

CARDIGAN



HISTORY
1945-1995

*The
Cardigan Mountain
School*

HISTORY

Part One
1945 to 1960

by

ROBERT C. HOPKINS

Part Two
1960 to 1995

by

RICHARD R. REARICK



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CARDIGAN MOUNTAIN SCHOOL
CANAAAN, NEW HAMPSHIRE

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Cover:
Cardigan Mountain School shield adopted 1995

Se in viam dare: to start on one's way

Augere virtutem; dirigere mentem: to build character,
to mould minds

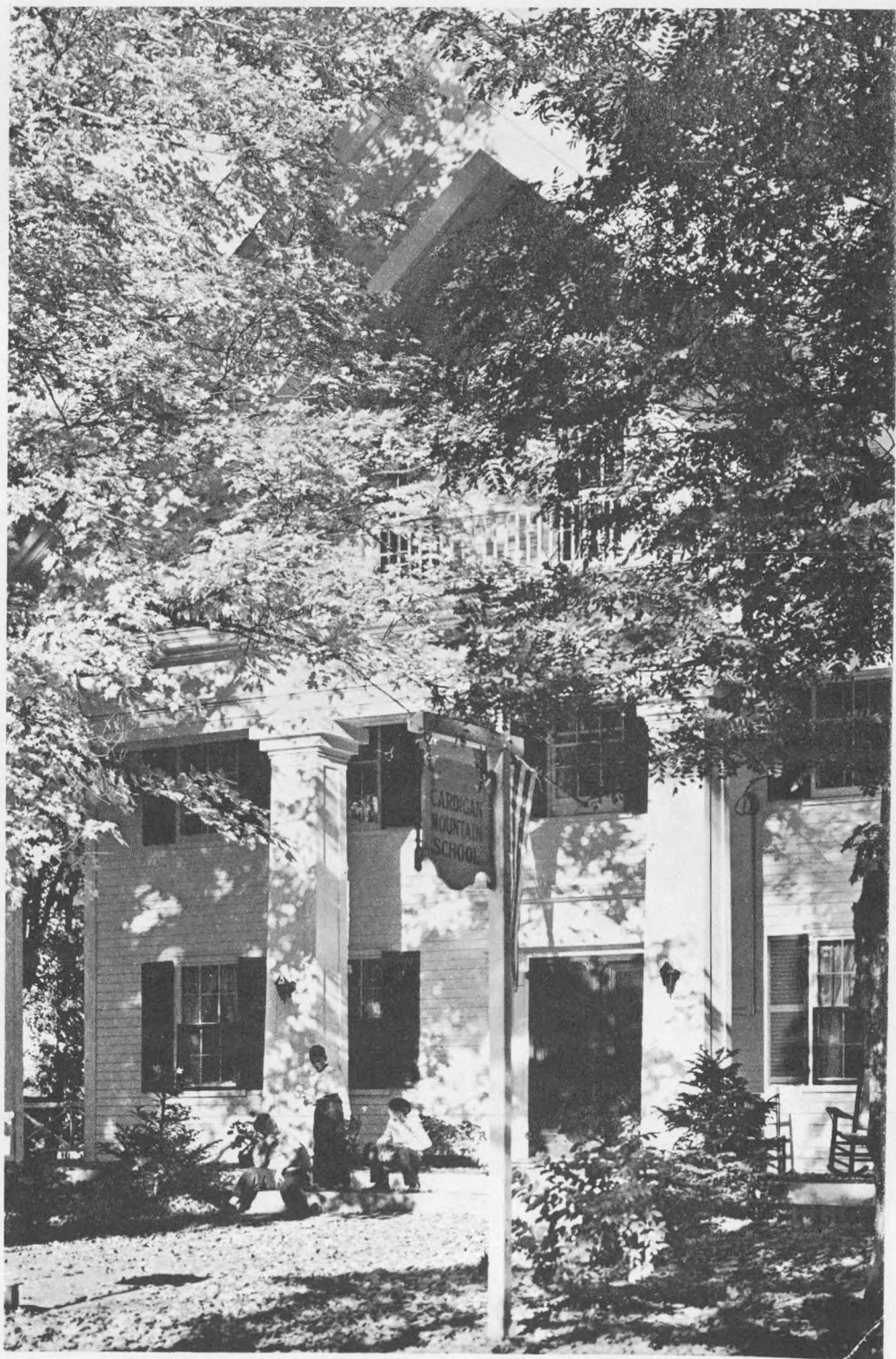
First Edition

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DEDICATED
TO THE
BOYS
OF
CARDIGAN MOUNTAIN SCHOOL
OF THE
PAST, PRESENT, AND FUTURE
AND TO THEIR
TEACHERS



Cardigan Mountain School on Canaan Street

Introduction

UNDER DATE of 7 January 1958 I received a letter from Roland W. Burbank, Headmaster of Cardigan Mountain School which was much less formal than this bare statement of fact would indicate. The salutation was "Dear Bob" and the signature was "Ro". Having been a salesman most of my life I failed to recognize his letter as more than a very cordial, courteous, appreciation for my tax exemption gift to the School. It was nice I believed, and still do, for him to acknowledge my modest gift when \$500 to \$10,000 gifts were cluttering up his desk.

There was a bit about the progress of the new scholastic center, Hopkins Hall, in which I have a vicarious interest. By then I was relaxed and casually read on:

"I wonder", wrote "Ro", "if I could persuade you to take on what I think is a very necessary and valuable chore? We need a history of the school to date. I have in mind, at the moment, having a wealth of historical detail available. . . .

" . . . would you be willing and able to undertake such a task?"

The last letter I had received from a Headmaster was one I now wish I had saved, for in 1908 he had urged me to consider adding Greek the next year to the schedule of studies I was already laboring under. My first reactions to these Headmasters' letters were similar and best described as a feeling of hollowness in the stomach. I wanted in both cases to be cooperative for somewhat different reasons. Without going into detail as to what these reasons were for my disinclination to go through life with the admitted advantage of Greek comprehension, I felt strangely lured toward answering "Ro" Burbank's letter affirmatively. This I did; and for better or worse the historical story of the Cardigan Mountain School is available in the following pages.

A list of living members of the "Cardigan Family", their status, their locale, and the informal names to which they responded in 1960:

WILLIAM R. BREWSTER "Bill"	<i>Owner and Director of Birch Rock Camp for Boys, East Waterford, Maine</i>
ROLAND W. BURBANK "Ro"	<i>Headmaster of Cardigan Mountain School, Canaan, New Hampshire</i>
CHARLES E. COTTING "Charlie"	<i>Chairman of the Board, Lee Higginson Corp., Boston, Mass.</i>
RALPH E. FLANDERS "Senator"	<i>Former United States Senator, Springfield, Vermont</i>
EDWARD S. FRENCH "Ned"	<i>President, Jones and Lamson Machine Co., Springfield, Vt. & Boston, Mass.</i>
SIDNEY C. HAYWARD "Sid"	<i>Secretary — Dartmouth College, Hanover, New Hampshire</i>
DR. CRAWFORD H. HINMAN "Doc" or Crawford	<i>Practicing Obstetrician, Boston, Mass.</i>
HAROLD P. HINMAN "Hap"	<i>President — Cardigan Mountain School, Canaan, New Hampshire</i>
JOHN H. HINMAN "John"	<i>Chairman of the Board — International Paper Co., New York City</i>
HARVEY P. HOOD "Harvey"	<i>President — H. P. Hood & Sons, Boston, Mass.</i>
ERNEST MARTIN HOPKINS "Hop"	<i>Chairman of Board, Nat'l Life Ins. Co. of Ver- mont, President-Emeritus, Dartmouth Col- lege, Hanover, New Hampshire</i>
ROBERT C. HOPKINS "Bob"	<i>Retired — The New Yorker Magazine, N. Y. C. 25 years, Darien, Connecticut</i>
JOHN B. KENERSON "Johnny"	<i>Ginn and Company, Boston, Mass.</i>
FRANK M. MORGAN "Frank"	<i>Former President of Clark School — Retired, Hanover, New Hampshire</i>
JERALD B. NEWTON "Jerry"	<i>Owner & Director of Camp Pinnacle for Boys, Lyme, New Hampshire</i>
CHARLES A. PROCTOR "Charles"	<i>Professor-Emeritus of Physics, Dartmouth College, Hanover, New Hampshire</i>

JUSTIN SMITH	<i>Administrator, Hitchcock Clinic, Hanover, N. H.</i>
ROBERT W. STODDARD "Bob"	<i>President, Wyman-Gordon Company, Worcester, Mass.</i>
FRANK J. SULLOWAY "Frank"	<i>Senior Partner, law firm of Sulloway, Hollis, Godfrey, & Soden, Concord, N. H.</i>
SINCLAIR WEEKS	<i>Recently resigned from active service to his Country as Secretary of Commerce, 1953-1959, Lancaster, N. H.</i>
J. WALKER WIGGIN "Walker"	<i>Senior Partner, law firm of Wiggin, Nourie, Sundeen, Nassikas & Pingree, Manchester, N. H.</i>
PHILIP RAY ALLEN "Phil" (Resigned)	<i>President, New England Conservatory of Music, Boston, Mass.</i>
DONALD D. DURRELL "Don" (Resigned)	<i>Professor of Education, Boston University, Boston, Mass.</i>
JOHN E. FOSTER "John" (Resigned)	<i>Industrial Engineer, Montclair, N. J. and New York City</i>
JENS FREDERICK LARSON "Fred" (Resigned)	<i>Architect, Winston-Salem, North Carolina</i>
EDWARD K. ROBINSON "Robby" (Resigned)	<i>Treasurer, Ginn & Company, Boston, Mass.</i>
HAROLD WALTER STOKES "Doctor" (Resigned)	<i>President of Queens College, Flushing, New York</i>
JAMES F. WOODS "Jim" (Resigned)	<i>Portland, Maine</i>

DECEASED "MEMBERS" AND FRIENDS OF CARDIGAN
WHO LIVE IN THE FOLLOWING PAGES

HAMILTON WALLACE BAKER	<i>Boston, Mass.</i>
COL. CHARLES W. TENNEY	<i>Springfield, Mass.</i>
JAMES C. CAMPBELL	<i>Pawtucket, R. I.</i>
RICHARD C. CULLEN	<i>New York, N. Y.</i>
D. SAMUEL GOTTESMAN	<i>New York, N. Y.</i>
ARTHUR A. WILLIAMS	<i>Holliston, Mass.</i>

THE FIRST FIFTEEN YEARS

The Year 1944

IT IS NOT an uncommon experience in this great Nation of ours that very real achievement develops from what, at the time at least, seems an inconsequential suggestion. The story which is to follow is that of the Cardigan Mountain School with modern fireproof buildings housing over a hundred students, with a Headmaster and faculty second to none in the pre-preparatory school field. Fifteen years ago this present achievement which is still growing started from an idea and a deficit. "A deficit" as defined by a former Finance Minister * of West Germany, "is the amount that you have less than you had at the time when you had nothing". No better definition could be given of the monetary situation which existed when the Cardigan School, later changed in name to the Cardigan Mountain School, was founded. But we are getting ahead of our story, for much was to be thought over, prayed over and accomplished between the triggering suggestion of one man to the imagination and years of secret hoping of another.

William R. Brewster, Headmaster of Kimball Union Academy at Meriden, New Hampshire, was calling at the home of Mr. and Mrs. Preston T. Miller at Canaan, New Hampshire on the evening of December 2, '44. "Bill" Brewster had never been on Canaan Street before but even though darkness was closing in he was impressed with the wide and straight sweep of Canaan Street lined with its great maple trees. Bill, who had travelled over most of the United States in his capacity as a Headmaster of renown and the beloved head of Birch Rock Camp in Maine, always had an eye out for unusual locations for new schools, the need for which he envisioned even a decade before the missile age dramatized such need. To the Millers he exclaimed "What a wonderful place for a boys' school". He placed no particular importance to this comment inasmuch as his reason for making this call was to console the bereaved Millers for the loss of a second son to die in the service of their country. The Preston Millers were friends of Harold P. Hinman and his wife Marion. For some

* Fritz Schaeffer

unaccountable reason, the Millers passed on to "Hap" Hinman the comment Bill Brewster had made. This review of the Brewster-Miller conversation did more than stick in Hap Hinman's mind; it exploded there and set up a chain reaction which is the theme of the Cardigan Mountain School's historical story.

Hap Hinman had been a resident of Canaan Street for several years. Canaan, New Hampshire had been the home town of his wife, Marion. After their marriage they had made their home in Barre, Vermont, where Hap had risen to a high position in the granite business, the quarries of which were located there. They had two children; a daughter and a son, and as is natural with fathers, Mr. Hinman had great dreams for his growing boy's future. When the boy died at 16 years of age in 1931, the tragedy left a void in these loving parents' lives which could not be filled.

He became more interested than ever in observing the development of boys to responsible manhood and the methods which different organizations used to this end. In his travels he took his son along in the later 1920's not only for companionship, but for whatever educational value there might be for the boy in seeing different parts of the country. During this period there developed in Hap's mind a thankfulness for the privileges which he knew his son enjoyed and would increasingly so, as the years progressed, but also he felt the strong urge to contribute in some way to bettering the lot of less privileged boys. There arose almost unconsciously an increasing interest in this field which detracted somewhat from his enthusiasm for the granite business. He dreamed of the possibilities inherent in school work. He wondered if he possessed the qualifications for becoming the Principal of a High School. But his first duty was earning a living which would provide adequately for his growing family and he was pretty sure of his future in his business. Even so he liked to leave it when he could and talk with those in school work. He was interested in the growth of summer camps over the country, but chiefly in New England. Hap was a Charter Member and President of the Barre, Vt. Rotary Club and took its good works seriously. During the year in which this history is being written, 1959, he was called back to Barre, where he was given a very real

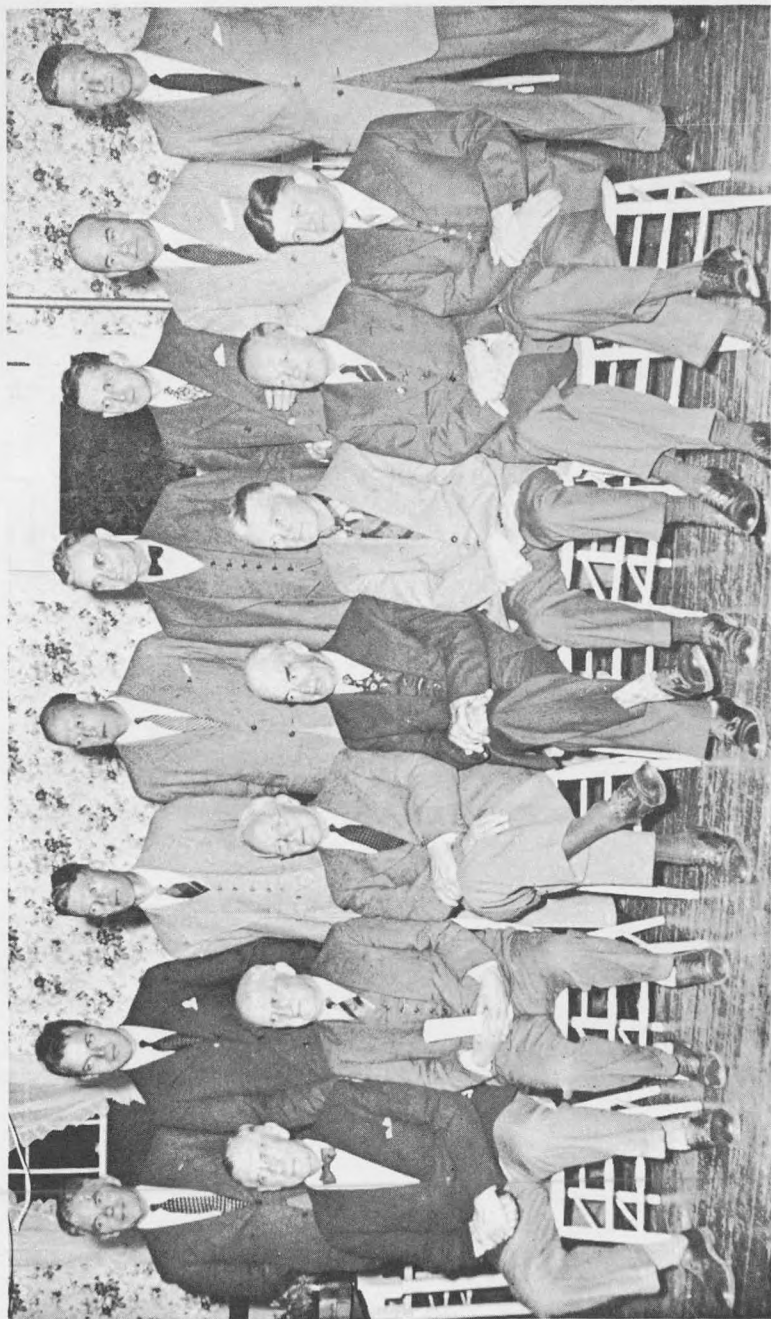
tribute by Rotarians there for the years he had spent strengthening their organization, and for his continuing loyalty to Rotary in Hanover, N. H. where he also served these later years.

Hap had met Bill Brewster in the late 1930's at a Rotary meeting in Lebanon, New Hampshire. Brewster had already earned recognition as a promising educator by his success as head of the Day School in Newton, Massachusetts. This recognition was greatly enhanced after he took over an old New England preparatory school which had declined to an almost worthless plant, a vanishing faculty and a school enrollment of six students. As Brewster modestly put it: "There was only one way the school could go . . . it had just narrowly escaped oblivion." It was a Herculean task which Brewster took over. The monument to his success now stands for all to see in Meriden, New Hampshire where Brewster's former able Assistant Headmaster, Frederick Carver, now directs Kimball Union Academy, a flourishing and well recognized preparatory school. Hap Hinman had come to learn more of the genius of William R. Brewster through his brother John Hinman whose sons had attended Brewster's Birch Rock Summer Camp, and one had later gone to KUA to prepare for Dartmouth. Hap had reason to be impressed with the acumen of his brother John who was about to become President of the International Paper Company.

It is not too difficult now to recognize the logical sequence of events which took place after Brewster's spontaneous exclamation over the beauty of Canaan Street as a location for a boys' school. In Hap Hinman's mind, which over the years had stored away thoughts of a boys' school, the urge became paramount to call Brewster and ask what significance might be attached to his comment. Probably no one could have been more surprised than Bill Brewster to receive this phone inquiry from Hinman. "No," said Brewster, "I am not interested in starting a new school. I have troubles enough right here at KUA". "Look," said Hap, "Come right over here (to Canaan) this morning. I want to show you a *real* location for a school; you haven't seen anything yet." Still protesting that no particular significance should be attached to his conversation with the Millers, Bill Brewster agreed, nevertheless, to drive over again to Canaan.

The "location" which Hap showed Brewster was known as the Haffenreffer Estate. This consists of approximately 140 acres of land very much in the shape of a triangle with its blunt point jutting out into Canaan Street Lake, a beautiful body of water fed by springs and edged by woodland. The unique feature of this crystal clear body of water is its elevation of two hundred feet above the main traffic artery of Canaan. From the even higher elevation of the property itself one sees a sweeping panorama overlooking valleys, foothills, and in the distance, soft colored mountains beyond. No wonder Bill Brewster was incredulous lest his eyes were deceiving him. He had travelled and observed much of the U.S.A., yet, since becoming interested in boys' camps and schools never had he seen a location so perfect, and right there in his own front yard. When he could speak, he asked who owned this property with the sturdy mansion standing like a sentinel.

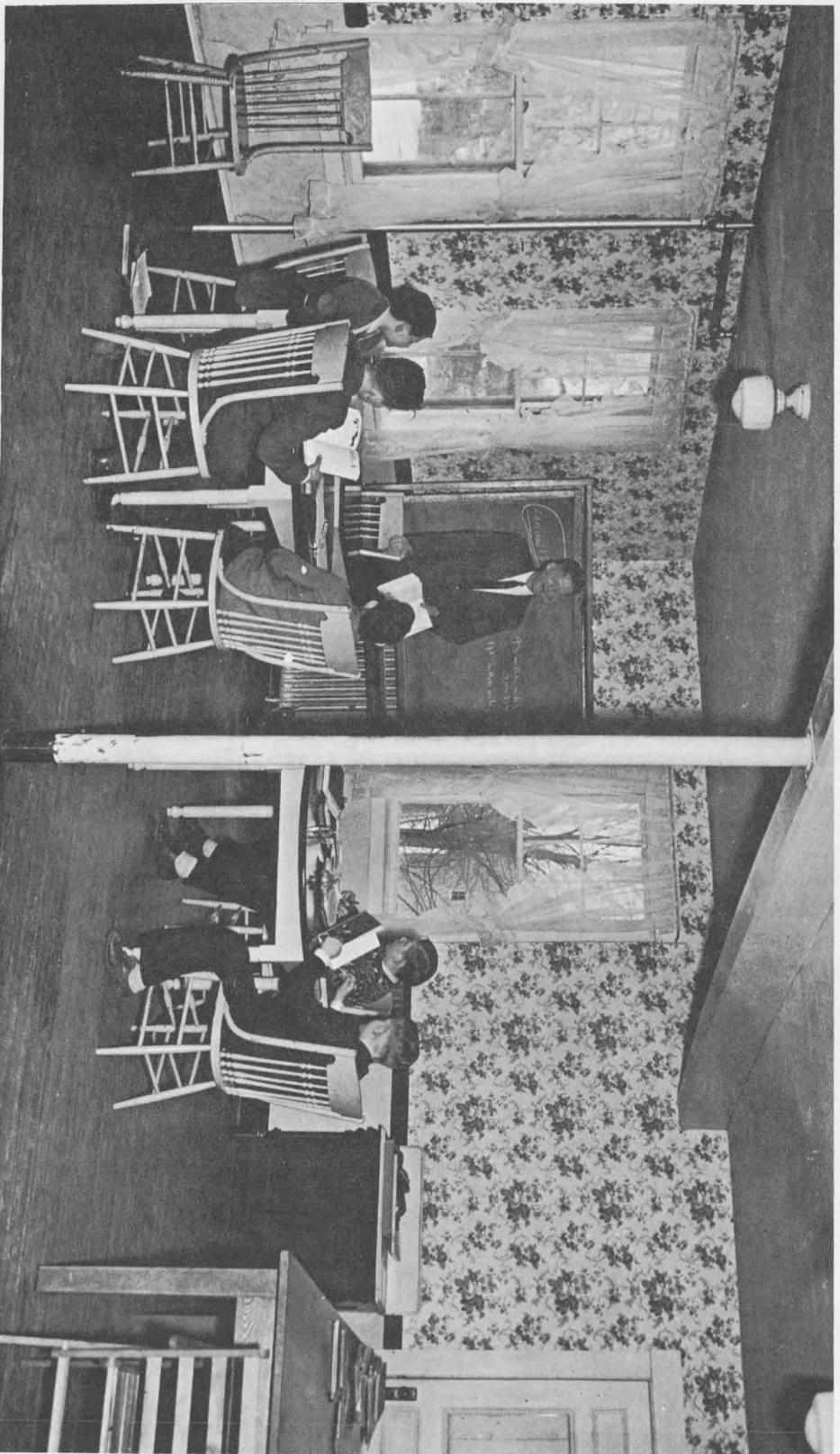
The Haffenreffer Estate had been given to Dartmouth College through the beneficence of Theodore Haffenreffer at the request of Harold P. Hinman. Hap, who had graduated from Dartmouth in 1910, had had an increasing interest in Dartmouth affairs. He had been his Class Secretary for 25 years and signally honored by being elected President of the Alumni Council for two terms. Through this intimate connection with the college administration, and even more through his progressive admiration for Ernest Martin Hopkins who had been inaugurated President of Dartmouth in 1916, Hap had come more and more to seek advice and counsel from President Hopkins. Hap had reviewed his efforts to obtain the Haffenreffer Estate for the college and found a receptive ear from the President. In May, 1939, Hopkins made a trip over to Canaan to explore the possibilities of the college using this property. With the increasing growth of Dartmouth, additional acreage became of more importance. Even though the Haffenreffer Estate was twenty-two miles from Hanover this presented no great handicap to Hopkins who had no inhibitions about accepting free equities with no strings attached. Moreover, he felt the Graduate School of Engineering, better known as the Thayer School, could make good use of this property for its field work. This idea gained fruition and for some summers classes from the Thayer School made the



Corporation and Trustee Members, Canaan, N. H., October 12th, 1946

Seated, left to right: Edw. K. Robinson, Arthur A. Williams, Philip Ray Allen, E. M. Hopkins, John H. Hinman, Harvey P. Hood, Harold W. Sloke. Standing, left to right: Robt. L. McMillan, Business Mgr., Richard Sawyer, John B. Kenerson, Wm. R. Brewster, non-resident Headmaster, Harold P. Hinman, President, Sidney C. Hayward, R. C. Hopkins, William Everts*.*

** Asst. Headmasters.*



One of first classes held in corner of original dining room

Mansion their headquarters while surveyors roamed the countryside. Thus the Mansion with recitation rooms and blackboards installed, more and more assumed an educational atmosphere. This aroused Hinman's imagination.

Almost from the moment Hap had leaped at Bill Brewster's rather off-hand comment he had thought of nothing else than getting hold of the Haffenreffer property. But before he made his move to this end he leaned more heavily than Brewster realized on the assurance that this idea of a new school had merit. In the words of Brewster himself: "Hap, in his ever persistent way, called me at least once a day for several days and would ask 'Are you still hot on that subject?' (of a new school). My answer was always an innocent, 'Oh, sure'." Then the bomb exploded . . . Hap called to say he had talked with none other than Ernest Martin Hopkins ". . . who saw no impropriety in approaching Halsey Edgerton, then Treasurer of Dartmouth College, as to the purchase of the Haffenreffer Estate for the site of a new school."

In Bill Brewster's interesting letter to the author covering this particular era in the school's history Bill writes that he hustled over to Hanover "the next day (April 1st, 1945)" to join with Hap in negotiating what turned out to be a favorable plan for obtaining the Estate. One of the known stipulations was that the then named Cardigan School would make a down payment of \$1,000, along with a demand note and a mortgage for \$16,000. Brewster and Hinman left Edgerton's office and were walking down Main Street when Hap suddenly turned to Bill and said: "We ought to have a bank account!" Brewster agreed, so they went into the Dartmouth National Bank and each deposited \$100. This was the beginning of Hap Hinman's genius in guiding the school from indebtedness to greater indebtedness to prosperity.

A few details having to do with the final deeding of the property from the college to the school exemplify down to earth Yankee trading. First of all it took Hap Hinman and Bill Brewster from April 1st to December 21st to raise the first \$1,000 — as initial payment on the \$16,000 — mortgage. Halsey Edgerton as Treasurer of Dartmouth was a renowned watchdog of the college's finances as Hap and Bill well knew. They were therefore impressed all the more over Edgerton's

cooperation and fairness in waiting until December 21st to close this deal. They weren't quite prepared, however, on that date to have Edgerton tell them the price of the mortgage deed was raised to \$17,104. He pointed out that the school had taken over the property as of April 1st; that there was an accumulation of interest and pro-rated taxes in the interim. The first shock to Hap and Bill was a bit staggering but they both knew the original deal was a good one and that they were getting extremely valuable property. The papers were signed, the \$1,000 were handed over to Dartmouth College. As Bill Brewster later could facetiously comment: "We had no more idea where we could raise \$16,000 than \$17,104 so why quibble!"

The Year

1945 through August 1946

Mrs. E. M. Hopkins in those late winter and early spring days of 1945 used to facetiously say that unless she saw Hap Hinman sitting in the living room in Hanover she would fear lest his car had broken down between Canaan and the Hopkins homestead. But as everyone knew, Hopkins was retiring from the Presidency of Dartmouth and she was delighted that all this concentration on a new school was going on. It was no secret that Hopkins was giving much time and thought to this new school. What kind of school should be planned for? President Hopkins, who had served for years on the Board of Trustees at Andover and as President of Dartmouth, was well briefed on the secondary school situation all over the country and urged that a pre-preparatory school be founded. The reasons for such a school are so well stated in a letter he sent to Mr. "Phil" Allen a few years later that the author will here urge the indulgence of the reader until, in the sequence of events, this letter shows up in its rightful place in this historical story. Mr. Allen who was later a member of the Corporation of the Cardigan Mountain School had asked why any normal home would send boys of so tender an age as to qualify for grades six through nine, away from parental care. We dwell on this point as illustrative of the thoughtful planning which had to be done before even the organization of the new school was considered. The success of this school goes back to the sound reasoning which preceded its every forward step. The amount of time spent on planning and organizing by Hap Hinman long before the first pupil arrived was nothing short of prodigious. He has often said, however, that his reward was the pleasure derived from working with men he considered great, among whom none surpassed Ernest Martin Hopkins.

The first meeting of the Incorporators was held at the Dartmouth Club in New York City, May 10th, 1945. "At that time, the group gathered to discuss preliminary plans and sign waiver of notice for the first formal meeting to be held at the Cardigan School June 9th, 1945. Those present at that meet-

ing were Messrs.* Harold P. Hinman, Robert C. Hopkins, James F. Woods, James C. Campbell, John B. Kenerson, William R. Brewster, John E. Foster, and Sidney C. Hayward. Subsequently a second meeting on June 9th, '45 was held on Canaan Street, Canaan, New Hampshire as planned and formal action was taken to establish the school and adopt its Charter and Articles of Incorporation."

Sid Hayward, who was later elected Secretary of the Trustees and who for years had been Secretary of Dartmouth College, points up more of the "tremendously important planning which had gone on before the first plan of organization was followed in respect to establishing a working Board of Trustees, seven in number, and a very valuable second group that formed the membership of the Cardigan Mountain School Corporation which was to elect the Trustees (annually) and to meet twice a year to consider top policies."

President Hinman (who was elected by the original Incorporators as listed above) set his sights on recruiting membership in the Corporation of nationally known men. In this important matter, he was greatly aided by President Emeritus Hopkins of Dartmouth, who constantly emphasized compatibility among members of the Corporation, as well as very outstanding abilities and achievements. The result has been extraordinarily happy and fruitful. The Trustees are in their own right prominent and respected persons in the fields of education and business. They have worked with such respect for the Corporation as to make wholly productive and congenial the relationships between the two groups. Discussions in the Board of Trustees have led to reports to the Corporation on matters of most important policy where full understanding and decisions by both groups are important. Results have been achieved in a highly cooperative and friendly spirit.

When the original group of selected members of the Corporation first met that early day of May, 1945 in New York City it could have been as much a comedy as the serious conclave which those in attendance wanted it to be. Here were eight men gathered together who weren't too sure why they had been selected with the exception of one or two. Certainly the procedure of starting a new school was foreign to the

*Names listed in order shown in minutes of that first meeting.

thoughts of most of these men. We little knew back in 1945 how important an adventure we were embarking on. We were, however, given some leeway to collect our thoughts by getting acquainted with each other and learning how legal the founding of a new school must be. The most important step we took was to "waive notice of a meeting of the Incorporators of Cardigan School to be held at Canaan Street Lodge at 8 P.M. on June 9, 1945 . . . to adopt by-laws . . . to effect an organization, and to take any other action that may lawfully be taken at an Incorporators' meeting."

The volume including the minutes of Cardigan Mountain School meetings will assure the legally minded that we were peculiarly blessed to have at that time the advice and counsel of Jonathan Piper of Concord, New Hampshire, a highly respected friend of Bill Brewster. Piper had won a most important legal decision for Exeter Academy vs the State of New Hampshire on the matter of taxation. Through his expert guidance we as laymen did upon motion duly made and seconded, unanimously vote:

"To organise a corporation in accordance with the provisions of the foregoing Articles of Agreement of Association under Chapter 272 of the Revised Laws of New Hampshire, under the name of Cardigan School for the purposes specified in the foregoing Articles of Agreement of Association.

"There was then presented to the meeting a code of By-Laws which had been drafted by counsel. The proposed By-Laws were read article by article and after full discussion, it was upon motion duly made and seconded, unanimously . . . voted and adopted. . . ."

The eight men who attended the New York meeting in May, 1945, as Members of the Corporation voted themselves in as Trustees at the June 9th meeting. It was also voted that out of this group of men the following officers be elected and were so voted:

<i>President</i>	HAROLD P. HINMAN
<i>Vice President</i>	ROBERT C. HOPKINS
<i>Clerk</i>	SIDNEY C. HAYWARD
<i>Treasurer</i>	JAMES F. WOODS

Optimism was growing and it was voted to designate the Dartmouth National Bank of Hanover, New Hampshire, as a depository for funds of this Corporation. Jim Woods was authorized to deposit funds and withdraw same from time to time. It is not suggested anywhere in the records that these duties became too arduous for some time.

At this June 9th meeting, John B. Kenerson was elected Temporary Clerk and "took the oath of office before Jonathan Piper, Justice of the Peace." It was also voted that Kenerson be "authorized to obtain a seal for the Corporation."

On July 5th it was attested by Johnny Kenerson that . . . Sidney C. Hayward had appeared and made oath before Notary Public (whose signature defies recognition) that Sid Hayward would perform the duties of Clerk faithfully, impartially, etc., etc.

Lest there be any raising of eye-brows over what might seem a short tenure of office for Kenerson as Clerk, it should be made clear that this was the first step toward concentrating the official personnel as near as possible to the school. Sid Hayward, an "old pro" in the office of Secretariat was 22 miles from Canaan, whereas John Kenerson was 125 miles away in the suburbs of Boston. As a school seal was necessary, Sid Hayward and Fred Larson prepared a design. The seal was made and presented to the new organization. It has served the school well to this day.

If there ever was a doubt as to President Hinman's agility in moving toward the consummation of any deal important to the school the following would reassure such a doubter. A Trustee writes:

"I recall being named to a small committee to arrange with Dartmouth College for the purchase of the 'Point' at the north end of Canaan Street otherwise known as the Haffenreffer property. This was owned by Dartmouth College. The other members of the negotiating committee were Messrs. Hinman and Brewster. I don't think the Committee ever met, nor was I ever consulted in advance of the several steps in complex negotiations. . . . This is not recalled with the slightest criticism of President Hin-

man, rather in a spirit of admiration. The many conversations with Treasurer Edgerton at Dartmouth needed to be handled by one of the Cardigan group. It was a case of one New England Yankee trader pitted against another and there would have been no room or reason in those private conversations for Committee activity!"

Because of Hap Hinman's genius, one conversant with the inner workings of this new school venture came to believe in the inevitability of the program as a whole either sooner or later. The minutes of the July 14th meeting (and still in the year 1945) lend credence to this:

"After viewing the Haffenreffer property, now owned by Dartmouth College, *and which will be purchased by the Trustees of the School . . .*"

The fiscal year financial statement of December 20, 1945, showed receipts and disbursements as follows, which makes the above claim seem very brave:

GIFTS	
Mr. and Mrs. H. P. Hinman	\$1,000.00
Mr. James C. Campbell	1,000.00
Mr. William R. Brewster	600.00
<hr/>	
TOTAL RECEIPTS	\$2,600.00
DISBURSEMENTS including downpayment of \$1,104.75 to Dartmouth College .	\$2,366.82
CASH ON HAND	\$ 233.18

This was a happy way to end the first year of formal organization.

One and all accepted the formal organization as the fait accompli. This was a meeting held, Sept. 26, 1945, in the Canaan Street Lodge where the Trustees had been bountifully fed by Mrs. David Austin, attractive and genial wife of Dave Austin who operated the Lodge at personal profit.

There was the mood that accepted expansiveness of thought as a logical sequence to the pleasantries surrounding these Trustees. They in the secret of their own hearts felt they were

contributing quite a bit to the school-to-be by paying their own car fares or burning their own gasoline up to and back from Canaan. They listened with serious and rapt attention to J. Frederick Larson, architect, who had been brought in to back up with well drawn sketches Mr. Brewster's conception of the school for which we should strive. These plans totaled a modest \$500,000. It is interesting, in view of future costs, to note the breakdown of this plant expenditure:

Four Dormitories and Masters' Houses . .	\$160,000.00
Main Building	140,000.00
Gymnasium and Crafts Building	150,000.00
Tower	20,000.00
Drives and Boathouse	10,000.00
Development of Property	10,000.00
Miscellaneous	10,000.00
<hr/>	
TOTAL	\$500,000.00

"The Board approved Mr. Larson's tentative development plan and bird's-eye view of the plant."

There were some among the Trustees who felt expenditures were piling up a little fast. We had not at that time actually purchased the property. We were now voting approval of plans calling for a half million dollar expenditure for construction thereon. This was quite a projection from the \$200 deposited in the Dartmouth National Bank by Hap Hinman and Bill Brewster. President Hinman quickly brought the question period to a close with: "Hells-bells, we're getting nowhere by this kind of talk . . . you fellows have to have more faith, more vision . . . these plans represent the goal we have to strive for . . . we'll raise the money . . . but you've got to get out and work. Now let's take up the next matter for consideration. . . ."

This was the pattern which other meetings were to follow. Hap had the vision and he kept the faith. He never knew quite how these plans were going to be realized but he would never countenance "doubting Thomases" even though he went through agonizing moments of discouragement himself. These he kept to himself until he had overcome them.

Bill Brewster had consented to become the school's non-resident Headmaster working as advisor to two young men he had in mind as his resident assistants. Bill's willingness to work in this advisory capacity took a big burden off the shoulders of Hap Hinman who knew little about courses, teaching personnel and innumerable details connected with the actual day to day routine of a school. John Kenerson was to be of help to Brewster because of his intimate knowledge of secondary schools, text books used, possible candidates available for our new faculty, etc.

The Trustees were now confronted with ways and means of enrolling students for our new school. It was suggested that a brochure be written on the school. The Trustees voted \$400 to cover the expense. Robert C. Hopkins was assigned to write the story and supervise its production. In this he was ably assisted by Fred Davis, Vice President of Rumford Press who took the beautiful photographs used in the brochure and gave much of his time and effort to assure an outstanding print job at lowest possible cost. J. Frederick Larson, architect, furnished his conception of the school-to-be in a double spread sepia projection. John Cone did a masterful job in furnishing hand sketched illustrations. All in all this was accepted as a fitting piece of promotion and was used to the extent of a second printing. A last minute correction had to be effected since a change of name of the Corporation was voted by the Trustees at their meeting of October 13, 1945, to Cardigan Mountain School. Hap Hinman had never been satisfied with the original name: "Cardigan School." He solicited help from Don Tuttle who was Director of the New Hampshire Development Commission and was greatly interested in this new enterprise. They ruled out any individual's name. Hap and Tuttle finally thought of inserting the name "Mountain" since Cardigan Mountain is the most dramatic piece of landscape visible from the school campus. Thus was Article One of the By-Laws changed. Article Two was also changed to read: "The Seal of the Corporation shall consist of two concentric circles with the words 'Cardigan Mountain School' between the outer and inner circles and the words 'Incorporated New Hampshire' around the innerside of the inner circle, together with the date '1945' horizontally across the center."

It was voted that "not less than three nor more than 15 Trustees be elected for the ensuing year."

J. Frederick Larson was elected to the Board of Trustees making a total of nine members.

The Board of Trustees formalized the purchase of the Haffenreffer Property from Dartmouth College.

Robert L. McMillan, whose services as Business Manager of the School were about to be utilized for a nominal fee, attended as guest of the Board. Bob McMillan came to us from the Lipton Tea Company where he had been sales manager after serving his country as a Major in the Air Corps.

At this meeting a first and vital step forward was made in anticipating a separate unit in the school organization with the title "Members of the Corporation." To be sure the original Members of the Corporation had voted themselves in as Trustees but it was early seen that there should be a separation of these two bodies better to serve the interests of the school. As a first step to this end it was voted: "that the President appoint members of the Corporation after securing the advice of friends of the school such as President Hopkins of Dartmouth, and others."

A charge of \$1,000 was established as the tuition for the first year beginning the following September.

