happened to the missing clothing and offering to pay for it if the owners did not wish to retrieve it from the police.

With all the honors, however, the breezes which were to develop into the winds of change stirred with the retirement of some key teachers.

Elmer Hirth, principal of the ninth and tenth grades and director of admissions, retired in June, 1977, after a 29-year career at the school. In his time at John Burroughs, Mr. Hirth also took on many other duties, a factor which prompted Mr. Cissel to comment, "He knows more about what goes on than anybody else. He is truly a pilot of our ship upon whom many of us unwittingly place extra responsibility."

Among Mr. Hirth's "lesser tasks" were: co-chairman of the Christmas program; coordinator of the Student-Parent Handbook; business manager; administrative assistant, and class sponsor. He coordinated also the assembly schedule and

the locker detail each year. He was "B" basketball coach from 1948-55, and "A" basketball coach in 1956-57. He coached "A" tennis on a part-time basis from 1944-47 and made it a steady job from 1949-72. And a mathematics textbook co-authored by Mr. Hirth and Thomas E. Yager of JB's math department was used in the seventh grade to prepare students for first-year algebra and plane geometry.

Another teacher sorely missed was Margaret Cornwell Schmidt '33 (Mrs. W. Clark), who "retired" at her request in 1974 after more than twenty-five years as a principal of the upper school, college counselor, and director of admissions. Retirement is the accepted term, but Mrs. Schmidt's close ties to John Burroughs never have been broken. She since has spent many volunteer hours working at the school and has served on the Alumni Board and on the Board of Trustees.

In summing up his first ten years at John Burroughs, Mr. Cissel reported to the Board of Trustees some interesting statistical changes since taking over the headmastership.

	1967	1977
Enrollment	491	546
Faculty Members	49.1	57.9
Faculty Age — Median	43	44
Faculty Experience — Median	13	16
Tuition Aid	\$ 41,000	\$ 140,000
School Budget	\$825,000	\$1,884,000
Endowment	\$190,000	\$2,900,000
Annual Giving	\$ 84,000	\$ 217,000
Tuition	\$ 1,400	\$ 2,535

A solid foundation upon which to continue the John Burroughs Traditions in the years to come.

Chapter Three

1978-1982

Moving ahead five years, two natural questions arose: Where was John Burroughs now? And what occurred in the interim? It was an era of academic, financial, and athletic triumphs!

Academically, the 1981-82 school year was a record one. Twenty-two seniors were designated semi-finalists in the National Merit and Achievement Scholarship Programs, sixteen others received Letters of Commendation, and from the former group nine students emerged as Merit Scholars. The numbers constituted nearly forty percent of the Class of '82 and posted new marks all around. The previous highs for Merit Scholars were seven in both the Classes of '78 and '79, selected from sixteen and eleven semi-finalists respectively. (Figures for 1980 were three Scholars from seventeen semi-finalists; for 1981, four from fifteen.)

The quinquennium also saw John Burroughs gain international prestige with two of its graduates winning back-to-back Rhodes Scholarships, the prestigious awards founded under the will of Cecil J. Rhodes, which can be used for study at Oxford University in England for two or three years.

Helen Graham '75 became a Rhodes Scholar in 1979, the year in which she graduated from Radcliffe College. Her field of study at Oxford was geography, actually a combination of anthropology and sociology. In 1980, Karon Sue Walker '76 captured the award when a senior at Williams College. She elected to study Nineteenth and Twentieth Century Literature. The two young women were the first Rhodes Scholars

from JBS since Richard W. Horner '32 claimed the honor in 1936 during his senior year at Washington University.

Added influence in the academic field came in 1981 when the school was selected by the John Motley Morehead Scholarship Foundation to compete for the Morehead Scholarship, a four-year award based on merit, to the University of North Carolina at Chapel Hill.

Since John Burroughs was one of only thirteen independent schools added to the program in '81, it became a notable honor for the school to be invited to participate. Its first nominee was Jonathan Sobel '82. Jon met all the rigid criteria and was offered a scholarship, but he declined and attended Princeton University instead.

From a financial standpoint, the picture was bright. Members of the John Burroughs Family continued to be generous in their support of the school. In 1981-82, for example, contributions for all purposes exceeded \$1,000,000 for the third time in history. Of that amount, \$415,687 came from Annual Giving, the first time that category exceeded \$400,000. Total contributions for 1981-82 from all sources amounted to \$1,026,275. The only previous million-plus years were in 1973-74 (the school's Fiftieth Anniversary period) when \$1,268,028 was received, and in 1977-78 with its \$1,035,448.

