NEWSLETTER

St. Andrew's School Alumni Association

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Education For Excellence

by Robert A. Moss

Last April the *Princeton Alumni Weekly* carried an article by Dean of the Faculty, J. Douglas Brown, entitled "Education for Excellence: Its Nature and Cost." Dean Brown is concerned with the often expressed demand that education be made more efficient so that each teacher can educate more students and the schools and colleges be enabled to cope with the flood of qualified students now engulfing them. Unless new schools and colleges are founded, unless the supply of teachers is greatly increased, only drastic changes in policies and methods in existing schools can provide educational opportunity for the coming generations. So the argument goes.

It has been suggested that by using closed-circuit television and examinations of the multiple choice type (which can be graded mechanically) one teacher can expand greatly the number of students he can teach. I have heard that someone has invented a "teaching machine" which gives complete courses to groups of 30 students through recordings and films, even testing the students and recording their grades. It will also correct a student's errors and make him repeat information until he has learned it perfectly. The whole apparatus works electronically and one does not need a college degree to turn it on (only to repair it).

One of the important questions facing schools and colleges is what to do about the enormous number of students seeking to enroll, but that is not the *only* question. Another is to determine what *kind* of education makes sense out of these times and affords some hope of producing leaders of character and intelligence and vision.

Here follows a portion of Dean Brown's article published with his permission:

> A great deal of the confusion which affects the determination of educational policy in America arises from a failure to distinguish two basic approaches to education. This failure becomes acutely significant when, aroused by pressures from without and within, we concentrate our efforts on education for excellence, whether in school, college, or university. These two basic approaches are: education in *conformity* and education in *creativity*. They appear at all levels of the educational process, with heavy emphasis on conformity in school and early college, shifting at least for high talent, to heavy emphasis on creativity in the later years of college and in professional education. Failure to distinguish between these two approaches would be a serious handicap in assuring our country the flow of high talent it so sorely needs. Failure to distinguish the relative costs in teaching talent and money of these two approaches to education would prove short-sighted and frustrating.
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> In elementary and secondary education there is a large proportion of education to conformity. Reading, writing and arithmetic, as tools for life, are training in standardized procedures. But as higher, liberal education is reached, the student moves by gradual stages into education to encourage creativity and the fulfillment of the individual, rather than to encourage conformity in work habits or ideas. This is a vital difference between American and Russian higher education, at least in general terms.
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> Even at the level of higher education, there is a wide range in the degree of emphasis upon creativity as opposed to conformity. The more elementary level of any program of study requires the student to know the standard terms, vocabulary, grammar, procedures, and data of the subject. But as a student moves from language to literature, from method to discovery, and from fact to personal evaluation, the growing mind needs creative exercise and to test out one's ideas through interaction with the ideas of others. This is where higher education becomes an individualized process and where evidence of conformity to the authoritative word of the lecturer or the textbook falls short of evidence that one is truly educated.
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> Education in conformity constitutes a large and valuable segment in the total American system. At the college level, it produces large numbers of young people who know the skills of language, mathematics, engineering and science and have a background of knowledge of accepted facts and judgments in the social sciences and the humanities. But such education alone does not provide the leadership for advancing the whole frontier of civilization whether in human organization and relations or in scientific discovery. Such leadership requires education in creativity.
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> Education in conformity has a practical advantage over education in creativity. Because it seeks conformity, it can be more easily standardized. Therefore, it can use the techniques of multiplication of the effectiveness of the teacher through the subdivision of labor. It has some of the elements of mass production. Examples of such techniques are the lecture-quiz-examination formula so widely used today. The standard text and the objective test are the attributes of education in conformity.
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> Education in creativity, on the other hand, must go far beyond these techniques. It must relate itself to that most unstandardized unit, the individual student, and his interaction to the educational process. It must bring the mature teacher into close relation with an individual inquiring mind in order to give individual guidance and criticism in programs of study which do not conform to any standard pattern. The methods used in education for creativity include small discussion groups, individual consultation, wide and varied readings, independent investigation, essays, theses, evaluation based on close observation, and examinations which weigh analysis rather than conformity. Most of all, education in creativity requires the creative teacher, not on the lecture platform alone, but in close and frequent contact with the individual student.