Things were beginning to fall into place and action was succeeding discussion. At a meeting held at the Algonquin Club in Boston March 18, 1946, the following new members of the Corporation were voted in:

ERNEST MARTIN HOPKINS	<i>Hanover, N. H.</i>
PHILLIP R. ALLEN	<i>Boston, Mass.</i>
EDWARD S. FRENCH	<i>Boston, Mass.</i>
JOHN H. HINMAN	<i>New York City</i>
EDWARD K. ROBINSON	<i>Boston, Mass.</i>
HAROLD W. STOKE	<i>Durham, N. H.</i>
ARTHUR A. WILLIAMS	<i>Holliston, Mass.</i>
RALPH E. FLANDERS	<i>Springfield, Vermont</i>
J. FREDERICK LARSON	<i>New York City</i>
HAMILTON W. BAKER	<i>Boston, Mass.</i>

The perspective which the passing of time gives an operation such as starting a new school lends humor to its telling and to

an extent replaces the grimness of the situation at the time. As meeting after meeting came along the organization of the school became a reality whereas financing became more and more of a deep concern. It was argued, and rightly so, that if the school could begin with an enrollment of 35 boys current expenses could be met. The Trustees had upped the initial tuition figure from \$1,000 to \$1,100 and that would help. But where was some \$20,000 coming from to meet the purchase of the Lodge on Canaan Street and refurbish same? The idea of operating the new school on "The Point" had to be given up since the Mansion was too small to furnish both dormitory and recitation room space. There were no kitchen or dining room facilities either. It was entirely natural that purchase of the Lodge should take place after conversations between Dave Austin and Hap Hinman. It was known that the operating of the Lodge was becoming too much of a burden for the Austins who had passed the prime of life; also the holders of First and Second Mortgages were receptive to a bit more collateral than a declining patronage of the Lodge guaranteed. Motels were creeping into the field formerly controlled by the old wayside inns and even the delicious meals offered by Mrs. Austin could not compete with the new trend of "drive-ins." The picture of Bill Brewster doing the talking with Dave Austin while Hap Hinman offered what has become known in TV language as "cue cards" is a story to delight any raconteur. It should also be related that the Austins could not have been more cooperative during the transition of the Inn into a school building. Also, during the early years, the Annual Meetings of the Corporation Members and Trustees were held in the spacious and comfortable living room in the Austin's home across the street from the Lodge.

No better contrast could be offered as to the variety of financial decisions facing the Board of Trustees than financing a \$20,000 deal and okaying expenses for opening an office in Canaan where the school's Business Manager, Bob McMillan, might hold forth. Rental for office space came to \$10 a month; part-time office girl for 50¢ an hour; telephone at \$3.50 a month. Not having ready cash made the difference academic to all intents and purposes between these modest charges and \$20,000.

Hap Hinman as head of all committees was given most of the responsibility in this early stage. It was not that the Trustees wished to evade any responsibility, but rather that Hap gave every indication of preferring to do things his own way and showing pretty conclusively he had been and would be successful. Every once in a while, however, something happened to show that the Trustees could contribute handsomely to this school endeavor. Jim Campbell from Rhode Island came through with a gift he had obtained amounting to \$5,000. This was a terrific shot in the arm at the particular time since it came from an outside source and one entirely unrelated to the school. But Jim was to continue to meet all kinds of school needs by such gifts as a station wagon for the school when, in these early days, money just was not available for such purchases. But more about this loyal supporter later.

Much was accomplished at that joint meeting of Trustees and Members of the Corporation held in Boston, March, 1946. Details of the Haffenreffer property deed from Dartmouth College to the Cardigan Mountain School were gone over. Authorization was given to purchase or lease the Lodge with property backing up to the Lake. Hap Hinman had made his famous pronouncement as to the qualifications we should bear in mind in choosing new members for the Trustees or Corporation, namely: "they must have Affluence, Influence, Interest; and lacking any one of those three they must have much of the other two." This was the opening challenge to all Trustees. The preliminary period of discussion and planning was over and the time for realistic action was at hand. It was soon evident that the Members of the Corporation were no less cognizant of the situation. John Hinman, who was a pillar of strength right from the beginning, but like other members of the Corporation had not had the occasion to make known generally what dimensions their interests might assume, neatly summed up the status:

"You fellows have done a good job up to now . . .
you have the organization, the property (Ed., purchase had only been voted), the assistants. You're ready to go, but have no money . . ."

This was obliquely seconded by E. S. French, one of New England's staunchest citizens who suggested . . . "Let's talk

turkey. . . . Get this thing started now. . . . Don't waste a minute. . . . To open in September we have a lot of work to do since we are starting from scratch. . . . Get some money coming in . . .” That is just what happened for Jim Campbell, Bill Brewster, E. M. Hopkins, Ned French, John Hinman and Hap Hinman each pledged \$1,000. It can be argued that while these very men over the years have far exceeded this sum in their gifts to the school, no gift has meant more to Cardigan Mountain School than the sum of these initial contributions. These got the whole conception of the school off the ground. This all was timely which accounts for its tremendous importance.

The next day in Canaan, New Hampshire, the deal for the heavily mortgaged Lodge was closed at a price of \$15,500. A down payment of \$1,000 was made. An unsecured note for \$3,297.24 was given, plus a 5% mortgage for the balance. We had a building with 34 rooms furnished with beds and mattresses, cooking utensils, a baker, a stove and electric refrigerator. Almost in the twinkling of an eye each and everyone connected with this proposition felt he belonged at last to something concrete even though the building was wooden. The Lodge was attractive, but needed paint, papering, and a leaky roof repaired.

In the meantime Bill Brewster selected two young and attractive fellows to act as Assistants in running the school, scheduled to open September 17, 1946. These young Assistant Headmasters were William Everts — Harvard, 1938, and Richard Sawyer, Dartmouth, 1941. Everts had received his discharge from the Army earlier than had Sawyer and set up bachelor quarters in the Mansion. Bill Everts almost overnight became farmer, groundskeeper, and road cleaner-upper. He was shortly joined by Dick Sawyer lately of the Air Corps who discovered the Mansion attic full of bats. Their stories of breaking into the educational field would fill a comic magazine, for the menial tasks these fellows took on of their own volition were many. Hap Hinman in his Bulletin of April 24, 1946, wrote: “Bill Everts and Dick Sawyer eager to have the educational program begin in the fall . . . none will ever realize the physical labors these two young men have contributed towards this end.”

Treasurer Jim Woods obtained from the Commissioner of Internal Revenue a "Certificate of Exemption." This put us on an equal basis for the solicitation of funds with other educational institutions and was a very necessary recognition at this particular time.

Other contributions came to give added courage to all, especially to Hap Hinman who from day to day faced innumerable problems of financing basic expenditures. There was never a moment when Hap could retire at night feeling the school was financially ahead; and it has taken little research to make one wonder how he had the courage to go on when accumulating funds disappeared in the quicksands of ever recurring expenditures. The other contributions just referred to:

Charles Tenney	\$ 500.00
Philip R. Allen	\$5,000.00

were almost immediately swallowed up in just one expenditure for a steam heating unit, radiators and oil tank for the Mansion. While the Lodge on Canaan Street was to be the main school building, the hope even then of getting up on the Point was strong. Under the guise of needing the Mansion to take care of the overflow of some 15 boys in addition to the number the Lodge could accommodate the expenditure for heating the Mansion became of primary importance. There was the recurring question as to the advisability of pouring money into the Lodge which was looked upon as a temporary location for the Cardigan Mountain School. However, the investment in rehabilitating the Lodge was little compared to constructing new buildings up on the Point. There was no final disposition to fight through for an immediate school on the Point, but to many it was gratifying to have the Mansion ready for the emergency of increased enrollment.

As it was, the school was starting without a dime in the bank, in a renovated building but with no student in sight. The news that an application for admittance to Cardigan had been received was electrifying. Russel Thomas Chase from Old Lyme, Connecticut now has the distinction of being the first student to be enrolled in Cardigan Mountain School, but he actually never entered. This applicant raised the hope that Bill Brew-

ster's goal of an initial enrollment of 35 boys might be realized. There was the quiet mental assurance too that we had room for 15 more boys in the Mansion. After mature deliberation, however, the cost of maintaining a split operation and the inefficiency of directing same caused the Trustees to play it safe and voted at an August 2, 1946, meeting:

"That the Fall enrollment be limited to about 35 boys who, with the required staff, can comfortably be taken care of in the Lodge and the Wierum House."

The lease of the nearby Wierum House was but the first of additional properties acquired on Canaan Street where the school was to be established for years to come. Whatever exceptions there were to such procedure, and there were many, all were finally convinced by the President that the costs of establishing the plant already well started on Canaan Street were much smaller than building a new plant up on the Point. As it was, the Trustees voted to authorize the President to negotiate a 4%, \$25,000 loan on the school properties.

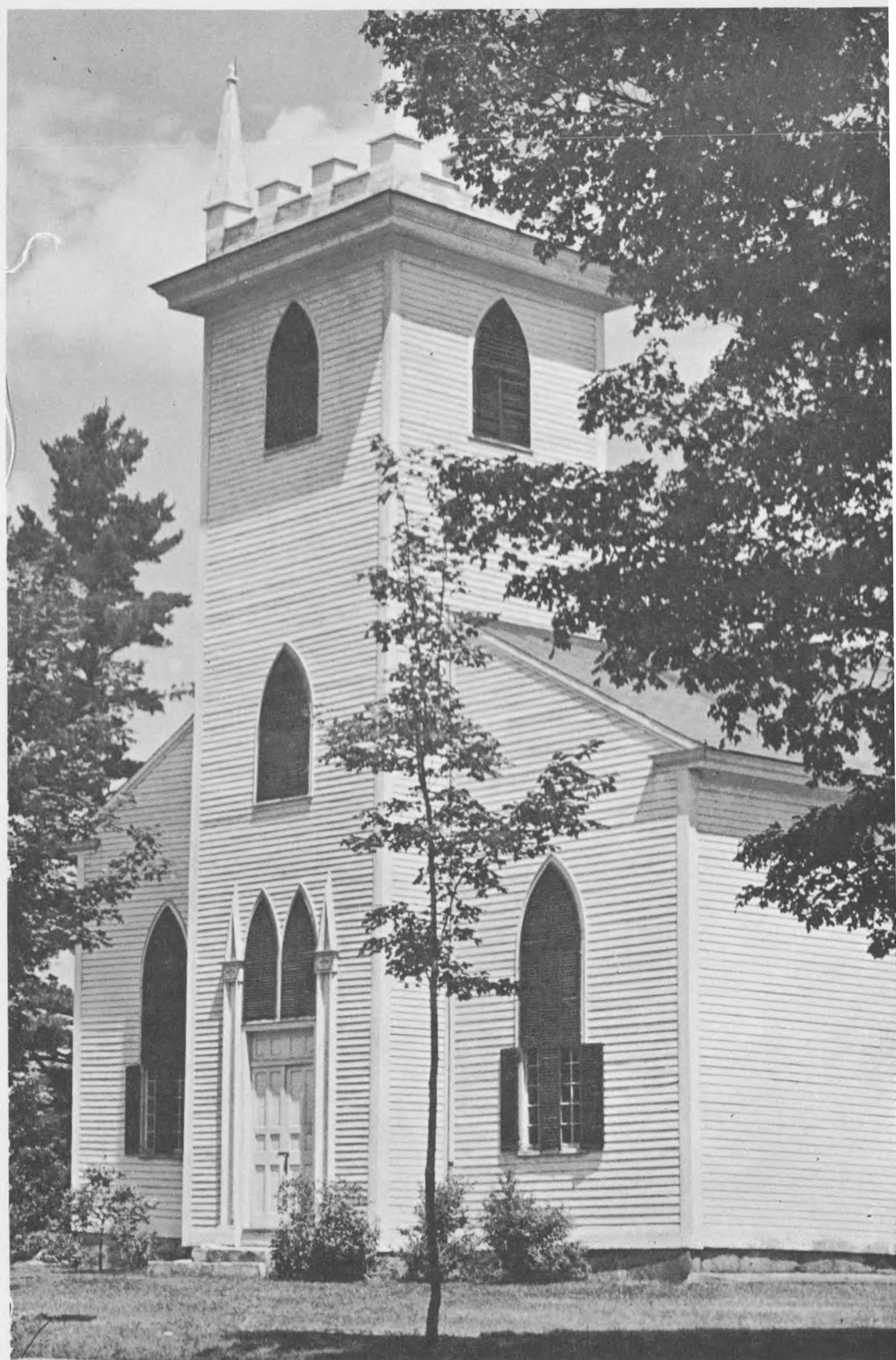
At this time in the school's development Cardigan's first bank borrowing started almost on the personal guarantee of John Hinman, who, from his earlier North Country days, had been a director of the Siwooganock Guaranty Savings Bank of Lancaster, New Hampshire. John had subsequently resigned because of the press of his later business responsibilities in New York, but at Siwooganock his word was accepted later as it had been earlier and this institution loaned Cardigan \$25,000 at 4% and later added another \$10,000. This was the beginning of Cardigan's bank credit which has always been kept excellent through meeting amortization requirements promptly, and even ahead of time. In attaining this enviable position Cardigan is indebted to the support of outstanding men who are members of the Corporation and whose very names carry weight in financial circles.

This was a far cry from trying to raise hundreds of thousands of dollars for a new plant, to say nothing of the delay in starting the school. However, there was evidence that the accommodations would be ample, for there was no great surge of applicants for the Fall Term.

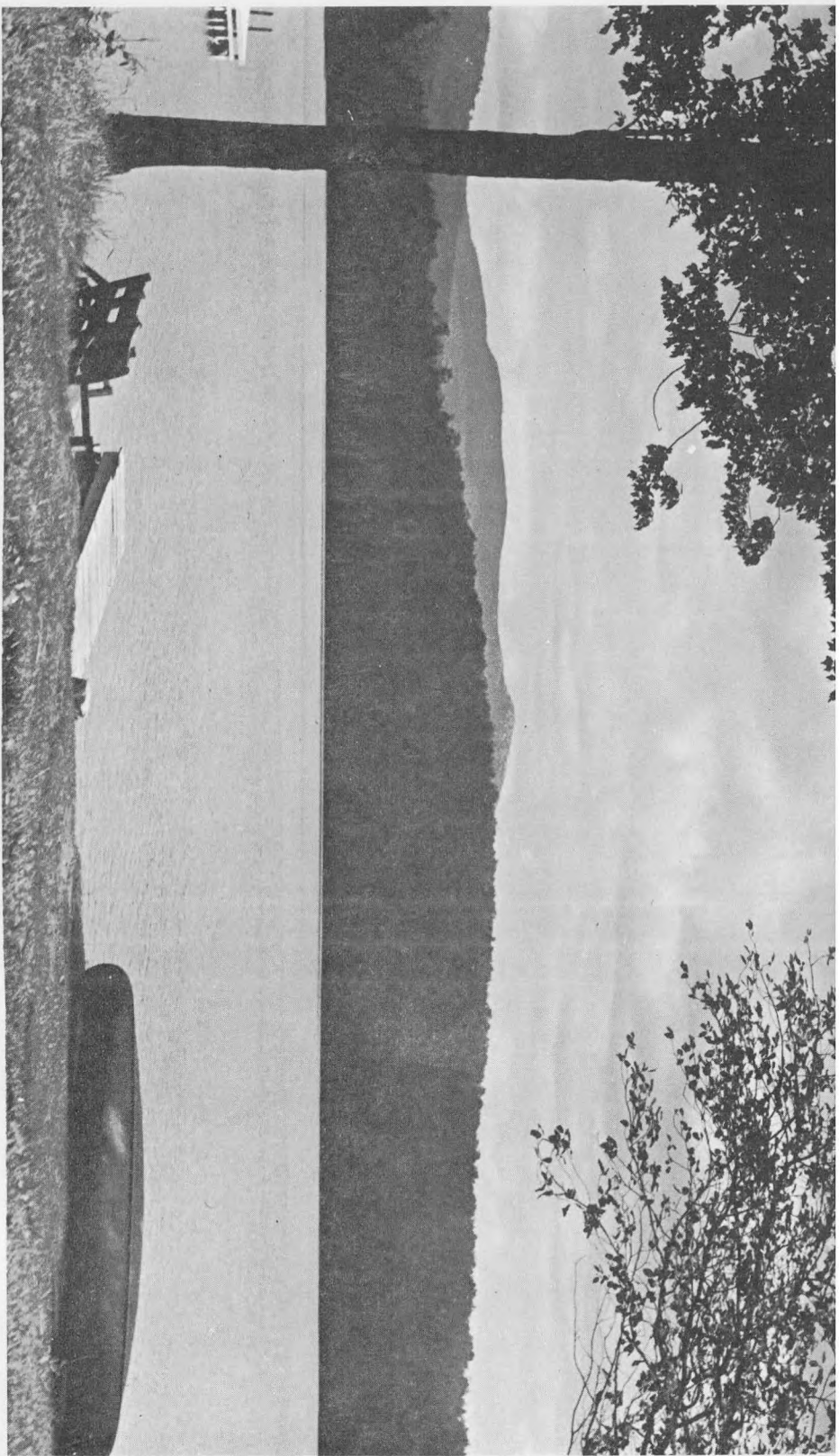
This did not prevent all members and their wives meeting for the first time, June 1st, 1946 to see for themselves just what had been accomplished and to hear of plans for the future; 17 were in attendance. Enthusiasm was expressed by all and reached its peak when Phil Allen exclaimed he was going "to back the school until hell froze over." E. M. Hopkins, who was sitting with his back to a roaring fire in the Austins' hospitable living room appreciatively replied, while wiping his brow: "If the temperature of this room is any criterion, Phil, you'll be with us for a long, long time!" After the laughter ended Hap expressed the feelings of all, that Phil Allen's words were "sweet to the listeners." Good fellowship existed.

The members were delighted to welcome Harvey P. Hood, President, H. P. Hood & Sons, Boston, Mass., to the Corporation. Harvey, one of New England's best known and honored citizens, had been the choice of many institutions as a candidate to first seek for their Boards of Trustees. He had but recently turned down two well known boys' schools as well as two women's colleges. There was a limit beyond which he felt he could not serve well the various directorships and educational boards desiring his help. Harvey Hood's acceptance to serve as an additional member of the Corporation meant much to Cardigan at this particular time in terms of prestige alone; but he in turn was to write . . . "the fact that Ned (French), Hap (Hinman), E. M. Hopkins were all interested in Cardigan was too much for me . . ." Paraphrasing an old adage that prestige begets prestige was never more true than in this instance. Looking ahead, it was Harvey Hood who in turn brought another most valued member into the Corporation, Robert W. Stoddard; but more about him later.

A telegram was received from Hamilton W. Baker who was confined to his bed in Phillips House in Boston which read: "To you men who have realized your dream of Cardigan Mountain School my heartiest congratulations and best wishes. I am wholeheartedly with you in spirit and regret that I cannot be present." Mr. Baker had, as a member of the Corporation also shown his interest in the school in a material way two months earlier by contributing \$3,000. There is no doubt but that his interest was the greater because his nephew was Bill Everts, of whom he was justly proud. Only two weeks



The Old North Church — where Commencement Exercises are held



*Looking across Canaan Street Lake from new school campus
shore line to Cardigan Mountain*

later did we receive word that Mr. Baker had passed away. Suffering from an illness from which he could not recover, his loyalty to Cardigan Mountain School was an inspiration to those of us who knew his great desire to actually see for himself the achievement which already had taken place. The memory of his faith will live on.

There was an item in the minutes of the August 2nd Trustee Meeting which was to recur in one form or another for years to come.

“There was a full discussion of the current financial situation of the school in which it was clear that additional support must be found if the school is to begin operating next month.”

It was a bit disquieting that Jim Woods should submit his resignation as Treasurer just at this time. However, the Trustees accepted in good faith his reason: “because of pressure of other duties.” The Board expressed “very deep appreciation . . . for his fine work in behalf of . . .” the school.

Harold P. Hinman was elected Treasurer to hold the joint office of President-Treasurer.

The Board of Trustees closed ranks with the feeling a successor would be available as Sid Hayward dutifully made notes for the records.

The Trustees moved and voted (on the question of general organization). . . .

“That the President appoint a finance committee, of which one member shall be the President of the Board, to authorize commitments and expenses in behalf of the Board of Trustees. (The President appointed the two additional members as follows: Messrs. Brewster and Hayward.)”

The wisdom of this move was to be even more apparent later.

It was early established that Members of the Corporation had been wisely chosen. The original group carried the prestige which made it possible to attract other important personages. Mr. Richard J. Cullen, an outstanding man particularly in the paper industry, was elected as a new member of the Corporation. He soon showed his appreciation by giving the school a check for \$5,000. He prefaced this action by say-

ing there were three reasons why he was making this contribution: his friendship for John Hinman, his admiration for E. M. Hopkins, and his real interest in and desire to help boys. This was but the beginning of Dick Cullen's largess to Cardigan. It was such recognition that eased for the time being the worries confronting Hap Hinman who saw substantial gifts swallowed up by necessary expenditures. No one who didn't have almost constant exposure to the problems as seen by Hap or knew how many things Hap wanted to see done beyond bare necessities can appreciate what this man carried around with him day in and day out. The reassuring fact was that money did come in and while there was no time when one could be sure such procedure would continue, nevertheless bills were being paid and interest on loans was being met. Also, there was that great guy Jim Campbell who always seemed to show up when the going got the toughest. Having given some \$2,000, Jim would look around to see what was badly needed: he gave for instance a sailboat, a horse, paper supplies of all kinds; one time it was a typewriter; another time, he found a pick-up truck was needed, so bought a new Chevrolet $\frac{1}{2}$ ton. Smilingly he would say these were purchased for the school on the basis of "deferred payments."

Other problems had to do with getting additional members for the school faculty. Bill Everts had recommended an attractive couple, Ted and Dolly Peach, who made a most favorable impression and were made members of the Cardigan faculty. Dick Sawyer had married a delightful young lady, Barbara Kenney, who had graduated from Mt. Holyoke in 1939. The Peaches were graduates of Middlebury. These two couples in addition to Bill Everts exuded enthusiasm and created an atmosphere of youthful assurance which was the delight of boys and elders. There is no doubt that the trial and tribulations of being associated with this new educational venture dimmed into insignificance after the tensions of the war years. Cardigan is indeed indebted to them for all they gave to making that first year a success.

As the opening of school approached the financial picture brightened by additional contributions: an anonymous gift of \$1,000, and \$5,000 from Mr. E. H. Neese of Beloit, Wisconsin, whose interest was aroused by John Hinman and Richard Cullen.

The Year

SEPTEMBER 1946 THROUGH AUGUST 1947

CARDIGAN MOUNTAIN SCHOOL opened on September 19, 1946, with an enrollment of 24 boys. This total was a disappointment only to three men who had been in almost daily contact with visiting parents. The figure of 35 had been held to as a minimum to expect. As far back as April 20, 1945, John Kenerson had written Bill Brewster: "Without question we will have no difficulty in the next three or four years of having more applications than we can possibly take care of." John was making no wild guess for he knew the secondary school picture forward and backward. Also, Bill Brewster predicted up to almost the week before school opened that 35 boys would enroll. The third disappointed member of the Cardigan family was Hap Hinman. Hap had counted on tuition income from 35 boys. This lesser number of 24 boys, later increased to 26, caused no little concern to these three stalwarts as to breaking even in the first year of operation. To the other members of the Trustees and Corporation the opening was an auspicious occasion. Sight must not be lost of the handicaps Bill Brewster and Hap Hinman had to face in selling interested parents on a school which physically did not exist up to within three months of the then theoretical opening date. Bill Brewster now really wonders how the parents of these 26 boys had the courage to sign up only on the basis of a great idea. He relates how he would take the prospects and their parents up to the Haffenreffer property and ask a rhetorical question: "Where have you ever seen so beautiful a location for a school!" In the meantime his two Assistant Headmasters would be scraping paper off the walls of the Mansion or cutting the grass. To most who really knew the situation it was nothing short of miraculous that 26 boys eventually showed up.

A reception was given these boys by Mr. and Mrs. Brewster, ably assisted by Bill Everts, Dick and Barbara Sawyer, Ted and Dolly Peach and Bob and Natalie McMillan. It would have been difficult to select a more attractive group to welcome

boys, many of whom were away from home for the first time. Mrs. Brewster had welcomed boys most of her life and had the gracious touch to which the youngsters eagerly responded. The fine appearing young men were boys at heart and knew how to gain the confidence of the hesitant and bashful to say nothing of the homesick youths. The attractive young wives had the poise and sympathetic understanding to reach the hearts of the most skeptical. Within these first hours an entente cordiale was established which was to last the rest of the school year. No wonder Hap and Marion looked on with almost unbelieving eyes. Hap's dream of years gone by was unfolding there before him. None begrudged him these hours of happiness.

There was a man literally behind the scenes who was to become an enviable member of the Cardigan family and beloved by a generation of boys. He was distinguishable at this first dinner because he wore a tall chef's headdress and had cooked a meal boys like. Dick Clancy had been selected by Bill Brewster fresh from the Army. Bill had known Clancy even before the war when he lived in nearby Windsor, Vermont. Dick, Nellie, his attractive wife and daughter have made the Cardigan Mountain School their home ever since. A father and his son recently called on the writer to thank him for putting them in touch with Cardigan two years previously. The father mentioned not only the food but its preparation, and said: "Jim can't wait to get back to school and one of the outstanding reasons is the good meals served there . . . your chef there, Clancy, must be quite a remarkable fellow for the boys like and respect him so much." As far as the boys are concerned "Clancy can do anything." Right from the beginning he has been an influence for good. Among Brewster's many contributions to the school, none has worn better than Clancy.

This year, the annual meeting of the Board of Trustees and the Members of the Corporation was of particular interest, for the opening of the school had taken place. There had been further gifts to report:

\$5,000 from Phil and Anne K. Allen

\$1,000 from Ralph E. Flanders

\$100 worth of books from Ned Robinson

These contributions put one and all in a happy mood to review the accomplishments of the previous year. Thus did the two groups gather together on October 12, 1946. The Trustees met together once again in the Lodge on the second floor where the financial situation was reviewed by President Hinman along with the opening of the school. Later the Members of the Corporation arrived and with the Trustees joined the school boys for dinner. The organization and discipline in the dining room made a most favorable impression. White jacketed boys organized by Barbara Sawyer served the dinner. The boys entered into their various tasks with enthusiasm. It was learned that there was a rotation of the work so that no one group was exempt from tasks performed by others over the year. Each boy was responsible for the care of his room and teams of students carried on necessary chores around the premises.

After an enjoyable meeting with the boys, the Members of the Corporation and Trustees went across the street to hold their joint meeting in the living room of the Austins. A summarized financial report showed:

Cash Gifts to Date	\$26,755.00
Receipts from Tuitions	11,375.00
Other Income	2,325.63
<hr/>	
TOTAL	\$40,455.63
Cash on Hand	11,630.19
Capital Expenditures	14,053.45

Other expenditures including salaries, brochures, food, fuel, insurance, interest, taxes, etc., absorbed the balance.

This was recognized by all as a pretty good statement by the President and he was highly commended for all the effort he had made to bring this about. William R. Brewster received appreciation for the personnel he had organized for the new school; the 26 boys who were starting off the first year of Cardigan Mountain School. There was indeed a feeling of restrained satisfaction over all that had been accomplished.

Greetings were extended to Charles E. Cotting, Harvard 1911 a new member of the Corporation.

"Charlie" Cotting, one of nature's most modest individuals, possesses nevertheless the keenness of mind and a dedication of his unique faculties to further a cause to which he has once given his support. To those who know him best it comes as no surprise that at the time of this writing he is Chairman of the Board of Lee Higginson to say nothing of his other various important connections. It is no wonder that Ned French marshalled the services of E. M. Hopkins, Phil Allen, and Harvey Hood to interest Cotting in joining the Corporation of the Cardigan Mountain School. Just how fortunate this selection was will be proven in the year to year story of the school's progress.

E. M. Hopkins who had been asked to preside at this, the joint meeting of the Corporation and Board of Trustees, asked that a vote be taken "to make valid all elections that have taken place since the original Incorporators became members automatically". The following were voted Members of the Corporation: E. M. Hopkins, Philip R. Allen, Hamilton W. Baker (now deceased, but by the wish of all, his name was recorded as a Member up to the time of his recent death), Charles E. Cotting, R. J. Cullen, Ralph E. Flanders, Edward S. French, John H. Hinman, Harvey P. Hood, J. Frederick Larson, Edward K. Robinson, Harold W. Stoke, Arthur A. Williams. President Harold P. Hinman should be included in this list, although his name does not appear so in the minutes of this meeting. The election of these named individuals was made retroactive to cover the period since the organization of the school.

Next, an election of the Board of Trustees was called for and the following were elected thereto: William R. Brewster, James C. Campbell, John E. Foster, Sidney C. Hayward, Harold P. Hinman, Robert C. Hopkins, John B. Kenerson, James F. Woods.

Trustee Officers: President and Treasurer, Harold P. Hinman; Vice President, Robert C. Hopkins; Clerk, Sidney C. Hayward; Assistant Treasurer, Richard A. Sawyer; Headmaster, William R. Brewster.

Committee to study organization of the school: E. M. Hopkins, Edward S. French, John H. Hinman, William R. Brewster, Harold P. Hinman.

All were asked to be on the lookout for a new Treasurer.

The new school year started auspiciously with a gift of a thousand dollars by Arthur Williams.

By adjournment time it seemed to all that a very neat package had been effected; the school was actually operating, some \$40,500 had been raised by one way or another, and as far as could be seen funds would be available to carry operations through the year 1947. This was surely a far cry from less than eighteen months before when Hap Hinman and Bill Brewster each deposited \$100 to the account of Cardigan. Members of the Corporation and Trustees departed their respective ways.

1946 Year-End Gifts were announced as coming from:

Charles Cotting.....	\$ 250
Robert C. Hopkins.....	250
E. M. Hopkins.....	250
John Hinman.....	2000
Anonymous.....	1000
<hr/>	
TOTAL.....	\$3750

The winter semester started out on a well established routine and over at the Lodge the next morning the Rising Bell sounded at 7 A.M. The boys washed, made their beds, fixed their rooms for inspection which might come any day at any time. From 8:00 A.M. to 8:30 "school keeping" jobs were assigned for the day. At 8:30 A.M. breakfast was served. Nine o'clock to 10:45 classes were attended. Ten forty-five to 11:00 recess came with milk, cookies or crackers available. Eleven to 12:30 more classes. Luncheon hour was from 12:45 to 1:45. By 1:45 each boy must be in his room for rest. Two forty-five to 4:30 was given over to supervised afternoon activities. A special study hour for those who needed it was set aside from 4:30 to 5:30. From 5:30 to 6:00 was wash-up and dress-up time with the supper bell ringing at 6:00 sharp. Seven to 7:30 was assembly time for the whole school. Seven-thirty to 8:45 Supervised Study in the Hall (dining room) took place. Nine P.M. lights out for all except seniors who could have until 9:30 to flick out theirs.

None of the boys was troubled with insomnia after this busy day.

Various assignments had been drawn up for the boys to work on. These were designed to make the individual boy feel a responsibility toward the school while draining off excess energy; keeping him busy doing constructive things and lessening the opportunities for mischief. Needless to say, there were types of work the boys might not relish but having to take them if assigned developed a fundamental discipline which had its educational value. The different assignments were: waiters, dishwashers, assistant to cook, washing tables after meals, dining room sweepers, vehicles, furnace, wastebaskets, cook helpers Saturday and Sunday nights, woodboxes and fires, night lights, cleaning first floor, assembly, library and first floor halls, checking lights out, mailman, infirmary, extra work loading and unloading dishwasher, sweepers, drymoppers, assistant at church, livestock (outmoded in new school), senior lights, porch (outmoded) and outside policing.

Needless to say all faculty members including wives were busy from morning 'til night and they put the kind of enthusiasm into the training and building up of these first year boys which was to prove so rewarding. Just to illustrate some of the extra-curricular feats performed after busy hours of teaching: Dick Sawyer gave the boys training in baseball, Ted and Dolly Peach took boys on nature hikes, Barbara Sawyer was in charge of the office after getting the small fry up and dressed for school, and actually bathing them at night. There were some six of these smaller boys to whom Barbara was more than a house mother in the Wierum House away from the Lodge.

Bill Everts took charge of the boys over at the barn about $\frac{3}{4}$ of a mile from the Lodge. Those boys who selected horseback riding were taught cleaning out of stables, watering and bedding down of horses and clipping same (five in number). Others were taught feeding of cows and pigs.

The school was fortunate too in having the temporary services of Deborah Austin who had recently graduated from Smith, cum laude, and was an attractive daughter of Mr. and Mrs. Dave Austin. She worked with Dolly Peach on the school paper and dramatics.

Church (of the boys' choice) was obligatory.

This is but a sketchy picture of how the week's program might develop. During the winter months the program was given over to winter sports.

There were six teachers for the 26 boys which guaranteed close individual attention and supervision. The results at the end of the year were truly quite remarkable. Testifying to this was the letter from a grateful mother who wrote:

"We appreciate all you have done for our son. The improvement is remarkable. At Cardigan he seems to have gained confidence in himself, especially in his studies which he so sorely needed . . . it is gratifying to find him so completely happy."

The first Commencement Exercises of the Cardigan Mountain School were held June 14th, 1947 in the Old North Church at 11 o'clock. The century old church with doored pews and handmade glass windows contrasted its mellowed age with the young men graduates of a year old institution. "Parents, grandparents, faculty, Members of the Corporation and well-wishers among the townspeople totaling some 125 people gathered to see seven boys receive their diplomas." This truly was an historic event at Cardigan.

After the Exercises a buffet luncheon was served up on the Point on the Mansion lawn. The panorama embracing lake, mountain and rolling hills under a warm sun was a sight to behold.

These seven young men were already enrolled in Exeter, Governor Dummer and Kimball Union Academies. It was all hard to believe. The first year at Cardigan Mountain School was ended, and the result was good.

Contributions at the end of the school year were:

\$ 5,000.00	from Richard J. Cullen
500.00	from Arthur Williams
5,000.00	from Mrs. Lily Johnston
1,000.00	from Mr. and Mrs. Harold Hinman
	(given to literally meet May 1 pay rolls)
50.00	from Nathaniel Leverone
50.00	from Samuel Aronowitz
<hr/>	
\$11,600.00	

A "Baker Range" was donated to the school by the Dartmouth Club of New York City through its Manager, Ned Redman.

With all the success of the first school year mistakes were made, some serious insofar as they affected individuals; others humorous.

The dual role of a Cardigan absentee Headmaster who was Active Headmaster of another school was too much for any one man to carry through even though aided by two unusually capable young men in residence, neither of whom had had experience in this particular field of education. This is in no way a reflection on the inspired job done. To all intents and purposes, here were two ambitious fellows, one married, competing for the eventual headmaster's position. The discipline of the school was dumped in the lap of one of these men by other members of the faculty. Little surprise is there, in looking back objectively, that strained relations did exist at the end of the year. Disillusionment set in and two young, attractive fellows left educational pursuits.

Some of the trouble lay in the meager accommodations afforded the faculty. There was little privacy. Pressure was on each individual with little time for relaxation. This was especially difficult for men just out of the service and for the girls who married them. Discipline was all right in a war as were privations; but in peace one hoped for a better break. How could these fine young people be expected to know what it meant to be associated with a brand new school which was continually battling to meet the pay roll. The school had not misrepresented anything; the young people joined up with their eyes open. It is a wonder things turned out as well as they did. All those presently connected with Cardigan Mountain School realize more each year how much these good people contributed. We have affectionate regard for them and hope they have the same for Cardigan Mountain School. The same holds true in the case of others who were to follow. All of us were living and learning, giving and taking.

The original brochure showed an entrancing color scene on the cover depicting a red "sugar barn." Underneath the picture were the words:

Reading — 'riting — 'rithmetic
plus Grandfather's Farm

The idea of having boys run a farm was especially appealing to us in the early days. One thing we had a lot of was land, barns, hay, and a slightly exaggerated idea of balancing a farm budget. Also we had not counted on the short duration of the boys' enthusiasm for farm chores.

To begin with we purchased a pregnant cow, the better to instruct the boys on the facts of life in the animal kingdom. The cow was not cooperative at all and gave birth to her calf when mankind least suspected. This was a great disappointment as the boys had worked diligently keeping the stable clean. And as for learning to milk the cow, that was entirely out. We were in no position to force this issue for we had had a hard enough time getting the boys to come to Cardigan as it was. So we closed out our bovine department. This was done at a profit, too, due to the fact we were selling a "fresh cow" rather than an expectant mother.

Our next experiment was the creation of a riding stable. "We obtained an excellent riding master and five horses one of which was given us by Philip R. Allen, the other four being borrowed from Mrs. Ruth Parks, the owner of a summer camp. "We soon learned," as Hap Hinman relates, "that riding enthusiasm reached its peak during the fall months and that it diminished in direct proportion to the lowering of the temperature with the coming of winter." Apparently, in addition to the upkeep, the horses "ate us out of house and home." By Spring only three or four boys out of an initial group of fifteen showed any recurring interest in horses. So, in the interests of a balanced budget we got rid of the horses.

By this time we were getting a bit fed up with the idea of continuing animal husbandry as a part of the educational program of the Cardigan Mountain School. Thus we quickly cancelled an order for thirty bushels of seed potatoes and one thousand chicks. We now were back in full cry for Reading — 'Riting — 'Rithmetic!

Bob McMillan, now partner of a successful Boston advertising agency, it will be recalled had joined the Cardigan Mountain School official family as Business Manager of the school. The hope had been that we had hit upon a formula which would bring increasing contributions to the school. This was an experiment that just did not work out. As Bob can now

afford to write from his position of strength: "These were dreary days and disappointing ones. Hap felt, I am sure, that I was a poor salesman but later on . . . he realized how very difficult it was to obtain funds from people who had college and church obligations as well as boys of their own to educate."

This was all part of the trial and error period through which the school had to go. While we lost valuable dollars in the various experiments valuable lessons were learned.

The financial picture of the first school year as set forth in one of Hap Hinman's periodic bulletins, shows, as of June 27th, 1947, the following figures:

Checking Balance	\$6,188.04
Accounts Receivable (students)	575.00
Building Fund	2,854.20
<hr/>	
TOTAL	\$9,617.24
In Savings Bank	\$1,218.10
(Represents 5% of tuitions set aside for endowment as previously voted by the Trustees.)	

It was characteristic of Hap's realism that at no time did he allow any complacency to exist nor loss of momentum to take place in his drive for an outstanding school. "Sure," he would say to the Trustees, "we have done well but we have to do better." He always had a list of new and pressing needs for the school, for instance:

For the Lodge	\$ 8,900.00
For the Mansion	9,600.00
For Barn Repairs	1,000.00
For Insulating Shop	1,000.00
Beach Wagon	2,000.00
<hr/>	
TOTAL	\$22,500.00

Hap did not spare Members of the Corporation in presenting his continuing program of needs for the school. His thrusts at them were masked behind a genial smile when he would say: "The function of the Trustees is to present to you the needs of the school; it's up to you fellows to raise the money."

To one who had just joined the Members of the Corporation as a friendly group interested in educating boys this forthrightness came as a bit of a shock; but it was not long before they admired the President who knew what the goal was and preferred to mince no words to obtain it.

The Members of the Corporation had been well screened. They were men dedicated to the principles underlying the founding of the Cardigan Mountain School. They were remarkably successful in their individual business or professional pursuits. Their word carried weight with others of similar stature. They welcomed the direction given by Harold P. Hinman for he was always well prepared; his succinct presentations allowed a maximum amount of time for purposeful discussion.

The Year

September 1947 through August 1948

As an item of interest let us review the amount of money listed on page 39, amounting to a total of \$22,500 and which was presented by President Hinman as necessary for the proper functioning of the school. Also we might recall, these items were presented for reflection right after the books had been closed at the end of a successful school year in June. Here is what happened:

Announced on August 6, 1947.....	\$10,000.00
(Gift by John Herbert Kieckhefer)	
Announced on September 4, 1947.....	\$ 2,000.00
From Arthur Williams	
Announced on October 10, 1947.....	\$ 3,000.00
From John Hinman	
Announced on October 10, 1947.....	\$ 1,000.00
From Harvey Hood	
	<hr/>
	\$16,000.00
Previous Listed Bank Balance.....	\$ 9,617.24
	<hr/>
TOTAL.....	\$25,617.24

This was an encouraging beginning for the second year of school. There had been an additional contribution of \$500 from Charlie Cotting for the Scholarship Fund bringing that to a total of \$1,500. A new and highly successful formula had been found for raising money through the cooperation of Members of the Corporation with President Hinman. President Hinman had little trouble in getting the support of the Board of Trustees for his program. The innumerable meetings with individuals for advice and counsel or with the Executive, Financial, Building, etc. Committees, can hardly be observed by an outsider without considering the whole operation cynically as a "one man show." Surely no man ever gave more of himself for a cause in which he believed than has Harold P. Hinman. He has been and is a great leader who of necessity has stepped on tender toes. Strange as it may seem at this

point Hap's toughest days were ahead. There would be days to try his soul and test his stamina even more than he had experienced already. His fortitude is indeed part and parcel of this incredible story.