Alumni gave a boost to academic endowment when the Class of 1931, as its fiftieth reunion gift to the school, contributed \$23,361 to be earmarked for financial aid to deserving students.

When the '31 gift was turned over to Mr. Cissel at a luncheon on June 6, 1981, Gift Committee Chairman Thomas E. Latzer said, "In creating such a fund, it is our hope that succeeding reunion classes will continue this tradition and that the fund will grow to such proportions that many deserving students will be able to benefit from the institution that has meant so much to us."

Mr. Cissel responded: "The school is extremely grateful for this gift. The loyalty, thoughtfulness, the willingness to help others, and the generosity of the Class of '31 are an inspiration to all of us. If other reunion classes — particularly

those reaching the twenty-fifth and fiftieth milestones — would expand this fund, it would be a tradition in the true John Burroughs spirit.”

A month later, the Class of '56 accepted the challenge and added \$5,070 to the fund in commemoration of its twenty-fifth reunion. The really big gift, however, came in 1982 when the Class of '57 responded to the offer of three classmates who pledged to match all contributions dollar for dollar, and marked its twenty-fifth reunion with a total gift of \$47,504. Thus, the Alumni Reunion Scholarship Fund was born and grew into a healthy baby in a short time.

Among outstanding single gifts for the five-year period came in 1980 when a John Burroughs family requesting anonymity completed its pledge of more than \$333,000 to endow a chair in English at the school. It was the first such endowed chair at John Burroughs.

The gift, designated the Neville-Parry Chair in English, was in honor of two former JBS teachers — Mark A. Neville and Martin L. Parry. The first holder of the chair became John A. Acker, Jr., who joined the John Burroughs staff in 1951 and



Mark A. Neville



Martin L. Parry

succeeded Mr. Parry as chairman of the English Department when the latter retired in 1971.

Mr. Neville came to JBS in 1927 from the Rutgers Preparatory School in New Brunswick, N.J. He stayed through 1929, then spent a year as teacher of English at the Lincoln School of Teachers' College, Columbia University, N.Y., before returning to John Burroughs in 1930 as head of the English Department. He resigned in 1951 to become Headmaster of The Latin School of Chicago and left there in 1960 to accept a professorship of English at Indiana State University, Terre Haute.

Mr. Parry spent thirty-two of his forty-three teaching years at John Burroughs, from 1939-71, and succeeded Mr. Neville as chairman of the school's English Department in 1950. He previously had taught English and served as dean of boys at the Catalina Island School for Boys in California. Before his retirement in 1971, Mr. Parry was instrumental in revising and updating the school's strong English curriculum.

For teamwork in gift-giving, full credit must go to the Mothers' Council, that loyal group of school parents which continually gives up its time and talents for the betterment of JBS. In the ten years since the Fiftieth Anniversary, the Mothers' Council has raised more than \$275,000 with its annual Potpourri sales and house tours, and no cash value can be given to the thousands of volunteer hours contributed.

And then there were the "Put-Ons," a separate legal entity of the school which was incorporated for profit on the strength of an idea submitted by David Eiseman, III '40. Back in 1971, Mr. Cissel suggested searching for new sources of income for the school and four years later Mr. Eiseman came up with a workable plan for a garment business to be operated by parent volunteers. The project was supported enthusiastically and financially by Stephen S. Adams, Jr., '37, then president of the Board of Trustees, and B. Franklin Rassieur, Jr., '44. J. Carr Gamble, then a present parent, contributed valuable organizational skills to the corporation.

The company's first product was the manufacture and sale, to retail stores, of a ladies' denim wrap skirt. The item was made in long and short lengths with attractive appliqued designs and sold for \$32 and \$25 respectively. The company

was run like any other business, using a local factory to manufacture the skirts, commissioned salesmen around the country to sell them, but the "office force" consisted of volunteers from the JBS family.