The dividing line between school and college is not a sharp one. In the lower forms courses at St. Andrew's naturally have the characteristics Dean Brown describes under "education in conformity." In them the student is learning the grammar of the various subjects and doing the dog work without which he cannot hope to undertake mature academic work. But in the fifth and sixth forms his courses begin to develop those critical qualities and appreciative capacities which are the mark of the scholar. In them the student is encouraged to develop his creative talents and to begin the arduous task of thinking for himself.

It seems to be the genius of St. Andrew's School to pursue both approaches to education, to select a small student body and to give it a thorough grounding in the grammar of the basic subjects and then to expose it to the challenge of individualized, personal interaction with the world of ideas and the educational process.

The small size of the student body sometimes seems anomalous in these times of crowded schools. The School's large faculty, magnificent plant, generous scholarships should make its conscience uneasy. But, as Dean Brown points out, the issue lies not only in the quantity but in the quality of education given, and this in the long run can be produced only by apparently uneconomic methods. If the result is a stream of young men who can think creatively, who are not afraid to be individuals and who invest their lives with a sense of Christian vocation, then there is ample justification for a school which provides so much for so few.

George Channing Sumner, Jr. Memorial

On the evening of Armistice Day there was dedicated in the Chapel in memory of George Channing Sumner, Jr., '48, who was killed in a T-33 accident at George Air Force Base on January 5, 1957, a super-frontal for the Altar given by members of the Class of 1948.

The super-frontal is green in color for use during the Trinity and Epiphany seasons of the Church and has embroidered in gold in the center the I.H.S. symbol, flanked by two St. Andrew's crosses.

Mr. Cameron spoke briefly, recalling vividly to those who knew him Chaunce's school days at St. Andrew's.

This memorial gift has been inscribed in the Book of Remembrance mounted in the Chapel.

Reunion Classes 1935 and 1950

The weekend of April 23-24, 1960 will be the date of the 25th Reunion of the Class of 1935 and the 10th of the Class of 1950. Frank Hawkins, '35 and Bill Murray, '50 have been asked to gather in their classmates. The SAS Crew will race two Eights against Princeton Freshman crews.

Joint Faculty-Council Meeting February 26th

At 8:00 pm on February 26th there will be held the second joint meeting of the faculty and the Alumni Council. As was the case last year, the main business of this meeting will be to have certain members of the faculty answer questions on school affairs submitted in advance by the Council members. Time will be allotted for general discussion growing out of these questions.

Alumni are welcome at this meeting, as they are at any meeting of the Council. Those who have questions that they would like to have aired may submit them by February first to James F. Adams, 2327 W. 16th Street, Wilmington.

At 7:30 pm, the same evening, the Council will meet briefly to take up matters of business.

Alumni planning to attend these meetings are invited to have dinner with the School at 6:25. Please advise the Alumni Office if you plan to attend.

National Merit Scholars

Seven S.A.S. Sixth Formers, *John Randolph Beverly, II*, Coral Gables, Fla., *Asbury Coward, IV*, Annapolis, Md., *Jesse Raymond Dowd, Jr.*, Lampeter, Pa., *David Randolph Johnson*, Severna Park, Md., *Harry Lawrason Murray, III*, Alexandria, Va., *Philip Barton Onderdonk, Jr.*, Philadelphia, Pa., and *Stephen Condict Walke, Jr.*, Hagerstown, Md., were named semifinalists in the National Merit Scholarship Competition to be awarded for the 1959-60 program. These students are among 10,000 of the highest scorers on the Qualifying Tests given last spring in over 14,500 high schools. They outscored over half a million classmates. This semifinal group is composed of the highest scores in each state, prorated according to the state population and the number of high school graduates in the state.