In one of the bulletins at this time Hap writes: "Late last winter (1946-1947) Bill Brewster, sensing the need for a resident headmaster, had urged the Executive Committee to look for such a man, stating that he would resign as soon as one was obtained." Reluctantly this idea was accepted. "Personally, we believe that Bill Brewster, with his vast reservoir of experience, can be more valuable to the school in his availability as an advisor than he could be when tied down by innumerable details of operation." Certainly the school was fortunate that this acknowledged leader of boys was going to be closely affiliated with Cardigan. Brewster would accept no remuneration for his many services to Cardigan.

The appointment of Robert Moody Kimball as Headmaster was announced after months of interviews. He was a New Englander, born in Newburyport, Massachusetts where he graduated from high school in 1926, and in 1930 from Dartmouth College. Before coming to Cardigan he had been Assistant to the Headmaster at St. Marks School. Married to an attractive wife, they had a daughter 9 years old.

Bob Kimball was himself interested in a boys' camp and was unable to divorce himself entirely from its summer operation which meant, of course, that fall enrollment suffered. We had originally hoped to be able to open our own summer camp since all the ingredients for a unique location were at hand. Bill Brewster who for years had run his own camp in Maine had returned to it. The paradox was that Cardigan Mountain School had everything for a Camp except boys. There were those impatient to start our camp right then but cooler heads prevailed. The attention of all was to be concentrated on getting boys lined up for the regular fall term.

By October 10, 1947, when the second Annual Meeting of the Trustees and Members of the Corporation took place at the school there were 29 boys enrolled. There was no denying the fact of disappointment since one and all had hoped for at least 35 boys starting the second year at Cardigan.

However, Bob Kimball and his wife made a most favorable

impression. The tidiness of the school was noted. The furniture which the Kimballs had added to the living quarters on the first floor was a delightful addition causing especially favorable reaction from the wives of the Cardigan family.

These fall meetings were becoming increasingly interesting the farther we went into the business of running or helping direct the running of a new school. The Trustees were faced with the ever recurring deficit since the tuition from 29 boys would not meet the operating expenses. Some of these boys would be unable to continue without scholarship help. The importance of how to meet increasing needs for the Scholarship Fund when current expenses could not be met was a thorny one and a subject which was briskly discussed by the Trustees and later by Members of the Corporation. Also, what was to be done about the creation of a Retirement Fund? We could not hope to compete with other schools for teachers without this fringe benefit. Remedial education was first brought up in these meetings but had to be dropped as beyond the limits of our present scale of instruction.

Everyone at Cardigan regretted the resignation from the Corporation of Harold Stoke who was leaving the Presidency of the University of New Hampshire to become President of Louisiana State University. He had served us well.

It seemed a short time ago that we were happy over the accomplishments of the first year of the Cardigan Mountain School! Now we were to learn that a successful school does not automatically go along after it is first started. More and graver problems were facing us. Also, in whatever direction you looked things needed to be done. The Lodge needed paint; the furnishings inside on the first floor which gave a homey look to the parents of prospective students were not possessions of the school; there had been serious pipe leaks; fire escapes outside the building were a must. These were illustrative of problems facing the administration of Cardigan the solution of which was made no easier by the slowness with which student applications had come in. However, the Trustees were not unmindful of those who had so materially helped in bringing the school thus far. Resolutions were passed and the Secretary was instructed to write letters of appreciation:

- 1) To Dave and Harriet Austin for their past and recent help and aid to the School.
- 2) To Mr. and Mrs. William R. Brewster for their devotion and untiring efforts, given without compensation, during the first year of operation.
- 3) To John H. Hinman for his generous personal gifts and for the sizeable gifts which he has obtained from others since the founding of the School.
- 4) To Harold P. Hinman for uncounted time and unlimited energy which he has poured into Cardigan Mountain School.

The concerns of meeting various school problems were kept well within the official family circle and never touched the carefree young life. Ted and Dolly Peach had indirectly focussed the collective undergraduate attention on an undeterminable date, for the Peaches were expecting. Headmaster Bob Kimball had entered into the spirit of the occasion by announcing that a half holiday would be given the school if the baby was a girl; but if a boy came along a full day would be granted. Kind Providence answered the prayers of all 29 students who on November 8th were given a full day off. How did the boys choose to spend this day? By climbing Cardigan Mountain. Upon returning to the school tired in body and soul, one boy was heard to comment that it would be all right with him if the Peaches had a baby girl the next time!

Hap Hinman thoroughly enjoyed this by-play. He loved the boys and their reactions. Hardly a day passed that he didn't visit the school and mix with the young fry. During the first year there were questions raised by the young faculty members whether or not he was breaking down the discipline by encouraging the boys to call him "Hap". But as he admitted he "got a great kick out of this"; and who was to deny him this fun?

The truth is he also had a fondness for the Kimballs and the Peaches, and for those fine young people the Sawyers and Bill Everts. He drew a definite line of demarcation between his personal feelings and those of official lineage. This was

more easily understood by the older generation at times than by the younger. One tracing the development of Cardigan Mountain School has no difficulty in determining Hap Hinman's guiding principle: that which is good for the school took precedence over all other considerations. Were there any question in his own mind in coming to a decision of high policy he knew to whom to turn for advice.

By March of 1947 contributions to the Scholarship Fund had reached a total of \$5,300. The more recent additions were:

Edward S. French.....	\$ 500
Charles E. Cotting.....	500
John H. Hinman.....	1,000
Arthur A. Williams.....	1,000
Jim Campbell.....	500
H. Richardson Lane.....	300
<hr/>	
TOTAL.....	\$3,800

President Hinman had a good policy of looking forward to the Semi-Annual Meetings of the Trustees and Corporation Members and in fact letting them know in advance by means of Bulletins or reports from Committee Meetings just what to expect. A good illustration of such planning is noted in the minutes of a meeting of the Executive Committee held in Hanover, New Hampshire January 22, 1948. It was decided at this meeting which was attended by Headmaster Kimball, H. P. Hinman, William R. Brewster and Sidney C. Hayward that it would be wise to concentrate on renovating the Annex to the Lodge, thereby increasing accommodations to some 50 boys; and to postpone for some years the development of school property on the Point. This was all by way of recognizing the excessive cost of building and lack of funds. Headmaster Kimball was in accord with this. Plans were made to secure, through investigation by Messrs. Hinman and Kimball, a local architect who would serve the school best and to get estimated costs.

At this meeting the Committee was reassured that Headmaster Kimball considered his position with the school a continuing one and that he contemplated no change at this

time. (Recognition was given to "the valuable work of Mrs. Kimball . . . appreciatively.") It was the consensus of the Executive Committee that future plans would need the active direction of the Headmaster over a considerable period of time. Added remuneration was practically assured "as conditions permit."

The following represents the real punch line: "the Executive Committee is compelled to urge all members of the Board of Trustees, with the assistance of Members of the Corporation, to secure funds for the school . . ."

Thus by April 16, 1948, all were alerted to the directions the meetings would take. Plans for the school and problems were discussed. Mr. Brewster expressed confidence in the future under the direction of Bob Kimball who continued to make an excellent impression.

John Hinman took exception to a committee being appointed to raise funds as he favored group action. No committee was appointed. John emphasized his desire to see current requirements met (some \$20,000) by September, as well as securing building funds for the future.

It is interesting to note that by the first of April the new Annex renovation was underway at an estimated cost of \$5,033, plus a 5% bonus if finished by July 1st. This was the first major building project. As Hap wrote: ". . . the psychology of that fact is far reaching . . . it demonstrates action . . . progress."

It also demonstrated to the groups meeting April 16th that Hap waited for no man and that funds better be raised.

E. M. Hopkins, whose words were always welcome, had this to say: "Compared with similar projects Cardigan's progress has been good and needs no apologies. If you do not go ahead, you cannot get increased means . . . and if you do not get increased means, you cannot go ahead." Later he said: "The surest signs of growth are that imperative needs keep rising."

As one looks over this whole gamut of accomplishment, the intense loyalty and continued and substantial contributions by the members of the Cardigan School official family is extraordinary. The Scholarship Fund continued to grow as Hap Hinman added \$1,000 to bring the total to \$6,300.

During June and after the semi-annual meetings at the Algonquin Club in Boston had passed into history, John Hinman contributed \$1,000, while Harvey Hood added another \$1,000 for carrying out the renovation program.

Two years previous to this second year of the school actually in session, Ned Robinson had uncovered a source for scholarship money which in spite of excellent presentations seemed to have made no impression. However, the "source" became alive with interest through the persistent effort of Bill Brewster, Ned French and President Hinman. Thus it was that the Lindsay Foundation contributed a total of \$2500 to be paid in installments of \$500 each over the next five years.

E. M. Hopkins spoke of the publicity value of this gift as announced in the newspapers, for, as he wrote: ". . . The value of these scholarships does not lie so much in the money received as it does in the fact that Cardigan Mountain School is recognized as an active, deserving educational institution." However, the money value just at this juncture was in itself of really great value for it released funds for construction payments the deficits for which had mounted to relatively sizable proportions. The school was continuing to run behind in meeting current expenses. The goal of enrolling 50 boys seemed as far away as ever.

The disappointment in the enrollment figures was the greater because the new Annex had been finished so that there were actual accommodations for additional boys. The Lodge had been repainted and this along with the new paint on the Annex gave the school a very prosperous look.

The second school year drew to a close with the graduating of 7 boys who were privileged to be addressed by Bishop Dallas of the Protestant Episcopal Diocese of New Hampshire. Happy parents congratulated one and all connected with the administration of the school for stimulating the desire for education among their sons. The happiness of the collective gathering was enhanced by the graciousness of Headmaster Kimball and his charming wife.

Hardly had the sun set and the graduating boys left for their respective homes before the Executive Committee of the Trustees was called into session to discuss the raising of funds to complete the building and furnishing of the Annex.

The cost of the Annex had exceeded the original estimate of \$5,033 to a figure nearer \$11,000. But even so this additional investment was wise since a new building accommodating as many boys would cost nearly ten times as much. The Trustees and Member of the Corporation had taken satisfaction in learning from an Insurance Appraiser that the Lodge in which they had invested capital funds to the extent of some \$20,000 could not be built as a new building for less than \$100,000. Money might be hard to come by but it was most assuredly being spent wisely.

The question of enrollment was again rearing its ugly head. Certainly the school couldn't for long continue to operate at a yearly loss of \$5,000 to \$10,000. At the Trustee's Executive Committee meeting Headmaster Kimball who was in attendance "volunteered full responsibility for securing the necessary enrollment of 50 boys by September." There were those on the Board as a whole who questioned in their own minds whether this goal was obtainable without a highly concentrated drive of all concerned. The fact that Bob Kimball could give but one day a week because of his Camp affiliation added to the doubt. The feeling that the school must have a Headmaster who would devote his whole time toward the interests of the school was growing. This raised the question of additional salary for such a Headmaster, for all knew we could not get the man we wanted on the salary paid our Headmasters the last two years. Bob Kimball had done well and the fact we could not ask him to give up his direction of Camp Kiniya on Lake Champlain was no fault of his. To some it seemed we had reached an impasse, especially those to whom a summer camp of our own seemed the sound solution for utilizing the year round plant and equipment. However, at the time we went along with Bob Kimball's conviction as related in the minutes of the Executive Committee meeting held June 10, 1948, that "On the question of summer use of the property . . . entrance into the highly competitive summer camp field is not feasible, but that operation of a *school* during the summer may be a desirable possibility for the future." This was not the last to be heard as to a summer camp for other years at least.

The need for money did not cease with the ending of the

school year. The Finance Committee of Messrs. Hinman, Brewster and Hayward met on June 21, 1948, and authorized the Treasurer, Harold P. Hinman to negotiate a loan up to and not exceeding \$10,000 to pay for construction and renovation of the Annex.

One matter which the hard working Hap Hinman had disposed of during the summer was the termination of leased houses on Canaan Street. While these did serve a useful purpose they were a source of contention by Corporation Members and some Trustees who disliked the payment of much needed funds for any such purposes.

The Year

SEPTEMBER 1948 THROUGH AUGUST 1949

So IT WAS that the summer flew by and the Kimballs returned from their summer camp on Lake Champlain and the Peaches from Cambridge, Mass., where Ted Peach had attended the Harvard Summer School. Food, books and furnishings for the new Annex arrived via different means of transportation. But what enrollment was the school to enjoy? There was the rub! The School opened on September 16th with 31 boys in attendance. Five in this number were day students. This meant another prospective deficit of some \$8,000.

It is remarkable in retrospect to know that on October 8, 1948 the Trustees and Members of the Corporation had unusually good meetings which were thoroughly enjoyed by those in attendance even with cold fall rains drenching you the minute you stuck your head out of the door. It was a delight to see the boys already organized for the new year. They were bright looking fellows and they made you glad you could mingle with them. The Kimballs and the Peaches with the other three faculty couples with their eagerness and enthusiasm made one forget there was no sunshine outside.

One of the faculty wives had returned to Canaan Street hoping that the feeling little short of claustrophobia she had experienced the year before might not recur. She had never given any evidence of the struggle raging within, for she liked the boys and looked forward to the prospects of a new school up on the Point. Suddenly on this black, rainy night and with two couples whom she counted among her closest friends in the Cardigan family, a wave of defeat overwhelmed her. There was affection and understanding among those with her. There was also the feeling in the heart of one closely connected with the school that here was an omen for the future. It was a pretty sad occasion all of which was held in strictest confidence. The only reason for mentioning it now is to point up the fact that we were asking young people to sacrifice too much to expect them to remain with the school any length of time. This was a matter discussed no

end at the Trustee meetings. We lost good teaching material for superficial reasons; the turnover was becoming the deep concern of all. Some knew that night we were going to lose more; but to what extent no one could have known.

At the combined meeting of the Trustees and Members of the Corporation deficits were discussed; enrollment came in for its share of attention. The completion of the renovation program was good news. Without too much imagination one could believe there was a feeling of optimism for the future of the school with the exception of one person. It was good to have one the likes of Phil Allen in the group. He wasn't too sure he felt enthusiastic over the prospects for the Cardigan Mountain School. He had the courage of his convictions. He implied that were it not for his confidence and admiration for "Hop" (E. M. Hopkins) and "Ned" (E. S. French), he wouldn't want to face the future of the school on the basis of what he had heard. The continuing inability to increase enrollment and to meet current expenses were not to his liking; nor did he like the building on the Point which he thought architecturally was abominable. What was the sense he argued of "pouring money" into the Mansion when we couldn't operate successfully with what we had down on Canaan Street. These points had just enough validity to challenge the best thinking on the part of all directly connected with the school and it is safe to say Mr. Allen enjoyed seeing his friend Ernest Martin Hopkins rise to the occasion saying: "... let's not judge the destiny of this project entirely on the speed with which we realize all that we strive for. Actually, we are off to a wonderful start!" These differences of opinion were the life of the unusually good meetings held semi-annually and in truth were the life of the school, for, to paraphrase a well known TV advertising slogan, these men "... cared enough to give their very best" both in thought and deed.

Two gifts were announced at this meeting: \$500 from Jim Campbell, and \$1,000 from Arthur Williams. Announcement followed in Hap Hinman's November 15th Bulletin of another \$500 gift from Charlie Cotting.

It is interesting to note in the sequence of events connected with this educational venture there always seemed to

be certainties matching uncertainties. Important as money was to the school there could easily have been those who in the secrecy of their own minds might have questioned whether or not Cardigan Mountain School represented any contribution to boys' lives. So, it was gratifying at this particular time to have verbal bouquets come our way. The Christian Science Monitor wrote: "You are to be congratulated on the splendid progress made in such a short space of time." Also, from an Harper's Bazaar Magazine interviewer: "I was very favorably impressed by all I saw . . . there is everything to make the boys comfortable and happy. Their surroundings could not be more to the taste of a discriminating person. . . ." The Boston Sunday Post headed a feature article on the school: "School to inspire old Yankee virtues." It was good to know that on the outside favorable words were being passed around about the Cardigan Mountain School.

On October 15th the School lost one of its most loyal and interested benefactors through the death of Richard J. Cullen. This was a great personal loss to John Hinman who was with him to the end. It was because of Mr. Cullen's great regard and affection for John that his interest paralleled John's in Cardigan. Even in death was Cardigan to benefit. Over a period of time John Hinman had been interesting a Mr. D. S. Gottesman in making a scholarship award to the school. Mr. Gottesman beside being a personal friend of John's and the late Dick Cullen was a leading industrialist and philanthropist. He was an idealist and a humanist interested in youth. He made a gift of \$10,000 in total, or \$2,000 each year for five years to enhance the scholarship fund. This was to be known as The Cullen Scholarship Fund to Perpetuate the Name of Richard J. Cullen.

It must be evident that the Cardigan Mountain School was benefiting more and more by the early conviction that to be successful the school must attract a nucleus of interest of sufficient prestige to appeal to an ever widening group of influential men. This was not an original idea but certainly few schools can point to as successful an application of the idea as Cardigan experienced and continues to experience. It might well be the hope that posterity jealously guard against any diminution of this original high resolve.

One benefactor of the school continued a steady and highly appreciated support under the title of "Anonymous." May he attract other influential anonymouses! If mystery should enter into a story to hold reader interest we submit this generous character as our number one candidate. The records show that on November 24, 1948, another gift of \$500 was announced as coming from this same source from which others periodically have emanated. The only clue is that the giver has an uncanny sense of timing. More power to him . . . or her!

On December 3, 1948, a unique gift to the school was announced — an audio-visual unit, from Dr. Ernest M. Hopkins. As Hap Hinman said: ". . . this is a forward step which places Cardigan Mountain School in the relatively small group of secondary schools privileged to enjoy . . . material integrated with the courses. Dr. Hopkins was of the opinion that the use of films can supplement the instructor to the extent that will make his work many times more effective." He felt, too, that this would make Cardigan a better school for it would add to the enjoyment of teachers and teaching. He well knew that the reaction from the boys themselves would be most favorable. This was all in line with "Hop's" belief that the opportunity existed for making Cardigan a distinctive school.

The Christmas season was near at hand on the campus. A Glee Club trained by Mrs. Mullis was practicing faithfully, for Carols were to be sung up and down Canaan Street. A Christmas tree and all the trimmings were being readied. Bob and Virginia Kimball had issued invitations to the parents of the boys to come to the school and spend the day and night with their progeny before the beginning of the Christmas Holiday. The response was gratifying and the parents were shown first hand how Cardigan "provides important things in a boy's life that are necessary . . ." over and above studying. The party was a success if for no other reason than bringing the parents closer to the school.

A new calendar year, 1949, was celebrated by summarizing the previous year-end gifts to the school:

John Hinman	\$2,000.00
Harvey Hood	\$1,000.00

Elbert H. Neese	\$1,000.00
H. R. Weaver	\$ 100.00
R. C. Hopkins	\$ 100.00

While contributions such as these, and others throughout the year, never seemed to catch up with the varying needs of the school, they were of inestimable psychological value especially to our President, Hap Hinman. It was the team play which Hap emphasized as being the all important part in the school's progress. Among the givers of money some gave more, others gave less; among the givers of time to the school the same relative situation existed. The fact that almost all were showing an active interest was the tonic which drove Hap on in his own indomitable way.

By the time of the April 22, 1949, meeting, Hap was carrying much on his mind. The financial picture was not favorable. In studying the situation, the Trustees learned \$13,000 was needed to finance the school through the summer toward which there was only \$3,000 available. This was, of course, due to lack of enough enrollment with accompanying tuition to carry the load. The Trustees agreed "that some use of the school during the summer season should be secured." This brought up again the question of a full time Headmaster, for by now it was all too apparent that the school was losing ground through lack of year round direction from the Headmaster. The immediate stop-gap was the appointing of Ted Peach, upon the recommendation of Mr. Kimball to be in residence at the school the coming summer at an additional fee. There was discussion at long last as to better faculty housing. The Peach's baby was getting almost too big to continue sleeping in the top drawer of the bureau.

As a matter of record, it might be well at this point to list the names of the Trustees and Members of the Corporation attending these meetings for they in the main were the ones who had loyally supported these important Cardigan gatherings since the school started. The attendance of the official Cardigan family to these functions twice a year is indeed the envy of independent schools generally. The names of those gathering together on April 22, 1949, are:

Trustees:

H. P. HINMAN, <i>President</i>	WILLIAM R. BREWSTER
R. C. HOPKINS, <i>Vice President</i>	JAMES C. CAMPBELL
SIDNEY C. HAYWARD, <i>Secretary</i>	JOHN E. FOSTER

Corporation Members:

H. P. HINMAN, <i>President</i>	JOHN HINMAN
E. M. HOPKINS, <i>Presiding Officer</i>	HARVEY HOOD
CHARLES COTTING	E. K. ROBINSON
ARTHUR WILLIAMS	PHILIP ALLEN
E. S. FRENCH	DR. CRAWFORD HINMAN (Guest and son of John Hinman)

An interesting talk was given by Ted Peach, Assistant Headmaster, who informed us that the Honor Roll at the School had increased and that the entire school had an average of 80. He expressed appreciation to E. M. Hopkins for the audio-visual movie equipment which was being used as the donor had hoped it might and with encouraging results.

Mr. Robinson inquired (an inquiry which was on everyone's mind) as to what use was being made or was contemplated of the Haffenreffer Mansion. President Hinman replied that no use at the present was being made of this building, but that it was "planned to make full use of this excellent facility at a later date." Phil Allen was observed to squirm in his chair!

Enrollment showed 31 boys in attendance; 6 boys would graduate in June; 25 boys were expected to return as against 17 who had returned the previous fall. This was a long way from the goal set for 50.

Executive meetings were to follow to resolve the question of a new Headmaster and the deteriorating financial situation of the school.

These were probably the darkest days for our President. It was not easy to think of replacing Bob Kimball as Headmaster because Bob had done an admirable educational job at Cardigan. Few knew what Bob knew, which was that he could not ask Virginia, his wife, to take further punishment in the cramped living quarters afforded by the school; he realized he could not sign up as a full time Headmaster at Cardigan.

Virginia was an extravert which was one of her great assets. The fact that Bob today is the successful Headmaster of The Town School for Boys, in San Francisco, but proves the wisdom of his resignation from Cardigan. Many of us would like to sample Virginia's hospitality again. Cardigan will always be indebted to this fine couple.

In April, 1949, Headmaster Kimball had reported the school needed \$9,277.12 with which to operate through that current year ending in early June; also another \$3,800 for the period from the school's closing to its reopening in September. These figures did not include any funds for improvements and changes he had recommended in his Headmaster's letter. The school had \$2,718.68 in the Endowment Fund resulting from 5% set aside from tuitions paid in over the last two years. In another account there was \$4,256.50 of which \$1,000 represented one half of the Gottesman gift allocated for scholarships in the latter half of 1949.

No one needed to tell Hap Hinman the school needed money and as if to prove it he dug down into his own pocket again to come up with \$1,000. — for Cardigan. As Bill Brewster would say: "Boy! Those Hinman brothers are something, aren't they?"

From the Building Fund \$3,200 was taken to add to Hap's gift to pay salaries included in the projected \$9,277.12. Now \$5,000 was needed to carry the school through June 10th, the closing day.

There is no record available to the writer of what happened in a situation such as this, but the important thing is that through some mysterious means, Charles Cotting decided to give Cardigan \$250., John Hinman donated \$3,000, Arthur Williams \$1,000, John Foster sent \$200 and our old friend Anonymous added \$1,000. Of course, it was no secret the school needed money, but was it just by chance six individuals in less than three months gave a total of some \$6,000?

This was the continuing and wonderful story of this school's progress. There were other gifts to further prove the interest in Cardigan. Jim Campbell who was always looking around to see how he could enhance the happiness of the boys offered the school two fine saddle horses only to learn our stables were closed. He accepted this turn down with good grace

and smilingly added: "I guess it is more important to be able to feed the boys well than have horses eat us out of house and home." Sid Hayward presented the school with a boy's delight; the *Hunter's Encyclopedia*, a book of 1150 pages of every phase of hunting, fishing, etc. Mr. and Mrs. Fred L. Cheever of Cape Cod gave a wire recording unit which was useful for class room development of speech.

Mr. Phillip Allen had written his friend E. M. Hopkins early in June, 1949, seeking answers to questions arising in his continuing efforts to interest boys and boys' parents in the Cardigan Mountain School. We feel Hopkins' letter covers so thoroughly the questions continually put to all of us now, and we believe will be in the future, as to warrant submitting it as a creed of Cardigan.

LETTER FROM HOP TO PHIL ALLEN

June 9, 1949

Dear Phil:

I have just returned from a fishing trip to Canada, up at the St. Bernard Club, with various friends, including Ned French and Laurence Whittemore, hence the delay in commenting on your letter of June 2 to Harold Hinman, of which you kindly sent me a copy.

I want to comment particularly upon your statement about inability to interest your friends in sending a young boy to the Cardigan Mountain School, and to answer your questions as to why any parent should send his or her boy away to any school at the tender age of ten to fourteen. My answer to these comments would be that I should expect your experience among your own friends to be what you have found it, and that furthermore I should argue strenuously that there was no reason at all for sending a boy away to a school, either of this sort or any other, if home conditions were such that he could be maintained there happily.

This phrase, however, in regard to home conditions being such that a boy could be maintained happily there is subject to interpretation, and interpretation could well come from a study of the reasons why the boys in Cardigan at the present time are enrolled there. First, boys from rural homes whose parents have a desire to send them to college but who live in communities where the local school advantages are not such that their sons could receive adequate preparation for getting into any first class preparatory school without the loss of one or two years.

Second, boys from metropolitan areas whose parents realize that in their residential section there is no possibility for their sons to have normal boyhoods either socially or recreationally.

Third, boys from homes where there is a dominant personality represented by an older brother or sister.

Fourth, boys who have a potential ability which is in process of being crushed through their inability to take the initiative in large classes such as characterize many, if not most of the public schools, and other boys of potential ability who are given no challenge in free schools because of the poor quality of the teachers who are attracted into teaching only by the present salary scales.

Fifth, boys in families where there are personality clashes either between father and mother or between one parent and the son.

Such are the characterizations of certain homes in every community and often times to the outsider these homes appear perfectly normal. Nevertheless, there are or have been boys in Cardigan from each one of these classifications, and mighty fine boys, too.

My experience, however, in the thirty years that I was in academic administrative work made plain to me that there were a host of people outside any one of these classifications where the boy's interest as well as the interests of the parents were in finding the best substitute for home life that could be found.

It isn't simply the child of parents of a broken home where the mother has to work under circumstances that deny her any real supervision over her child, or where the father is left with responsibilities which for financial or other reasons he is incapable of meeting, but it is likewise the child who is a son of families in the armed services, the child who is a son of missionaries who want their children educated in this country, and the children not infrequently of career diplomats. I would hesitate to generalize in regard to the numbers of these, but they are very large.

Personally, I would expect it to be very rarely that parents living together in harmony, with opportunities for a normal home life, would be sending children of that age away to school. On the other hand, any understanding parent who is constantly moving about would have to consider the relative interests for his son in moving about with the family or in spending the nine months of the school year in cumulatively developing progress in orderly fashion so far as educational instructions are concerned.

At Dartmouth we became reluctantly convinced by the data which turned up year by year that as a college prospect the boy was undesirable who had been shifted from school to school four to five times in the pre-preparatory and preparatory school stage.

The broken homes proposition, which is becoming increasingly

large in dimensions year by year is something else again, but I have known a lot of fathers and mothers sincerely solicitous for their children's interests, who have wanted more than anything else to be reassured in regard to the opportunities of an educational nature available to them.

I understand at this point you may repeat your query as to why the school doesn't grow faster, and if you do I should repeat my assertion that it is growing faster than could have been normally expected. In so important a matter as a boy's school, a parent, even a fairly desperate one, is suspicious of new enterprises in a field where tradition has always been so much emphasized. I do not doubt at all that the few schools catering to a like clientele in the country which have prestige of years behind them are, as they claim, turning away considerable numbers of boys of this pre-preparatory age. This can all be true without the parents being convinced that he wants to make the investment required in a project like the Cardigan Mountain School until it has a few more years of experience as a background.

The analogy is very fallacious in a number of respects, but it is somewhat justifiable as a comparison between Yale and Devens. A parent might perfectly well be prepared to send his boy to Yale and yet hesitate to send him to Devens or Sampson or some such newly established institution without background and without prestige. The analogy breaks down, however, in that comparatively the Cardigan Mountain School has more to offer compared with the best in its field than have any of these fly-by-night institutions of the collegiate level which have been developed largely by the G. I. Bill.

Please don't feel under the slightest necessity of replying to this screed. What I started out to do and wanted to do was simply to say that I did not think that the Cardigan Mountain School would ever apply to anything but the smallest proportion of homes such as those to which you refer.

Meanwhile there is a satisfaction in sitting down and discussing the matter quietly with you in which I have been happy to indulge myself.

Yours very sincerely,

ERNEST M. HOPKINS

Phillip R. Allen, Esq.
Walpole, Massachusetts

The Year

SEPTEMBER 1949 THROUGH AUGUST 1950

THE MINUTES of the Executive Meeting held on August 31, 1949, show the seriousness of the situation confronting the school. All financial reserves had been used up. President Hinman pointed out no net progress in enrollment had been made in four years. The discouraging part was this fall the school was opening with but 31 boys and this total included 6 local boys. The total boys from outside of Canaan was 25 or the number which entered the first year. Various proposals were discussed for the Trustees to consider and recommend for increased enrollment, by the time of the Annual Meeting in October.

The meeting on October 13th was well attended. All were sorry to learn that Mr. and Mrs. Edward Peach had submitted a letter stating their unavailability for the position of Headmaster for next year. Ted and Dolly Peach were a very popular couple both on and off the campus. Ted had been thought of as the one to step in when Bob Kimball left his position as Headmaster. Now the school had no one in mind. Needless to say, it was moved and voted by the Trustees "That the Executive Committee and Mr. Kenerson be authorized to seek a new Headmaster and report to the Trustees."

Sid Hayward was to write later so perceptively: ". . . one young Headmaster succeeded another, finances were a constant and harassing problem, the Trustees could never meet without facing an agenda of one problem after another . . . no blue sky to be seen, only the gray clouds of worry and concern about whether the project could succeed which everyone was determined it would, most of all President Hinman."

How true a picture! The remarkable part was the poise shown by President Hinman. He told of the new members joining the Cardigan faculty, "all young and enthusiastic . . . round out the best staff to date at Cardigan." The Financial Report was accepted and placed on file. It was

agreed to write off some of the accounts receivable. As one member said: "As I sat and saw and heard everything running so smoothly I wondered if I felt like the fellow who is served a juicy sirloin just before the execution!"

Another school year was underway. If we couldn't find a new Headmaster by the end of the year we'd call the old pro William R. Brewster back to carry on. What an insurance it is to have Bill Brewster smiling and saying: "Why you don't know what troubles are yet!" And to have E. M. Hopkins add he doesn't see why there is so much concern, everyone is too impatient . . . the school is going ahead. He backed up his faith in the school by presenting it with another \$500 — "for new films that will be desirable for the audio-visual program."

On October 31st it was announced that an increase from \$2500 to \$3000 from the Lindsay Foundation was effective. Another sign of confidence in Cardigan. Also, the President announced a Retirement Fund for faculty members whereby Cardigan donates 5% of salary against 5% from individual faculty members. Also, that about \$3,000 for capitol improvements would be spent. Indeed it didn't look as though much was wrong that could not be taken care of.

One thing that had to be thought of and acted upon at once was the depletion of furniture and furnishing which would take place when the Kimballs moved out. The Austins also wished to terminate their loan of furnishings the coming spring. Certainly the first floor elegance would be gone. The Trustees voted to have Jim Campbell and John Kenerson solve this important problem. The records aren't too clear as to how Johnny Kenerson raised \$300 toward this end. Jim Campbell got wind of an estate liquidation, sought out the principals, saw the furniture, etc. up for sale, liked it, bought it, and the school was again equipped to carry on with that hospitable appearance so necessary as a first impression on prospective applicants and their parents. When Jim Campbell was asked how much more than the available \$300 was necessary to make so wholesale a purchase he tossed off the easy answer that the Estate Trustees "were awfully nice people." We venture to say that people were nice in Jim's eye-sight because he was that way himself. But later we were to learn

much more of Jim's adroitness in interesting himself in estate matters.

The fall of 1949 brought out more evidences of confidence in the Cardigan Mountain School. Once again John Hinman's friend Elbert E. Neese, President of the Beloit (Wisconsin) Iron Works gave the school \$1,000 because he believed "America's future lies in the sound education of its youth in their formative years." Senator Ralph Flanders donated a very useful book entitled *Trees*, published by the U. S. Department of Agriculture. This is the kind of book in the school library which boys would find of interest in both their curricular and extra curricular projects. Dr. Emile Boulanger a member of the Nashua, New Hampshire School Board and his wife showed their appreciation for what the school was doing for their son then in the Sixth Grade. "His most recent letter which arrived yesterday shows he had matured mentally . . . he described his life there in terms which really gave us . . . a picture, and even analyzed how he thought he was getting along with his work. This is entirely new in his letters. . . . He seems extremely happy there . . . You must have a competent staff . . . Our sincere appreciation goes to you . . ."

These were hopeful signs to President Hinman who, as always, faithfully reported them in his Bulletin to the Members of the Corporation and Trustees. He also reminded one and all that the school would like to be remembered by those toward the end of the calendar year who were wont to support with cash worthy endeavors! Hap Hinman would be the last to take credit for contributions which he was sure would come in anyway, but he was no less appreciative in reporting the following in December, 1949:

\$ 500.00 — E. S. French
 \$1000.00 — John H. Hinman
 \$ 500.00 — E. M. Hopkins
 \$1000.00 — Mr. and Mrs. Harvey P. Hood
 \$1000.00 — Anonymous

The second year contributions from the Gottesman Foundation of \$2,000 stretching over a five year period was accompanied by the following comment: "We are indeed pleased

with the distribution you have made and feel confident that the funds are being used to great advantage."

A note from E. M. Hopkins read in part: ". . . I am so much a believer in this audio-visual program that I want to be sure that all needful facilities in it are available to you."

Hap Hinman in his New Year's salute to the men behind the Cardigan School wrote: "It is a grand collection of business and professional men who are backing this school . . . and with the next four years promising to show as much advancement as the first four years, you are going to take increasing pride in what you have created and made possible." How true this prophecy was to be no one then could have imagined.

The boys themselves were working hard toward their education. They were getting the utmost out of their outdoor activities. In the fall these had consisted of hikes, bicycle trips, athletics, clearing up the brook at the Old Mill, sailing and canoeing more than ever. They had built ski trails now being used in the winter. All this had been done through the able leadership of Bill Coolidge of the faculty. Scholastically, there were eight boys on the Honor Roll. Cardigan teachers were by no means easy markers.

The new year was now well on its way. A special committee was still screening candidates for a new Headmaster. Along with this action was increasing regret as the time grew nearer when Bob and Virginia Kimball along with Ted and Dolly Peach would be leaving. They had been held in high regard by all, and their loss would be surely felt.

Announcement came of the date for the semi-annual meeting at the Algonquin Club in Boston, April 24, 1950. Recognition was again made of the material hospitality of E. S. French in "picking up the check" and arranging the details for these meetings each year since 1945 at this exclusive club. At a meeting of another year a facetious resolution was drawn up thanking Ned French "for his hospitality for previous years and all the years to come!" This is as good a time as any to bespeak the gratitude of all members of the Cardigan family for Ned's wise council and the innumerable times he has aided the school quietly, so quietly in fact that the accomplishments he effected are nowhere reported. There

isn't much about New England he doesn't know but New England is continually hoping to know more of him. The school benefits by his membership in the Corporation as he has a reputation for allying himself with operations he helps make successful; and has a high degree of selectivity of projects he cares to sponsor. At the Corporation Meetings he will hardly be seated before he will close his eyes. Were one to think this action denoted weariness or disinterest he himself would be due for a surprised awakening. The writer recalls a time when discussion had about reached the voting stage when Ned opened his eyes and quietly said: "I see no need for such a resolution." He seemingly had been unconscious during the whole discussion, but bided his time 'til he could most effectively prove his point. The matter was dropped.

Special interest in the April 24th meeting stemmed from the probability of meeting the candidate for Headmaster. . . . President Hinman had received a check for \$1,000 from Arthur Williams who expressed his regret over missing the coming meeting. . . . Congratulations were due Charles Cotting on being made President of Lee Higginson, along with Harvey Hood who had been elected to the Directorate of the New England Telephone Company.

"Wilfred Clark made a favorable impression. He will take over at mid-June as the new Headmaster." Thus was a new era announced in President Hinman's Bulletin of May 11, 1950.

The trustees at their April 24th meeting voted not to increase the tuition at this time from the original figure of \$1,275; nor was the total school insurance increased beyond \$48,300. The disciplinary action of dismissing a boy from school by the Headmaster was approved. With total enrollment still less than 35 it was even more tragic to lose a boy by such drastic action. In view of the breaking down of discipline all over the country this dismissal was of more than ordinary significance. For the first time a summer school camp was to be inaugurated. Mr. Clark, who at this time was merely an observer created real hope by expressing his confidence that such a venture would be successful.

The minutes of the meeting of the Members of the Corporation show that it was moved and voted that "the Board . . . hereby expresses its appreciation for the contribution that

Robert E. Kimball has made to the improvement and up-building of Cardigan Mountain School during his three years as Headmaster. The Board offers its best wishes for his future success and thanks for a job well done."

There existed a sort of feeling . . . "the king is dead, long live the king"; and while there was no celebration over the change in the school leadership there was a kind of exhilaration no doubt prompted by the hope Headmaster Clark would break through the enrollment barrier beyond which no progress had been made. While this need for more boys continued there were the most gratifying words from the outside that Cardigan boys who had graduated were bringing credit to the school by their work in preparatory schools to which they had gone from Cardigan. To illustrate, the father of a Cardigan graduate received the following interesting comment from Headmaster James Wickenden of Tabor Academy: "I am enclosing Henry's marks for the winter term (Ed. — average 95.5). He is doing a perfectly outstanding job this year. . . . This is a result of excellent study habits, fine application and a fine sense of duty and what his job is. I had already written Mr. Kimball (Cardigan Headmaster) and I am writing him again, telling him what a fine preparation Henry was given to have him do so well here. . . . he is popular with the old boys and with the new boys, and is thoroughly respected by them."

Headmaster Robert M. Kimball's last official act for the Cardigan Mountain School was presiding at the Commencement Exercises held June 7, 1950. A moving incident occurred when Bob and Virginia Kimball were presented a beautiful Paul Revere silver pitcher from the boys and faculty of the school. This but seemed to enhance Virginia Kimball's gracious charm as hostess at the delicious luncheon served on the lawn by the Lodge.

One fact made this Commencement special. This graduating class had within its members boys who had attended and completed four years of work at Cardigan.

President Hinman writing the Members of the Corporation and Trustees of the consolidating gains made within the school for that current year stressed, and rightly so, the highest scholastic average for the entire student body . . . most boys

on the High Honor Roll . . . and the largest graduating class up to that time.

John Hinman as if to show his appreciation for what had been accomplished gave the school \$2,500. . . . Hap broke down his reticence about his own brother, modestly stated: "It is not easy to appraise the significance of John's many contributions." There is no question but had this statement been made before the assembled membership of the Corporation and Trustees the answering chorus would have been: "You can say that again!"