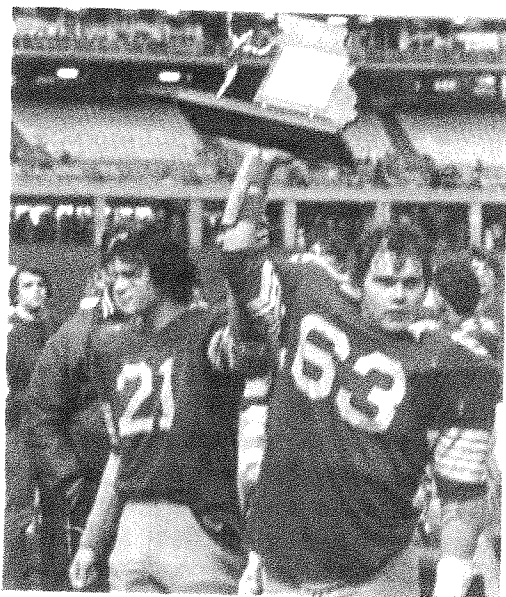
Success came quickly. Because of the demand (more than 5,000 skirts shipped in just over six months), the business was forced to move from the barn on the property of Mr. and Mrs. Adams to donated quarters in Tealwood Square at 450 North Lindbergh Boulevard. Meanwhile, the line was expanded to include tennis skirts, calico print blouses, personalized aprons, sport-length skirts and back-wrap skirts. The John Burroughs name became known to customers of retail stores as far away as Hawaii, California, Oregon, Minnesota, Massachusetts, Florida, and points in between. Put-On products also were shown in many mail-order catalogues.

When the three-year project was sold in 1978, The Put-Ons had earned more than \$35,000 for the school. None of that could have been accomplished without the help of David and Jane Eiseman, Steve and Sue Adams, Wally and Denny Minkoff, Ed and Jane Cissel, J. Carr and Dorothy Gamble, Ced and Carol Hustace (who christened the company "The Put-Ons"), Tad Hamilton, Phyllis Maritz, Betsy McMahon, Janet Sisler, and Ed Shifrin, a past parent who handled the legal aspects of the venture.

For athletic successes, few events in John Burroughs history generated the enthusiasm of 1980 when the football Bombers concluded a highly successful season by gaining a tie with Lexington for the Missouri State Class 2A Championship. Final score of the title contest was 6-6, the result of a well-played, hard-fought game in the second annual Show-Me Bowl at Busch Stadium on November 29.

Head Coach Jim Lemen said: "The outcome was a result of team unity, team spirit, and the retention of the 'never-say-die' attitude which prevailed throughout the season. It was a credit to the squad that it accomplished what it set out to do — to reach its goal of 'The Resurrection' theme promoted in the T-shirts distributed to the student body during the season and to repeat what their brothers did in 1975 when they

Co-captains Charles Wallace (21) and Andy Boles (63) holding aloft the 1980 State Class 2A football co-championship trophy.



captured the state championship.

"The team did a complete turn-around from 1979, when its record was three victories against six losses. In 1980 it had a 10-2-1 mark and each player deserved the 'State Champion' badge affixed to his letter jacket. The players had a right to be proud, as did those loyal supporters among students, parents, alumni and friends who gave their utmost in cheering the team on."

Although the Bombers outplayed a heavier Lexington eleven for the greater part of the showdown game, they were denied the pleasure of truly avenging the setback at the hands of the team which eliminated them from the 1976 title playoffs. Nevertheless, the co-championship was sweet reward.

The 1981 Bombers made a valiant effort to repeat in the gridiron title quest. They walloped old nemesis Country Day, 21-0, for a spot in the playoffs, but the tables were turned in the first round. Valle of Ste. Genevieve, whom the Bombers eliminated in the first round of the '80 playoffs, surprised John Burroughs this time, winning 14-6 and dashing all JBS hopes.

There was some championship consolation in that school year, however, for the "A" links team stroked its way to a

first-place finish in the Missouri State High School Golf Tournament (Classes 1A-3A) at Columbia. The team also won the ABC League and District titles. Golfers making up the state championship squad were Senior Steve Schengber, Juniors Clarke Jones and Tom Friedman, and Freshman Jay Williamson.

Other items of import marked the current five-year span.

The 1977-78 school year started with several faculty-administration changes necessitated by the retirements of Elmer Hirth and Margaret Schmidt. Richard L. Heath replaced Mr. Hirth as principal of Grades 9 and 10 and continued his former responsibilities as instructor of history and physical education. William T. Thomas of the school's English department became the director of admissions, and Robert A. Sortland assumed the duties of head college counselor besides his regular stints as principal of Grades 11 and 12 and history instructor.