These semifinalists faced another rigorous three-hour examination given on December 5th. Those who repeated their high scores on this second test will become Finalists in the competition.

After Many A Summer . . .

When the smoke and thunder of an academic year finally pass in June what happens to teachers? Do they emerge? Why? Twelve St. Andrew's masters left the environs of Noxontown last summer to pursue specialized studies and research from California to England.

Scholarship holders of the National Science Foundation included Mssrs. Washburn and Timmins (Mathematics at the University of Michigan), Mr. Goodell (math at Univ. of Cal., Berkley), and Mr. Myers (chemistry and physics at Lafayette College).

The following masters engaged in work toward higher degrees: Mr. Boyle (completed Ed.M. at Harvard), Mr. Johnson (for M.A. at French School, Middlebury College), Mr. Reyner (for M.A. at Penn State - thesis subject, "A Suggested Physical Education Program for St. Andrew's School"), Mr. Vrooman (for PhD in Romance Languages at Columbia), Mr. Weigand (for M.A. in history at Univ. of Delaware; additional work in math).

Returning to Oxford University, Mr. Broadbent studied the history and politics of England, 1870 to the present, while Mr. Barron returned to his summer clime of New Hampshire where he took courses at the University of New Hampshire in preparation for his new role of Choral Master.

Mr. Amos not only continued his work as Research Associate with the University of Delaware Marine Laboratory, Lewes, Del., but also published "Life of a Sand Dune" in *Scientific American*, July, and authored a text-study guide for the Institute of Biological Sciences Secondary School Biology Course, designed to do for nationwide secondary school what M.I.T. has done in physics.

New Faculty Members

The new Chaplain of St. Andrew's School is the Reverend Alexander Ogilby. He replaces the Reverend David Leech.

Mr. Ogilby is the son of the late President of Trinity College, the Reverend Remsen Ogilby, and a brother of the Suffragan Bishop of the Phillipines. Another brother is a member of the faculty of St. Paul's School, Concord, New Hampshire. Mr. Ogilby is a graduate of the Loomis School and Harvard University, and for two years he taught at Groton School in Massachusetts. After graduation from the Episcopal Theological Seminary in Cambridge he was assistant Rector in a New Haven parish. For the past three years, Mr. Ogilby has been Chaplain of Pomfret School in Connecticut.

The School's new Art instructor is Mr. Howard Schroeder. Mr. Schroeder, a graduate of the Syracuse University College of Fine Arts, studying later at the National Academy of Design, is well known in Delaware art circles. He will visit the School two days a week from Lewes where he is Director of the Rehoboth Art League. He will introduce a new course in Art for the Second Form as well as work one day a week with older boys.

Mrs. Maxine McLane, R.N., joins the faculty as School Nurse. She has had considerable experience in both private practice and hospital work. Recently she was a supervisor at Delaware Hospital.

Winter Sports Schedule

BASKETBALL

January		
Fri. 8	Dover	A—7:00
Wed. 13	Sanford	A—3:15
Sat. 16	Westtown Frds.	A—2:00
Tues. 19	Chestnut Hill	A—1:00
Sat. 23	St. Albans	H—2:00
Tues. 26	St. Peters	H—3:30
Sat. 30	Westtown Frds.	H—2:00
February		
Tues. 2	Archmere	A—3:15
Fri. 5	Wilm. Friends	H—3:00
Tues. 9	Caesar Rodney	A—7:00
Fri. 12	Tower Hill	A—3:15
Tues. 16	Wilm. Friends	A—3:15
Sat. 20	Sanford	H—2:00
Tues. 23	Archmere	H—3:15
Sat. 27	Balt. Friends	H—2:00
March		
Wed. 2	Tower Hill	H—3:00

WRESTLING

January		
Tues. 12	St. Paul's	H—3:30
Sat. 16	Peddie	A—3:30
Sat. 23	Episcopal H.S.	A—3:00
Sat. 30	Severn	H—2:00
February		
Wed. 3	Milford	A—7:30
Sat. 6	Hun School	H—4:3
Tues. 9	Tower Hill	H—3:30
Sat. 13	St. Albans	H—2:00
Sat. 20	U. of Delaware	A—2:00
Tues. 23	Wm. Penn H.S.	H—3:30
Sat. 27	Malvern	A—2:00

In line with the policy of the NEWSLETTER to part the academic curtain for an occasional glimpse of what goes on in the classroom at S.A.S., we publish the following account by William H. Amos, Chairman of the Science Department.