The fourth school year had closed and really the school had come a long way. All the greater would have been the contrast on the part of an observer who saw a depleted first floor of the Lodge with furniture outside being hustled into a moving van or carried over to the Austin home across the street. Indeed it had all the appearance of a tenant being dispossessed. But, as previously shown, all this had been anticipated. John Kenerson and Jim Campbell had applied themselves to the solution and thanks to them the first floor was soon rehabilitated. Once again Jim Campbell, who had originally been brought into the Cardigan family by Bill Brewster as a member of the first Board of Trustees, seemed providentially destined to serve Cardigan at times of her greatest need. We need not go into the financial status again for the whole emphasis was on getting enough income to meet current expenses. Certainly this was no time to be faced with the problem of furnishing the huge first floor of the Lodge which up to now had been the one part of the school we could show off without apology. Jim Campbell, as he almost bashfully made known was a Trustee of the Johnston Estate. He thought some of the furniture would look well in the Lodge. Mrs. Lily Johnston for sentimental reasons hated to have pieces which had been so much of her past life just scattered to the four winds. She liked Jim's suggestion of placing these in a young boys' school. So, Cardigan got sixteen pieces of furniture, rugs, etc., all of which blended nicely in the Lodge's first floor. Then to top it off a gift of \$5,000 was presented to Cardigan by Mrs. Lily Johnston herself. Who is to deny that truth is stranger than fiction!

Jim, apparently feeling that the interest he had aroused

in Mrs. Johnston for the Cardigan Mountain School was not the complete measure of his own, proceeded to give Cardigan \$2,000, a large and much needed safe, a new typewriter, a 16 foot sailboat and a new Chevrolet pick-up truck!

The writer recalls many heart to heart talks with Jim Campbell before we found ourselves together on Cardigan's Board of Trustees. Jim once said: "If there is one man above all others in this world for whom I have the most affectionate regard it is William R. Brewster." Bill Brewster made Jim a part of Cardigan and that was all Jim needed to know.

The Year

SEPTEMBER 1950 THROUGH AUGUST 1951

IN HIS SEPTEMBER 14, 1950, Bulletin, we find President Hinman in a philosophical mood. He reviews the fact that "the first four years now have witnessed the founding and operation of a new school from scratch . . . that mistakes through omission and commission have been made . . . problems, headaches, an occasional crisis have been met successfully . . . we all know a lot of things we didn't know four years ago."

It was good at this time to be reminded of these facts by our President and to again read an ever recurring note, i.e., "Never forget this . . . you men of the business and professional world are pioneering something in the field of education that is refreshing, valuable . . . something with which you can associate yourself in increasing pride and satisfaction as the years pass."

This was a reflection of Hap's unbounding love for the school and it showed in his increased enthusiasm in meeting whatever the future had to offer. There was a touch of exhilaration in his feeling a new era was starting. He writes as of September 14, 1950, ". . . We have in 'Dutch' Clark a terrific worker, an enthusiast, a man with vision and enough ideas to keep the writer (Hap) a bit befuddled, but happily so. . . . He has done a remarkable job . . . on August 4th we had 20 boys, on September 12th we have 34 . . . We have a feeling of greater confidence. . . ."

Wilfred ("Dutch") Clark was a graduate of Dartmouth College in the Class of 1925. He came to Cardigan from the exclusive and well endowed St. George School of Newport, Rhode Island. He was well recommended and was brought to our attention through the good work of our own John Kenerson who knows much about secondary schools of New England and their personnel.

At this time Headmaster Clark began to get an inkling of the kind of support Cardigan had, for, in the first place a \$3,000 award came for the third consecutive year from the

Agnes M. Lindsay Trust. Then out of the blue there was announced an unrestricted gift of \$10,000 from the Estate of the late Richard J. Cullen. This truly was typical of the generosity which the school had come to think of from this great friend of Cardigan. Almost immediately \$1,451.99 was used to pay the Lewis note given at the time of the Lodge purchase. The balance of the gift was placed in the Savings Account.

On October 21st the official meeting of the Corporation Members and Board of Trustees was held to carry out the mandates of the September 21st, 1950, meeting, presided over by E. M. Hopkins, when it was voted to recommend to the Trustees to accept as of October 21st, 1950 the offer of the Tenney property as a gift to the school. E. S. French had stimulated this generous gift by Mr. Tenney. Minor needs such as a new dishwasher, a mixer, a meat grinder were among things suggested as possible great aids to the more efficient operation of the school kitchen. Arthur Williams immediately offered to donate the dishwasher while John Hinman told those assembled he would present the school with a mixer and a meat grinder. These proffers of assistance were gratefully accepted by President Hinman. All present knew how deserving Clancy, the school's famous Chef, was of these aids.

Cardigan Mountain School now had 34 boys and as of October 14th it was learned the 35th boy would arrive the following week. It was something to reach the enrollment barrier of 35 boys. Hopefully everyone was now looking to a breaching of that barrier.

President Hinman wrote of "the tremendously improved spirit and morale of the school . . . over anything we have ever enjoyed in the past. You sense it everywhere . . . among the faculty, boys, staff . . . you see tangible evidence of it."

Headmaster Clark had submitted a written report explaining in detail his suggestion for a summer school and camp. One had the feeling that at long last there was the will to utilize nature's great assets at Cardigan for such a summer school.

As if nature was rebelling against a lack of appreciation for all Cardigan was seemingly taking for granted, she struck with

devastating force through the medium of a hurricane on November 25th. The Lodge lost the entire roof on the east side . . . water ran from the roof down three floors to the basement, ruining plaster walls. Hap reports that the Sibleys and Stewart Petrie, only members of the faculty in residence at the time, during the Thanksgiving vacation, worked frantically all night to save books, mattresses, bedding and boys' clothes.

President Hinman lost no time in getting in touch with insurance companies and through their cooperation two adjusters arrived accompanied by agents. Thus the Tuesday after the Sunday storm final adjustments were agreed upon to the extent of \$1,917.50 damage. Reconstruction went forward at once. An additional \$5,000 insurance on the Lodge was taken out.

After the storm had passed the boys seemed little concerned that because of a lack of electricity all study periods the following Monday and Tuesday nights were cancelled. Hap's one kerosene lamp shone like a light-house beam down Canaan Street for two very dark nights.

This year was no exception in the calibre of bright boys with timely senses of humor. Word got out that the Tenney Vacation Home in Canaan with its acres of land, buildings and their contents had been given to the school, but that the Trustees couldn't decide what to do with it all. "That's easy," said one of the more articulate youngsters, "turn it into a girls' school!"

One oddity in connection with the fine gift of the Tenney property was in finding, after the school was made secure again following the hurricane, that the insurance on the Tenney property had been cancelled. The storm could not have hit at a more inopportune time. An investment of \$471.00 was promptly made for new insurance policies.

In early December the school was the recipient of two gifts of \$500 each from E. S. French and E. M. Hopkins. The third of five installments of \$2,000 each came from the Gottesman Foundation on the Cullen Memorial Fund.

In the Bulletin under date of January 22, 1951, Hap Hinman reports: ". . . the year end (1950) gifts amounting to \$2,051.36 were from Mr. and Mrs. Harvey P. Hood, Elbert H.

Neese, and Robert C. Hopkins. This money has been carefully earmarked for next April when operational income runs low."

In order to start a summer school the next July, \$500.00 was voted to Headmaster Clark.

These last two paragraphs should be specially noted for they represent a definite turn in school financing since money was being put aside to meet *future* crises.

It was but a month later when President Hinman was able to report that the 36th boy had been enrolled in the Cardigan Mountain School. There seemed to be indications that the school was pulling itself up by its boot straps and would before too long be standing on its own feet. Little wonder that the minutes of the May 14th meeting state that "... it was agreed by all members of the Board of Trustees that the new Headmaster and his wife have done a splendid job in their first year . . . and that appreciation be extended to Mr. and Mrs. Clark for their industrious and capable work in the first year of their administration of the school."

In this connection it is interesting to note that the need for a Headmaster's house was reviewed. In a later meeting of the Corporation, it was agreed that the Tenney Estate should be sold as soon as possible (at the best available offer) in order to have the proceeds from disposition of this asset available for other uses. The boys at school must have been disappointed in the following cryptic statement that "no use of the property is contemplated . . ." There went their hope for a nearby girls' school!

At an Executive Meeting on August 10, 1951, a deficit once again reared its ugly head. The school was running about \$6,000 over income. It was therefore moved and voted to increase the tuition that next year to \$1,375 annually.

The summer school was actually operating but with only five boys; not enough to make the session financially solvent. President Hinman saw that there was some good in this operation, however, since it gave employment to our best teachers; also it was a test of the value of a summer school session. A small indication was the enrollment of one boy from the summer session to the formal school opening in the fall.

The Commencement in June had marked the end of an interesting year. A new department headed up by Miss Dorothy Emerson to help youngsters through remedial reading had been highly successful. She taught seven boys individually and supervised a Practice Session in Silent Speed Reading for a dozen older boys two afternoons a week.

Finding Miss Emerson was one of Headmaster Clark's very real contributions to Cardigan.

The Faculty and Staff voted unanimously to enroll in Social Security.

Gifts of \$2,000 from John Hinman and \$3,000 from the Agnes M. Lindsay Fund were appreciatively acknowledged . . . to John Hinman because he had done once more what he had so often done previously; and to the Agnes M. Lindsay Fund because this represented a gift from "a non-active sponsor not directly connected with our school."

In the death of Colonel Charles H. Tenney in Springfield, Massachusetts, on February 7, 1951, Cardigan lost an interested and loyal friend and will long be indebted to him for his generosity to the school.

The Year

SEPTEMBER 1951 THROUGH AUGUST 1952

ANOTHER SCHOOL year got underway with but 29 boys although after a while two more boys enrolled. However, at the Annual Meeting on October 5, 1951, two of the three main subjects under discussion were enrollment and finances. As to the former, it was agreed that Headmaster Clark must be freed from routine which might interfere with travel, field work and personal interviews with parents of prospective boys to the end that enrollment be strengthened during the coming year.

On the question of finances it was also agreed that by gaining the desired enrollment most of the present financial problems would be solved. This was getting to be an old and frustrating theme. The Tenney property which had been appraised at \$30,000 was attracting no purchasers at that price. In face of the heavy carrying charges on both the Tenney and Haffenreffer Properties it was felt that such charges even so were justified. Even stronger was the feeling that there should be no retrenchment from the long term policy of eventually developing a new plant up on the Point.

The old officers were re-elected to serve on the Board of Trustees for the ensuing year. Two new members elected were Charles A. Proctor of Hanover, N. H., and Jerald B. Newton of West Lebanon, N. H. These two men's backgrounds recommended them to the Board even without the enthusiastic commendation of their sponsors.

Charles A. Proctor, Physics Professor-Emeritus of Dartmouth, had worked with young men most of his life. He knew the art of teaching as well as that of playing since in his collegiate days he had been one of Dartmouth's all time star performers on the athletic fields. He understood as few men do the peculiar relationship which has to exist between instructor and pupil for both to be successful in their endeavors. Charles was most successful.

Jerald B. Newton, graduate of Wesleyan, is one of those fortunate men who, early in life, knew what he wanted to

prepare himself for and set out to do a thorough job. This he did by equipping himself well with his formal education at one of New England's better known colleges. From Wesleyan he decided to gain specific training in post-graduate work at Springfield from where he went directly into supervising the training of boys and young men. This led him eventually into summer camp work and specifically to the ownership and supervision of his own camp in Lyme, New Hampshire, where he has been most successful. There will be plenty more about Jerry later.

In discussing the date of the Annual Meeting it was moved and voted that it be changed to the first Friday in October.

With enrollment now having crept up to a total of 33 boys Hap Hinman indulged in his not too irregular hymn of praise followed by the soft touch. We are reminded that "Cardigan started six years ago without even a text book, a teacher, a roof, a prospective student . . . but with an idealistic desire to help boys in their formative years when they need help." He goes on to prove that . . . "deep down in the hearts of successful business and professional men is that desire to make America's citizens of the future . . ." He points to the fact that Cardigan has tangible and intangible assets far exceeding its liabilities after five years of actual operation . . . BUT ". . . the school needs a pick-up truck and a station wagon. . . ." The picture begins to darken a bit, for, in the first place, we did not have enough boys, we had excessive real estate consuming cash because of up-keep and taxes. In other words the school could well stand a little cold cash at this time.

Hap Hinman had always kept the Trustees and Members of the Corporation abreast of conditions. The picture had always been an honest one. He never let indebtedness reach a point beyond which he could not control it. He had built up confidence in his manner of administering the affairs of the school. Thus the response at this time for some help was gratifying.

\$ 500. — Arthur Williams

\$1000. — J. E. Wood, President of Warner Electric
Brake & Clutch Co. (a friend of John Hinman's)

\$1000. — Harvey Hood

\$ 500. — Charles Cotting

\$ 500. — E. S. French

\$ 500. — E. M. Hopkins

\$ 50. — R. C. Hopkins

\$2000. — Annual Gottesman Foundation

The writer would not give the impression these contributions came to the school in one mail or one week, but they came in time to give Hap Hinman a few restful nights he otherwise would not have had.

The May 22, 1952, meeting at the Algonquin Club in Boston was given over mainly to focussing attention to the Point as the future location of the school. The Corporation Members were in agreement with the Trustees' recommendation that a minimum of time and effort be directed toward any further development of the school on Canaan Street. President Hinman and E. M. Hopkins were appointed to study and report on the Point, or elsewhere, as a location for another plant for Cardigan.

It was with regret that we had to accept the resignation of Phil Allen who wished to devote his full time and energies to endowment activities for the New England Conservatory of Music of which he was the head and guiding genius. A letter went forward to Mr. and Mrs. Allen expressing the appreciation of the Cardigan family for their services and support of the school.

On June 9th a gift of \$3,000 was reported and from none other than John Hinman. This made possible the payment of faculty salaries for the months of June and July; and no doubt enabled Cardigan's President to enjoy more fully the school's Commencement at which eight boys graduated. It is interesting to note that these seniors came from the States of Florida, Illinois, Connecticut, Massachusetts, and New Hampshire.

In looking back over the year Hap made known his feelings of satisfaction by stating Cardigan had "just closed its best year. . . ."

Hap's joy was still his association with the boys. It delighted his soul when he could tell of their accomplishments either of a serious or humorous nature. He loved to quote from a prize winning composition written by one of the boys on the sub-

ject of "Why I Like Cardigan." One paragraph read: "The food here at Cardigan is good. When I first came to Cardigan there was an assortment of foods I didn't like but after you've been outdoors in an afternoon of strenuous activities you don't care what you eat, you're so hungry!"

The committee chosen to look into the possibilities of the Haffenreffer Estate for Cardigan's new location was enlarged by the following appointees:

E. M. HOPKINS, *Chairman*
 EDWARD S. FRENCH
 HAROLD P. HINMAN
 JERALD B. NEWTON
 CHARLES A. PROCTOR

There was more reason for this committee to seriously consider its assignment than appeared on the surface, all of which will be divulged shortly. But President Hinman carried his secret elation of the future's possibilities behind his poker face and urged closing out the year's deficit of \$6,000 which his brother John had so handsomely contributed toward.

E. M. Hopkins had given \$500 to cover preliminary work of his committee in selecting an architect to draw up general layouts, etc. The Agnes M. Lindsay Fund had contributed its annual \$3,000 to be used in grants to "worthy boys who otherwise would be unable to attend the Cardigan Mountain School."

On the school calendar the summer school under the able direction of John Heagy was to open shortly with an enrollment of 12 to 15 boys. Headmaster Clark who had received the congratulations of the President for his and Mrs. Clark's previous school year work was now going to concentrate on getting boys enrolled for the coming year of 1952 to 1953.

An excellent two column story about Cardigan appeared on the front page of the Boston Sunday Herald of August 3rd written by one of its star columnists, Hayden Pearson. Pearson wrote: ". . . if you believe, as the writer does, that much of the modern education both public and private, has gone off the deep end with a poorly conceived philosophy that leaves both pupils and teachers floundering in a morass of uncer-

tainty, you will be heartened by the aims and working program of the Cardigan Mountain School.”

Several letters of inquiry resulted. The school administration ordered 1,000 reprints of Pearson’s appraisal. At long last it seemed as though a fresh momentum was mounting. Best of all this was proving more true every month.

The Year

SEPTEMBER 1952 THROUGH AUGUST 1953

The formal school new year opened with an enrollment of 42 boys! Headmaster "Dutch" Clark had turned in a good performance, for, as the Bulletin reported: ". . . the road block of 35 boys has given way to the magic of 42. . . . These boys in themselves are an inspiring compensation for those long years of worry, toil, wonder, protracted struggle and inability to stem financial losses. . . ."

No small credit is due "Dutch" Clark for getting the school off dead center as far as enrollment was concerned. Psychologically the whole administration's collective heart was lightened and a new look toward the future was possible. The Lodge and Annex were bulging. Quoting from the minutes of the October 3rd meeting of the Trustees and Corporation Members . . . "The only question was what plant expansion could be undertaken next year."

Before going into the exciting story of how this expansion might take place; it was moved and voted: That Frank J. Sulloway of Concord, New Hampshire, be elected a member of the Corporation. All were delighted over this election. Frank is one of New Hampshire's "first citizens." A graduate of Harvard he has attained high recognition in the professions of law and banking. His services to Cardigan have been great, and continue to be.

The following resignations were accepted: Edward K. Robinson, John E. Foster, J. Frederick Larson and Donald D. Durrell.

Late in the spring of 1952 Frank M. Morgan, Headmaster and controlling factor of the Clark School in Hanover, New Hampshire, a college preparatory school, approached E. M. Hopkins as to the possibilities of merging the Clark and Cardigan Mountain Schools. Dr. Morgan had conceived this idea and had turned it over in his mind at length until he became convinced the plan was feasible. Dartmouth's President Emeritus Hopkins saw sufficient merit in the proposal to ask President Hinman to further explore the project. Hap Hinman reports that "time after time during July and Aug-

ust, Morgan and I met in intensive effort at Hanover and in Canaan to discuss, explore with much fact finding and to seek what were the advantages or disadvantages of such a merger."

"By early September" Hap Hinman continues "sufficient progress had been made to warrant bringing together representatives from both Boards of Trustees which took place on September 4, 1952. Further study was made of the legal phases, costs of new construction, operation, size of enrollment, etc. In the meetings were Messrs. Brewster, Proctor, Hayward, Newton and H. P. Hinman from Cardigan . . . Messrs. Morgan, Rennie and Mrs. Washburn from Clark."

Questionable progress was made toward acceptance of the merger of the schools, as shown in the informative contribution of historical significance written by J. Walker Wiggin, a former Trustee of the Clark School:

"Although it was very solvent having no mortgages on its properties and having cash on hand in the bank, Clark School in Hanover, New Hampshire began to have less and less student enrollment in the years following 1948. Dr. Clifford P. Clark, its founder, was an elderly man and Dr. Frank M. Morgan who had been with the School from almost the beginning had retired as Headmaster a few years previous. Following the opening of the 1952-53 school year it became apparent to the trustees that something would have to be done to preserve the assets of the School. The first steps taken were discussions with representatives of Holderness School in Holderness, New Hampshire about merging the two schools. The Headmaster of the Holderness School had been a former headmaster of Clark School. Meetings with the Holderness representatives and Clark School Trustees did not prove satisfactory and all thoughts were abandoned on the merger of these two schools.

"Dr. Morgan, a trustee of Clark School, began negotiations with representatives of Cardigan Mountain School. Subsequently negotiations were instituted with representatives of the Mary Hitchcock Hospital in Hanover, New Hampshire. Mr. David Rennie of Hanover, a Trustee of Clark School, was also on the Board of this Hospital. Both negotiations had progressed so far and so satisfactorily that a trustees meeting was called in Manchester, New Hampshire on October 21, 1952

at the office of Attorney J. Walker Wiggin, a Trustee of Clark School. There was present at this trustees' meeting Dr. Clark, Mrs. Washburn, Mr. Rennie, Dr. Morgan and Mr. Wiggin. A report was given by Dr. Morgan in regard to the then status of his negotiations with Cardigan Mountain School. Mr. Rennie also gave a report as to the status of the negotiations with the Mary Hitchcock Hospital. Both proposals were thoroughly discussed. The majority of those present were in favor of then voting to transfer the properties of Clark School to Mary Hitchcock Hospital under the terms and conditions as stated by Mr. Rennie. Dr. Morgan and Mr. Wiggin, however, opposed this action. Mr. Wiggin pointed out to Dr. Clark that he had founded Clark School for the purpose of educating boys, that the assets of Clark School should be used to continue this purpose and that further negotiations should be continued with the Representatives of Cardigan Mountain School to see if final terms of merger could be achieved. Dr. Morgan heartily supported this viewpoint as he wished to continue the negotiations which he had started with Cardigan Mountain School representatives and which he felt would be successful in the end. During this meeting an attempt was made to telephone Mr. Hinman in order to get certain information then requested by some of the trustees. As Mr. Hinman could not be reached the meeting was adjourned to meet again within a few days upon notification so that this requested information could be obtained. Dr. Morgan and Mr. Wiggin were instructed to continue the negotiations.

"Two days later on October 23, 1952 at the summer camp of Mrs. Washburn on Orange Pond in Canaan all of the same trustees gathered except Mr. Rennie. In addition Mr. Griffin was in attendance. Dr. Morgan and Mr. Wiggin reported as to their further conversations with Mr. Hinman and the terms and conditions under which the merger could be made. After general discussion it was unanimously voted to accept the terms and full authority was given for the completion of the merger of these two schools."

On November 3rd Cardigan completed their legal requirements for the merger. The Cardigan Corporation elected Dr. Frank M. Morgan and J. Walter Wiggin as Trustees, to whom Cardigan owed much.

It was agreed that both schools should operate as separate units until June, 1953. The Clark School would then cease operation. The Clark School real estate was deeded to Cardigan on November 8th. All personal property was to be moved to Cardigan at the close of the school year. Annuities were to be purchased for Messrs. Clark and Morgan from proceeds from sale of real estate.

Too much credit cannot go to Messrs. Sulloway and Wiggin in their capacities as legal representatives of the Cardigan and Clark Schools respectively. The layman can hardly appreciate the ramifications contingent in such a merger. That these men brought legal order from varying interests represents no small accomplishment.

When one looks objectively at the picture he must be impressed with three facts: that Dr. Frank M. Morgan of the Clark School had the acumen to originally conceive the idea of such a merger; that Dr. Ernest M. Hopkins' usual keenness of mind saw it to be a feasible idea since it contained advantages to both parties; and that President H. P. Hinman of Cardigan carried on relentlessly to the successful conclusion.

The Cardigan Board of Trustees was, as a result of the merger, greatly strengthened by the addition of Frank M. Morgan and J. Walker Wiggin to its membership. Frank, a graduate from Cornell, had been an esteemed member of the Dartmouth faculty before his affiliation with Dr. Clark. Walker, a Dartmouth graduate had gone on to acquire distinction in legal circles and in New Hampshire's political arena. More will be written later of these good citizens.

Needless to say this merger was a very real shot in the arm to our building committee. There were potential assets available in the future which were missing in the past. Meetings were held with the architect who now could feel the discussions were "for real" rather than of the previous academic nature.

A whole new era of excitement was ahead. Real optimism was supplanting the synthetic variety as far as the physical growth of Cardigan was concerned. Best of all we were going up to the Point for the future growth of the school. The whole turn of events seemed no less than providential.

By December we were beginning to touch our feet to the ground and could appreciate again what stalwarts had been

backing the school when the race was truly between solvency and insolvency. Here again was our beloved benefactor John Hinman presenting the school with a new Chevy station wagon. Also a gift of \$25 from a friend of John Hinman's. This item is significant because it takes little imagination to picture John mingling with greater and lesser "privileged" and inspiring interest in Cardigan because of his own enthusiasm for the school regardless with whom he met.

A new benefactor, Hugh Chisholm, President of the Oxford Paper Company, gave Cardigan \$500 because of the interest aroused by E. M. Hopkins in Cardigan.

Mr. Elbert H. Neese previously designated as the President of the Beloit Iron Works, gave the school \$1,000 through his friendship with Ernest Hopkins, John Hinman and Ned French.

The administration as well as others directly connected with the school were sensitive to the reaction of the parents of boys attending Cardigan. Especially was this true when it was known of the sacrifice being made at home for a son's education. The following is a sample of what made any labors for Cardigan seem more than worth while. This is part of a letter from a mother: "Many times after working five hours on the outside I come home tired and discouraged having to face more hours of work at home . . . but last week upon receiving —'s good reports I was filled with renewed vigor and courage. It is most gratifying to see improvement in him. We are so thankful that our choice was Cardigan Mountain School."

Leading up to the scheduled Boston meeting on April 21, 1953, all kinds of activities were taking place beside those at the school itself. Individual committees were conferring with the appointed architect, plans for the new campus and plant were under advisement, disposal of the Clark School property after its closing in June was the subject of many meetings, and thoughts toward creating a new brochure for fund raising purposes all combined to concentrate the thinking of many on a better school up on the Point. One should be reminded that the direction of all this enterprise centered in our President Harold Hinman. Was ever a school more blessed by the seemingly limitless effort and enthusiasm of one man!

Hap Hinman hardly had time to edit his interesting bulletin

which was brimming with news . . . i.e. that Charles Proctor had given the school complete dark-room equipment for developing pictures . . . six books on photography . . . adjustable developing tank and about a dozen other items constituting superb facilities for photography-minded youngsters.

Another calendar year end had brought out the names of new contributors interested in Cardigan:

- \$500.00 — from Henry E. Warren, former President of the Warren Telechron Co. Arthur Williams had stimulated this gift.
- 1000.00 — from Pierpont Wood, President of Warner Electric Brake, friend of John Hinman, Ned French and E. M. Hopkins.
- 1000.00 — from "Anonymous" . . . still a good mystery.
- 1000.00 — from John Hinman.
- 1000.00 — from Harvey Hood.
- 50.00 — from R. C. Hopkins.

By the beginning of the second term the school enrollment had reached a total of 47. This growth had prompted the leasing of Blodgett House for extra boys in the fall as only three boys were graduating this coming June of 1953.

The special committee of Messrs. E. M. Hopkins, E. S. French, H. P. Hinman and Jerald B. Newton had reported on a new plant on the Haffenreffer property showing that \$300,000 would be required for a 65-boy school. An operating financial plan was submitted in detail by the committee. It was agreed that the committee should continue to function. At the request of E. M. Hopkins it was voted that Jerry Newton should serve as Chairman of this committee.

Jerry Newton had been elected Treasurer of the School. This move was destined to take quite a load off the broad shoulders of President Hinman. The Trustee officers now duly elected were: President H. P. Hinman; Vice President, Robert C. Hopkins; Secretary, Sidney C. Hayward; Treasurer, Jerald B. Newton.

Operations were moving ahead with what might be termed as "Deliberate Speed" and standing committees were replacing special committees. To illustrate, the new Committee on

Plant were Messrs. Newton, Chairman; H. P. Hinman, Frank N. Morgan, William B. Brewster and Charles A. Proctor. This is the Committee which had been commissioned, since the November 3, 1952 meeting, to complete plans for the renovation of the Mansion up on the Point.

On April 21, 1953, more specific instructions were given the Plant Committee, at the semi-annual Boston Meeting of the Trustees and Corporation Members, to put the Mansion in shape for classroom use for the coming September, 1953.

Plans were discussed for moving Clark School equipment to Canaan Street after the June closing of the Clark School in Hanover, New Hampshire.

The new booklet gotten out by Jerry Newton included pictures and descriptive material about Cardigan, and also showed financial requirements for the eventual plant up on the Point. Jerry, as usual, did a thoroughly good job.

To some it seemed we were getting a bit heady over the fact that the school was for the first time operating in the black. However, we couldn't know then what a wise financial counselor we had in Jerry Newton. It was in a state of mental intoxication we listened to Jerry's plausible plans for the future. No one would have guessed that six years from then, Cardigan Mountain School would have capital assets which practically hit his figure on the nose. But at that meeting in the spring of 1953 a committee was voted in to determine policies, programs and personnel for the permanent fund raising program. H. P. Hinman was made chairman, the other members were E. M. Hopkins and Sidney C. Hayward.

The Trustees proved their confidence in increasing enrollment when it voted to raise the tuition from \$1,375 to \$1,425, plus \$5 per term for activities, \$15 per year for a book fee, \$30 a year health insurance and \$150 per term for student receiving remedial language training.

On June 30th President Hap Hinman issued his 100th Bulletin in a series extending over a period of about eight years. Certainly no corporate body in the field of education was ever better posted than was that of the Cardigan Mountain School. His conscientious editing of this mass of information over the years had much to do with the confidence engendered in the imposing group of business and professional members to whom

they were sent and upon whom the school was dependent.

In this particular Bulletin he writes of the committee appointed by the Trustees to consult with the Headmaster on curriculum, approve appointments and salaries. This was a delegation of authority and a spreading of responsibilities into capable hands. Bill Brewster, Jerry Newton and Hap Hinman were the members.

The small graduating class of three students on June 3rd offered an interesting paradox from a school whose enrollment had reached its highest total for any year in its short history. As Hap said: it was "just one of those things that happens at rare intervals in a school's growth. This particular class started small, remained small and graduated small."

With some 44 boys returning in the fall Headmaster Clark had a good start toward the goal of 60 which he had predicted for the total fall opening enrollment.

During June 1953 John Hinman brought Mr. D. Samuel Gottesman to Canaan Street to look over the new school surroundings up on the Point and to be briefed on the proposed plans. As a result of this "pleasant visit" Mr. Gottesman gave the school \$25,000 for the new plant. John also obtained another \$15,000 from his friends, Mr. and Mrs. Elbert H. Neese and Pierpont J. E. Wood of Wisconsin.

On the strength of these bountiful contributions, and a line of credit of \$60,000 arranged by President Hinman through the good offices of Frank J. Sulloway, sums were now available for remodeling, developing of a new steam heating plant, new electric wiring and a sewage plant to take care of the three new buildings.

Plans were underway also to ask for bids around September 1st for one and possibly two dormitories which it was hoped might be ready for occupancy by the 1954 fall opening of school.

On top of a tremendous amount of detail work with architects, builders, staking out locations for new buildings, there was the additional task of proper packaging and storage of Clark School's movable contents. Mrs. Morgan and Mrs. H. P. Hinman did yeoman service in helping their husbands arrange for shipping innumerable items such as books, crockery, silverware, lamps, tables, etc. It was indeed a busy and exhausting summer.

The Year

SEPTEMBER 1953 THROUGH AUGUST 1954

THE EIGHTH YEAR of the Cardigan Mountain School started on September 17, 1953, with a registration totaling 60 boys. This enrollment set an all-time record. In view of the years past when it seemed impossible to get a total number of boys exceeding 35, it is somewhat strange no particular notice was made of this achievement. Headmaster Clark had been given the mandate to reach this total and his success in doing so surely is of historical significance. The fact that the merger of the Clark School with Cardigan was of absorbing interest and was demanding the best efforts of so many in its final phases may well have contributed to the almost total eclipse of the Headmaster's attainment.

After things settled down a bit and deadlines became less important as one and all began to hole in for the winter, attention was given to the locale distribution of boys in this record breaking year. We found we had quite an international group: two boys were from Monrovia, Liberia; one from Rio de Janeiro; two from Caracas. These boys were sons of United Nations officials. Our domestic distribution was broader than in previous years with boys coming from Michigan and southward through Pennsylvania.

An important member was added to the Corporation at the Annual Meeting of October 2, 1953, in the person of Robert W. Stoddard, loyal graduate of Yale. As an illustrious member of the Corporation recently said: "That the calibre of early day sponsors of the School is not being allowed to deteriorate is illustrated by the presence among Members of the Corporation of Robert W. Stoddard, president of the great Wyman-Gordon Company of Worcester, Massachusetts. Of distinguished lineage and prominent as a business leader, he is not only active in civic affairs in general but is deeply interested in and informed about educational problems with Cardigan benefiting greatly from his active participation and support."

Other exciting news emanating from this October 2nd meeting was the financial report showing that Cardigan had

operated in the black for the first time “. . . and a balanced budget of \$85,000 for the next year continues the more favorable situation.”

Two new dormitories on the Point were out for bids but when on October 13th the prices were made known it was decided to defer action because of lack of funds. With no new dormitories in sight for the next fall the projected enrollment of 75 boys by September had to be curtailed. There was disappointment over this turn of events, naturally.

On another front, however, very real achievement had taken place. October 29th saw completion of “the long pending, frequently baffling and sometimes vexatious deal whereby Cardigan sold the Clark School real estate in the towns of Hanover and Lebanon to Dartmouth College.” Members of the Corporation came in for high praise, and especially Frank J. Sulloway and J. Walker Wiggin again for the quality of expedition in legally closing up the whole matter.

On November 3, 1953, Cardigan boys, faculty members, the Headmaster and Cardigan's President Hinman himself, staged a march aided and abetted with bicycles and loaded private cars to the “School House on the Hill,” (the Mansion on the Point). This was a significant first move to a new and greater school.

One amusing observation made through the maze of letters, bulletins, notes, conversations, etc. from which this history is evolving, is the recurrent, and one must add accurate, statement that through this or that gift, or combination of gifts, “thinking was crystalized with the result . . .” that timely deeds were performed. John Hinman and Charlie Cotting performed quite a bit of crystalization in November of 1953 when the former donated \$25,000 and the latter presented the school with enough shares of a common stock to total, at the then current price, some \$3,000. As President Hinman said, these gifts arrived at a time of indecisiveness, and through inspired thinking on the part of E. M. Hopkins a solution for the building of a dining room which could accommodate 160 boys and a new dormitory for 40 boys resulted. The new dining room would be a one story wing extending from the Mansion, taking advantage of a depression of land. One of the features of this new dining room would be a 14 foot picture window

giving the diners an unobstructed view of Mt. Cardigan. This room would be postless and spacious and the cost of building would be materially reduced from original estimate. Clancy would at last have a kitchen, too, in which to perform his miracles more efficiently and easily.

In the spirit of Santa Claus and a side glance at deductions, the 1953 year-end gifts to Cardigan came in the following parcels:

- \$1500 — E. S. French
- 500 — E. M. Hopkins
- 250 — Philip R. Allen
- 150 — R. C. Hopkins
- 1000 — Malcolm Chance Foundation (through John Hinman)
- 1000 — Arthur Williams
- 3000 — Lindsay Trust — Scholarship grants for 1954

The more gifts, the greater the appreciation from the Corporate School, and this year was no exception. While it was true that enrollment had reached a total which through its tuitions met current expenses, the capital structure was growing by leaps and bounds. Amortizements and interest payments on top of getting more capital became the new "musts" of the School Administration. New pressures were exerted. We had a new Treasurer who knew where loop holes existed and how to plug them up. This brought on occurrences which are recognized in educational endeavors where the need for strict budgeting on the part of those responsible for a school's finances seems to curb the freedom of action of those responsible for enrollment of students and their education.

The Board of Trustees came to feel that the situation involving conflict of personalities and rather extreme difficulties of planning budgets and other financial aspects of the School's operations could not long continue. Every effort was made to find remedies short of changes in personnel which the Board finally came to feel would be the best solution for all concerned and for the welfare of the school.

Whatever the differences of opinion that might exist it was

apparent these would not and must not interfere with the progress of Cardigan. It is to the credit of all concerned that these unfortunate reactions were kept well within the Cardigan family circle.

A gift of \$15,000 from Harvey Hood and an anonymous source to be spread over a three year period, or \$5,000 each year for 1953, 1954 and 1955, brought forth thoughts from Harvey profound enough to be reviewed here:

"It seems to me that now is the time to raise money for the second dormitory. Having taken the step to put some of the boys over on the Point, the quicker we can consolidate operations in one place, the better.

"The new location of the Point may likely be the best location of any pre-prep school in the country.

"It is easier to raise money for new buildings than paying off old mortgages. I dislike to see us build the second dormitory by means of a mortgage. I think that we should make every effort to get increased funds to add to the fine contribution of \$25,000 from John Hinman."

The Building Committee after months of consideration of the many angles connected with such a venture authorized the preparation of specifications and bids on a second dormitory for 40 boys.

The impetus given by Harvey Hood toward raising money for a second dormitory is illustrative of Harvey's continued interest in Cardigan. There is so much he has contributed to the school entirely aside from gifts listed under his name as to make the writer wish Harvey was less modest of his true role as purveyor of so much goodness year after year to this School.

The new year of 1954 was to see great activity up on the Point in the way of new construction. In the meantime, 60 boys were making the Lodge and Annex hum with activity, in fact almost too much. Three new teachers had brought the faculty up to full force. There was hardly room enough for the enlarged number of classes; Mrs. Clark was supervising remedial work with 20 boys in addition to her other responsi-

bilities only because other qualified supervision of this important teaching was not available.

The Blodgett House on Canaan Street was leased again to take care of five more boys whom the Trustees had urged Headmaster Clark to enroll. Momentum was building up all around.

One or two interesting statistics became available with the new year:

40% of the enrollment were boys from Massachusetts.

More boys were sons of Doctors than any other profession or business.

Harvard led other colleges in enrollment of boys from Cardigan.

Grandparents occupy an increasing role in directing boys to Cardigan through dissatisfaction with Public Schools and through their financial aid to parents.

One grandmother wrote: “. . . somehow you do manage to give every boy what he needs. I am particularly pleased to see the improved marks for effort. Also, I think the summary of the boy's problem by each Master shows that you have some born teachers up there; about as high a calling as there is in this world.”

Good news generally seems interspersed with sad. Here at Cardigan we learned with great sadness of Jim Campbell's death. As late as August 21, 1959, Sid Hayward was to write: “I am reminded of his very active role, and one we must never forget, in the beginning of the school. He gave generously of his time, energy and talents. Even in a period of failing health which ended in death, he drove the long distance from Rhode Island to be present at every meeting, and he generously supported the movement from its earliest days. No Trustee could be more devoted or helpful than was Jim Campbell.” This was written four years after Sid Hayward had forwarded to Mrs. Campbell the Resolution passed by the Board of Trustees and Members of the Corporation and is a reminder of the lasting and affectionate regard with which Jim's confreres were to always think of him.

The April 28, 1954 Boston meeting of the Trustees and Corporation Members was well attended: Messrs. H. P. Hinman, Brewster, Hayward, R. C. Hopkins, Kenerson, Morgan, Newton and Wiggin were the Trustees at the meeting. The Corporation Members in attendance were: Messrs. Cotting, French, John Hinman, Hood, E. M. Hopkins, Stoddard, Sullo-way and Williams. Headmaster Clark was also present.

Matters of real estate, which were always with us and for which we were thankful, had to do first, with the two Tenny Houses which the Trustees voted to be held off the market. There was much the same feeling about these as one has of an ailing tooth: maybe you couldn't get much use out of one or the other, but once they were gone, they were gone! Second, the Farmhouse: the Trustees voted authority to the President and Treasurer to modernize the house for accommodation of ten to twelve boys and two Masters.

Matters of finance had to do with paying the architect \$2500 on account, for the new dormitory plans which could not be utilized at this time.

President Hinman spoke at some length about finances. It was gratifying to learn that cash and pledges were adequate to cover cost of the first 40-boy dormitory and the new dining hall. He estimated that some \$25,000 was available for the second dormitory.

President Hinman appointed Messrs. Morgan, R. C. Hopkins, and Headmaster Clark to prepare and publish a modern and up-to-date catalog of the school.

The meeting gave much time to a discussion of the all important program of remedial reading. It was estimated that about a third of the school required such instruction regularly in small groups of five or six boys at a time. One new remedial teacher was to be acquired for the following year. Extra fees of necessity were charged for this extra instruction.

Headmaster and Mrs. Clark were appointed for another year, 1954-1955. Mrs. Clark was appointed at \$1,000 as housemother and dietician with the understanding she should not be further burdened with teaching duties.

The Members of the Corporation reviewed the actions of the Trustees and both groups were in agreement that building of the second dormitory should go ahead as soon as funds were

available in order that the time given over to a split operation of the school be lessened as much as possible, and as quickly as possible.

On June 2, 1954, nine boys graduated from Cardigan. Three of the nine had completed four years of study at our school; three for three years, and three for two. This was an indication of the growing trend resulting from the policy of enrolling those boys who planned to spend four or five years at Cardigan rather than less time.