It was in that same year that John Burroughs undertook the Herculean task of delving into moral education, an innovation which was hailed in the electronic and print media. Under the leadership of Halsey T. Tichenor, the school's director of curriculum research, a continuing program of conferences, seminars and workshops was developed to explore the theories of moral education propounded by Dr. Lawrence Kohlberg, director of the Center for Moral Education at Harvard University.

Dr. Kohlberg's theory contends that people can advance through six distinct stages of moral development through proper teaching, starting with Stage One — avoiding pain — and advancing to Stage Six — deciding issues on the basis of justice, equality and dignity of the individual.

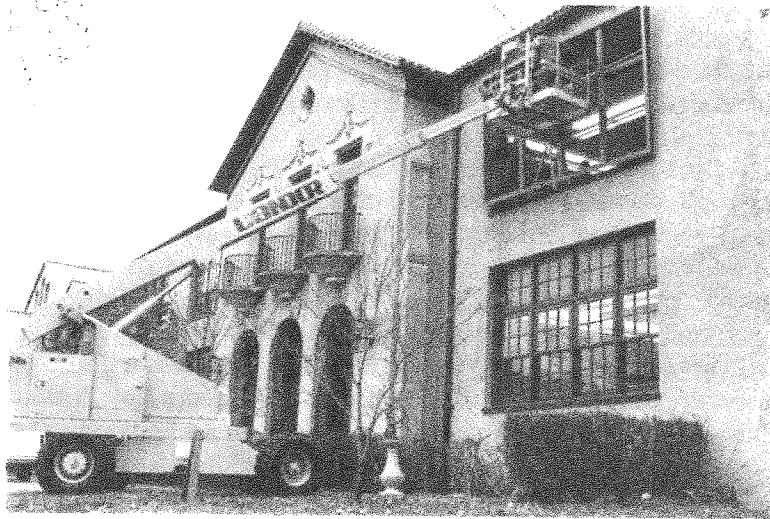
Announcement of the project resulted in a lengthy Page One article in the *Post-Dispatch* and precipitated a flurry of interest culminating in an editorial comment aired by Robert Hyland, vice president and general manager of Radio Station KMOX and regional vice president for CBS-Radio.

In his taped editorial, Mr. Hyland said: "... In our opinion, the John Burroughs School is to be commended for its innovative experiment with moral education. America's

young people receive less guidance on moral and ethical matters than ever before in our nation's history. And they have never needed it more with our contemporary trends of drugs, lawlessness, sexual permissiveness and 'do your own thing.' The Kohlberg method may not be the answer for John Burroughs or any other school, but we're glad Burroughs has the courage to face this basic issue of how to teach morals. Perhaps this experiment will inspire other schools to do likewise."

The year 1979 saw John Burroughs complete the first stage of what area analysts described as one of St. Louis County's most comprehensive energy conservation projects. The first-stage project involved replacement of each of the 261 wood frame windows in the school's main building with new extruded aluminum double-glazed windows.

The old windows, installed when the building was erected in 1923 and in subsequent additions, had become obsolescent and had contributed to staggering amounts of air infiltration, heat loss, and discomfort. According to professional analysts, the new windows — costing \$140,500 — would save twenty percent a year in fuel expense and would reduce



Mobile crane maneuvering installer and four new thermal window frames to second floor in front of main building.

maintenance costs. The projected savings in utility fees would pay back the investment in ten years or less.

Other stages in the conservation project included strict adherence to federal thermostat orders, installation of a re-circulation hot water line to the boys' gymnasium, replacement of rotting windows in the middle gym and in the girls' locker room, insulation of domestic hot water and steam heating pipes, and additional time control and temperature setback devices.

In April, 1980, two members were added to the select list of "Honorary Alumni" in surprise ceremonies at the annual dinner meeting of the John Burroughs School Association. They were Jane DeBevoise Cissel, wife of the Headmaster, and Newell S. (Jim) Knight, Jr., then president of the Board of Trustees.

Mrs. Cissel was honored for thirteen years of continuous contributions which have reached every facet of the school. Mr. Knight, as a parent who sent his four children to JBS, was a conscientious volunteer in many school activities and as a Trustee was a leader in building the communication, understanding and confidence which exists between the Board and the parents, faculty and alumni. The only previous recipients of the Honorary Alumni Award were Dr. Leonard D. (Gov) Haertter, teacher and Headmaster for twenty-nine years before his retirement, and Elmer Hirth, teacher for thirty-two years and principal of the middle school.