The Science Department

It seems to be the thing these days to report upon the progress of science education; Sputnik notwithstanding, the sciences at St. Andrew's have been evolving in their own right. A glance at the catalog will show that the "same five" are offered today as in the last decade; careful reading of the course descriptions may indicate some changes, but it will require an alumnus of a few years back to appreciate fully the changes that are being wrought.

In the SPECIAL NEWSLETTER for May 1959 Charles Goodell reported on the physics course he is conducting. Although the influence of the Physical Sciences Study Committee course is not yet apparent in other texts, in a few years high school physics as you and your contemporaries from other schools remember it will be a thing of the past. For one thing, a strong emphasis on theory underlies the new approach; gone are the lengthy, cluttered discourses on technology. The applied aspects variously known as "engineering" are de-emphasized by the physicists themselves. Laboratory exercises no longer make use of engine models and generators; in their place have appeared bits of glass, wood, rubber bands that not only offer students the possibility of constructing instruments of greater precision, but the possibility of creating discernible error which can be corrected. St. Andrew's has offered this course for two years, and can take pride in having been one of the first schools in the country to do so.

Other major disciplines also are evolving at a rapid pace. The new program being sponsored by the American Chemical Society is still somewhat untested, but offers great promise. Undoubtedly it will have an effect upon what we present at St. Andrew's. In the meantime, the course being offered hardly can be called conventional. Frederick Myers is a devoted chemist of qualified standing, and the rooms under his control reflect his genius for organization. His course in general chemistry offers boys as thorough an introduction to chemistry as can be found at this level, and his personal interest in crystallography provides an enrichment to those boys who work in the laboratory after hours. The chemistry laboratory now houses a large spectrophotometer presented to the School by Dr. William Batt, father of Don Batt '61; this precision instrument is being used by Fred and some of his students in preliminary research.

Biology and zoology remain in the crowded laboratory beyond the dining room, with additional rooms here and there about the School. Although facilities appear to be about the same, the two courses are utterly different from those offered in previous years. The American Institute of Biological Sciences, with grants from the Ford Foundation and the Atomic Energy Commission, is developing a completely new general biology course which will appear both in [illegible] and a study guide-text. The group working on the project is composed of university and secondary school men, and I have the great privilege of being one of the two authors of the text materials. It is our hope that the new course will be available to schools throughout the country in the fall of 1960. Meanwhile biology classes at St. Andrew's are being exposed to facets of this course as they are developed; already they are reasonably conversant with DNA, PGAL, the Embden-Meyerhoff glycolytic system (they know it as the respiration "stairway"), the Krebs cycle, endoplasmic reticulum, and other matters about which many college students are in double.

Although the course in general science under Webb Reyner still has no home of its own, it has adequate installations in the physics laboratory which assure the class space for equipment, small projects, and the like. It is hoped by the department that our new IInd Form science course, now being developed along non-traditional lines, will be put into effect in 1960. We may be joined by several other independent schools interested in giving the St Andrew's plan a try.