In spite of pouring rain the old North Church was filled by students and their parents, and others interested in the school. They all were rewarded by being able to hear Bishop Dallas, now Emeritus Bishop, who had honored Cardigan Mountain School over the years by his presence and his unique ability to hold the concentrated attention of young and old. His stature, spiritual and physical presence were commanding, and it could truly be said that his influence for good on the boys continued to be incalculable.

The terminating event of this Commencement was the serving of a delicious luncheon indoors, unfortunately, for nature had drawn down a complete curtain to the surrounding beauties she usually lavished on appreciative mankind.

One item deserving of mention is that Dick Clancy who for eight years had served Cardigan faithfully and well as its only Chef, was, with President Hinman one of the two local survivors of the school's opening day in September, 1946.

A very thoughtful and materially nice gesture came at this time from Mr. and Mrs. Elbert H. Neese who, in a note of regret over their inability to attend the Commencement Exercises, enclosed a check for \$1,000. This they wished accepted as a token of their interest and pride in the school; and their appreciation of "what you men have accomplished."

The summer was another busy one at Cardigan. Twenty boys were at our Summer School and Camp. Workmen were swarming all over the Point getting the dining hall completed by the opening of the new school year in September. The first new dormitory of this new plant was taking shape with the basement of poured concrete completed.

To an extent Cardigan Mountain School continued to be land poor. This fact stimulated President Hinman, in August,

1954, to write: "With the advanced construction of the new dormitory and dining hall at the new campus site, and the resulting highly unsatisfactory split-operation of the school, it becomes increasingly obvious that everything possible should be done to get a second dormitory started this fall for occupation in September, 1955." His plea was that the Trustees and Corporation Members give immediate attention and consideration to selling real estate holdings on Canaan Street (the Lodge, the Annex and the Tenney property).

The Year

SEPTEMBER 1954 THROUGH AUGUST 1955

ANOTHER SCHOOL YEAR began September 15, 1954, with the highest enrollment of 63 boys. The satisfaction with this increasing enrollment was dampened somewhat by the necessary division of personnel. There was a group at the original Lodge, a few in the Blodgett House on Canaan Street, some in the new dormitory up on the Point and a few with a Master in charge at the rehabilitated Farm House. All were to share the blessings of the new dining hall served from a modern kitchen with Clancy proudly in charge.

There was no doubt about it the school was going to operate inefficiently and at a greater cost. All this added to efforts of the members of the official Cardigan family to make sure the second new dormitory was completed for the opening of school in September, 1955. This was reflected in the minutes of the Trustees' and Corporation Members' meetings held October 1, 1954, when authorization was voted to President Hinman and Treasurer J. B. Newton to enter into contract for the building of a second dormitory; also authorization to borrow a sum not to exceed \$100,000 to assure completion of this building for which concrete already was being poured before frost set in. Money for this was coming out of the \$25,000 already available for this new construction. Through this foresightedness on the part of President Hinman and Treasurer, Jerry Newton, the completion of this new dormitory would be assured by next September since an early start could be made in the spring.

The pains of progress were increasing the difficulties of Headmaster Clark this fall in organizing classes, most of which were being held in the Mansion. The synchronization of bells, signals, etc. to get boys together in one place from widely separated areas was enough to increase "Dutch" Clark's baldness and to challenge the abilities of the Faculty to obtain concentration from the boys who were inclined to look on the whole affair with the glee associated with a Roman Holiday. That things worked out as well as they did is a credit to all who worked under the handicap of this split operation.

The fall seemed to pass with the rapidity of most falls and those in responsible positions, especially Hap Hinman and Jerry Newton, rejoiced that year-end memories stood up well with other years. Proof of this is found in the following gifts to Cardigan:

\$ 3,100.	— Charles Cotting
5,000.	— Robert W. Stoddard
9,040.	— John H. Hinman
5,047.	— Harvey P. Hood
929.	— Frank Sulloway
50.	— Robert C. Hopkins
2,000.	— Edward S. French
500.	— Charles Proctor
<hr/>	
\$25,666.	— TOTAL

On October 1st, in the fall of 1954, Sidney C. Hayward as Secretary had been asked by the Board of Trustees and Members of the Corporation assembled for their meetings to write Arthur A. Williams a letter incorporating a resolution expressing great regret over his absence and wishing him a speedy and complete recovery from a heart attack and further expressing "appreciation for his interest in and support of the school . . ." which had meant so much to the institution. This letter went forward on October 4th.

While this notation may seem out of sequence, it is purposely placed here for two reasons: first, this resolution had been inspired by Hap Hinman and characteristically showed his deep concern for one who had been a pillar of strength to Cardigan from its early days on; second, hardly had the ink of Sid Hayward's signature dried before Hap was stricken with a heart attack. This was not generally known or even suspected until Bulletins ceased to appear.

Word got around that the Hinmans had gone to Florida after he had recovered sufficiently to make the trip south. No resolutions were passed in Hap's case for no formal meetings were being called. Those in the know had been concerned over Hap's health for over a year. He had been carrying a tremendous load, working all hours of the day and night, as this history attests to.

John Hinman initially took over to the extent of assuring his

own brother he need have no concern, for Jerry Newton and others of the Corporation and Trustees nearby were closing ranks and considering the many questions which had to be settled because of the extensive plans ahead for the new school building program.

It had been the custom of Hap and his wife to spend winters in Florida so their absence had not been noticed too greatly in the routine of the school. Headmaster and Mrs. Clark were attending to the split-operation effectively so that, as far as the boys were concerned, there occurred no lapse in their education.

Gradually as one after another learned of Hap's heart attack and his subsequent improvement, there was unanimous thankfulness in learning he would be back in his active position as President. He was going to be less burdened with details. This and other facts would have to be considered by the Trustees and Corporation Members for Hap was too valuable to the Cardigan Mountain School not to have increased help in the administration of the school.

The Cardigan family was truly grateful to its members who stepped in to help in Hap's absence but to none did it owe more than to Jerald B. Newton, Treasurer.

The next official meeting of the Board of Trustees took place at the home of President Hinman on Canaan Street on June 21st. Those attending were Messrs. H. P. Hinman, Charles Proctor, Jerry Newton, Bill Brewster and Frank Morgan. Frank Morgan was appointed Secretary pro tem.

It was voted to retain Headmaster and Mrs. Clark for the academic year of 1955-1956; that the school lease the Austin House for a period of twelve months starting July 2, 1955; that in addition to the Treasurer Jerald B. Newton, the President, Harold P. Hinman, also be "empowered to sign and sell securities in the name of the Cardigan Mountain School."

In the meantime, Commencement, which meant so much to the boys graduating and their parents and to the school faculty which had brought them along this far, had taken place. The Old North Church was filled. Sixteen boys graduated on this June 1st day. Headmaster Clark welcomed one and all. Bishop Emeritus Dallas was the speaker for the occasion. President Hinman having recovered from his heart attack looked hale and hearty as he awarded the diplomas.

During the summer there was feverish activity in the building of the second dormitory to meet the deadline of the fall opening of the school. Materials, workmen, summer school and camp boys all merged to give an impression of utter confusion up on the Point. To the trained eye, however, the exact opposite was true. Morning summer classes were being held; afternoon recreation, carefully scheduled, was being carried out; all comparable to the meticulous care of the masons laying brick on brick to assure basic strength. To be sure recitation room windows were being alternately closed and opened depending on the severity of construction noises across the way. There was mud one week and dust the next depending on the caprice of nature. But there was enthusiasm behind all this. The only tragedy lay in the resulting frayed nerves and the surfacing of conflicts in personalities and fundamental thinking. After the close of the summer school, Headmaster Clark resigned. The acceptance of his resignation took place on September 17, 1955.

On September 24th at a meeting of the Trustees it was moved and voted "that a terminal payment of one-half salary be made to Mr. and Mrs. Clark for the balance of the fiscal year after being relieved of their duties at the school."

The Cardigan family regretted the necessity for such changes. However, it was still mindful of the very real contributions "Dutch" and Mrs. Clark made to the Cardigan Mountain School. They deserve their niche in Cardigan Mountain School history.

The Year

SEPTEMBER 1955 THROUGH AUGUST 1956

THE STRENGTH of Cardigan Mountain School lay basically in the unswerving integrity of President Hinman and those with whom he had surrounded himself. In Jerry Newton the School was further blessed in having a Treasurer who saw eye to eye with the President on matters pertaining to the basic training of young boys. Jerry had had plenty of administrative education in developing his own Camp Pinnacle at Lyme, New Hampshire. As owner and operator he had doubled the enrollment in five years to 150 boys.

It had been well proven that whatever contingency might arise Cardigan had the men with the know-how to carry on. The extensive building program of the school might have seriously suffered as Hap had with a tired heart had not John Hinman taken over the new financing while ably assisted by Walker Wiggin and Frank Sulloway. The financing had been successfully negotiated and the time was fast approaching when the school would be starting another year with some 78 boys enrolled, but without a Headmaster.

On September 30th the rains came and the mud thickened all around our new buildings, but neither wind nor storm kept the Trustees or Members of the Corporation from their appointed tasks. Walks to the new buildings consisted of planks laid from a central spot from which occupants of many cars might take hurried flight to Hinman Hall. Assistant Headmaster Donald R. Stowe had gathered together students and faculty in the auditorium; these in addition to the official Cardigan family and invited guests made up the audience of some 175 people. President Hinman presided.

Trustee Walker Wiggin gave the Dedication address. This was most fitting since Walker had been a Trustee of the Clark School and close to Doctors Clark and Morgan for whom Clark-Morgan Hall was named.

In a Bulletin written subsequent to these exercises, President Hinman wrote: "Sid Hayward, Secretary through all the years of Cardigan's growth, an original member of the Corporation

and a Trustee, loyal and able, performing untold duties that never have been recorded, besides being Secretary of Dartmouth College, was chosen to write plaque inscriptions for Brewster and Hinman Halls."

Brewster Hall

A lifelong worker with boys, William Russell Brewster was indispensable to the conception and foundation of Cardigan Mountain School. His character, integrity, personal example and devotion to teaching are inspiring qualities to all American youth who have known him with affection and gratitude.

Hinman Hall

Two brothers devoted to each other nourished the early growth of this school whose roots are secure in the soil of their beloved native state. Harold Purman Hinman founded Cardigan Mountain School in 1945. As first and long-time President he was encouraged, supported and guided by Cardigan's wise and generous benefactor, John Holmes Hinman.

"The granite of New Hampshire
keeps a record of their fame."

The citation for Clark-Morgan Hall was written by Walker Wiggin:

Clark-Morgan Hall

In 1918 Clifford P. Clark founded Clark School in Hanover, New Hampshire. This building stands in his honor and in honor of Frank Millet Morgan under whose headmastership Clark School became a well-known college preparatory school for boys. Upon their retirement from successful leadership Clark School was merged with Cardigan in 1952.

After the Dedication Services were over tea was served in the Clark-Morgan Building. Later a nourishing meal was en-

joyed in the new dining room where the boys, faculty, corporation members, Trustees and wives participated in the social amenities which have become so attractive a feature of these annual school affairs.

In the evening the meeting of the Trustees and Members of the Corporation listened to one of their articulate associates, Robert Stoddard, compare the potential advantages offered by Cardigan as against private schools generally. Starting from the premise that the Cardigan Mountain School was blessed with one of the most beautiful sites in the country, he urged that future development should continue to embrace the complete use of Nature's gifts. These, he said, should be the basis on which stronger character and an enhanced education could develop to serve our boys throughout their lifetime; the corollary being a fine faculty directed by a competent Headmaster. This was a timely and inspiring discourse.

As if to give emphasis to Bob Stoddard's talk, in a most material way, John Hinman announced he was ready to contribute 50% of the cost of building a new house for the Headmaster if the rest of official Cardigan would raise the other 50%. He said that with the new plant we now had we must have a suitable residence for attracting the kind of Headmaster Cardigan needed.

It was estimated that the minimum cost of such a house would be \$50,000, and that it should be ready for occupancy by the fall of 1956. The Trustees were instructed to proceed with plans.

Dr. Crawford H. Hinman of Boston, son of Mr. and Mrs. John H. Hinman, along with Messrs. Newton, Morgan, Proctor and Wiggin were elected to membership of the Corporation. The Trustees meeting followed when its officers were re-elected for the coming year.

Once again, on September 30th, Bill and Onie Brewster stepped in to take over the leadership of Cardigan until the selection of a new Headmaster was made. What a reassurance it was to be able to get the services of Bill Brewster, a man proven in his profession, and one highly regarded in the field of preparatory school education.

Arthur Williams sent a check for \$1,000 to the meeting in lieu of his attendance which the doctors had forbidden.

Yearly donations which had become the life-blood of the school were this year, particularly, not confined to any one month or quarter:

- \$ 9,303. — Elbert H. Neese
- 3,000. — A. R. Graustein
- 1,000. — Kieckhefer Foundation
- 500. — John Hinman (extra)
- 50. — Richard W. Clark
- 100. — J. M. Flynn
- 200. — Frank Sulloway
- 9,958. — John Hinman
- 100. — R. C. Doane
- 3,000. — Dale H. Nelson
- 10,000. — D. S. Gottesman Foundation
- 500. — E. Earl Newsom
- 5,000. — Charles Cotting

In addition to the above, Charles Proctor gave his second year contribution of \$500 for the Photographic Rooms in the new dormitory.

It should be added that Charles Cotting "encouraged" Mr. Graustein in making his fine gift; also that John Hinman prompted the gifts from Messrs. Neese, Newsom, Kieckhefer, Clark, Gottesman, Doane and Flynn.

Now the matter of first consideration was the selection of a new Headmaster. President Hinman had lost no time in screening possible candidates and settling in his own mind on the man whom he felt had the qualities of leadership and administrative ability to head up the Cardigan Mountain School on the threshold of its new era. Parenthetically it should be emphasized that administrative capability had to be an increased requisite since President Hinman no longer could carry the crushing load of former years.

On October 17th, 1955 Hap Hinman called on Lyle Farrell, Headmaster of Proctor Academy, as to the availability of Roland W. Burbank, Proctor's Assistant Headmaster. Mr. Farrell, whom Hap some years before had interested in Cardigan, spoke in the highest terms of Burbank. He made it plain he did not want to lose Roland Burbank and would do his best to hold him; but he would not stand in the way

of Burbank making his own decision. As a result of this initial interview Hap was more sure than ever he was on the right trail.

On Hap's return he called in Bill Brewster and Jerry Newton to help correlate facts as to Cardigan's administrative past and future. These were presented to Mr. Burbank in connection with the official invitation to him to become Headmaster of Cardigan Mountain School.

Hap later was to write: "Mr. Burbank investigated us considerably . . . school history, background, finances, our Bulletins, Corporation Members, Trustees, the Treasurer . . . (and Hap adds modestly) . . . to a minor degree, the President."

To complicate immediate action Mrs. Burbank had left for England before Hap's call at Proctor Academy. Mr. Burbank thus was forced to depend on explanatory mail, cablegrams, and finally an overseas telephone conversation. Fortunately, Mrs. Burbank had visited the school back in the spring and was cognizant of Cardigan's beautiful campus.

On November 2, 1955, the Trustees met with Mr. Burbank, found him receptive to coming to our school and elected him Headmaster.

Between the time of the Trustees meeting and December 15th when the Burbanks came officially to Cardigan they had made two visits to the school which prompted the following comment by Mr. Burbank: "We were delighted with the way in which the boys greeted us. We had a good meeting with the faculty and I have a very good impression of their willingness to work . . . we become more enthusiastic each visit." This was a good omen for the future of the school.

Now more than ever was the importance and the challenge of raising the other \$25,000 to meet John Hinman's provisional gift toward a new home for the new and inspiring Headmaster.

There were two points which Headmaster Roland Burbank had asked that there be agreement on which he felt would make "for a long lasting and mutually profitable relationship" between the governing body of the school and himself:

First, that the Headmaster would be responsible for the administration of the school and its property, recognizing that he would follow the policies laid down by the Trustees.

Second, that the Headmaster be made ex-officio a member of the Board, and that until this action should be taken by the Corporation, he would be invited to attend all meetings of the Board. This was a compromise from Mr. Burbank's original proposal that the Trustees elect two men from names suggested by the Headmaster.

These were so voted by the Trustees.

The Trustees had also moved and voted: "In view of the devoted and indispensable services now being rendered by Mr. and Mrs. William R. Brewster, who will continue to operate the daily activities of the school until Mr. and Mrs. Burbank are able to take up residence about mid-December (1955), it was moved and voted that a gift of \$2,000 be made to Mr. and Mrs. Brewster." No one will ever know, other than President Hinman, what a time he had in getting the Brewsters to accept this gift from the Board of Trustees. The Brewsters had given their services in supervising the initial faculty, and organizing the educational program for the first year of the school, which the Board of Trustees felt was surely enough of a contribution.

On January 19, 1956, President Hinman announced the following gifts to Cardigan:

\$ 1,000	— Arthur Williams
1,000	— Frank J. Sulloway
1,000	— E. M. Hopkins
2,600	— E. S. French
100	— R. C. Hopkins
5,000	— Robert W. Stoddard
50	— Dr. Crawford Hinman
11,269	— John H. Hinman (first payment on \$25,000 pledge)
1,000	— Harold P. Hinman
1,000	— A. R. Graustein (through Charles Cot- ting)
3,000	— Lindsay Trust for Scholarship Fund
<hr/> \$27,019	TOTAL

Having read Roland W. Burbank's initial treatise to the Board of Trustees, and in view of the afore listed impressive

contributions to Cardigan, we believe his comment before being elected Headmaster is not amiss:

"If a survey of independent schools were made, I believe that it would be found that the Corporation and Trustees of Cardigan have done more in the brief span of the school's existence than any similar group in any other institution. The time, the energy, the thought, and the substance put in by men of these groups have resulted in the phenomenal growth of the school and will be required in greater measure to round out the Cardigan Plan in the future. It is my belief that the existence of such a body of men is one of the school's strongest points."

One of the first problems was planning the Headmaster's new house. The house must answer manifold social purposes for the school, faculty and students. In other words it should be functional without losing the qualities of an attractive and livable home. Hap wrote of this particular period that "Jerry Newton and the Burbanks are working to seemingly make every nail, board and shovel of cement serve their best purpose."

The fact that we had a Headmaster who generated real confidence made deficits no longer the ugly spectre of the past. One ironical twist was that the house for the Headmaster and his gracious wife was going to cost some \$10,000 more than anticipated; but to anyone who had been faced with "extras" in his own personal experience in building a home there was nothing too strange in this. The other deficit to show up at the May 10, 1956 meeting of the Corporation and Trustees in Boston was one of from \$5,000 to \$8,000 for several unexpected and non-recurring expenses, some of which had to do with the change in school administration. To off-set these there were favorable enrollment prospects at this time of year as against last year, with more new students applying.

Headmaster Burbank held the interest of all as he gave his excellent report emphasizing quality as the sound policy to follow in respect to enrollment, recruiting and maintaining an outstanding faculty. Morale, he said, must be high to achieve success. Operating responsibilities must exclusively

be delegated by the Trustees to the Administration, except on top policy questions, to avoid confusion and poor morale in the staff and student body. Here was a man speaking from a position of strength, and what a relief this was to the Trustees and Members of the Corporation. He knew what he was talking about and his audience knew he did, too. Responsibilities were to be delegated because our new Headmaster knew how to go about doing this, and he knew whom to get to shoulder these responsibilities if the shoulders were not broad enough among the inherited personnel.

Significant reactions came from E. S. French who openly said: "In my opinion, this was the best meeting yet. We are getting places . . ." E. M. Hopkins added: "For the first time since we started I really feel that we have an educational institution." To President Hinman this was "music of exalting tones . . . tonic for the souls and minds of the sponsors."

An increase in tuition to \$1625 was voted; showing further confidence for the new leadership of our school.

There were many incidental matters proposed and voted on at the Trustees Meeting which indicated the desire to get everything ship-shape for the new administration. The minutes record that Robert C. Hopkins submitted through President Hinman his resignation as Vice President. He felt strongly that his distant residence from Canaan was a handicap which one located nearer could more easily overcome. The resignation was accepted from the "office" only, as he would continue as a member of the Board of Trustees. J. Walker Wiggins of Manchester, N. H., was elected as the new Vice President.

It seems that about this time the plumbing in the new buildings was showing weaknesses, the blame for which was laid to poor supervision and workmanship. Authority was properly delegated to remedy all infractions of contract without financial loss to the school. This pointed to the close supervision which Jerry Newton was giving to the material welfare of the school. President Hinman was so impressed with Newton's many contributions to Cardigan that he dwelt at length on the pleasant relationship existing between the two through "seemingly countless frustrations, disappointments and perplexities" which had produced mutual regard for each

other. He added: "I want to offer heartfelt appreciation for and recognition of the excellent work Jerry Newton has done for Cardigan." (From the "Bulletin")

The inter-mixture of good and sad news was to follow its natural course in the school's development. Mrs. Jennie Drew Hinman, wife of John H. Hinman, gave the Cardigan Mountain School \$15,000 as the first endowment gift to a Fund which she stipulated should be used for aiding worthy students who lacked resources to parallel their educational ambitions. No more timely or more significant a gift could have been made to support Headmaster Burbank's plea to seek out quality wherever it might be found. One and all in the Cardigan family rejoiced over Mrs. Hinman's material help in rounding out Cardigan's financial structure at its weakest point.

During the night of June 7, 1956, Arthur Williams drew his last breath leaving behind a bereaved family and a host of friends. He joined the Cardigan Corporation December 18, 1945, before the school actually opened. He was a "faithful attendant at meetings and was generous in his financial contributions to Cardigan." Resolutions and letters were to emphasize the loss felt by his Associates at Cardigan.

In August of 1956 a gift of \$20,000 was announced through Mr. and Mrs. John Hinman as coming from the D. S. & R. H. Gottesman Foundation. Cardigan had lost through death another friend and benefactor the previous April. Mr. Ira Wallach, son-in-law of Mr. Gottesman had worked closely with John Hinman to carry through Mr. Gottesman's original plan to donate the above sum for Cardigan's capital construction.

Mr. Gottesman had been a generous contributor to the School to the extent of some \$65,000 over nearly a decade. He had visited the School and had planned another sojourn north when he was stricken.

It is small wonder that Members of the Corporation were giving serious thought to getting younger men interested who might measure up to the high qualifications stipulated by the President and official Cardigan members.

Another Commencement had passed into history with the impressive ceremonies in the Old North Church. With the graduating classes getting larger in numbers, and the increased

interest in these annual services one wondered how many more years the historic old Church could house them. There were penalties which came even with success; but fortunately these often were of more concern to the older rather than the younger members of society.

Once again the summer was a busy period up on Cardigan's Campus, 33 boys were attending the Summer School and Camp. This was a 50% increase in attendance which assured the operation's success.

The new athletic field was developing fast and there was hope that seeding might take place by mid-September which would assure a good grass growth the next spring and summer. No activity would be allowed on the field for another year.

The Headmaster's new house would be ready by early fall.

The Year

SEPTEMBER 1956 THROUGH AUGUST 1957

CARDIGAN MOUNTAIN SCHOOL started another year with a record enrollment of 83 boys, and practically a new faculty to teach, advise, and enter into well organized recreational programs with them.

"Ro" Burbank had called the faculty a week earlier than the opening of school for sessions, morning, afternoon, and evening to orient them in teaching techniques, educational procedures, studies of personal adjustments, and acquaintance with Cardigan's unusual physical assets. President Hinman was to observe that this was the most constructive training yet observed during his tenure of office.

October 5th, 1956 was the date of the Annual Meeting of Trustees and Corporation Members. One of those in attendance was heard to observe that it seemed as though we were holding meetings quarterly, so swiftly was time passing. Another answered that his was a natural reaction to the smoothness with which Cardigan Mountain School seemed to be running.

A good attendance of some 17 members of Cardigan officials, not counting their wives, were to hear of the exciting progress the school was making. Important was the news that the current income could well be increased by some \$30,000. This was possible because of better prices, better collections, fewer scholarships, all of which pointed up to better Administration.

This happy financial position which Cardigan was enjoying enabled authorization of a 10% further increase in salaries on top of the 20% increase last year. This was in line with Headmaster Burbank's original plan when he accepted his new position, to get a good faculty and then hang on to it.

The feeling of affluence produced the commendable hope that enough of the current year's additional income would be left to make additional mortgage payments. Having a possible \$30,000. — to ponder over was a delight which the Trustees could hardly be blamed for enjoying to the limit. A natural sequence was that had all the proposals been accepted this

\$30,000. — surplus would have been spent five times over. These discussions were not frivolous by any means and they had a sobering effect. The Trustees were taking their cue from Headmaster Burbank's inaugural plea that more and ever more QUALITY be built into all aspects of the Cardigan Mountain School. Certainly Cardigan had to have material evidence of this if it hoped to attract boys of discerning parents. Money was not the root of evil in such instances but rather the medium through which such evidence could develop. Thus after much deliberation the Trustees voted an increase in tuition from \$1625. — to \$1750. —, and upped the Summer School tuition to \$550. —.

While these deliberations were going on Assistant Headmaster Wakely was taking the wives on a tour to show the attractiveness of the new plant. Wakely, who was a personable young man, unconsciously did quite a selling job on himself and thereby added stature to the new administration in the minds of his entourage. "Never underestimate the power of a woman" could well have been Wakely's guiding slogan but he is too conscientious to even arouse any thoughts of ulterior motives. He just naturally did things well.

Gifts announced were:

\$5,000. — from our Anonymous friend.

3,000. — from Charles Cotting to finish athletic field which brought his total contribution to \$10,000. — assuring an extra fine addition to Cardigan's Plant.

2,000. — from John Hinman to Building Account.

Charles Proctor gave the School 15 valuable volumes covering information on birds, beautifully illustrated. This was highly welcome to Cardigan's growing library.

A warranty deed from Walter C. and Edith B. Gardner was issued to Cardigan for some 60 acres of forest and mountain land as a Memorial to their son Walter C. Gardner III a graduate from our School, class of 1949. This land offered the School fine Outing Club facilities.

An old-fashioned Locomotive Bell was received from three un-named gentlemen. This bell is somewhat larger than the

usual ones of this character. Its clear peals will spread far throughout the countryside for generations to come.

All this came to the Cardigan Mountain School during the fall of 1956.

The School was celebrating the Christmas and New Year's holiday vacation. The Canaan Post Office was again noting increased mail for President H. P. Hinman who made known to the official family much of the contents, as follows:

\$3,000. — from "Anonymous"
 125. — from Frank J. Sulloway
 100. — from Robert C. Hopkins
 100. — from Dr. Crawford H. Hinman
 300. — from Jerald B. Newton
 1,100. — from Harold P. Hinman
 9,689.64 from John H. Hinman
 5,000. — from Robert W. Stoddard

A special meeting had been called October 22nd, 1956 to make the following changes in the by-laws of the Corporation to read as follows:

Except for the Trustee who is elected President, there shall be no requirement that any other Trustee shall be elected a member of the Corporation. The members of the Corporation may elect Trustees as members of the Corporation provided, however, that the total number of Trustees elected as members of the Corporation shall not exceed one-third of the membership of the Board of Trustees.

This corrected and defined a line of demarcation between the Board of Trustees and Members of the Corporation. To effect this change it was necessary for the members of the Board of Trustees to resign from the Corporation. Resignations were thus accepted from:

JERALD B. NEWTON	SIDNEY C. HAYWARD
J. WALKER WIGGIN	CRAWFORD H. HINMAN
WILLIAM R. BREWSTER	ROBERT C. HOPKINS
JOHN B. KENERSON	

All this was taken in good humor. The famous quip of "Groucho" Marx was recalled when, speaking of himself, he

allowed as how he "would never belong to any Club which would accept him as a member."

"Hap" and Marion Hinman had gone to Florida for their winter vacation with the good wishes of all ringing in their ears. "Hap" could really be at ease insofar as the Cardigan Mountain School was concerned. He received a telegram from "Ro" Burbank which did his heart good; it read: "Spent first night in new house. All are thrilled. The Burbanks can now walk to work." This was followed later by a letter from "Connie" Burbank in which she spoke of the joy of entertaining in the "Student Room a visiting hockey team, our boys, and coaches of both teams . . . miscellaneous faculty having coffee upstairs and down while I flitted around. Fun!"

In a Bulletin, no. 132 in fact, "Hap" writes . . . "What a delight to have a lady like Connie around Cardigan and how effectively she will combine and develop the home and utilitarian features of that truly beautiful structure without destroying either."

Things were really going well; peace and harmony reigned within the school and this was reflected in the good will existing outside toward the School.

\$3,000. — came from the Agnes M. Lindsay Trust for scholarship grants.

\$4,000. — came from the Spaulding Trust for current use (through the good offices of "Ro" Burbank).

With pressure lessening on our President, aided and abetted by the warming trade-breezes over Florida, we find him writing in another of his Bulletins in a reflective mood. Generous as always in his praise for contributions small or large to Cardigan, he comments: "Cardigan's first brochure was a beautifully prepared book, conceived, written, and edited by Vice President Bob Hopkins. It attracted much attention, created much confidence in our first endeavors, a basic concept of the School was expressed in the title . . . 'Readin . . . Ritin, and Rithmetic!'"

This was prompted by his reading in a news service Senator Ralph E. Flanders comments on "present day" educational system which he felt was "in shambles." Further quoting from Senator Flanders' speech before a sub-committee hearing, he

said: “. . . it is of no great importance (to pseudo-science of education) whether a child really understands mathematics just so long as he is working at it . . .”

“Hap” Hinman had more than ever genuine pride in the Cardigan Mountain School and its accomplishments. He saw in Senator Flanders remarks and the publicity given them a recognition of a swing back to fundamental educational training. This indeed was complete justification for all the thought, time, and energy which had been put into the founding of Cardigan in which one H. P. Hinman had played so important a role.

Now at long last Cardigan was paying its own way. The first year under “Ro” Burbank’s leadership had been little less than spectacular. “But” . . . you can almost hear “Hap” say as he stretches himself up and out of his chair . . . “there must be no let-down.” To further clarify his thinking he wrote: “Momentum, one of the most potent factors in individual and collective success, has been invaluable to Cardigan . . . and until we get a plant completed there should be no mediocrity of thought or action.”

As a step toward the completion of our School plant, authorization was voted at the semi-annual meeting in Boston, May 10th, 1957, for a new educational center to house classes, library, offices. These would all be removed from Clark-Morgan Hall thereby releasing rooms for 20 additional boys, and for 2 faculty apartments.

Headmaster Burbank presented a total budget for the coming year of some \$171,000. — “which will be balanced or exceeded in income.” This was an indication of the growing scope of the School’s operations.

So much was going on that it seemed imperative to devise a means for better handling of the School’s business. Therefore, it was voted: “That the Executive Committee function with full power for the Board of Trustees in respect to acting for the Board between meetings.” The Executive Committee was voted as consisting of the President, Secretary, Treasurer, and Headmaster.

During the summer the Planning Committee and Finance Committee were busy along with Messrs. Wakeley and Holbrook in completing plans for the new building which would

conform with the money objective. The Treasury had some \$30,000. — available; \$70,000. — would have to be collected in the form of capital gifts, leaving about \$100,000. — as a loan toward erecting this new edifice.

Mr. Ira Wallach, son-in-law of the late Mr. Gottesman, made a timely gift of \$25,000, which with his previous \$20,000, made his estate gift for Cardigan's new construction total \$45,000. He seemed indeed to be a worthy successor to his father-in-law, a great benefactor of our School.

\$10,000 was received from Mr. Elbert H. Neese of Beloit, Wisconsin, one of Cardigan's best friends.

Mr. Herbert M. Kieckhefer gave Cardigan 80 shares of Weyerhaeuser Timber Company stock. In this connection it is interesting to note that his grandnephew attended our summer school and later enrolled in the regular session starting September 22nd, '57. All of this started by the interest created in Cardigan by John Hinman when Mr. Kieckhefer's early financial contributions had to be used for operating expenses.

Another indication of high level recognition was evidenced by enrollment of boys in our summer school recommended from Andover and Deerfield.

The Year

SEPTEMBER 1957 THROUGH AUGUST 1958

CONGRATULATIONS were extended to Headmaster Burbank for a record fall enrollment of 90 boys. This number taxed our accommodations and necessitated a larger number of rejections than ever before. To make this picture complete the requirements for admission were higher than any previously stipulated.

Trustees and Corporation Members arrived at the Cardigan Mountain School, October 4th, 1957 only to learn of President Hinman's hospitalization from pneumonia. The regret of all was the more because "Hap" had had to stand before these men many times with little but financial woes to report whereas on this day there was nothing but solid progress to report on all sides. Vice President Walker Wiggin became the presiding officer. In this capacity he was entirely at ease and for good reasons. Walker was a former Speaker of the New Hampshire House of Representatives; also, he was president of the 1956 New Hampshire Constitutional Convention. With this background, along with his natural sense of humor, there is little wonder that these sessions were handled expeditiously. Almost his first act was that of entertaining a motion toward sending President "Hap" Hinman the regrets of all for his absence, and wishing him a speedy recovery.

The Treasurer's report covering a wide range of financial details having to do with construction and planning showed for the second year a surplus, this time over \$11,000. The summer school had been successful with an enrollment of 41 boys. The winter enrollment stood at capacity with 84 boys in residence and 4 day pupils. For the first time the Trustees voted to establish depreciation accounts for buildings, furnishings and equipment. An increase in tuition was voted from \$1750 to \$1850, beginning with the 1958-1959 school year. Summer School tuition was to remain at \$550.

It was voted to honor two Corporation Members whose loyalties and many contributions to the School had brought it distinction: the new scholastic center would be known as Hop-

kins Hall, in honor of Ernest Martin Hopkins; the athletic field, one of the best among New England's Secondary Schools, and which was financed through the generosity of Charles E. Cotting, would be known as Cotting Field.

One of the cultural objectives for the coming year would be that of strengthening the School Library under the able direction of Mrs. Roland Burbank.

Mr. Wiggin suggested that gifts of major size be listed in the annual financial report. Mr. Sidney Hayward supported the plan with the further suggestion all gifts of \$100 and over carry the name of the donor, or the donor to remain anonymous if he or she so desired; also groupings of all other gifts for listing in the report as from parents, alumni, friends. This was so moved and voted.

The Minutes of these meetings show that "cordial approval was expressed for the splendid job being done at the School." The Secretary was asked by Mr. Wiggin to pass on to the Headmaster and faculty this expression of appreciation.

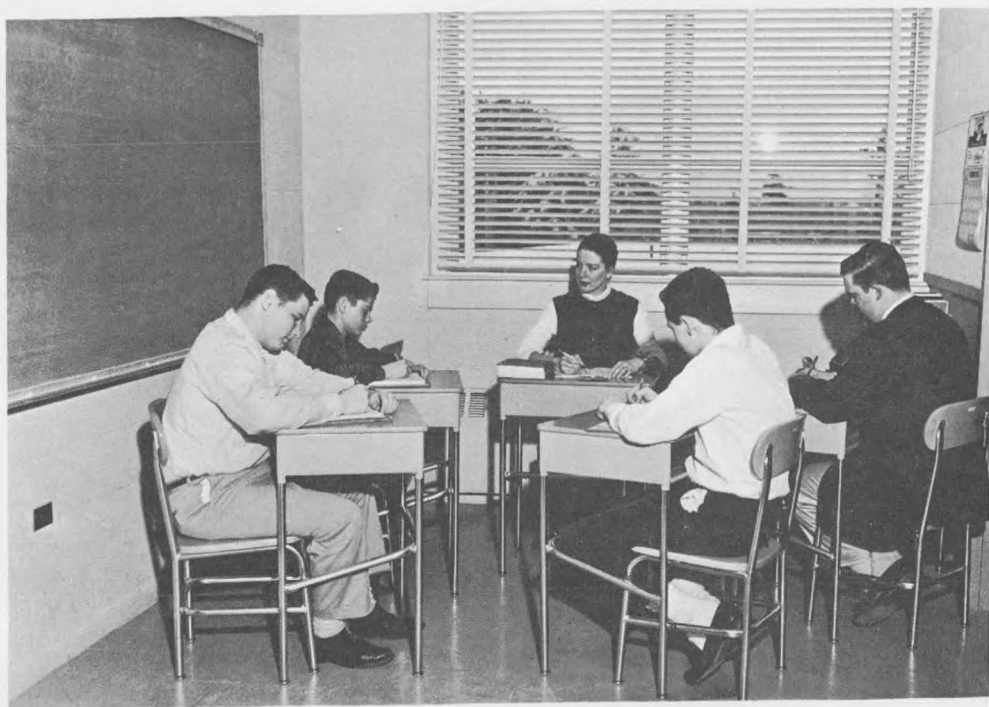
The School was the beneficiary of a gift of \$1,000 from the Gile family in memory of the late Arch Gile well known and beloved in Dartmouth and Hanover, N. H. circles.

The Christmas Holidays saw 90 boys leaving for their vacations. This represented another peak in school enrollment at Cardigan. One could almost feel the air charged around the Cardigan Campus with thoughts of building another dormitory. During the years when it seemed impossible to enroll 35 young students, any prognosticated figure but represented another peak as a new goal to be attained. Now with the momentum engendered by our new Headmaster, "Ro" Burbank, the embarrassment lay in having to reject worthy applicants. Were one to question diligently enough he could learn, within a few feet either way, where the new dormitory would be placed!

The Planning Committee whose function it was to have short and long range programs drawn up was having a bit of a time since their long range plans were treading the path of diminishing returns. One more dormitory would bring the capability for enrolling 120 boys. What would happen then? Would the dining facilities be adequate? Would class-rooms be of sufficient size and number to comfortably contain the



Ski group on approach to ski jump



One of smaller class-rooms for especial groups in Hopkins Hall



Headmaster's Home



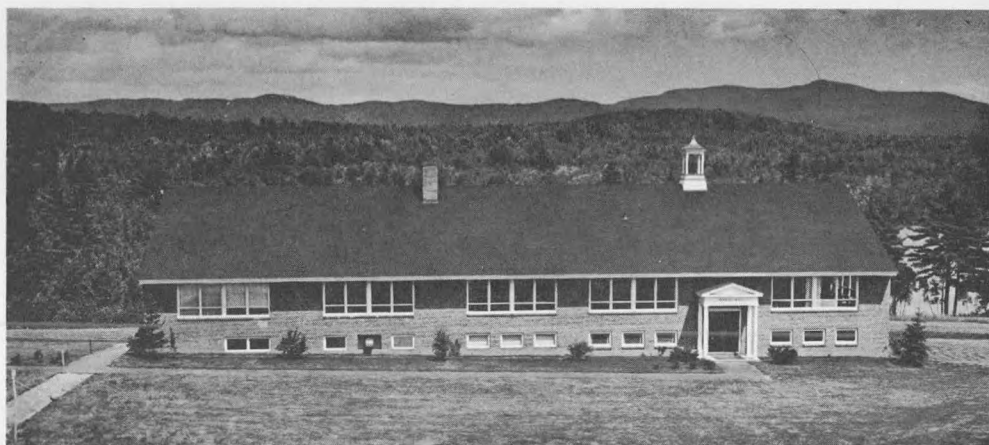
Brewster Hall



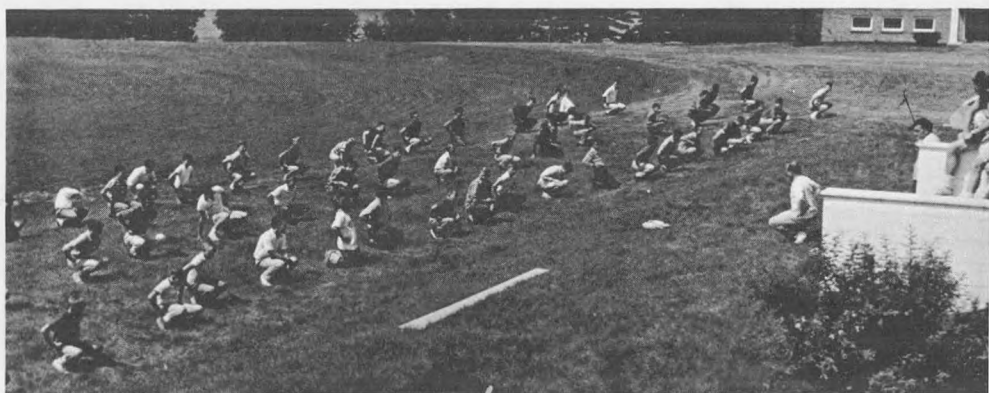
Hinman Hall



Clark-Morgan Hall



Hopkins Hall, housing Recitation Rooms, Library and Administrative Offices (Cardigan Mountain in background)



Cotting Athletic Field



French Hall — Dormitory. Newly completed, June 2, 1960

larger groups? These were things to think about now for they would surely be up for discussion at the Boston Meeting in the Spring.