There were teacher retirements, too. Simon Ybarra, noted sculptor, left in 1978 after thirteen years of teaching his craft to JBS students. The following year saw the departure of Wayne W. Arnold, chairman of the dramatics department and teacher of English and speech for twenty-six years, and Albert Prelutsky, science teacher for the seventh, eighth and ninth grades for thirteen years.

Hugh Witscher retired in 1981 after twenty-seven years of teaching Latin, German, world history, medieval history, and geography of Western Europe. Another retiree of that year was Clara Fieselmann, who stole away without fanfare (at her explicit request) after split terms (1951-69 and 1974-81) of twenty-five years with the English department.

But the big gap in faculty "fixtures" occurred in June,

1982, when three illustrious teachers with a combined total of ninety years of service to John Burroughs opted for well-earned rest and recreation. They were Stanley Sprague of the language department; Paul Koprivica, industrial arts chairman; and Dora Tickner, principal of Grades 7 and 8.

Mr. Sprague started his teaching career at JBS in 1940 and taught Spanish, French and Japanese, with side trips into American history and social studies. Other memorable highlights of his forty-two years include his establishment of the first high school language laboratory in the United States, and a brief stint as acting Headmaster in 1966-67.

Mr. Koprivica joined the faculty in 1956 and expanded the industrial arts curriculum, started the wrestling team which he coached, and served as "C" football coach. Many of the physical improvements in the school are the result of his work during his twenty-six years at the school.

Mrs. Tickner became an integral part of John Burroughs in 1960 as a teacher of English and history and was named principal of Grades 7 and 8 in 1971 upon the retirement of Evelyn Damon. As a prime mover in a number of innovative programs, she put forth the idea for "August Days," the summer day camp operated by the students for underprivileged inner city children, and was active in setting up the Drey Land program for seventh graders.

Now, however, it has become time to look to the future.

Chapter Four

Crystal-Gazing

While Franklin J. (Doc) Cornwell, Jr., '60, and his wife, the former Ann Leschen '60, steered their committee towards an interesting and entertaining Sixtieth Anniversary reunion party on October 7-8, 1983, the 1982-83 school year opened at its normal, rapid pace.

Enrollment had been stabilized at 550 students and tuition had climbed to \$4,090 for the year. In the decade, however, there had been a dramatic increase in entrance applications — from 261 in 1973 to 421 in 1981, with the number topping 300 for the first time in 1978. There was significant growth in the number of minority students, too, with the total almost doubling. About five percent of the John Burroughs students in 1974 were from the minorities — African-Americans, Asian-Americans, Hispanic-Americans, and native Pacific Islanders — while ten percent of that group constituted the student population in 1982. Minority enrollment in all National Association of Independent Schools (NAIS) institutions was put at 9.1 percent, putting JBS ahead of the pack in that category.

Thousands of dollars had been spent over the summer of '82 on physical improvements, including a new co-ed weight-training room for the athletic department, a new scoreboard for Leland Field, carpeting for the second floor of the main building, and a handsome dark oak parquet floor for the Bon-sack Memorial Gallery.

Fifteen more seniors had been named semi-finalists in the National Merit and Achievement Scholarship Programs —

seven of whom later were designated as Scholars — and Greg Stevens became the second nominee from John Burroughs to compete for a Morehead Scholarship to the University of North Carolina at Chapel Hill.

Sportswise, the “A” soccer Bombers captured the ABC League title with a 9-0-1 league record and weathered the state tournament until the second round, finishing their schedule with a 15-4-2 mark overall.

The girls, meanwhile, were doing their part in keeping JBS in the public eye with their athletic prowess. Field hockey — always a strong sport at the school — continued to grow with five teams representing the Blue and Gold in interscholastic play. They were the “A,” “B,” “Junior Varsity,” “C,” and “Senior Women” teams, which played a combined total of fifty games in the 1982 season. The “A” team placed first in the Independent School League in ’79 and had finished first, second or third in every year since ’78. The “B” squad had won the League’s “B” Team Tournament every year since 1979! Many of the players have gone on to make their marks in college field hockey.