In a relatively short time then, St. Andrew's has taken part in the testing of a new physics program, it is actively participating in developing a totally new biology course on a nationwide scale, it is planning a new approach to introductory science, and it is abreast of all current trends in chemistry. The traditionally-minded need have no fear, however, for courses here remain based upon the authority of thorough knowledge; they are not leaning toward the fruitless "meaningful experiences" that plague so many secondary science courses. We merely feel, along with a great many other schools, that it is time to clean house in the sciences, to readjust our instruction in light of modern achievements and understanding. It is quite impossible to add to the cumbersome survey courses of yesterday; building anew is required. The very fact a number of our boys are being placed in advanced science courses during their first year in college indicates we are in step with institutions that base their instructional program upon the latest developments in research

A revision of biology, chemistry, and physics courses throughout the country will have a measurabe effect upon the colleges. Within a short time many schools, public as well as independent, will be offering sciences of such a nature that the traditional introductory college course will be repetitious for those who enter with science credits. With this in mind, revision of freshman science courses in many colleges and universities has already commenced.

With regard to personnel, the future augurs well. Few schools can offer as attractive science teaching positions as St. Andrew's. Science faculty, with the exception of Webb Reyner whose course does not hold afternoon laboratory sessions, have been relieved of heavy coaching responsibilities to allow them the time necessary to keep a laboratory running. Research of any type is encouraged, and with our facilities and proximity to the University of Delaware, various faculty research problems have been conducted effectively. Our ties with the University grow closer each year; this healthy influence cannot help but stimulate us as science instructors and the boys we teach.

Perhaps the only area in which we hope for considerable improvement is that of teaching space, general facilities, and a more closely related physical layout. At present the three main laboratories are widely separated; preparation rooms, research and project space, a greenhouse, animal rooms, a general science laboratory, and a reference room do not exist. For the most effective handling of our instructional program, the department requires all facilities to be concentrated in one area A science wing is a necessity the School is considering for the future.

NECROLOGY

Edward Austin Cary, S.A.S. 1938-42, died in Ann Arbor, Mich., of a heart attack, November 24th. "Tex" is remembered at St. Andrew's particularly for his contribution to extra-curricular activities and to sports. He captained the wrestling team during his Sixth Form year, and graduated cum laude in June 1942. After graduating from Tulane University, Phi Beta Kappa, he received his medical degree from that University in 1947 and interned at the University of Michigan Hospital. Later, while fulfilling his military service, he was on the staff of the Veterans' Hospital, Valley Forge, and the Naval Hospital at Portsmouth, Va.

In 1953 "Tex" began his practice of medicine in Ann Arbor, and was a neurologist on the staff of the University Hospital. He is survived by his widow, two daughters, Kittredge and Leigh, and by a son, Austin Cameron. Their address is, 1931 Lorraine Street, Ann Arbor, Mich.

Europe Speaks

On August 23rd, at a meeting in Macon, France, on a terrace, M. Jean Orizet, '54 entertained a member of the Netherlands branch of the Association, M. R. Van Mesdag, '48. Both branches humbly present their European devotion to the Alumni Association Headquarters. Both branches flourish, not in membership, but in health.

Class Notes—

Mac Gillet, '46 and Henry Lamar, a member of the Harvard football coaching staff, will open a camp for boys, ages 7 through 15, next summer. They have acquired "Moose Trail Lodge" in the mountain and lake district of Maine on Moose Pond, 35 miles northwest of Portland. In addition to the usual Maine camp activities, tutoring can be arranged. *Mac* is a graduate of Johns-Hopkins University and has done summer work at Harvard University. He has taught in the lower school of The Calvert School, Baltimore, since 1952. Alumni interested in a summer camp for their sons should write James McHenry Gillet, 3 Longwood Road, Baltimore.

Class of 1936

George Cumpston and his family, while on leave from Armco International Corp., Lima, Peru, visited SAS in late November. *George* hoped to look up some of his classmates while in the area before leaving for Christmas in Arizona on his return journey to Peru. *Bev Hazel* was transferred in June by Kaiser Aluminum to the position of Assistant Manager, (Geodesic) Dome Sales Dept., Oakland, Cal. *Dick Trapnell* was named Chairman of the Red Cross Drive for the State of Delaware for 1959-'60.

Class of 1939

Major *Lawrence Johnson* has returned from four years' duty in Germany. He is Surface-to-Surface Missile Officer with the Fourth Army, Fort Sam Houston.