The School Administration was poised as if for another sprint forward. There was the Executive Committee in a standby with Trustee powers; the Building Committee clearing up the final touches on the new Hopkins Hall, along with Clark-Morgan's periodic change-over; and the afore-mentioned Planning Committee. Above, around and beneath all this was the restive spirit of President "Hap" Hinman who made no bones of his theory to get everything moving while the going was good. Paraphrasing a popular song, by June things would be "busting out all over!"

Looking over his year-end mail "Hap" found the following interesting tokens of school loyalties:

- 65 shrs. of International Paper Stock from John Hinman
- \$ 100.— from Frank Sulloway
- 100.— from Robert C. Hopkins
- 200.— from Jerald B. Newton
- 3,000.— from Edward S. French
- 1,000.— from Harold P. Hinman
- 5,000.— from Robert W. Stoddard
- 4,973.29 from Horace E. Davenport, a parent happy over his son's progress, made gift through Headmaster Burbank.
- 3,000.— from Lindsay Trust for Scholarships
- 4,174.50 from Charlie Cotting to complete Cotting Field including two baseball diamonds (1 large, 1 small). One football gridiron. Four tennis courts.

Hardly had "Ro" and "Connie" Burbank got their second wind before the boys were back for the winter term and the process of education became once again the enterprise of a devoted faculty. Unfortunate indeed is the lack of information about Cardigan's faculties in this short historical story. There have been indications that our members of the teaching fraternity were doing superlative feats as evidenced by the letters from grateful parents. Graduates of Cardigan have been cited by schools to which they have gone as among the best prepared for continuing schedules of education. The

comparative few who have had time to complete their college education have done further credit to our School. This all can be rightfully traced to the day-in and day-out training by our faculty members. As President Hinman was to say: we "wish to give commendation and admiration to Cardigan's faculty . . . a group of competent men and women who are devoting their lives to the finest of all professions, that of shaping our future citizens that they may preserve and develop all that is good in the American form of living." May we join in this salute to these dedicated men and women to whom the Cardigan family is indebted.

To one who could drop in unannounced, to say nothing of being unexpected, the reward was great. While he might swear he never again would impose himself so brazenly on a hard-working group of people, never-the-less, he could feel he had seen Cardigan Mountain School operating in a normal way. Walking on down the Campus road his general impression might be that the school was closed but suddenly boys appeared from all sides converging on the entrance to the Dining Hall for it was lunch time. There was an indefinable atmosphere of discipline which was refreshing. Every boy, and what a fine lot they were, was well clothed and had coats and tie on. Each, with hair well combed, went to his appointed table and there stood until the Headmaster took his seat. The contrast from the few moments of utter silence to the din of continued conversations, which had been interrupted, defies description. You were then introduced to the eight boys seated at a round table where no one was too separated from another to enter into easy chat. Without delay you were waited on by white coated boys whose assignment that week was to be purveyors of tasty food from Clancy's well organized kitchen. The boys on each side of you were responsive to questions as to what part of the world they came from. You had, indeed, reason enough to ask, and a quickening desire to reach each boy for they were articulate youngsters. There were in this particular group two from widely separated parts of our fast shrinking earth; one, a Japanese boy, whom we later learned had been elected by the boys themselves as "School Leader" or head of the School Government. The other was a dusky lad with flashing eyes and a winning smile whose home is in

Liberia where his father is Minister of Health. The luncheon over, you left feeling spiritually and physically well nourished; for you it was an event to long remember, for the boys just another meal to tide them over until the next one.

Later you asked Headmaster Burbank about this school government whose "Leader" you had been privileged to lunch with. This was, he said, about the best way he knew of getting across to the boys the fundamentals of democracy. The boys took the elections seriously and their subsequent responsibilities equally so. The discipline was all the better observed because it was administered by their own kind. This onus to a large degree was removed from the faculty members who could the better concentrate on teaching and advising.

The more you talked with "Ro" Burbank the greater became your enthusiasm for Cardigan Mountain School which he was building toward greatness. He re-emphasized *QUALITY* as an ingredient which he hoped might become so strong a part of the total school compound as to strongly affect the whole flavor of it. His sincerity of purpose was infectious; one wanted to help. This is best defined as leadership.

The Members of the Corporation of Cardigan Mountain School and Board of Trustees were, to all intents and purposes, invited by Edward S. French, better known as "Ned" French, to be his guests on May 2nd, 1958 at the Algonquin Club, Boston, Massachusetts. Some eighteen guests accepted the invitation and showed up in person.

No history of Cardigan would be complete that did not call attention to the fact that similar invitations have been issued each year, for a total of 14 years, thanks to the beneficence of this genial and strong supporter of the School. It will be recalled that a facetious resolution had been offered by Bob Stoddard thanking Ned French for all past and all future invitations to the Algonquin Club. Bob reflects the feelings of all now when he says Ned has been so consistent in his hospitality as to dull the humor of his original resolution. The author has wished each year there might be some novel way of registering the feelings of one and all toward Ned's generosity. Maybe the writing of the School's history is a means toward this end. May posterity note well Cardigan's indebtedness to this man.

The Board of Trustees sat down to lunch on this day of May

2nd with a full afternoon schedule ahead. The first item on the agenda was a discussion of the building of a new dormitory. As was predicted President Hinman felt we must maintain our momentum and "press every effort to get the plant we want." The natural question was how big a plant did we want?

"Hap" Hinman admitted frankly he did not know to what size the school might develop. "It should be a small school," he added, "but the future of education is uncertain and nobody knows the ultimate answer." He argued without fear of contradiction that "income producing facilities must be in proportion to and ahead of income consuming facilities, unless someone can raise an endowment to carry a deficit."

Construction on Hopkins Hall would be finished and the building ready for use for the summer school. Clark-Morgan which was being converted into a dormitory would be ready for occupancy by September 1st. Cotting Field, long a temptation to itching feet would be available. Its level and green expanse was already beautiful to behold.

Lesser acquisitions such as a stand-by generator was voted on, as well as more kitchenettes for faculty suites. The latter had already proven, where installed, a boon to faculty morale. Dormitory suites became homes. No longer were its occupants dependent on the school dining hall for nourishment. The entertaining of boys by faculty supervisors became less strained. What youthful barrier can hold out against an evening snack!

Joy of joys for a long suffering President and Board of Trustees . . . the Treasurer's report showed the school was having another good financial year with an operating surplus in the offing of some \$20,000. — Such news was electrifying. One and all well knew that Jerry Newton with his sharply turned pencil was not padding the books! No longer was the smoking fraternity exuding jerky puffs nor were discriminating sitters roaming about for more comfortable chairs. The governing body was relaxed and eagerly awaited the Headmaster's Report. President Hinman moved on to this part of the program with the composure of a professional presiding officer.

Headmaster Burbank's first remark was: "It is an excellent year — my heart sings." He expanded on this feeling by enumerating the following points:

1. The boys were of superior quality, ability and spirit, and were well behaved.
2. A better faculty which was functioning more effectively.
3. He expressed his agreement with the Treasurer "that finances are going well."
4. Enrollment was "more than I had hoped" for, and with becoming conservatism and modesty added "and possibly more than we can hope for in future years."
5. He was planning for an enrollment of some 60 boys in the summer school and a capacity plant enrollment for the fall.
6. Dedication of Hopkins Hall and Cotting Field he felt should have a maximum impact upon the student body during the dedication ceremonies this fall; and at the Northern New England Headmasters' meeting in October for which Cardigan Mountain School will be host.
7. Most of the Cardigan Graduates-to-be are already entered in accredited preparatory schools.

On the subject of "maintenance" he felt "we are beginning to do a better job." He added that he was "pleased but not satisfied."

1. The barn and associated buildings need repair.
2. "Tontine Mill" is used increasingly for shop work and will need repairs.
3. Clancy's House is in the process of repair. More work needs to be done.
4. An investigation of the dam (controlled by the School) and possible damage to lower riparian owners, for which the school might be held responsible, in case of a break, "is being investigated."

Quoting from the "Minutes" which, in the absence of Sid Hayward, who was tied down with Dartmouth Alumni Counsel Meetings, were fully composed by Jerry Newton:

"Headmaster Burbank called a particular problem to the attention of the Trustees which stemmed from

the rapid growth of the Cardigan Mountain School. He pointed out how other phases of school administration tend to suffer. He mentioned the strain of continued growth upon the administrative staff and faculty."

One important item showing increasing interest by parents in the School was their support of the Annual Fund. In 1957 the total financial contributions amounted to \$1,800. As of April 30th, 1958 a total of \$5,600 had been given to this fund.

The Planning and Executive Committees were given a few things to ponder over, *i.e.*, a new dock was needed as well as general development of the water front; a re-arrangement of the kitchen was soon required to provide for increased load. Storage, dish washing, refrigeration and administration spaces, as well as athletic rooms with showers and lockers for visiting teams were necessary.

As a continuation of discussions held during the afternoon Trustees' Meeting, the evening meeting of the Corporation Members heard President Hinman review the need for a new dormitory, and his suggested timetable:

1. Plans for the dormitory to be presented at the 1958 fall meeting.
2. Start of construction by June 1959.
3. Plan for occupancy for Sept. 1960.

The program was unanimously approved.

The Planning and Building Committee was instructed to consider plans for a recreational center (enclosed) to include a gymnasium; and greater waterfront facilities.

Just before adjournment Members of the Corporation joined the Board of Trustees in a motion made by John Hinman, seconded by E. S. French and adopted by all:

"Be it resolved that the Board of Trustees and Members of the Corporation of the Cardigan Mountain School extend to Mr. and Mrs. Roland W. Burbank their appreciation for the outstanding efforts and leadership which are being given . . . to the school . . ."

Following this formal meeting in Boston of Corporation and Trustee members an interim Trustee Executive Committee Meeting was held on July 29th, 1958 in Canaan, New Hampshire. "It was voted to accept a significant gift of property the details of which are not available at this time because of legalities. Enough is known however to be assured that Cardigan will benefit handsomely.

REPRISE

One day of indescribable beauty, up on the Point, in the early summer of 1945, Hap Hinman and the author were seated with backs against a venerable maple tree, chewing snatched ends of tall grass about us, and watching white cumulus clouds drift lazily across the bluest of skies. Cardigan Mountain seemed so near as to almost rise out of the crystal lake, the surface of which lay undisturbed. There is no recollection of weighty discussions. Many subjects were touched on: business, retirement, boys, life, and death. It is on occasions such as this, and they occur too infrequently, you subconsciously appraise another.

On October 3rd, 1958 President "Hap" Hinman approached the podium in the auditorium in Hinman Hall to initiate dedicatory exercises for two great additions to the Cardigan Mountain School plant. This, to one always embarrassed by emotion, was one of those strange moments. It was a flashback to that other beautiful day when one learned of another's successes, his disappointments, his joys, sorrows, and hopes. There he stood, the conqueror of much, and the soul of this — his school. He had always wanted to be associated with boys as he had said fifteen years ago. Now, on this day 104 of them were looking up to him.

It was a great day, one way or another, for everyone up on the Point.

The Year

SEPTEMBER 1958 THROUGH AUGUST 1959

The Annual Meetings of Trustees and Corporation Members were held on October 3rd, 1958, the most important event being the Dedications of two great additions to the School. At the Exercises President Hinman said:

"Rarely is an independent school blessed with the joint Dedication of two material facilities that contain the depth of worth which our new scholastic center and athletic area, each impressively in its own right, possess for effective development of Cardigan."

It was also rare that so pleasant a day coincided with such exercises. President Hinman introduced the principals after briefly reviewing the aims and progress of the School, saying:

"Today we are here to dedicate material assets of our School . . . to honor two long-time, stalwart Members of our Corporation . . . men who have met faithfully and well their Cardigan responsibilities:

"Ernest Martin Hopkins (rising) . . . to you we dedicate our splendid new scholastic center . . . to be known into endless future as HOPKINS HALL . . . with these words graven in lasting Bronze:

"HOPKINS HALL"

"From its earliest beginnings when his courage, wisdom and vision were most needed, Ernest Martin Hopkins has proclaimed confidence in the future of Cardigan Mountain School and given warm-hearted participation and talented guidance to its affairs. A giant among educators, President of Dartmouth College for 29 years and a source of enduring strength to this school as a charter member of the

Cardigan Corporation. This scholastic center stands in tribute to his faith in American youth.

1958

"CHARLES EDWARD COTTING (rising) — to you we dedicate the magnificent playing fields and tennis courts which you so generously gave to Cardigan — to be known for all future time as *Cotting Athletic Field* with this inscription molded in enduring bronze:

"COTTING ATHLETIC FIELD"

"Generously supporting the Cardigan Mountain School objective of a sound mind in a strong body Charles Edward Cotting, Graduate of Harvard, a business leader in Boston, a devoted member of this school's governing board, has long given distinguished service and strength to hospitals, children's welfare organizations, Boy Scouts of America and other high causes. His encouragement of Cardigan outdoor sports is here recorded with gratitude.

1958

"Messrs. Hopkins and Cotting received enthusiastic and warm applause in sincere tribute.

"Interestingly, it was Cardigan's valued privilege to dedicate the first building, the first educational facilities ever named in honor of Ernest M. Hopkins and Charles E. Cotting — two as fine and worthy gentlemen as ever affiliated with any college or school."

The Bulletin further reports: "Broached in early December by Headmaster Burbank, discussed by your officers, voted unanimously by the Trustees, the School tuition will be raised from \$1,850 to \$2,000 for the next school year of 1959-60.

"Cardigan's present \$1,850 is considerably lower than the \$2,000 plus median charges of other schools — in each of last 3 years Cardigan has been able to increase both tuition and

enrollment — the Fall of 1959 should be an opportune time because no further numerical growth is possible until the new dormitory is built.”

At the Annual Spring Meetings held by the Trustees and Corporation Members May 1st, 1959 none other than the afore-honored Ned French was host to all at the Algonquin Club in Boston. Another high attendance was noted as some eighteen important citizens gathered from Connecticut, Maine, Massachusetts, New Hampshire, New York and Vermont to hear and pass on plans completed and those scheduled for the future. Clancy and Fifield Houses had been put in first class condition. Enrollment for the Summer School and the fall term looked good. Tuition for the formal school year was increased from \$1850 to \$2,000. The Trustees voted to carry \$50,300 fire insurance on the property in Maine, \$10,000 on contents, and to increase liability insurance thereon \$100,000 — \$500,000.

There was an interesting bit of financing carried to completion by Trustee J. Walker Wiggin at the request of President Hinman who wished additional monies to assure the completion of a new dormitory. At this spring meeting of the Trustees it was voted to authorize the President and Treasurer to raise \$100,000 — for the new building. Through a participation loan by the Amoskeag Savings Bank of Manchester, N. H., the Concord Savings Banks of Concord, N. H., and the Siwooganock Guaranty Savings Bank of Lancaster, N. H. the aforementioned monies were made available. Trustee Frank J. Sulloway had played a helpful and important role in these negotiations. Once again the team play of the Trustees ably directed by President Hinman gained much for the continued growth of the School.

The perennial needs of the school at this particular time were varied and included new work on an old cow barn, further additions to the school shop, enlarging the kitchen. A building to include locker rooms for home and visiting teams, showers, etc. loomed up as an immediate necessity as we learned of the present lack of facilities. A central incinerator for the entire school costing in the neighborhood of \$3,000 was also submitted. New sidewalks and a recommended purchase of land on “the Pinnacle” for a better ski tow were

listed for consideration. The Executive Committee was authorized "to proceed with any of these projects as in its judgment seemed prudent."

Replacement reserves amounting to \$9,500 were voted for use in reducing mortgage indebtedness. Teachers' salaries for the coming summer and fall terms were presented.

Cardigan's Third Annual Fund contributed to by parents, friends, students and alumni amounted to \$9,200 including two gifts of, first, an anonymous contribution of \$3,000 for a new ski jump; secondly, \$2,328.02 from the Frank S. Fifield Estate.

The growth of Cardigan Mountain School was shown by President Hinman's report during a general discussion of finances, that the operating income had increased from \$30,000 in the first year 1945-'46 to some \$259,585 during 1958-'59. This latter sum plus construction expenditures "made the flow of cash (for this latter year) considerably better than \$400,000."

At the recommendation of the Corporation the Trustees voted the creation of a Finance Committee which shall have full authorization to act in all matters relating to investment of funds. According to By-Laws the President and Treasurer automatically became members of this committee. The other appointed members who consented to serve were E. S. French, Charles E. Cotting and Vice President J. Walker Wiggin; an impressive finance group.

The school is again indebted to John Hinman for the gift of 100 shares of International Paper Company stock; also, another timely and much appreciated remembrance of \$1,000 from Elbert H. Neese. Mr. and Mrs. Neese's continued interest in Cardigan goes back to the early days, and their financial help over the years has been substantial as the reader will recall.

Indeed the school continues to prosper. The administration of the school under the guidance of Headmaster Burbank is doing an excellent job. The dormitories are filled with a total of 104 boys, and fine boys are they. The new dormitory will take the pressure off of "doubling up" in some rooms of the present set-up and will enable the school to add some 20 boys to its enrollment after September 1960.

The faculty has enlarged and is giving more than ever an

enlightened interest in the boys far beyond the formal curricular schedule. How far the appreciation for all this goes is proven in a recent letter received from a mother of one of the boys. She writes: "We certainly have the faculty to thank for his improvement. There must be a wonderful spirit of co-operation among the teachers to enable this to be accomplished. . . ."

The Year

SEPTEMBER 1959 THROUGH JANUARY 1960

ANY ATTEMPT to end this history as of a definite date is comparable to the idea King Canute, of fable fame, had of holding back the ocean's tide. A story of the first decade of Cardigan Mountain School originally seemed to be a tidy span of years to cover; but before we had hardly started toward this goal a tide of events swept on necessitating a completely new perspective. No longer were we "wishing on a star" while reviewing the even flow of the curriculum, for suddenly the school gained material stature with accompanying development in student numbers and quality of same. This we have reviewed; but even as the type is being set for the publication now of this history of the first fifteen years, as against the first decade, events transpire which must be recorded if for no other reason than to prove the increasing vitality of this school.

The building of a new dormitory to house twenty additional boys had been authorized over a year ago. It now stands as a reality, all but ready for occupancy by June 1960. This new addition to Cardigan's campus will bear the name "French Hall" and inscribed in bronze will be the following citation:

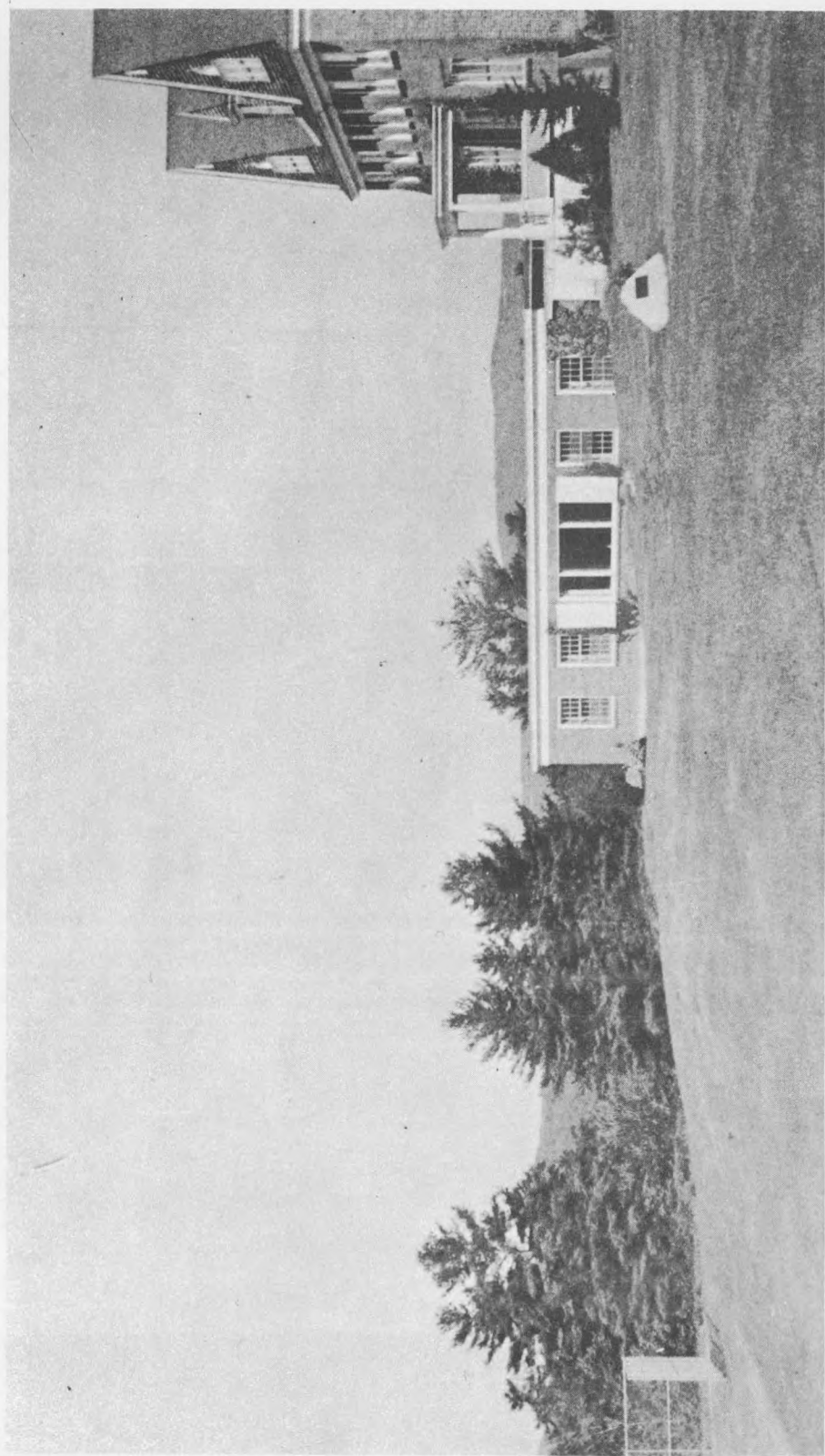
Edward Sanborn French, charter member of the Cardigan Mountain School Corporation, giver of devoted service and support to strengthening Cardigan which has grown in stature through the building named for him. A New England Yankee, born in Maine, a long-time resident of Vermont, distinguished in business as a railroad President, director of many corporations, life trustee of Dartmouth College, he has generously given his talents to good works in which this school, with deep appreciation, fully shares.

In connection with this honor to Ned French there are many of us who would add this colloquial expression: "It couldn't happen to a nicer guy"!



Cardigan Mountain School Corporation and Trustee Members, Boston, Mass., May 13th, 1960

Seated, left to right: Robert C. Hopkins, Edward S. French, Charles E. Cotling, President Harold P. Hinman, Ernest M. Hopkins, Robert W. Stoddard, Harvey P. Hood. Standing, left to right: Roland W. Burbank, Headmaster, Jerald B. Newton, Frank J. Sulloway, Frank M. Morgan, John H. Hinman, William R. Brewster, J. Walter Wiggin, Robert S. Gillette, Justin M. Smith, Dr. Crawford H. Hinman.



As the Trustees gathered for the Annual Meeting on Friday, October 9th, 1959, there were reports covering matters of importance to the future of Cardigan but none were discussed more than the broad subject of financing. The question of whether capital outlay had not reached its zenith, and should we not amortize our indebtedness faster, opened up lively debate. One answered to the effect we already were meeting our obligations faster than requirements demanded. Another felt that standing still meant falling backward and Cardigan had gotten up a momentum which should be allowed to carry on.

The matter relating to the powers of the Finance Committee were eventually interpreted, on advice of Counsel, as being broad since originally none were specified.

Much was left, as usual, to "prudent" answers by the Trustees' Executive Committee of questions which, at the time, the Trustees as a whole were in no position to act upon.

In the evening, and after a good meal cooked and served under Clancy's able direction, Members of the Corporation joined with the Trustees to pass on whatever wisdom might have come out of the afternoon meeting.

The summary of the Treasurer's report and the general progress report of the school as given by our capable Headmaster met with unanimous approval.

The Cardigan Mountain School was doing well. This was possibly more appreciated by those attending the annual and semi-annual meetings than by the real workers living with the school day in and day out.

In a Bulletin under date of January 30th, 1960 President Harold P. Hinman ushers in the new calendar year with great news of material worth given to the school by its ever loyal supporters. He writes as follows:

"Since the last published list these gifts were received in the following order:

Edward S. French.....	\$3,864.57
Gottesman Foundation, one third of pledge....	8,500.00
Hugh Chisholm (since deceased) obtained by John Hinman.....	823.06
Frank J. Sulloway.....	100.

Charles E. Cotting	750.
Dr. Crawford H. Hinman	100.
Robert W. Stoddard	4,000.
John B. Kenerson	100.
Harvey P. Hood	5,000.
Jerald B. Newton	250.
Harold P. Hinman	600.
John Hinman (toward new home for Asst. Headmaster)	17,000."

"No better evidence of the powers of wholesome cooperation can be witnessed than the creation and growth of Cardigan Mountain School . . . by a group of dedicated men who believe in an ideal, and its development into an accomplished fact . . . for the benefit of American youth."

This particular gift of John Hinman is especially significant since it represents the first and important step toward faculty housing. The competition for capable faculty members will be increasingly keen. Through John's farsightedness Cardigan is now launched on a program to make life more attractive for capable teachers of this and future generations.

No better proof could also be given of the growing esteem in which Cardigan Mountain School is held than the announcement just made that the Honorable Sinclair Weeks has accepted membership in the Corporation. His name was proposed by Robert W. Stoddard "with an assist from Ernest Martin Hopkins."

One should read in "Who's Who" of the active life and varied services Sinclair Weeks has given town, state, and the United States of America to appreciate the background of prestige which now is added to the considerable amount the school already enjoys.

Sinclair Weeks graduated from Harvard in 1914 . . . served on the Mexican border and later in France with the 26th Division in the First World War. He entered banking, later went into the metal industry. Subsequently he became President of Reed and Barton, one of the country's most esteemed manufacturers of sterling silver and later was made Chairman

of the Board. A director of many corporations, including that of Northeastern University, he gave up all these upon becoming Secretary of Commerce and a member of President Eisenhower's cabinet from which he recently resigned after serving since 1953.

Thus this first history of Cardigan Mountain School ends on a high note.

Perhaps the highest tribute to Cardigan comes from a recent graduate who writes:

"I have been wanting to thank you for a long time. Cardigan, to me, is the best . . . I think you are doing a wonderful job. I hope that some day my little brother will be able to go to Cardigan."

MISCELLANEA

Acknowledgements

I AM INDEBTED to so many people for varied kinds of help I hesitate to begin mentioning names for fear that inadvertently I may hurt individual feelings by failing the mention of his or hers.

My first experience (and it well may be my last) in writing a history is the comparable search one encounters in putting together a picture puzzle. It is usually the small piece which drives one to near distraction, for the whole is not complete without its smallest segment. I also found many who were innately modest as to divulging information of their contribution to the school's progress. It is in such categories I fear I may have failed to dig out pertinent and valuable bits to round out the complete story. In many cases I got through indirect methods what I couldn't learn by direct contacts. To anyone whom I may seem to have overlooked I would extend my deep apology and I might add my sincere regret. I like people too much to deliberately evade or hurt them.

To Mrs. Hopkins and to our daughter, Sylvia, and son, Bob, I owe much for their encouragement; and to my brother for his periodic reassurance.

To Harold P. Hinman, or "Hap," for loaning me his complete set of Bulletins without which any history of Cardigan Mountain School would have been barren; and for many pleasant associations.

To William R. Brewster who gave substance and authority to the early historical picture of Cardigan when he helped so actively in founding the School.

To Sidney C. Hayward who entrusted to me the original and complete "Minutes" of all Trustee, and Corporation Members meetings; and descriptive matter much of which is quoted verbatim in this history.

To John B. Kenerson for furnishing corroborating material which enabled factual reporting rather than inadmissible hearsay.

To Dick and Barbara Sawyer who took time out from a "moving" holiday in Boston to help in tying together Cardigan's early historical incidents.

To all who kindly wrote me. The unanimous response from the Trustees and Members of the Corporation was heart-warming and encouraging. Enthusiastic letters were received from Bill Everts, Ted Peach, and Bob Kimball who meant to write even fuller and more informative ones later.

To Bob McMillan who was honest about his tenure of office at Cardigan.

To Fred Larson who, in the goodness of his soul, sent me his "only copy of the brochure" which I had edited. His was illustrative of the well meaning motives of all.

To the official members of Cardigan Mountain School I can hardly sing enough praises:

"Ro" and "Connie" Burbank turned their home over to Mrs. Hopkins and myself, where I was able to spend a week of concentrated work right in the atmosphere of the School.

Mrs. Lawrence W. Talbert was, as always, helpful.

Mr. and Mrs. Norman C. Wakely saw to it that the Burbanks' refrigerator was well stocked with fresh foods upon our arrival.

Dick Clancy, Cardigan's all-time and "all-America" chef made Mrs. Hopkins' food shopping easy by attending to her every need.

Ned Smith of Canaan, New Hampshire, has one of the most complete clipping files of events in this area of the State one could imagine. He kindly turned these over to me to pick out the reported events happening over the years at Cardigan Mountain School. While much was a repetition of material already gone over, it helped to put the emphasis where it belonged in more than one instance. I appreciate Mr. Smith's interest and help in this historical endeavor.

To Henry W. Patterson of Weston, Massachusetts, one of the advertising fraternity's best copy writers before his retirement, who read this history objectively and encouraged me greatly.

Last but not least to Fred W. Davis, Vice President of the Rumford Press who went far beyond the call of duty in personally photographing most of the outdoor scenes shown here-in. His interest in Cardigan Mountain School since its earliest days, when he was so helpful in publishing the first school brochure, has been of real benefit to Cardigan and a very real help to me personally.

R. C. H.

STATE OF NEW HAMPSHIRE

OFFICE OF SECRETARY OF STATE



I, ENOCH D. FULLER, Secretary of State of the State of New Hampshire, do hereby certify that the following and hereto attached articles of agreement of

CARDIGAN SCHOOL

Canaan, N. H.

Have been recorded in Records
of Voluntary Corporations
Volume 119 page 353



IN TESTIMONY WHEREOF, I hereto
set my hand and cause to be affixed the
Seal of the State, at Concord, this 26th
day of June A.D. 1945

/s/ ENOCH D. FULLER

Secretary of State

ARTICLES OF AGREEMENT

For Incorporation of CARDIGAN SCHOOL

The undersigned, being persons of lawful age, hereby associate together under the provisions of Chapter 272 of the Revised Laws of New Hampshire by the following Articles of Agreement:

Article I

The name of this corporation shall be CARDIGAN SCHOOL.

Article II

The objects for which this corporation is established are:

(a) to provide non-sectarian instruction for boys and young men in literature, arts and sciences and all manner of learning,

(b) to establish in the State of New Hampshire such non-sectarian school or schools as are conducted by elementary schools, academies, junior colleges, colleges, seminaries and universities as may seem best from time to time to the trustees of the corporation,

(c) to establish, maintain and operate such school or schools without any pecuniary profit to members, trustees or officers of the corporation,

(d) to hold, purchase, convey, mortgage, lease, or exchange or otherwise acquire and deal with any real or personal property, licenses, copyrights and other rights or privileges which in the opinion of the board of trustees may be necessary or desirable for any purposes of the corporation,

(e) to make contracts, incur liabilities and borrow money from time to time on the credit of and for the use of the corporation in such manner as shall be deemed advisable and to issue notes, bonds or other evidences of indebtedness and secure the same by mortgage or deed of trust of the property and franchises of the corporation presently owned or hereafter acquired,

(f) to make such rules, regulations and by-laws and to hire such professors, instructors, officers, servants and employees as may be necessary or advisable to carry out the purposes of the corporation,

(g) the purposes or powers specified in any clause or paragraph hereinbefore contained shall be construed as purposes and powers in furtherance and not in limitation of the general powers conferred by the laws of the State of New Hampshire and the foregoing enumeration of specific purposes and powers shall in nowise limit or restrict any other purpose or power or affect any of the general powers or authority of the corporation nor shall any of them be limited or restricted by reference or inference from the terms of any other such clause or paragraph but all such purposes or powers shall be regarded as independent.

Article III

The place in which the business of the corporation is to be carried on is the Town of Canaan in the State of New Hampshire, but the corporation may carry on such part of its business as may be necessary, desirable or advantageous in other places within or without the State.

Signers

Harold P. Hinman
William R. Brewster
John E. Foster
Robert C. Hopkins
Sidney C. Hayward
John B. Kenerson
James F. Woods
James C. Campbell

Post Office Address

Canaan, N. H.
Meriden, N. H.
Montclair, N. J.
Darien, Conn.
Hanover, N. H.
Cohasset, R.F.D., Mass.
Winchester, Mass.
Rumford, R. I.

Recorded in Book of Records

Page 455

April 30, 1945

Harriett J. Taplin, Town Clerk, Canaan, N. H.

TREASURY DEPARTMENT

WASHINGTON 25

OFFICE OF
COMMISSIONER OF INTERNAL REVENUE

ADDRESS REPLY TO
COMMISSIONER OF INTERNAL REVENUE
AND REFER TO

IT:P:T:1
RAM

June 27, 1946

Cardigan Mountain School
c/o James F. Woods, Treasurer
60 Congress Street
Boston, Massachusetts

Gentlemen:

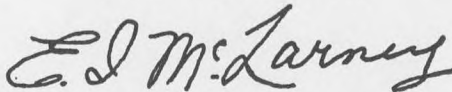
Reference is made to your letter dated May 14, 1946 in which you state that your bylaws have been amended to change your name from "Cardigan School" to "Cardigan Mountain School" and request a ruling as to the effect of this change upon your status for Federal income tax purposes.

Bureau ruling dated September 28, 1945 held that if the Cardigan School located at Canaan, New Hampshire, was operated in accordance with the purposes for which it was organized, it would be exempt from Federal income tax as an educational institution under the provisions of section 101 (6) of the Internal Revenue Code. Since the only change in your organization is a change of name, this ruling is applicable to you under your present name and is hereby affirmed.

The collector of internal revenue for your district is being advised of this action.

By direction of the Commissioner.

Very truly yours,

A handwritten signature in dark ink, appearing to read "E. J. McLaughlin". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Deputy Commissioner

*Excerpts from an article published in the
Boston Herald, August 3, 1952*

Basic Instruction, Happy Living Keystones of Cardigan School

BY HAYDN PEARSON

In one of New England's loveliest small villages is a small private school for boys from grade five through nine. It has established a national reputation for a new kind of education. Canaan Street Village, N. H., a one-street, tree-shaded community on the eastern shore of beautiful Canaan Street Lake has no store, no garage, no filling station.

Well-kept homes sit back from the street; the blue water of a spring fed lake means swimming, boating and fishing for the boys of Cardigan in the spring and fall. In winter it means skating. And the best of skiing is available in winter on snow-mantled hills.

Canaan Street Village is part of the town of Canaan, settled in 1776. It has an altitude of 1200 feet and neighbors against Hanover to the west. Cardigan Mountain School, opened in 1946, is unique in a region of the nation that has long been famous for its educational institutions.

Here, 125 miles from Boston and 18 from Hanover, men of vision, purpose and conviction have organized a school for pre-preparatory school boys that is founded on principles that develop character and good citizenship. The school, incorporated under the laws of New Hampshire, is non-profit and non-sectarian.

If you believe, as the writer does, that much of modern education, both public and private, has gone off the deep end with a poorly-conceived philosophy that leaves both pupils and teachers floundering in a morass of uncertainty, you will be heartened by the aims and working program of Cardigan.

INSTRUCTION FIRST

"We put our emphasis on basic instruction first," Harold P. Hinman, president, or "Hap" as he is called by his many

friends, said to me. "We're not old-fashioned, but we believe in reading, writing and 'rithmetic. All of us believe that the mastery of the fundamentals is essential; they are tools of life value.

"Then along with the fundamentals, we believe in happy, informal living. Each year more parents have appreciated the worth of our program. It is our conviction that honest studying, mastery of fundamentals, plus the fun of year-round good times, give Cardigan special appeal and strength. When we started the school in 1946, we believed we could fill a need in boys' lives; each year we have become more certain of our work and philosophy."

From 1926, the writer was in school work. He had five years of teaching and administrative experience in private schools; from 1934 to 1946 he was principal of a public junior high school.

His voice has been raised time and again against the philosophy that dominates too much of public education today and a philosophy that lacks aim and direction, a philosophy that does not give children a fair start in life.

You parents who read this may have wondered how your children can get into grades seven, eight and nine, and know so little of the basic fundamentals. The modern public school with its emphasis on self-expression and the over-burdening of teachers with countless details and trivia, does not give Johnny and Nancy a solid foundation.

Cardigan Mountain School was started because a group of altruistic business and professional men felt there was a place for a school where the fundamentals, plus happy living and training for citizenship, could be combined. The location in this hill country, peaceful village is ideal.

Boys take care of their own rooms, and each day they assume one of the school keeping jobs on a rotation schedule.

It is far from being all work and no play! There are dramatics, music, shop; boys are encouraged to develop hobbies. They play soccer, football, baseball and tennis. In the winter, skiing is a popular sport; there is fishing and swimming in season. Cookouts and the overnight hikes on Cardigan Mountain are a year-round feature greatly enjoyed by all the boys.

The members of the corporation have given freely of their

time and interest. They have been generous with contributions.

NOT MASS PROCESS

Dr. Hopkins, one of the Cardigan enthusiasts says: "The demand for such a school as Cardigan is obvious to one who is in touch with the situation because many families resident in our cities find conditions unsatisfactory in the public school system. Even at the expense of losing children from the family group temporarily, they nevertheless wish for a boarding school where a quiet, homelike atmosphere prevails away from impersonal urban isms and superficiality, and crowded class rooms — away from movies, television, other distractions which clog the normal channels of a boy's education and broad growth.

"Education of youth at Cardigan is not a mass or mechanical process. It is a carefully planned procedure in the very important years of life when attitudes, habits and patterns of a lifetime are being developed."

"We have 150 acres of land and a spacious home on the peninsula at the north end of the lake. It is one of the most beautiful school sites in America."

Cardigan Mountain School has proved its philosophy. In an informal atmosphere, in small classes, boys are getting the training that means mastery of fundamentals plus happy living.

"The faculty is concerned not alone with the development of the boys, talents and mental ability, but also with the development of health, character, courtesy, and other social graces. No school can fully perform its obligation to educate a boy without knowing a great deal about him as an individual. In a small school like Cardigan, each boy and master knows every other member of the school; consequently it is a closely knit community where gracious living and a feeling of helping one another prevails."