Distaff athletes became a power also in district and state track circles. Although the JBS girls competed against Class 3A and 4A schools in all their meets, by the time District competition arrived they were competent enough to be considered the “team to beat.” Assembling strong track teams in terms of numbers of participants was a tribute to Skipppy Keefer and her staff because the school fields two softball teams, a swimming team and a dance varsity in the spring. But results were what counted. The John Burroughs girls won the District meets in 1974, ’76, ’77, ’81 and ’82, and placed second in 1978, ’79 and ’80. Among all the schools in the State meet, John Burroughs finished third in 1980 and ’82, with honors going to the 3200-meter relay team of Alison Hall, Nancy Keefer, Michelle Pruett and Cathy Pliakos, who captured that event in 1980, and to Cari Jacobsen, who finished first in the 400-yard dash in ’82.

For spectator records, all laurels go to Douglas V. Martin, III ’40, a former Trustee, who has attended all girls’ track meets since his daughter, Sally ’80, started running with the team in 1977.



Seventh-grade science students sharpening their skills in computer literacy.

Although John Burroughs teachers had been experimenting with computers since 1970, the year in which retired mathematics teacher Gaylord Montgomery contributed one machine to the school in memory of his son, Douglas '49, JBS really moved into the electronics age late in the Sixth Decade.

By the start of the 1982-83 school year, Bruce D. Westling's science department boasted nine computers and the mathematics department headed by Thomas E. Yager had eight devices. Students are introduced to computers in the seventh grade, learning what the instruments can do and devising simple programs, and they are integral parts of courses through Grade 12. Math programs are tied to projects in science and algebra, while science students use the machines to analyze laboratory data, to run simulations of lab experiments, and to generate graphs, charts and tables for statistical analysis of experimental results.

Other departments moved into the computer field, too. One was assigned to the music department and Dr. Frank E. Perkins uses it for classes in music theory. Another was

assigned to the language department, where Marian S. Sniffen and Judy Rubenstein (Mrs. Jerome) programmed it to provide the practice drills so necessary to the study of Latin. And Peter W. Schandorff, a history teacher since 1971, was awarded a Joseph Klingenstein, Jr., Fellowship to Columbia University, New York, to study the new discipline of cliometrics (quantitative history) and the application of computers to the teaching of social studies. A separate computer in the library, actually belonging to the English department and used for word-processing, was equipped with a modem for remote access and provides automated bibliographic reference.

When school computers got too busy to accommodate all students needing them, John Burroughs had working agreements with several major industrial firms in the area to use their equipment.

Meanwhile, the performing arts departments (music and theatre) continued their strong programs. Besides the usual Christmas Celebrations, concerts and dramatic presentations, the team of Dr. Frank E. Perkins, chairman of the music department, and John Faust, who succeeded Wayne Arnold as director of theatre in 1979, collaborated in staging professional-quality performances of the musicals *"Guys and Dolls"* in 1980, *"Bye-Bye Birdie"* in '81, *"Oklahoma!"* in '82, and *"Fiddler On the Roof"* in '83.

Major changes among the faculty saw Susan M. Gray (Mrs. Walter E.), who joined the staff as an English teacher in 1980, succeed the retired Dora Tickner as principal of Grades 7 and 8; and William E. Crabtree, an industrial arts teacher since 1957, took over as chairman of the department, replacing Paul Koprivica. Stanley Sprague's intended retirement, however, became short-lived. Mr. Sprague was called back for his forty-third year of JBS duty (this time on a part-time basis) when an unexpected vacancy occurred in the language department. Then, in June '83, Halsey T. Tichenor, a history teacher since 1969 and director of curriculum research, planned to join the retired.

Mr. Cissel took the story of John Burroughs School abroad in April when he traveled to Turkey as part of an international team of educators selected by the New York State Independent Schools Association to evaluate Robert

College in Istanbul. The college, founded in 1863 and the oldest American school outside the United States, is an American-sponsored coeducational secondary school with a student body of 900 Turkish boys and girls aged eleven through nineteen.

Although thousands of miles away from St. Louis, there was a decided John Burroughs flavor to Robert College and its latest evaluation. Besides the presence of Mr. Cissel, two other names familiar to JBS watchers were deeply involved. First, there was Rodney B. Wagner, a graduate in the Class of '50, who served as chairman of the Board of Trustees for the foreign institution. Second, Stephen Hinrichs, who taught history at JBS from 1949-63 and was department chairman when he departed, was incumbent president of the NYSISA. The evaluation team of which Mr. Cissel was a part consisted of fourteen teachers and administrators from Turkey, Belgium, England, Switzerland and the United States.

But what of the future, and what path will John Burroughs take in the ensuing decades after its eventful Sixth?