Class of 1940

Coleman Edgar has been appointed manager of Hercules Powder Company's Naval Stores Department, San Francisco district. *Ogden Gorman* has returned to this country from Luxembourg where he was European Manager of Seaboard & Western Airlines. He has purchased a home in Owings Mills, Md.

Class of 1943

After eight years abroad with DuPont International, as European technical representative in Basel and London, *Jay Kinahan* has returned to the States. Address: International Dept., DuPont Co., Wilmington.

Class of 1944

Graeme and *Sabin Colton* vacationed last summer in Venezuela and Jamaica with their two oldest children. *Sabin* is in private practice in Philadelphia for the diagnosis and treatment of sterility. He is on the obstetrical-gynecological staffs of Pennsylvania and Bryn Mawr Hospitals and is also an instructor in obstetrics and gynecology of the University of Pennsylvania. *Bill Davis* has returned to Yale University for final work on his PhD. He is a freshman counselor.

Class of 1948

Carlos Echeverria is an Associate with C. A. Hansen, Inc. (yacht insurance), New York. During the summer he sailed a yawl from New York to Norfolk and will compete next summer in the Olympic trials.

Class of 1950

Mort Clark has completed service with the Navy and has re-entered the University of Virginia Graduate School.

Class of 1951

Miss Hilda MacGregor Sharp and *Richard Johnstone Corbin* were married in the Chapel of The Holy Spirit, New Orleans, on July 4th. The marriage of Miss Alice Caroline Pitt to *Thomas Peter Robinson* took place in the Tome Methodist Church, Port Deposit, Md., on November 28th. *Thomas Robinson Saunders*, '42 was his cousin's best man. *Leslie Smith* is working in Kavalla, Greece, with Glenn Tobacco Co.

Class of 1952

Sidney Congdon is with Lever Brothers, Kansas City. Alison McClure Hickin, second child of Winkie and *Mack Hickin*, was baptized in the School Chapel by Mr. Hawkins on November 8th. *George Broadbent*, '41 is a Godfather. *Herndon Werth* is a reservations agent with American Airlines, New York City. *Bill Wrightson* is studying for a degree in archaeology at McCoy College, Johns Hopkins University, while working with the Government.

Class of 1953

Bill Hinnant was in summer stock, first as "Pappy Yokum" in "Li'l Abner" and then as "Dolan" in "Mr. Roberts." He is working in theatre and T.V. in New York City. Announcement has been received of the marriage on October 17th of Miss Diana Audrey Marston to Lieutenant *Robert Thompson Oliphant, Jr.*, in the Church of Our Mother of Good Counsel, Bryn Mawr, Pa.

Class of 1954

Miss Elizabeth Field Yow and *James Robert Maxwell Alston, Jr.*, were married in Parker Memorial Baptist Church, Anniston, Ala., on December 27th. *Tony Clark* is with Jet Propulsion Laboratories, Pasadena, Calif. *Lt. Church Hutton* has been selected for a three months' detail to take command of the American contingent of the UN Honor Guard at Seoul.

Class of 1955

Charley Close is working with the Weavers, a folk singing group, in New York City.

Class of 1956

Miss Mary Gillman Masland and *Robert Gaylord Harnwell* were married in St. Thomas' Church, Whitemarsh, Pa., on December 21st.

Class of 1957

Bob Bailey was included on the Honor Roll of Wesleyan University with an average of B plus, for the academic year ending last June. *Tim Bloomfield* was awarded again a Wesleyon Alumni National scholarship.

Class of 1958

Moorhead Vermilye has had to withdraw from the University of Virginia due to a serious illness. His home address is, Easton, Md.

Class of 1959

Bob Craighill is on the freshman swimming team at the University of Virginia. *Walter Phillips* is pledged Pi Kappa Alpha at the University of North Carolina and is wrestling at 167 pounds with the freshman team. *Benny Powell* was a member of the Amherst freshman football team.