*The
Cardigan Mountain
School*

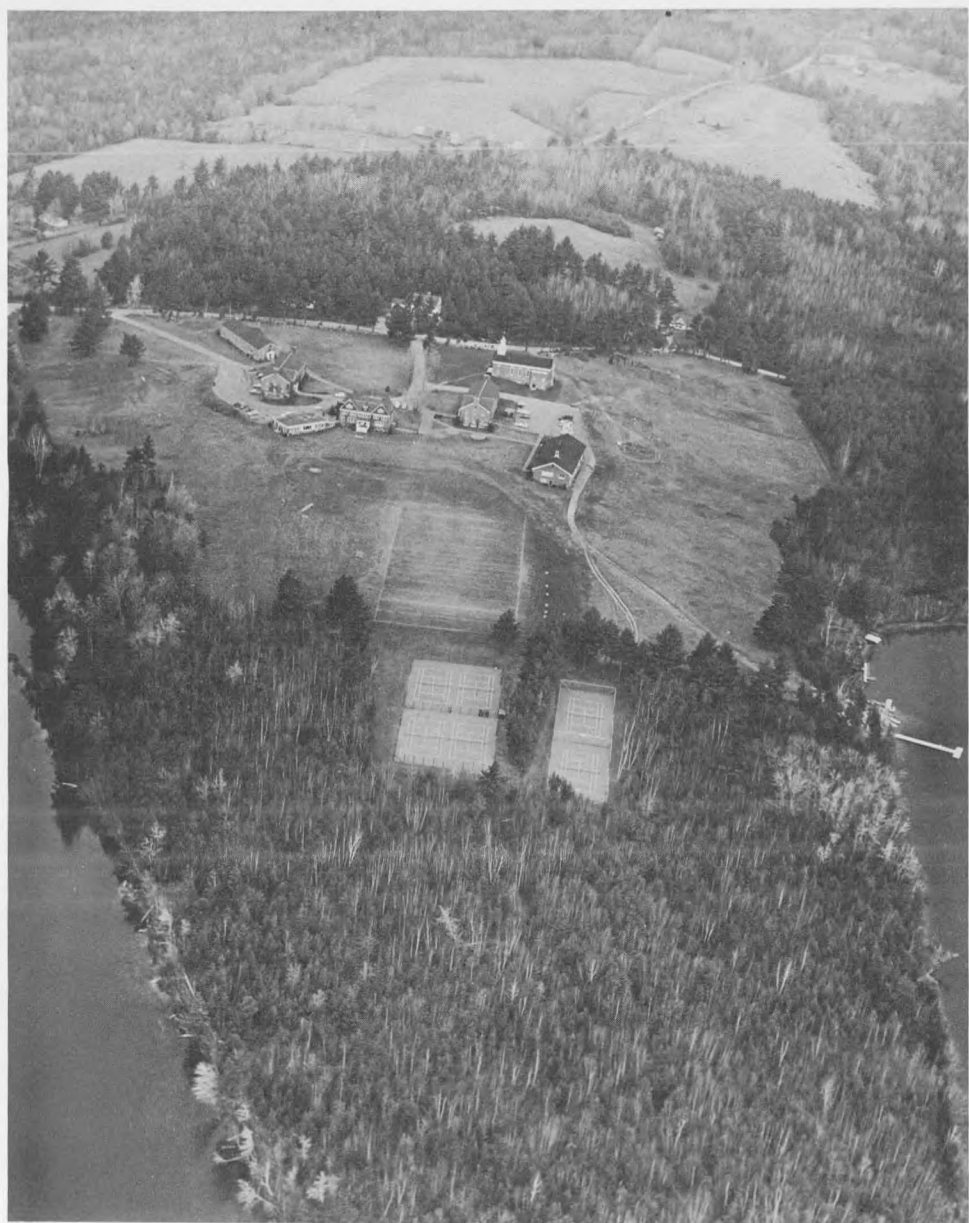
HISTORY

Part Two
1960 to 1995

by

RICHARD R. REARICK





Foreword

My relationship with Cardigan Mountain School began on July 4, 1970, when I met with Headmaster Norman Wakely so that he could explain my duties as the newly appointed business manager, or Assistant Treasurer, of the school. Fourth of July was not a holiday at the school. The summer session was in full swing and, besides, there are no days off at a boarding school except for special occasions, like Headmaster's Day, when students have a holiday from classes. For the next five years, my wife and I lived in Newton House, supervised the small dorm of four students, and presided at a table in the dining room for the required nineteen meals per week. I managed the business office, supervised the buildings and grounds operation, and, in general, took charge of all the non-academic functions of the school. After a year or so, I conceived the idea that there were many interesting things going on from day to day which would surely interest the parents of our students, and that their sons were probably not communicating these very well, if at all. So I started writing a letter to parents describing school life so that parents would have a better idea about what their sons were experiencing. It was called *Notes from Cardigan* and was mailed about once a month.

After five years, I left Cardigan for a similar position at the Emma Willard School in Troy, NY. Eleven years later, in 1986, my wife and I moved back to New Hampshire, and within four months I was again at Cardigan starting a second career there as Director of Development and Alumni Relations. One of my new responsibilities was publishing the school newsletter, a much more comprehensive project than the old *Notes from Cardigan*.

This experience evidently led the Headmaster and some of the trustees to believe I had some skills as a writer, and ultimately resulted in a phone call in April 1994 from Bob Gillette, then Chairman of the Corporation, asking me to meet him and discuss the possibility of my updating the History of Cardigan Mountain School for the celebration of its

50th anniversary in 1995. At that time I had been retired for over two years and believed my official relationship with the school was over. Somehow I couldn't fully escape. While I was managing the Development Office, the idea of updating the school's written history had occurred to me as being a project that ought to be done, but when the opportunity actually came, I was no longer sure I could do it. Nonetheless, between the time of Bob's phone call and our subsequent meeting, I had put together a rough outline of the project and made some notes of things I would like to include. In short, I was hooked.

Now, I am almost surprised that the book is ready to go to press. Also I am convinced that I could have continued the research and writing for another full year without running out of material. Much has been included, but there is much more that could be written.

With the hope that Cardigan alumni and their parents will be reminded of good experiences and that future students and parents will gain some understanding of people and events that came before them and contributed to the growth and development of the school, I humbly dedicate these pages to all alumni, past parents, faculty and friends of Cardigan Mountain School whose association with the school has left its imprint on this institution.

July 1995
New London, New Hampshire

Chapter One

1960-1963

YEARS OF CONTINUING GROWTH AND DEVELOPMENT

Cardigan Mountain School started with Hap Hinman's dream of a school for boys at The Point—the Haffenreffer property in Canaan. From the first expression of this idea in December 1944 until January 1960, when the first volume of the history ends, the records show steady growth and development. After opening in September 1946 in The Lodge on Canaan Street with an initial enrollment of 26 boys and 6 teachers, the school began its 15th year in September 1960 on a beautiful campus bordering Canaan Street Lake with a spectacular view of Mt. Cardigan.

Before continuing with the history, perhaps it would be interesting to consider the following: What did the school look like in 1960? What were the trustees concerned about? What did students do besides attend classes? What was school life like in 1960?

The original Haffenreffer Mansion had been converted into Clark-Morgan Hall, a dormitory with dining and kitchen facilities in a new wing. The infirmary, woodworking shop and barn were part of the original estate, but everything else on the campus consisting of Hopkins Hall, the main classroom and administration building, Hinman, Brewster, and French dormitories, and the headmaster's house had been built since the school moved to its new location. Moreover, in May 1960 the trustees had voted to construct a house for the assistant headmaster to be built during the 1960-61 school year. The Haffenreffer property had indeed been transformed into a real academic campus.

The changes were not limited to new buildings, for the trustees also recognized that the school needed athletic and recreational facilities. The open fields and woods on the property, were cleared and leveled land for a proper athletic field and four tennis courts, and on the hill immediately inside the main entrance to the campus a 12-meter ski jump was built. Behind the headmaster's house on a hill called "Clancy



President Hinman in Old North Church

Mountain", a rope ski tow had been fashioned using an old Ford engine, and there was additional skiing at The Pinnacle—the wide, open slope beside Stacy Beebe's house on Canaan Street. Recreational facilities at the waterfront included a new steel dock and a "fleet" of four tech dinghy sailboats, six canoes, six rowboats, and a 14 foot Cadillac boat with a 25 horsepower outboard motor.

Enrollment in September 1960 was 129 boys, and to serve them, the school could count a faculty of 13 full-time and 6 part-time teachers with an administration made up of the headmaster, assistant headmaster, and assistant treasurer. The book value of the physical plant was \$1,094,155; total indebtedness was only \$206,220. What a lot had been accomplished in the first 15 years!

Hap Hinman was president in 1960, but only five of the original eight trustees were still on the board. As the school grew and developed, new members had been added, including two of the current officers. Vice-president J. Walker Wiggin was a former trustee of the Clark School in Hanover and, as their attorney, had been a major participant in the merger of the two schools in 1952, at which time he was elected a trustee of Cardigan. He served as vice-president, then as president from 1969-1971, and upon retiring from law practice continued his affiliation with Cardigan as a member of the

corporation. He remained an emeritus member of that group until his death in 1995. Treasurer Jerald B. Newton became a trustee in October 1951 and the following year was appointed to a committee to study the possibilities of moving the campus to the Haffenreffer Estate. In October 1952 he was elected treasurer and served the school in this capacity until July 1964, when he succeeded Hap Hinman as president. Four years later he again became the treasurer and watched over the school's finances until 1982. For over 30 years his wise financial counsel and business acumen played a vital part in the school's growth and development.

Although pleased with progress over the first fifteen years, the trustees knew there was still much to be done. This group of dedicated men had from the beginning established a conservative fiscal policy. They were determined that any new construction on campus would be started only when funds to pay for a substantial part of the building costs were on hand. As the campus grew, they borrowed money only on a short-term basis and applied any surplus from operations toward paying down mortgages ahead of schedule.

Looking ahead to future needs, they recognized the shortage of adequate housing for faculty with families and were delighted in January 1960 to acknowledge a gift of \$13,595 for that purpose from John Hinman. Meeting in May the trustees and incorporators voted to proceed with construction of a house for the assistant headmaster and to include space in it for at least four students, even though the headmaster expressed concern about being able to recruit enough boys to fill the new French Hall dormitory without the burden of any additional student housing. Despite this objection, students were put to work during the fall of 1960 helping to help clear the site for the house, and construction proceeded so rapidly that assistant headmaster Norman Wakely and his family were able to move in after commencement in 1961. In honor of a long term trustee, Charles A. Proctor, who had died in May, the trustees named the new building Proctor House.

Other important but less extensive changes were taking place on campus at the same time. In the summer of 1961 five TV antennas were installed at the top of Clancy Mountain (one for each of 5 channels), and cables with boosters

brought the signals to each dormitory, to the infirmary, and to the headmaster's house. Although the trustees envisioned a time when there would be a TV in each classroom, educational programming has not yet been sufficiently attractive to bring this about. In October 1960 they authorized spending \$6000 for renovation of the old Tontine Mill at the foot of the hill which had been converted into a woodworking shop for students. The building was old, uninsulated, and unheated, so classes could be held only in the fall and spring. With this money they made repairs to the structure, built a loft as a place for arts and crafts work, and installed a heating system so the building could be used year round.

An important part of the school's philosophy was that all boys were to have jobs on the campus. These included taking care of their dorm rooms, cleaning classrooms, helping in the kitchen and dining room and keeping the grounds clean around the buildings. In addition there were various elective activities in which students could participate. These involved maintenance and improvement of the campus. During 1960 one group cleared brush for a new ski slope at The Pinnacle and also extended the out-run at the base of the ski jump. Boys who volunteered for an activity called "campus improvement" helped set up football goal posts and lined the field, put up pulleys and installed the rope on the ski tow. At The Point a group called "campcraft" cleared brush around the lean-to, and other students made a wilderness road from the foot of the hill beyond Clancy House to the lake so the tractor would have an easier route to the ice for plowing the hockey rink. Boys also helped cut down a number of large pine trees on school property, which were sawed into lumber to make floor boards for dormitory attics.

The forestry program, initiated by faculty member Bob Brayman, was a more organized activity which aimed to give boys training in the use of an ax and saw and instruction in distinguishing different kinds of trees. Each boy was assigned a personal plot of forest land which was to be his responsibility during the time he was at Cardigan. He learned about thinning and pruning and how to encourage growth of the best kinds of trees on his plot. The forestry boys as a group also spent time improving the town green by the old meeting



Campus improvement group

house on Canaan Street, clearing brush and second growth along the stone walls by the North Church, and thinning hardwood behind the headmaster's house.

The Cardigan schedule was a full one and included the obvious such as classes, home work, meals, study halls, athletics and activities. Life after classes, however, was not all work. There were plenty of opportunities for fun and recreation. Each dormitory had a common room where boys could relax in their spare time, watch TV, play games or just sit and visit. The common room in Clark-Morgan had been newly furnished, and French Hall had two common rooms—one for each floor of the dorm. To provide a variety of enrichment activities, a club program had been started early in the school's history. Faculty and staff organized the clubs which they changed from year to year, depending on the talents and hobbies of current faculty and the interests of the students. In



Mountain Day

the 1960 yearbook these clubs were listed: band, riflery, chess, fishing, weight lifting, photography, model airplane, and glee club. In addition to the clubs there were also a student council, a host committee, which provided campus tours for visiting parents and prospective students, the honor roll society, staffs for the yearbook and newspaper (*Blaze and Chronicle*), audio-visual helpers, library assistants, and fire commissioners. There was certainly no need for a boy to suffer boredom; on the contrary, the variety of choices provided an opportunity for boys to learn how to manage their time .

It is interesting to note how early traditions were established at Cardigan, many of which continue to the present. Who can forget ski holiday, mountain day, green & white day, senior ski holiday, senior dinners at the headmaster's house, alumni weekend, birthday cake in the dining room, Halloween bonfires, fall and winter dances, Saturday night movies, and HAIRCUTS?

Music was important and continued to have strong student support until the 70's, when TV, portable radios, and cassette players changed a generation from being performers into lis-

teners. The alumni weekend in 1961 included a concert by the combined bands of Cardigan, Canaan, and Enfield—all under the direction of Harold Odell. The Cardigan Glee Club also sang several selections. Cardigan's band played during the year at awards assemblies, gave concerts in Canaan and Enfield, and played at Memorial Day ceremonies in Canaan.

Today, it's difficult to get to Cardigan by public transportation, but in 1960 there were still two or three trains daily in each direction from the Canaan railroad station, and many from the station in White River Junction, Vermont, which was served by the Central Vermont, Boston & Maine, New York, New Haven & Hartford, and Canadian Pacific railroads. The era of the railroads, however, was coming to an end, and by 1961, although trains still stopped at the station in Canaan, the school had started chartering busses to take boys direct from campus to Boston and New York City at the beginning and end of Christmas and spring vacations. It was evident that schedules and service provided by the railroads had declined to the point where few parents or students used this method of transportation.

Headmaster Burbank had appointed a student editorial board to produce the first school handbook, which was completed for the 1960-61 school year. Among other regulations, boys had to have permission and sign out in their dormitories whenever they left campus but could sign out *without permission* to go to: Eggleston's Store, Fleetham's Radio and TV Store, and to attend church on Canaan Street.

The tensions of the cold war on the international scene were felt even on the peaceful hillsides of Canaan. Newly elected President John F. Kennedy's term started with confrontation with Cuba culminating in the disastrous Bay of Pigs invasion. He and Soviet Premier Nikita Krushchev were trying to find a mutually acceptable path to nuclear disarmament, but the concern of nuclear warfare was still strong enough to prompt the addition of a course on Civil Defense at Cardigan. The student newspaper noted that pamphlets provided for the course "instruct us of the dangers of radioactive fallout, because fallout is our main concern here at Cardigan."

Whether the writing of weekly letters home was already a tradition at that time is not clear, but the 1961-62 school hand-



Roland W. Burbank, Headmaster 1955-1963

book noted that "on Monday each boy hands in a letter to parents or guardians." By 1961 the cost of renting movies every Saturday night was becoming such a strain on funds for student activities that the only way to stay within budget was to rent old movies, which many students had already seen. In order to raise money for newer films, the boys instituted a charge of 10 cents for tickets to the Saturday night movie (or 3 tickets for 25 cents) — proceeds from these ticket sales going to the new movie fund.

All boys were required to attend Sunday vespers at 5:15 pm. Catholic boys might (in addition) attend mass in Canaan, and protestant boys could attend services at the Methodist Church on Canaan Street. The handbook listed possible accommodations for parents visiting campus, including Cobb House on Canaan Street, run by Mr. and Mrs. Daniel Fleetham, and Nye House by Mr. and Mrs. Karl Nyhus; other possibilities were the Lakeside Motel and the Mascoma Lake Motel in Enfield.

Softball was a new sport this year, and was played on the field next to the North Church. Horseback riding and golf were added as activities, and the dramatic club entertained the school with three different one-act plays during the year.

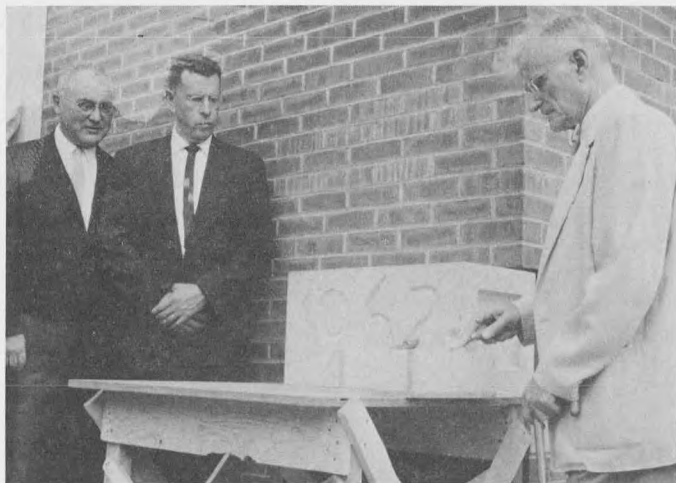
In the summer of 1961 the trustees were discussing future projects. The need for a gym had long been recognized and seemed to be of primary importance, but Hap Hinman and Ernest Martin Hopkins felt strongly that the school must have a chapel, and that it must occupy a prominent location on the campus. In a recent interview, corporation member Robert Gillette remembered that "Hoppy" insisted upon building the chapel before the gym, and that Headmaster Ro Burbank was very upset about that sequence. "Of course," said Bob, "he had the problem of what to do with the boys in bad weather, etc., and that was a very practical problem." Hoppy was very firm and said, "If we don't build the chapel now, we probably will never build it." He called it the House of God. "Let's do it," he said, "and then we'll know we have it." Bob Gillette recalled, "I think probably it was a good decision. It was rough on the administration for a couple of years until we got the gym, but that's how it happened."

Norman Wakely, talking recently about building the

chapel, recalled that headmaster Roland Burbank wanted the chapel to be built in the woods where Stowell House is now located, because he wanted to build tennis courts on the proposed site of the chapel. Norman continued, "Hoppy felt that a building of worship should be for no particular denomination, just the Christian religion; he didn't want a cross on top of the steeple, and that's why the eagle is there. Hap and I travelled all over New England looking at chapels and churches to see what would be right for Cardigan, and the one we liked was quite simple, and the wall over the chancel was blank. We were just going to have a curtain there or a drape of some sort. The architect pulled me aside one day and said, 'Norman, can't you imagine a window there?' And I said, 'Sure, that would be exciting, you could just sit here and see everything.' So I called Hap on the phone and got him up there and he said, 'How much is it going to cost?' And it only cost \$400 to put that window in which makes the chapel unique and changed its whole appearance."

The trustees, despite the headmaster's objections, decided to build the chapel first, and they implemented this decision without delay; by the October meeting they were already looking at preliminary architectural plans. Corporation members felt that since a chapel was an integral part of the school's philosophy there should be no public appeal for funds for its construction but that (according to the minutes of that meeting) "trustees and corporation members should solicit support quietly from friends and any other possible sources." Looking forward to the time when the chapel would be a reality, the executive committee voted to create "a Department for Spiritual Development to promote and foster a climate conducive to spiritual growth." This certainly was a lofty goal, but one which proved to be impossible to implement.

The corporation at their May 1962 meeting gratefully acknowledged a gift of \$15,000 from The Gottesman Foundation for the chapel and at that time approved going ahead with construction. Later that summer, property on Spring Lake in Maine, which had been given to the school earlier, was finally sold. The net proceeds of about \$25,000 were allocated for chapel construction. By October 1962 the building committee reported that construction was on schedule and that the



*Roland Burbank, Jerald Newton, Harold Hinman
Laying cornerstone of chapel*

contractor expected to have the building closed in before the start of cold weather. President Hinman announced that Ernest Martin Hopkins was providing the funds needed for a seminar room in the chapel in memory of his brother, Robert Hopkins, who had died in May. He was one of the original incorporators, served as a trustee for almost 17 years, and was the author of the history of the first 15 years of Cardigan Mountain School. The corporation also accepted the generous gift of president Hinman of chimes and an organ for the chapel. The October issue of the *Chronicle* noted that "the odd looking mass of steel cross beams and cement is just the beginning of the new chapel which is to be finished by the summer of 1963. It is the first building on campus to be erected with a steel frame."

With international tensions in mind, the building was designed so the basement could be used as a fall-out shelter. The walls were made extra thick, and one back wall was planned so it could be used for storage of canned goods. The entry way could be blocked off with built-in metal doors, and the one remaining window was a small one that could easily be sandbagged for protection.

Construction proceeded throughout the rest of the year. In

July 1963 treasurer Jerry Newton reported that all bills to date had been paid on time, and in December he announced the final cost of the chapel to be \$255,000. It was the only building on campus to be completely paid for by the time it was built. The summer school *Blaze* had a photo of president Hinman laying the corner stone on the 29th of July 1963, just 15 months after the vote to go ahead with construction.

Administrative matters also had the attention of the trustees. In October 1962 the headmaster again raised the question of hiring a business manager to relieve the headmaster and assistant headmaster of some of the ever-increasing, time-consuming burden of administrative details so that they could concentrate more fully on educational issues. It was also voted at this time to continue to have the headmaster serve as a trustee, *ex officio*. A special all-day meeting was planned in December to consider plans for the development of the school for the next five to ten years. As a result of this meeting, several matters of policy were set forth:

- To keep the school for the present at grades 6 through 9
- To keep the size of the school at 130-140 boys for the next five years
- To launch a study for a recreational building
- To recommend that the headmaster consider erection of camp-type shelters to accommodate a larger enrollment in the summer school
- To refer the question of a business manager to the executive committee

Subsequently a Boston accounting firm, hired to study the administrative organization at the school with specific reference to the need for a business manager, reported to the executive committee that a business manager was not necessary. This conclusion, accepted by the trustees at their May 1963 meeting, was a matter of great concern to the headmaster, who submitted a statement subsequent to the meeting outlining his strong views on the need for a business manager and asked that this statement be appended to the minutes of the meeting.

During these years of growth and expansion, the trustees kept pondering the future and agreed that it was in the best long-term interest of the school to consider acquisition of any

available property contiguous to the school grounds. As a consequence they were able in May 1963 to purchase the Raymond property of 80-100 acres on the northerly side of the school behind the headmaster's house and extending over to Prospect Hill Road.

For many years, the summer school had proved to be a profitable part of Cardigan's operations. It was a good feeding ground for new students who came for the summer and, as a result of a favorable experience, became candidates for winter school. In addition, the summer session kept the school buildings occupied for almost the entire year, and this, of course, produced income. Much of this additional income had over the years been used to pay off construction mortgages ahead of schedule and thus make further expansion possible. Looking for ideas to increase the summer school population, the trustees had made the suggestion of considering camp-type shelters. This idea proved to be impractical, but, toward the same end, in May 1963 they approved the recommendation of the executive committee that for the summer of 1963 only girls might be admitted as day students. This was not the boon to admissions that was expected; in fact only one girl was enrolled that summer. The idea didn't go away, however, and in the summer of 1969 girls were admitted for the first time in the summer session as boarding students.

Roland Burbank had been headmaster since December 1955, succeeding William Brewster. The first indication of any difference of opinion between him and the board occurred in 1961 during the discussion of housing for the assistant headmaster. The trustees wanted a house with a wing to accommodate four to six boys. The headmaster believed this was too small a number of students to be an effective dormitory group. He also felt that the duties of the assistant headmaster would not allow him to spend as much time with these boys as they deserved. The trustees didn't agree and went ahead with the construction of Proctor House and subsequently Stowell House, both of which had accommodations for a small number of students. During the 1962-63 school year, Mr. Burbank made repeated requests to hire a business manager. The trustees did not concur and repeatedly turned down his request. This and other points of disagreement finally led to his resignation in October 1963. Norman Wakely,

who had been assistant headmaster since 1956, immediately took over the total responsibility, and the trustees confirmed his appointment as headmaster for one year. It is interesting to note that Mr. Burbank had been elected as an *ex-officio* member of the board of trustees, but after his departure this particular policy was changed, and no subsequent headmaster has served as a trustee until Chip Dewar in 1994.

Enrollment in September 1963 was 129 boys, and as the trustees looked at the physical plant they felt the rest of the facilities were adequate to accommodate up to 140-150 boys if additional housing could be found. The dining room and kitchen wing added to the original Haffenreffer house was a one-story building, and they thought it might be possible to add a second story which would have dormitory space for an additional ten to twenty boys. So the building committee was put to work, and by the end of 1963 presented a plan which would add not only dorm rooms, but additional classroom space as well. They then voted to go ahead.

The need to keep working toward a recreational building continued to be recognized, and John Kenerson pledged \$20,000 toward this project. This was to be the first of his many gifts toward the recreational center which, when it was finally completed, bore the Kenerson family name. Some preliminary architectural work had been done, and there are sketches from this period showing athletic facilities which could be built in four or five phases. The most important need was for a locker room building, followed closely in importance by a large covered area which would allow athletic activities to continue during mud season and on rainy days. After that, the plans outlined a gymnasium, possibly handball courts, and a social center.

Because there was no athletic building, all sports activities were outside. Athletic equipment was stored in a cage in the basement of Brewster Hall, where the art studio is now located. Fall sports were football and tennis; in the winter there was hockey, skiing, and ski jumping; in the spring baseball, tennis, sailing and softball were offered. Boys who were not interested in competitive athletics could choose from a variety of other activities such as campus improvement, forestry, campcraft, or ski improvement.

Skiing had always been the most popular winter sport at Cardigan, but by 1963 hockey was gaining in popularity. A rink was set up every year on the lake. Although the school tractor did the basic snow plowing, there was still a lot of hand shoveling to be done. Alumni who played hockey in those days report they spent more time pushing shovels than moving the puck. Gradually, however, more sophisticated equipment was acquired. The school was able to buy from Pease Air Force Base a government surplus 5700-pound tractor, which students called "the plane puller" because it was used chiefly to pull an ice planer for smoothing the surface of naturally rough lake ice. The next equipment addition was an ice sprinkler, described in the school paper as "a 55 gallon drum mounted on wheels used on the ice after it has been planed to make a smoother surface. The sprinkling system is in the rear and is pulled by the tractor." This apparatus was the forerunner of today's Zamboni.

In the spring of 1964 construction equipment was again on campus. Adding a second story to the dining room turned out to be not as simple a project as it had at first appeared. The building had not been designed for expansion, and engineers soon determined that major foundation work would be necessary to support the additional weight of a second floor. Adding to the foundation of the existing building was not easy to do without disturbing the stability of the dining hall and kitchen, but construction went forward until the new dorm was ready for occupancy at the opening of school in the fall.

The fall of 1963 marked the beginning of another phase of Cardigan's growth and development. The new chapel was to become, as Hoppy and Hap had envisioned, a focal point on the campus. For the first Christmas season celebrated in the new chapel, the school chaplain, Arthur Broadhurst, composed a candlelight service to be held the night before students left for their Christmas vacation. Local residents were invited. As the service concluded, the only illumination was from lighted candles held by each member of the congregation. It was so beautiful and inspiring that this service has continued every year thereafter. Many families in Canaan include attending this service at Cardigan as a regular part of their Christmas tradition.

There were also some significant personnel changes that fall. David and Carol Shelton joined the faculty for what would be one of the longest careers in the school's history, extending 29 years; Mary Howe was the new school nurse; Karl Nyhus was teaching full-time in the woodworking shop and coaching ski jumping. The most important one, however, was Norman Wakely beginning his career as headmaster. His tenure was to extend for 26 years, during which time he and Beverly would set their mark on the moral and educational character of the school and see its reputation and stature become solidly established. What Cardigan is today is due primarily to their unselfish commitment to this school to which they dedicated a major portion of their lives. Whatever it may become in the future will rest on the firm foundation they established.

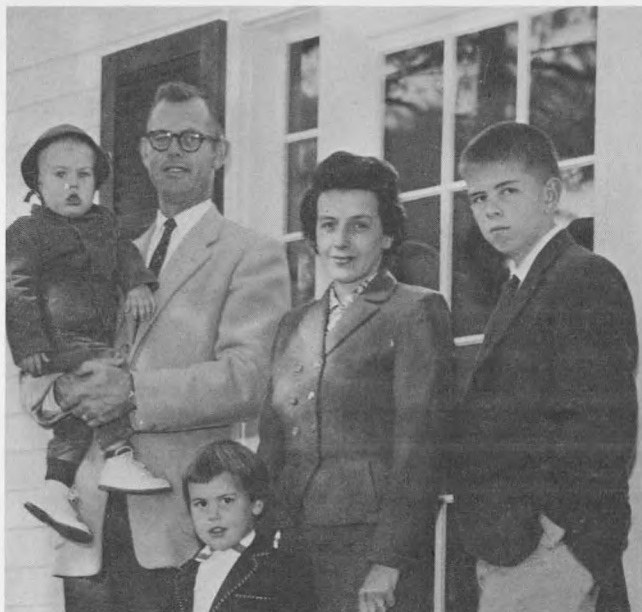
Chapter Two

THE EARLY WAKELY YEARS—1963-1970

The period between 1954, when the new campus at The Point was first occupied, and the end of 1963, had been filled with growth and expansion. Gratifying progress had been made; the school had grown and prospered more rapidly than any of the trustees could have dreamed in 1954. Several buildings had been built and paid for—Hinman, Brewster and French dormitories, Hopkins Hall (the classroom building), houses for the headmaster and assistant headmaster and a chapel. The need for a recreational building had been clearly recognized, and it would be built. It surely would not be the last building, since a school is a living entity, so there never really comes a time when it can be said to be finished. Nevertheless the era of most rapid expansion was drawing to a close.

The personnel structure of the school—its administration, faculty and staff—had also been growing and maturing. The tenure of headmasters was lengthening. Bill Brewster, for example, served in that capacity for one year, Robert Kimball for three years, Wilfred Clark for five, and Roland Burbank for eight. Although numerous annual changes in faculty had occurred in this period, by 1963 several members of the faculty and staff would remain to become “old-timers” in length of service. Little did anyone realize that Norman Wakely, newly appointed headmaster, would not only set a record for longevity in service, but would also stamp an indelible mark on the school’s character and future under his leadership from 1963 until June of 1989.

Norman Wakely had come to Cardigan as a new faculty member in the fall of 1951 after his graduation from the University of Maine. He lived in a dormitory on Canaan Street the first year, then brought his new bride, Beverly, to campus at the beginning of the 1952 school year. Both were quickly immersed in the life of the school—Norman taught, coached, advised a variety of school clubs: Beverly was an active house-mother and also taught in the public schools in Hanover. In 1953 Norman left Cardigan to teach 7th and 8th grades and high school classes in the West Lebanon public schools. Dur-



The Wakely family - 1961
Jonathan, Norman, Mary, Beverly, Charles

ing the summer of 1953 he went to Columbia University to start work on a master's degree in education. After the year of teaching in the West Lebanon schools, he decided to enter Columbia as a full-time student. It was necessary for him to work part-time to pay the tuition as well as to support his wife and their first son, Charles, who was born in New York in 1955. He taught at Valley Stream High School for one year; Beverly started a reading department in the Rutherford, New Jersey, public schools and commuted back and forth from Columbia to Rutherford by subway and bus. After receiving his master's degree and starting work on his doctorate, he returned to Cardigan in the fall of 1956 as assistant headmaster. The Wakelys lived in faculty apartments—first in Brewster, then Hinman, then in French Hall— continued to augment their family, and in May 1961 were delighted to move to Proctor House after it was completed as the assistant headmaster's residence. Reading the school yearbook gives an interesting picture of the variety of work both of them were doing for the

school. In 1961, for instance, Norman headed the Language Training Department, coached recreational skiing as well as fall and spring tennis, directed the waterfront activities, headed French dormitory and served as Co-Director of the Summer School—in addition to his duties as the assistant headmaster.

Upon taking the reins as headmaster in the fall of 1963, Norman reported to the trustees that a chaplain and a director of music had been added to the faculty. These were positions he considered important to the curriculum, for he had an active interest in religion and music throughout his career. Soon he designated Ted Linn to be the number two person in charge when he was away, and appointed Brad Yaggy to direct scholastic matters. Perhaps he had already realized the time was coming when the trustees and incorporators, who from the start had assumed the burden of raising money for capital expansion, were becoming less active in that area and that the headmaster would have to take a leading role in fund-raising in the years ahead.

In a recent interview, Norman talked about the goals he had in mind upon becoming headmaster. "The first few months were rough, I can tell you. I didn't know I was going to be headmaster until August, and I opened the school in September. I didn't have many goals at that time—just survival. But I did want to bring warmth into the school, and a better relationship between the faculty and the headmaster. I felt that my office door should be open, and it was open at all times, and I got out to see the students in their various activities. It was very important to me to see that the students realized who I was, not from the standpoint of authority, but that the headmaster was there to help them. And eventually it worked; there was a closeness with the student body, and they realized that my concern was for their welfare. My philosophy has always been that you don't have to like everybody, but you do have to *love* them. If you don't love them, you shouldn't be in the business of children and education. I have said this many times, and people say 'there's no difference'. But there's a tremendous difference. I would be dishonest if I said that I liked everybody. I didn't like every student, I didn't like every faculty member; but I loved them, as human

beings, and tried to see the goodness in all of them. That was very important to me."

As the school grew, Norman grew with it, learning to cope with years of tight budgets, deficits instead of surpluses, and of faculty and student unrest as the disillusionment of the Vietnam era as well as the stresses of the cold war with the U.S.S.R. pervaded all of society.

Beverly, too, was expanding her role at the school. Their family continued to increase steadily with the addition of Mary in 1958, Jonathan in 1960, and finally Melissa in 1966. At the same time Beverly was creating a specific role as the "Wife of the Headmaster" by coordinating social functions for students, as well as taking charge of arrangements when trustees and incorporators were on campus, and planning activities for Parents and Alumni Weekends. She established the tradition of punch or cocoa and cookies served to home and visiting teams after all inter-scholastic events. Former students at schools all over New Hampshire remember with great pleasure her unique hospitality. Early in her Cardigan years, Beverly became active in the remedial reading and language training program for which the school was to earn a wide reputation. She had established a remedial reading department in Rutherford, N.J., while she and Norman were studying at Columbia, and later did graduate work at Boston University to update her knowledge in this field. Over the years she helped hundreds of boys who came to Cardigan unable to succeed academically because of a variety of reading difficulties. In addition to her teaching, she retained her interest in culinary affairs, and is remembered by trustees, parents, and students for the marvelous meals (especially desserts) which she created for special occasions. Many details came under her wing just because she wanted to be sure events were handled correctly and that the campus would always be well cared for. Who planned, procured and supervised the hanging of decorations for dances and other special events on campus? Who always made sure that the Christmas tree in the center of campus was put up and decorated promptly and properly? Who checked the dormitories and determined which common rooms needed to be spruced up with new curtains or an extra table? Who planted and tended gardens in front of the

headmaster's house? Who saw that geraniums and tulips in their proper seasons were growing at the entrance to campus and at the school sign on Canaan Street? The list is endless, but the end result was a school that looked and felt and was cared for like home. Beverly was the one who had the love and interest to see that the campus was always attractive and well groomed.

Every year there were some changes in athletic facilities and programs. In the fall of 1963, for instance, touch football was added as an activity, and in an effort to provide better ice for hockey, a new rink was constructed on the football field. There it was easier to clear snow from the ice, and it was also more convenient to re-surface ice between games. The boys thought the greatest advantage was being able to use the lower corridor in Hopkins Hall to change into their skates. This was much more comfortable than sitting on a cold bench on the lake. In addition, lights were installed during the winter on the rope tow on Clancy Mountain to enable night skiing for the first time. Classes in the woodworking shop were held year-round, and Karl Nyhus was now able to offer an evening shop course one night a week for faculty wives. For several years, soccer had been played on a field adjacent to the North Church, but this field was still pretty much in its natural state with bumps and hollows and stubby shrubs. In July 1964 the trustees recognized the need for better facilities and authorized construction of a real soccer field in the area south of the tennis courts. By the spring of 1965 soccer teams were practicing on their new field, and the lacrosse squad with new equipment had taken over what they called the "lower soccer field" by the North Church.

The main ski slope at The Pinnacle ran across land of Stacey Beebe, who had for several years generously allowed the school to use this area. The school wanted to enlarge the runs and possibly install a ski lift and in 1964 was able to purchase the Hutchinson property—a large, wooded tract on the other side of the pinnacle—where construction of a T-bar lift was started in the fall. A report in the school newspaper, *The Chronicle*, read: "The day before Christmas recess, Mr. Wakely called for the student body to help clear the rock-strewn slope under the T-bar so the tow would be ready to open after

Christmas vacation. So in freezing weather the students spent the afternoon clearing sticks and rocks and carrying up bales of hay to be laid on the slope."

Hap Hinman's vision of Cardigan had always included a chapel as an essential element of the school, and it was most fortunate that he lived to see this building completed. The first commencement held in the chapel was in June 1964, and shortly thereafter the first wedding—Marylin Ohta and David Johnson, both of whom were subsequently involved with the school. The next month the chapel was used for Hap Hinman's own final service on July 20, 1964. How fitting to honor his memory in the school that grew from his dreams. Without his tireless efforts in its behalf Cardigan would never have become a reality.

Taking note of the significance of the school to the town of Canaan, the *Canaan Reporter* published the following editorial tribute to him.

"HAP" HINMAN

Hap Hinman's death brings home to the Canaan community the profound truth that Hap's contribution to the town is matchless.

In building Cardigan Mountain School on a beautiful site on Canaan Street Lake, Hap gave a fresh and appealing image to Canaan, and this was his intention.

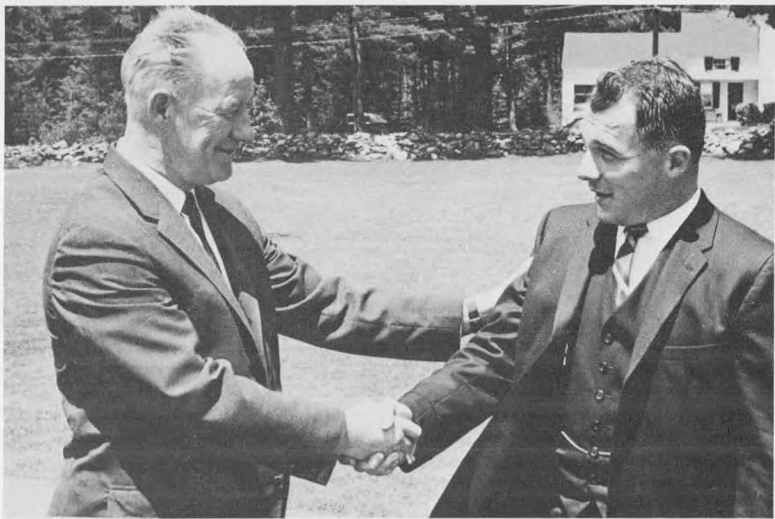
Hap Hinman was the reason for Cardigan. The dream was his. In his years of retirement from the business world, he devoted most of his time and much of his vast energies to bring to life a dream of long standing—a school for boys below preparatory school age that would prepare them to accept responsibilities and leadership.

For 17 years boys have been coming to Cardigan from every part of the country, and from foreign countries as well, to receive this type of education. Twenty-four enrolled when the school opened on September 19, 1946. Last year's enrollment exceeded 135. The current summer school lists nearly 100. In the fall, with an addition nearing completion, enrollment is likely to reach 160. Cardigan is Hap Hinman's legacy to Canaan and to New Hampshire. It is a rich legacy.

Jerald Newton was elected president of the trustees to succeed Hap Hinman, and his brother, John Hinman, was elected chairman of the corporation.

The club program had long been important at the school, and this year a new academic schedule was put in place with a seven-period school day so that Saturdays could be devoted to clubs and extra curricular activities. To accomplish this, there were double periods of English twice a week and a special supervised study hall for boys who needed extra study time. The roster of clubs had been augmented to fill this new schedule and now included model, scrabble, chess, shop, photography, art, debate, political theory, natural science, literature, gun, travel, and educational challenge. In January 1965 the Russian Studies club was started to help students get a greater knowledge of the world situation by taking a close look at the language and culture of the Russian people. The new academic schedule evidently worked well, and having Saturdays free for clubs resulted in further expansion of the program in April 1965, when seven new clubs were added: bridge, biology, radio, tennis, music appreciation, auto, and rock hounds—for a total of 16 clubs.