Early in the school year, Mr. Cissel informed the Board of Trustees of his desire to retire in 1986. The Board started work immediately towards the review and revision of all school policies, it being a concern of both the Headmaster and the Board that the transition to a new leader be smooth. The policy review represented a first step to facilitating that transition, allowing the necessary time to adopt and implement any procedures which might evolve from policy modifications.

Unlike most potential retirees who spend their time winding down their activities and cleaning out their desks until the fateful day, Mr. Cissel plunged ahead into the awesome task of ensuring John Burroughs School's place in the future as a leading independent secondary school.

Foremost among his projects was a continuing Trustee-faculty-student study of Curricula Principles to determine where JBS would be in the year 2003, twenty years hence and seventeen years after his departure.

The study outline is worthy of mention here as a demonstration of the thought and work necessary to cement the school's future. Its prologue said: "In the decades ahead, a

John Burroughs education should continue to nurture in students the humanistic excellence and community activity that our school philosophy has long spelled out. We also should teach students to deal with the future, both in learning how to acquire knowledge on their own and in learning how to engage effectively in new situations."

Divisions of the study included:

"Content — Education at John Burroughs in the decades ahead should teach (1) heritage, including the evolution of the cosmos, our biological origins, and our history; (2) communications based on the symbol systems of languages, sciences, mathematics, and the arts; (3) computer literacy; (4) conservation of human and natural resources; (5) knowledge of the democratic system and skills for participating actively in it; (6) knowledge of other systems and cultures to form a basis for international understanding; (7) career options for providing a direction in life, and ideals for providing a purpose; and, (8) leadership, its skills and responsibilities.

"Community — Education at John Burroughs in the decades ahead should develop a community whose members (1) are willing to examine the diversity of each other's values; (2) recognize individual rights and responsibilities; (3) work with others; and, (4) respect communal rights and responsibilities.

"Learning — Education at John Burroughs in the decades ahead should take place in an atmosphere encouraging (1) the joy of learning; (2) the ability to laugh at oneself; (3) openness and objectivity; (4) critical analysis, experimentation, and problem-solving; (5) the presentation of information in non-linear as well as linear modes; (6) recognition of mental patterns in the rational, irrational, sensual, and intuitive modes; (7) curricular principles and classroom methods which treat the student as an individual; and, (8) activities that face the future, such as forecasting, innovating, and evaluating consequences of initiatives.

"Self — Education at John Burroughs in the decades ahead should foster the self through (1) paying attention to intellectual, emotional, physical and aesthetic growth; (2) nurturing a concept of self-worth and hope; (3) encouraging responsibility through self-reliance; (4) developing skills to cope with change and to manage crises; (5) making increas-

ingly discriminating moral choices based on facing dilemmas of classroom and community life; (6) developing a sense of commitment through recognition of the social value of one's labor; and, (7) promoting worthwhile avocational activities and the need for balancing work and leisure."

Another interesting and deep-probing project, organized by Halsey T. Tichenor, was the continuing study by faculty members of finding out more about the brain and — most important — about how people learn.

In the program's first two years the faculty participated in workshops and seminars on learning styles, personality types, and a system for incorporating research into the classrooms. Teachers delved into the theories of Jean Piaget, Dr. Lawrence Kohlberg, Dr. Anthony Gregorc, the Myers-Briggs Type Indicator, and the 4Mat system of Dr. Bernice McCarthy. The latter synthesizes learning-style theory and integrates it with the tentative findings of research into brain function. Teachers have gotten to know themselves better and have now found various ways to understand students and to help them learn more effectively.

"This ongoing investigation into learning styles was designed to provoke constant examination of teaching methods," Mr. Tichenor said. "Teachers have been challenged to reach beyond the students who learn easily from books and classroom explanations to those who learn from concrete experience, and then sift through the theories — whether about learning styles, brain dominance (the left hemisphere controlling speech and language, the right controlling creative expression), or personality types — to adapt useful information to their own disciplines. We have been very fortunate to have had the backing and the financial support of the Board of Trustees in letting us investigate new information on learning."

Heady tasks, to be sure, but ones which have generated interest and enthusiasm among all participants in the studies.

Curriculum changes also were considered — one implemented in 1982 and another to start in '84. For the first innovation, the old year-long courses of sewing and cooking for girls and industrial arts and mechanical drawing for boys were eliminated in Grades 7 and 8. In their place came a new two-year cycle of required coeducational practical arts pro-

grams. In the seventh grade, boys and girls study cooking and sewing together. In the eighth grade, they share classes in industrial arts and mechanical drawing. The change drew enthusiastic response from both students and teachers.

Starting in '84, a minimum of one credit for fine arts became a requirement for graduation, and the credit had to be divided between the visual (painting, sculpture, etc.) and performing (theatre, orchestra, glee club, etc.) arts. Students in Grades 9-12 were required to take a visual arts course for two periods a week for a year to earn one-third credit, and a performing arts course for two periods a week for a year for another one-third credit. The remaining one-third credit involved a choice of either visual or performing arts for the same length of study.

Also in the future is the possibility of major alterations in the physical plant, especially in the construction of a multi-purpose building, as recommended in the 1981 ISACS evaluation of the school.

The Board of Trustees already had approved employment of the St. Louis architectural firm of Hastings & Chivetta to develop alternative plans addressing the problems and use of space currently available. The ultimate goal of the John Burroughs administration was to obtain a multi-purpose facility which could be utilized by a maximum number of students, especially during the late-afternoon periods.

With all its ambitious undertakings, the John Burroughs family — its Trustees, faculty, students, parents, and alumni — could be relied upon to do its utmost in continuing the school's progress as an outstanding independent secondary institution.

Assessing the quality of its graduates and the status many already have achieved in their chosen fields, it is safe to assume that sometime, somewhere JBS products will be involved in finding a cure for cancer, rehabilitating dilapidated inner cities, in furthering education, in conserving our resources, in effecting labor peace, or generally improving the lot of the rest of the world.

In short, the John Burroughs "way of life" as best described in Martin L. Parry's earlier book will continue to prosper.

Appendix

Presidents — Board of Trustees (Sixth Decade)

Stephen S. Adams, Jr. '37	1972-75
J. Carr Gamble	1975-77
Newell S. Knight, Jr.	1977-80
Julian I. Edison '47	1980-82
Gretta Van Evera Forrester	1982-

Presidents — Alumni Association (Sixth Decade)

Daniel B. Horner '59	1973-75
Mrs. John P. Schaper (Ann Knight '60)	1975-77
John R. Belz '59	1977-78
Mrs. Michael B. Todorovich (Cynthia Jones '64)	1978-79
Horatio (Ray) Potter '52	1979-80
Gary Giessow '57	1980-82
Ms. Susan R. Corrington (Susan Rench '58)	1982-

Outstanding Alumni Awards (Sixth Decade)

1973	William E. Maritz '46
1974	Evelyn Edison Newman '37
1975	Edward M. Read '27
1976	Margaret Cornwell Schmidt '33
1977	Sal Lees Smith Seddon '32
1978	Francis S. MacNutt '42
1979	Virgil M. Loeb, Jr., M.D. '38
1980	Ann Carter See Stith '38
1981	Edward Noonan Ney '42
1982	Jane Krause Paine '44

History of Enrollment & Tuition (Sixth Decade)

Year Ending June 30,	Number of Students	Tuition Per Year	Year Ending June 30,	Number of Students	Tuition Per Year
1974	518	\$1880	1979	546	\$2735
1975	530	2010	1980	551	2935
1976	540	2200	1981	551	3230
1977	541	2360	1982	549	3680
1978	546	2535	1983	550	4090

National Merit Results (Sixth Decade)

Year	Semifinalists	Letters of Commendation	Merit Scholars
1973-74	12	10	2
1974-75	17	17	3
1975-76	11	17	2
1976-77	11	18	3
1977-78	16	14	7
1978-79	11	11	7
1979-80	17	19	3
1980-81	15	13	4
1981-82	22	16	9
1982-83	15	14	7

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

Amherst	Miami (Ohio)
Brown	University of Michigan
Carleton	Middlebury
University of Colorado	University of Missouri
Colorado College	U. of Missouri (Kansas City)
Colorado State	Northwestern
Columbia	Princeton
Cornell	Rice
Dartmouth	U. of Southern California
Denison	Southern Methodist University
DePauw	Stanford
Duke	Texas Christian University
Emory	Tufts
Harvard	Tulane
Johns Hopkins	Vanderbilt
University of Illinois	University of Virginia
Kenyon	Washington University
Lawrence	Wesleyan
M.I.T.	Yale

Important Dates (Sixth Decade)

1976	Dedication of Fine Arts Building — September 19
1983	Sixtieth Anniversary Reunion Party — October 7-8