The *Chronicle* recorded a variety of events and notes during the year that were of interest to students. The February 1964 issue ran a photo of New York's Governor Rockefeller visiting campus while campaigning in New Hampshire for his presidential candidacy. Later there was a photo of boys skateboarding in the Brewster parking lot—a new activity on campus. In addition to academics, athletics, activities, and clubs, other matters were of concern to students as indicated by these notes in the November 1964 *Chronicle*. "As soon as the store sells all of the Ivory soap in stock, Dial soap will be sold." A follow-up report on January 29th read: "The school store has just a few more bars of Ivory soap left. If every student buys five bars of Ivory, Mrs. Yaggy can order Dial." Presumably this challenge was met, for there were no further comments about soap. At about the same time there was a photo of boys playing on a pool table in 1954 when the school was on Canaan Street with a note that: "parts of this table are in use on the present campus—slate steps on the patio behind the Headmaster's House, which were salvaged from the pool table top." Cardigan came into recycling early.



Clancy and F. Lee Bailey '47

The Commencement speaker in June 1965 was F. Lee Bailey '47, the first boy to receive a Cardigan diploma (because his name was alphabetically first in the list of graduates that first year).

When the trustees met in July 1965, they were looking to the future and drew up some specific plans for fund raising and administrative policies and procedures. They recognized that fund raising was an important and permanent part of the school, and that the administration would in the future have to take a leading role in this activity, which from the beginning had been carried on almost exclusively by trustees and incorporators. They were also delighted to learn that the summer school that year had an enrollment of 108, the largest in the school's history.

Cardigan opened its 20th year in the fall of 1965 with an enrollment of 160 boys. There had been 110 boys in the summer session, many of whom wanted to return for winter school but were unable to because of full enrollment. What a delightful change from the many years when budgets had to be re-worked in the fall as enrollment failed to come up to expectations. On October 20th the new soccer field was christened by the first interscholastic soccer game to be played on

campus, in which CMS defeated New Hampton by a score of 2-1. In other athletic news, lacrosse was added to the list of interscholastic sports that year, and cricket was mentioned for the first time; evidently this was just an "activity" and not an official part of the athletic program. A report in the yearbook noted that boys in spring tennis spent their first week shoveling snow off the courts, and in the second week braved several small blizzards. At The Pinnacle, a building had been erected to house the motor and lower bull wheel of the T-bar, and at the top of the mountain, a safety control shed had been built which commanded a view of the entire length of the cable.

At every school traditions are an important part of school life. These are customs, ceremonies, or events repeated from year to year, eagerly anticipated, and remembered by alumni long after their graduation. New ideas are tried from time to time; some of these are discarded, but others take root and after some time become traditions. A new custom was added this year which did become traditional—Dress Up Day. It's not always clear just how traditions start, but Norman Wakely remembers that this was the idea of a Cardigan student, Anthony Gerard, who went on to Exeter. Returning for a visit, he told Norman that one day a week Cardigan boys should wear a dress shirt, coat and tie to classes because this would be expected of them in their next school. Today most prep schools don't require it, but at that time it was quite common. So Dress Up Day was started; first it was on a Monday, and then changed to Wednesday because many interscholastic games were scheduled that day, and Cardigan teams planned to arrive for games dressed in school blazers and school ties. Another tradition that year was a "slave day", during which student council members sold their services for a day at auction to raise money. The council also sponsored a fair on Green & White Day with the proceeds to go to charity. Both of these activities have continued. Other traditions failed, for in 1965 there was no more rail service from the station in Canaan; automobiles and airplanes had finally brought the great era of the railroads to an end.

In terms of academics, all departments were involved in presenting a how-to-study program featuring effective methods of lesson preparation such as underlining, outlining, note-

book use and report writing, and also hints on how to prepare for tests.

In October 1965 the trustees noted that surpluses from operations continued to be applied to reduce mortgages ahead of schedule. With indebtedness being reduced, it now appeared that fund raising for an athletic building had progressed to the point where this much needed project could be started, so an architect was selected to develop specific plans. The first priority was a locker building where boys could keep their athletic clothes and equipment instead of having to crowd them into their dormitory rooms. It would also provide a place for both Cardigan boys and visiting teams to shower and change after games. Another pressing need was a covered sports area—a multi-purpose building which would have space for athletics during “mud season” (that time in the spring after the snow and ice have melted but when the fields are still too muddy for athletic practice) as well as during rainy days in the later spring and fall when outdoor sports were impractical. The building could also be used for an indoor hockey rink, and how welcome it would be not to have to shovel snow off the ice! However much this was needed, it would have to take second priority to the locker facility.

By the end of November the first meeting with an architect had been held, and by the next fall enough additional contributions had been received so the trustees felt confident in awarding the contract for construction. Work started immediately, and the locker building was ready for the opening of school in 1967.

There were, of course, matters other than new construction requiring the attention of the trustees in 1965. Boilers in the new dormitory, Hayward Hall, continued to be troublesome, and this pointed to the need to have a more skilled employee on the maintenance staff who could manage this equipment. A different kind of problem came from the town of Canaan, which was pressing for a substantial tax increase on the school property, much of which was tax exempt under New Hampshire statutes. It was also suggested that there should be a thorough, professional review of all aspects of the school's insurance coverage.

The school was not untouched by problems in other parts

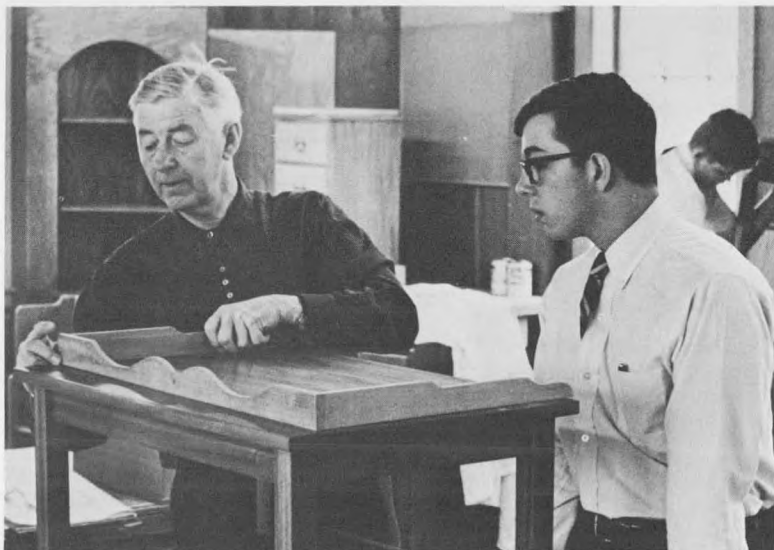
of the world. Sixteen Cardigan alumni were known to be in military service, and the May 1966 *Chronicle* ran a cover photo of alumnus USMC PFC Garfield Miller '61 being awarded a Purple Heart for wounds received in Vietnam. How his life had changed in the years since he left Cardigan!

At the opening of the school year 1966-67, Norman's oldest son, Charles, entered Cardigan's sixth grade. It hardly seemed possible that Norman had been there that long, but ten years had passed since he returned from Columbia University to become the assistant headmaster in 1956. There were some new faculty members every fall, and two this year were to have longer than usual careers at the school—Don Blunt and Bob Fahrner. Earlier in the year Mrs. Edward Lary (Jackie) joined the staff in the business office, and at the time of this writing she is still working there part-time after long service as the Assistant Treasurer. New faces come and old ones go; the trustees noted with sadness the death of Frank M. Morgan, former Headmaster of the Clark School in Hanover and a Cardigan trustee since 1952.

The Drama Club came to life that fall under the direction of new faculty member Bob Fahrner and presented a total of four one-act plays during the year. In March 1967 they competed at the Small Schools Drama Festival at the University of New Hampshire, and in April traveled to Stanstead College in Quebec to compete in a secondary schools drama festival. Another new faculty member made an interesting contribution to the school—Don Blunt built a sauna hut in the woods behind the headmaster's house. Although it was not a grand structure in terms of construction, it was functional and has been enjoyed by countless faculty members and students over the years.

Students were also busy. In addition to varsity teams, there were reserve teams in several sports; here boys were introduced to a sport, learned the basic rules and were prepared to move up to varsity teams if they showed sufficient interest and ability. This year the reserve football team was strong enough so that they started playing other schools—in effect becoming a junior varsity team. Enough boys were interested in soccer to start a reserve team in that sport.

Woodworking under the direction of Karl Nyhus was also



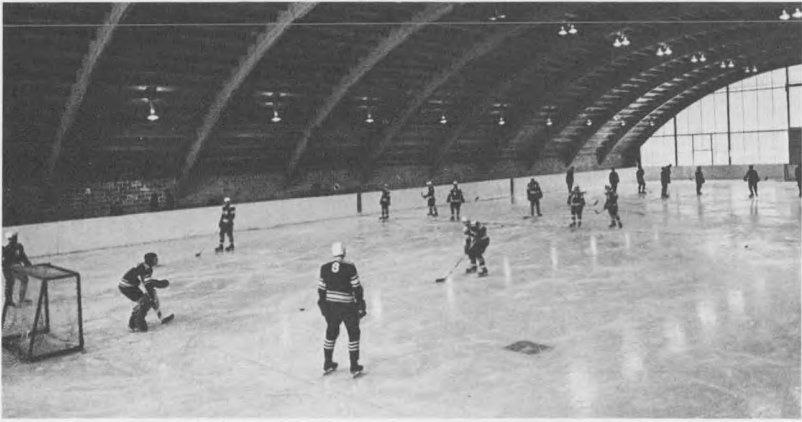
Karl Nyhus in the woodworking shop

going well. Ten boys entered projects in the New Hampshire industrial education crafts show, and all ten won blue ribbons.

There continued to be construction on campus; it seems there was hardly a time since the school moved to this location that something was not being built. As the locker building neared completion during the summer of 1967, footings were being poured for the covered sports area.

Work on this building proceeded quickly because it was just a shell with no interior partitions, and by January 1968 it was already being used for hockey games.

Faculty and student housing shifted from year to year depending on the number of faculty with families, and the number of students at the school. The newest faculty house, named Newton House to honor the long service of trustee Jerald Newton, was finished in December 1966 and occupied by the Yaggy family. Hap Hinman's former house on Canaan Street had been purchased and in 1966 was being used for student housing. Enrollment in the fall of 1967 totaled 169 boys, and applications substantially exceeded available openings. The new assistant treasurer, Nick Bakker, and his family had been settled in the Hinman House on Canaan Street, and an-



Covered sports area

other faculty member had been moved to the south wing of that house. This shift had released enough space in the dormitories to accommodate four additional boys. Faculty housing was a continuing need, however, and the trustees decided to go ahead with building another house for a faculty family and students. They wanted to sell Hinman House because of its separation from the main campus, but the headmaster emphasized that it was still needed as faculty housing.

Rev. Harry Mahoney joined the faculty as the new chaplain and in December 1967 augmented the annual candlelight service with a Christmas pageant, which has been an important part of the tradition ever since. James Marrion joined the math department that fall to begin a career which would extend past 25 years.

The trustees, looking at the extent of the campus, saw property extending from the Hinman House on Canaan Street, to athletic fields along Prospect Hill Road with the shop and infirmary at the foot of the hill, to faculty houses along Back Bay Road, and the main campus with expanded athletic facilities near the waterfront and soccer fields extending down the peninsula, almost to its point. Cardigan was getting to be a big place. Considering the extent of the present campus, the trustees felt the need to develop a master plan for the school's future expansion. In the minutes of the May 1968 meeting is the first mention of a Long Range Planning Committee. In



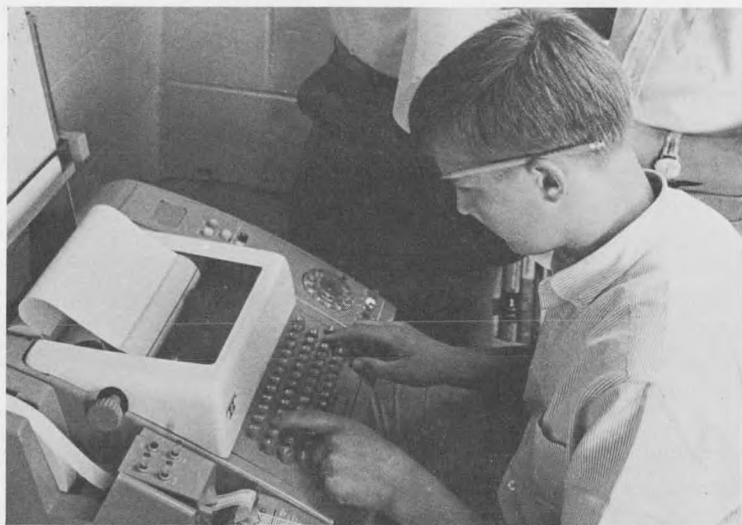
*Rev. Harry Mahoney
Chaplain 1967-1994*

July the committee presented a 10-year financial projection. Based on annual tuition increases of 5% and annual increases of expenses at the rate of 10%, the report showed that 1970-71 would be the last year of break-even operation. Thereafter the school would be entering a period of projected deficits. Their report suggested several ways to meet this situation: larger increases in tuition, greater utilization of the physical plant, strict attention to expenses, especially the cost of debt service. They noted

that costs to finish and equip Stowell House (the newest faculty/student residence) were still ahead of them. They also foresaw future projects requiring substantial capital investment: a gym, an enlarged infirmary, an expanded dining room and kitchen, and a learning center. It was a sobering report; and at its conclusion, the trustees voted to engage an outside firm to make a long-range planning study. So it was that the years of operating surpluses and good times in which money could easily be raised for capital projects were indeed coming to an end. They noted with sorrow the death of Rand Stowell and voted to name the next faculty/ student residence Stowell House in his memory. July 1968 also saw the passing of Edward S. French, who had been a member of the Corporation since 1946, and in his memory the Edward S. French memorial fund was created. The December 1967 issue of the *Chronicle* was dedicated to former headmaster William R. Brewster on the occasion of a banquet held in Wakefield, Mass., to celebrate his 17 years of service at Kimball Union Academy and 22 years at Cardigan Mountain School as its first headmaster and also as a trustee.

Along with the maturing of the school came increased attention to alumni activities.

The first off-campus alumni meetings were held in 1968 in Boston and Connecticut. Designed to keep alumni informed about the progress of their school, to help with student recruiting and to promote the annual fund, alumni meetings were planned for the coming year in New York, Boston, Maine, and San Francisco. Dr. Richard Morrison, '50 was elected president of the newly formed alumni association. Area dinners to which alumni, current and past parents, and friends were invited were inaugurated. Alumni news was reported in each issue of the newsletter and carried such information as: "Lowell Price, '47, the first boy to be enrolled at Cardigan, is now working as a reviewing appraiser for the Maine State Highway Commission."



First computer link with Dartmouth College

The opening of school in September 1968 brought several changes: (1) A typing course was offered for the first time—for an extra fee and restricted to seniors. Ten new Royal typewriters were rented for the course. (2) A new developmental reading lab was started, using Shadowscope Reading Pacers to

increase reading speed and comprehension. (3) The *Computer Age* at Cardigan began when New England Telephone installed a teletype to link Cardigan to the Dartmouth computer on a time-share basis with another school, each having access to the Dartmouth system for four hours daily. (4) The *Chronicle* was no longer designed and written by students, staff having taken over to make it more professional, in line, no doubt, with current efforts to aid recruitment and fund raising. Although some articles were written by students, the flavor definitely had changed. (5) Sunday Chapel was moved to 11:15 am except during the winter term when it was at 5:15 pm. (6) The west door of Hopkins Hall was now declared to be reserved for seniors only. (7) A temporary facility for helicopter landings came into use when Mr. and Mrs. Ernest Ward arrived for the fall corporation meeting in the Sprague Electric Company helicopter, which landed beside Cotting Rock.

At their January 1969 meeting, the trustees received the first draft of a master plan drawn up by Rich, Phinney, Lang, and Cote. The headmaster reported that Stowell House was almost completed and was fully occupied by a faculty family and eight students. He reported also an opening enrollment of 169 boarding students and that carpets had been laid in Clark-Morgan Hall.

In April 1969, meeting in Boston, the trustees reviewed the master plan with the consultants. Cost estimates for a learning center and library, a fine arts center, a science building, expanded dining facilities and a central boiler plant totaled \$2,893,000. The size of this figure shocked them into rethinking the whole project. At the same time they heard a proposal to update the water supply and fire protection systems and learned that large capital expenditures would be needed to construct a new sewer system. Little did the trustees realize at that time just how much time, money and effort would be required to complete these projects and that they would not go forward with the same alacrity that had characterized the school's expansion during the previous ten years.

Needing immediate attention was the new covered sports area, which had been in use since January 1968, and was a great asset to the athletic program by providing indoor space for a variety of activities during all sorts of inclement weather.

The dirt floor was all right for baseball practice and tennis, but didn't work out so well as a base for ice hockey. During a warm spell, the ice would melt and the water sank into the dirt, leaving a less than ideal surface for skating. And in the spring it took a long time to dry out. Jim Marrion remembered the first day he went into the hockey rink. "It was in June," he said, "and I jumped over the hockey boards and sank right up to my knees in mud. It looked perfectly dry." So the trustees voted a summer project to pave the floor in this building.

In other business they were pleased to hear that endowment funds now totaled \$85,650 and that Browning Associates had been hired as consultants on fund raising. Russ Browning reported on his efforts to organize and direct a capital fund drive. He said the school lacked a statement of needs that would be a meaningful target for a capital campaign, and that organization and leadership to run a campaign had yet to be found. At this meeting, Walker Wiggin was elected President and Bob Gillette Vice-President of the trustees.

David Keith Hardy, the father of a Cardigan student, was head of the film production department at Brandeis University and offered to have his students make a film on CMS as their major project for the course. Since the only cost to the school was for materials, it was possible to have a promotional film for far less than it would have cost from a commercial film maker. In July 1969 the trustees saw a preview of this film which was set to be completed by fall. A fine piece of work, it was shown to new students and their parents as well as to prospective applicants for many years. Tom Rouillard, director of the summer session, reported having difficulty recruiting enough students and that a last minute decision was made to admit girls for the summer program. This brought in seven girls for a total enrollment of 93. It was a noteworthy decision, for *these were the first girls ever admitted as boarding students to Cardigan!* Recognizing the importance of the summer session to the overall operation of the school, the trustees agreed that a director should be hired on a full-time basis so that sufficient attention could be given to promoting and recruiting. At the same time they also made another important decision: To allow, on an experimental basis, faculty daughters

and other girls from families having a direct relationship with the school to be enrolled as day students in grades 6, 7, and 8, the number not to exceed a total of twelve for the school year 1969-70. One might guess this decision was prompted solely by the need to increase enrollment and augment income, but other factors entered in. Mary Wakely was now old enough for sixth grade, as were Sally Goodspeed (a faculty daughter) and Tayo Sands (daughter of a trustee). So the barrier to discrimination on the basis of sex was opened a crack. It was soon apparent that girls could not be integrated into the regular athletic program, and that a separate program could not be developed for only three girls. Some alternatives were worked out, but they were far from satisfactory. Two of the girls dropped out after a year or two, and the last girl to attend Cardigan's winter session was Mary Wakely, who finished eighth grade in 1973.

In line with their policy of looking to buy properties contiguous to the school, the trustees were at this time negotiating to buy the Howe house and the Ovilla (both adjacent to the school woodworking shop) and also property next to the North Church which could be used as an athletic field. That use of the campus during the summer was increasing is exemplified by the fact that in 1969 a group of public secondary schools from Maine, New Hampshire, and Rhode Island held a 5-day student workshop on campus. There was also an art exhibit in the covered sports area to benefit the Canaan Historical Society. It produced no revenue, but was a good community relations project and brought a lot of new visitors to the campus. Considering other possibilities for use of the campus, the trustees approved a proposal to run a co-ed ski school, not to exceed 50 students, during the Christmas vacation. It seemed like a good idea to use the campus when the boys were away for Christmas, but because many students would have had to vacate their rooms to accommodate the skiers, the idea proved to be impractical.

In July the board had voted to go ahead with building a learning center at a cost not to exceed \$500,000, but by August the executive committee decided to delay the start of this project until the spring of 1970 in view of current economic conditions.

By the fall of 1969 the trustees were pleased to learn that

the Ovilla property had finally been purchased, negotiations having been in the works for a long time. There was still uncertainty about the proper timing to start a capital campaign for the learning center. Russ Browning, consultant for fund raising, reported that printed materials were ready, and that the goal had been established as \$2.1 million for a learning center and increased endowment. They were still hesitant about starting a campaign and voted to table any action at least until the next meeting.

The recent decision to admit day girls concerned many of the trustees, and they now voted to form a committee to study the whole question of co-education at Cardigan. With an eye toward economics, however, they agreed to enroll girls again for the summer session in 1970. The headmaster reported to them that he was planning a fall Parents' Weekend this year in addition to the usual one in the winter. He also told them about changes in faculty and staff: Harold Finkbeiner became the school's first full-time music teacher, and additional language training staff and a full-time art teacher had been hired. Brad Yaggy had been named dean of students and director of studies, Tom Rouillard had been appointed director of the summer session on a full-time basis, and James Marrion director of athletics. John Oliver Rich joined the staff as director of admissions and special assistant to the headmaster, and Nick Bakker (assistant treasurer) had taken on the additional responsibility of director of development. Enrollment at 159 boarding and five day students, the headmaster reported, was slightly less than the previous year.

Other changes at the school involved schedules: a special period was established on Monday, Tuesday, Thursday, and Friday from 4:50 to 5:35 pm (just after athletics) and on Saturday morning from 10 to 11:15 am. This time was for extra academic help, clubs, special meetings, music practice, library research, or room study. This plan would be helpful to a boy who was a little behind in his math work, but who was taking piano lessons, had joined the magic club, needed to attend a special dorm meeting and wanted extra time for some research in the library. He could now do all of this—if he could crowd these activities into 45 minutes per day! Inflation was affecting students at this time as it was the rest of the country, and in recognition of the economic situation the boys' weekly

allowance was increased this year from \$1.25 to \$1.50 (It had been \$1.00 in 1960).

Just as co-education was on the minds of the trustees, it certainly was on the minds of the students. The September 1969 *Chronicle* had a cover photo and headline:

SUMMER SCHOOL GOES COED!

FIRST FEMALE BOARDING STUDENTS IN CMS HISTORY
AT SUMMER SCHOOL

Less exciting was the news that five-day hiking/camping trips were also to be a first-time occurrence at the summer session.

The decade of the 1960's at Cardigan had been characterized by continuing growth and expansion. Enrollment had grown from 129 to a high of 175 in 1968; and the summer session also had increased from 90 in 1960 to a high of 108 in 1965. A fine new chapel had been built, and dormitory and classroom space were added to the dining room wing. Three new houses were in use by faculty families and students, and athletic facilities had been augmented by a locker building, the covered sports area, improved athletic fields and a T-bar ski lift on the Pinnacle. The book value of the physical plant had grown from \$1,094,000 to \$2,490,000, and tuition had been increased from \$1,850 to \$3,500. Conservative financial management had been the rule during this period of growth, for total indebtedness had been reduced from \$206,000 in 1960 to \$126,000 by 1969. Construction had been financed by gifts and by the prudent use of operating surpluses.

External events, however, were at work and would affect this little school in the hills of rural New Hampshire. The Vietnam war, the most unpopular one in American history, had started an erosion of confidence in the federal government. Inflation was running at over 7% a year, pushing the prime lending rate to a record high. The excitement of the first manned-landing on the moon in July was undercut by increased problems of implementing school desegregation. Unrest on college campuses was growing as students concerned themselves about the Vietnam war and segregation issues. All these would be felt on the Cardigan campus. The 1970's were not going to be easy.

Chapter Three

THE 1970's—TOUGHER TIMES

The summer of 1970 was a good one, and the school was looking forward to September—the start of its 25th year. Enrollment in the summer session was higher than the year before. The Canaan Mixed Doubles Tournament was held at Cardigan again despite extremely rainy weather; for Cardigan's indoor courts made this the only tennis tournament in New Hampshire with the ability to continue in weather fair or foul. Shortly after summer school ended, three big busses rolled through the stone gates at the head of campus. One was filled to capacity with all kinds of athletic equipment. The next two were filled with BIG BOYS; not only were they high school age, but they were really big. Football players all, from Xaverian Brothers High School in Westwood, Mass. They were there for nine days of pre-season practice. Jim Marrion thought Cardigan's athletic program was strenuous, but it was nothing like this one. These boys were up at first light and on the parking lot for half an hour of strenuous calisthenics because the fields were still wet with dew. Then they ran back to the dorms to wash up for breakfast. And what a breakfast they had. Pitchers of orange juice, eggs, ham, mounds of toast and jelly, and milk by the gallon. Training menus had been sent in advance, but even Clancy could not believe the quantities of food these boys could consume. After breakfast, they were in the Hinman auditorium for movies or slides and in classrooms for chalk talk on football strategy. Then they went to the gym to get suited up, and field practice began. Nine or ten coaches—and they were husky men also—directed these activities using the upper and lower fields. Tackling, blocking, passing, running plays and finally scrimmaging. All done with a great deal of energy and speed. By lunchtime they were ready for more food. Evenings were occupied with additional classroom sessions. So it continued without interruption for nine days, and then parents and families were invited to watch a game between Xaverian and a rival team from Massachusetts, which concluded the session. Then they loaded up the busses and departed, leaving the few Cardigan

people on campus weary and a bit out of breath. The Xaverian football team has continued to come to Cardigan every year for pre-season practice. The novelty has worn off, but it's still an exciting time when they arrive.

Significant personnel changes took place in the fall of 1970. Brad Yaggy, dean of students and director of studies, left to become headmaster of Friends Academy in North Dartmouth, Mass., and Joe Collins came from Friends Academy to fill the position Yaggy left. Joe, his wife Ginny, and their three children were soon settled into Stowell House. Little did anyone guess that they would still be contributing members of the Cardigan community 25 years later. Another change was the departure of Nick Bakker, assistant treasurer, and the arrival of his replacement, Dick Rearick, who 25 years later was back at Cardigan researching records to compile this history.

Looking forward to the opening of the school year, the trustees were concerned about the short term financial situation. The year before they had changed the fiscal year to start in July instead of October, which meant that for 1970-71 there would be no summer school income in the budget. Over \$70,000 had been paid from the operating fund to build Stowell House, and there was more than \$58,000 in overdue student accounts. Some of these were being paid slowly, but there were others that might have to be written off as uncollectible. And, as usual, there were many places on campus that needed money. The Ovilla, Howe house, and Hollenbeck house all needed work in order to be serviceable. The dam again had to be repaired, tennis courts needed resurfacing, and there was urgent need from an academic standpoint to increase space in the library. When the new assistant treasurer arrived on July 4th, there was no cash on hand, and \$20,000 of summer school tuition was still outstanding. Treasurer Jerry Newton emphasized the need for stricter control of expenditures. This was to be the watchword for several years to come; tough times were starting. The committee on co-education had previously recommended against enrolling girls, and agreed that there should be no girls in the school after 8th grade. This recommendation, however, did not apply to the summer session, so the trustees decided that girls would be admitted again the following summer.

The executive committee met just before the start of school in early September for an update on finances. The treasurer and assistant treasurer had been working hard to collect overdue bills, but short-term debt at the Dartmouth National Bank had grown to \$80,000 in order to provide necessary working capital. In addition the operating fund was still owed about the same amount from capital funds. Since the need for more library space was pressing, they approved spending \$6500 to enlarge the library area in Hopkins Hall and to provide more equipment, hoping that this work could be done before the opening of school.

By the time trustees and incorporators returned to campus for their annual meeting in October, the library renovations had been completed, aided by a special gift from the Gottesman Foundation in honor of John Hinman's 85th birthday. Trustees complained that too much meeting time had to be devoted to discussion of finances because the annual fiscal report was not circulated prior to the meeting. They were now looking at a revised budget, which showed a deficit because enrollment had fallen to 152 students—the lowest level in many years. It was reported that Cardigan this year had the highest tuition of schools of its type, and that it cost a family an average of \$4500 a year per student. In view of this and current economic conditions, the trustees voted not to increase tuition for 1971-72.

When they met again in December, the trustees were encouraged to hear that five new boarders had arrived since September; but they still wanted to be kept closely informed about finances and asked that budget reports be mailed to them every month. The headmaster agreed to direct the summer school in 1971.

In January 1971 members of the executive committee expressed appreciation for the budget reports they had received, but they were still concerned about expenses.. The auditors had billed \$4300 for their work this year, and there was some discussion about looking for another firm. Payroll checks were now being written by an outside payroll service, and the annual cost of \$750 for this service was more than offset by the saving of a full day's work in the business office every month. As they now looked at enrollment and finances, it

seemed wise to reverse their earlier decision, and they voted to increase tuition for next year from \$3500 to \$3700. In order to stimulate enrollment, they also approved the headmaster's plans for a recruiting trip to Texas and California.

Because of the school's rural location, Cardigan students did not have nearby access to cultural activities. Recognizing that education is not only arithmetic and grammar, the headmaster endeavored to bring a variety of cultural events to the school, and also to arrange for boys to enjoy artistic performances in Boston. That fall Rosemary Murphy, who played the lead in the movie version of *To Kill a Mockingbird*, came to campus. She talked with students about the movie before it was shown and answered questions afterward. Hal Finkbeiner gave two organ recitals for students, and these were open to the community as well. Kuon Chung, Professor of Political Science at Plymouth State College, gave a slide talk on the early history of the Vietnam war and told how the Viet people reacted to the attempted Communist takeover and the subsequent American intervention. In October a group of students and faculty travelled to Boston to see a performance of *The Taming of the Shrew* by the Stuttgart Ballet at the Music Hall. The following month two busloads of boys went to the Boston Garden to enjoy a precision motorcycle drill team, military gymnastics, and a highly trained canine corps as presented by the British Tournament and Tatro Regiment. Back at school, the Hellman Trio performed a variety of music from classical jazz to popular rock on harp, guitar, and bass viol. Boys had an opportunity to talk with the musicians at a reception at the headmaster's house after the performance. Later in the year U.S. Congressman James Cleveland presented another opinion about the Vietnam war—that the U.S. should uphold its commitment by remaining in Vietnam. There was certainly plenty of exposure to culture and entertainment outside the curriculum.

The headmaster reported in February on his western trip, during which he represented New England schools at the National Association of Independent Schools' meeting in St. Louis. "Many schools," he told the trustees, "are troubled by decreasing enrollment, budgetary cuts and deficits, and drugs

appear to be a problem everywhere." Recognizing that he would have to spend more time away from school on recruiting trips, he recommended the appointment of Joe Collins as assistant headmaster to be in full charge during his absence. The treasurer recommended the selection of Phil Wheeler as the school's auditor for next year. It was a good choice, and Phil continued in this capacity for over twenty years.

The executive committee, meeting in April 1971, learned that the Emerson School in Exeter would be closing and had offered to recommend Cardigan to their students for a fee of 10% of tuition collected. This was an unusual proposal, but in view of declining enrollment, the committee agreed to pay the fee if any students from Emerson chose Cardigan. The headmaster reported that some other schools in northern New England were in such financial trouble that closing might be a possibility. .

By the May meeting there was good news to report to the trustees and incorporators: current accounts receivable had been reduced to \$40,000, and old receivables were down to \$15,000, although it was possible that \$3000 of this amount might have to be written off as uncollectible.

The Executive Committee called a special meeting in June to consider admitting female students in 1971-72, noting that the situation was economic, as there were not enough applications from boys to fill the school. In a landmark decision, they voted to accept male *and female* day students in 1971-72.

Early in the summer of 1971, a Canaan Street neighbor and good friend of Cardigan, Elsie Crocker, suggested to Norman that it would be a wonderful idea to hold an art show on campus. She thought the publicity would be good for the school, the show would bring many new people to campus, and it could be a benefit to raise money for the Canaan Historical Society. Never one to pass up an opportunity to promote the school, Norman called Nicholas Wyeth, class of '60, and arranged to borrow a number of Wyeth family paintings as the focal point of the show. Norman drove to New York and brought them back in the school's station wagon—a priceless cargo as he now remembers. Elsie Crocker and Beverly contacted the art museum at Dartmouth College, from whom they were also able to borrow a number of paintings by noted art-

ists. Another local friend, Julie Fifield, was a landscape designer, and she created fanciful gardens with flowing water fountains to transform the covered sports area into a spectacular garden and art exhibit. The show did attract hundreds of visitors and was repeated each summer for the next two years.

When the trustees met in September 1971 shortly after the opening of school, there were 134 students on campus. Since only one female day student had enrolled, both Norman and Jack Rich planned to be on the road most of October doing recruiting work. The summer session, happily, finished over budget. Norman said this could be attributed to tight administrative control, and agreed to run the summer session again in 1972. When Walker Wiggin finished his three-year term as president of the trustees, he announced that he would be unable to serve another term. Treasurer Jerry Newton, working on a revised budget to be presented in October, said that he hoped to cut expenditures by \$100,000. Toward that end, he reported that three employees had been dropped from office and maintenance staffs, and that cuts in the kitchen crew were anticipated by using more student help. A nationally mandated salary freeze was in effect.

The corporation at their annual meeting in October elected the following officers of the trustees: President, Robert Gillette; Vice-President, John Tower; Treasurer, Jerry Newton; Secretary, Crawford Hinman. Savage Frieze and Michael McGean were elected as new trustees. Both were to perform long-term service and contribute significantly to Cardigan.

During this time of fiscal belt tightening, the headmaster shared his concerns with the whole school, and a variety of student and faculty initiatives were started during the year to save money. Students willingly took on additional kitchen and housekeeping duties, cooperated in bringing dormitory rubbish to a central collection point, made great efforts to keep lights in classrooms and dormitories turned off when not needed, and wore heavier sweaters to class because thermostats were turned lower. Learning that the dam again needed repairs, faculty member Sam Coes organized a crew of students who worked with him during the fall to rebuild the dam, and they accomplished this for a cost of only \$200, as opposed to a bid of \$6500 which had been received from a contractor.

By December the headmaster reported that two new boys had been accepted since school opened, and that six more were due to arrive in January. The trustees requested that a report on enrollment and recruitment should be the first item on the agenda at every meeting now, and in February 1972 were pleased to hear that inquiries were up 50% from last year and applications up 15%.

The reading department at Cardigan was started by Dorothy Emerson about 1950. Beverly Wakely recalled that "Dorothy Emerson was a very good friend of Anna Gillingham, and the Orton-Gillingham Society is still today the stronghold of the reading instruction field. Dorothy met Anna Gillingham when she was teaching in New York, and the two of them became friends. Somehow she managed to find her way to Cardigan before Norman came there. She was a wonderful lady, who was just very warm and encompassing with kids, and believed in the Orton-Gillingham method. She wrote a book for left-handed writers, a little pamphlet really, and it is still being sold. By the time we came back from graduate school, she was not there any longer, and there was no longer a formally organized department."

Norman headed the reading department in 1961 and remembered machines called takistiscopes, which taught how to read numbers. "By turning the slide," he said, "numbers would come up on the screen like 4 5 6 7 1, and you very quickly had to jot them down. Today when I'm driving down the road, I see a car license number and can quickly read and remember all the numbers because I did so many of those slides that I trained myself." Beverly explained that "the takistiscope was a wonderful instrument for eye training because it gave numbers in groups of 3, 4, 5 and 7 and so it was expanding what your eye took in at one fixation."

Beverly had taught remedial reading in New Jersey while Norman was at Columbia, and upon their return to Cardigan, she started tutoring boys who needed help, meeting them around the kitchen table in their apartment. "After Missy was born (in 1966)," she said, "there was a teacher by the name of Abendroth who headed up the language training department, and then Debbie McNeish started a developmental reading program. In the early 1970's I had been doing some graduate work at Boston University to find out what was hap-

pening in the field since our Columbia days, and when Debbie McNeish left, Norman said, 'you can finish out the year to replace her.' Then Abendroth left, and Norman said, 'wouldn't it be nice if you consolidated the two departments—remedial reading and language training—and I did, and we re-named it Reading & Study Skills, because that was exactly what we taught."

Sam Coes made a report to the trustees in February 1972 about the reading department and its three elements:

1. Language Training—a program of remedial instruction with a maximum of two students per class; about 40% of students are in this program

2. Reading Lab—about 115 students in this program meet two times each week for corrective reading drills at seven lab stations:

- rapid word and phrase recognition
- vocabulary building
- phrase reading
- comprehension efficiency
- study reading
- listening comprehension

3. Study Skills—each student has three one-hour sessions mainly in the use of a plan book

Both Norman and Beverly felt that the development of the reading program at Cardigan was a milestone in the school's history. Norman said, "It allowed us to attract many boys because we were able to offer them something that other schools were not offering." Beverly added that "there were schools with special reading programs, but there was no school that provided a special reading program in conjunction with a regular, straight curriculum, and that made Cardigan unique."

Students did not spend every moment on campus in studying, however. The senior prank had become traditional—something unusual and not harmful done by the seniors sometime after Christmas. This year the school arrived at breakfast one winter morning to find all the tables in the dining room rearranged. The headmaster's table, usually at the east end of the dining room, had been moved right in front of the doors to the kitchen, and in its place stood a big juke box which had been in the Hayward waiting area. and which

was now producing loud and lively music. The rest of the tables were arranged around the edges of the room, leaving a large open area in the center. Getting right into the spirit of things, Mr. Wakely took Miss Howe's arm, and they did several quick dance turns in this cleared space.

The assistant headmaster also showed his talents during the week before parents' week end, when there was a distressing lack of snow, by performing what he called an old Indian snow dance from the balcony of Clark-Morgan Hall to the delight of the entire student body. An hour later it began to rain.

"Plans are made for our first annual Grandparents Day in May 1972", Norman told the executive committee in April. He and Beverly had only recently returned from a three-week trip to South America. They went there to visit schools, to say hello to alumni, visit with present parents, alumni parents, prospective parents, and friends and to carry the Cardigan message to as many people as possible. They saw twelve alumni of summer and winter school, visited twenty-five schools, stayed in twelve countries, dealt with eleven different currencies and heard three languages—all in 22 days. Norman returned with an idea of running a "summer school in winter" for boys from Central and South America, who are on their summer vacation from November to February. He envisioned a program that would stress English language training since many of these boys planned to attend college in the U.S.

While the Wakelys were in South America, ten students accompanied by Mr. and Mrs. Jay Sadlon were on a school-sponsored tour of Greece. Such tours were not unusual, and, in fact, were arranged about every other year. Were they really educational, or merely an excuse for a sunny vacation? The Sadlons wrote the following account for the newsletter upon their return.

The myths of the gods and the ruins of ancient Greece came alive due to our guide, Nana, who taught us expertly and quizzed us unmercifully throughout our classical tour of Corinth, Mycenae, Epidaurus, Nauplia, Olympia, Delphi and, of course, Athens. By the end of this leg of the trip, we were not only schooled in the ways of the ancients, but skilled in the arts of

bargain hunting, lizard catching (some of us), olive eating, rubble climbing, note-taking while perched on columns, and photographing from a moving bus. Our travel associate in Athens, Mr. Nicoloudis, entertained us in his apartment after a grueling exam on names, dates and places. After a second visit to the Acropolis and a tour of the National Archeological Museum, we flew to the island of Crete. Here we enjoyed three days of touring the ancient sites of the Minoan civilization and the newer civilization in the caves of Matala. Our final stop was the island of Rhodes where we spent seven glorious, summer time days which included an excursion to the Acropolis of Lindos, a tour of medieval Rhodes and a day's trip to Turkey.

Meeting in May 1972, the members of the corporation heard a report about the state of the school. Enrollment problems had resulted in: a) decreasing operating income, b) more time spent in recruiting efforts by the headmaster and staff, c) staff reductions, d) increased short-term borrowing, and e) postponement of expenditures for capital needs. The trustees reported how they were grappling with these problems. Michael McGean was organizing parents and alumni into a national enrollment committee, and Savage Frieze hosted a Cardigan reception at his home to spread the word about Cardigan in New Jersey. There was good news in that enrollment for the fall was higher than in the previous year at the same time. The treasurer's report was also optimistic. Jerry Newton reminded them that the school started to incur operating deficits in 1969-70, and that although these had continued, long-term mortgages had been reduced by about \$9000 each year. In addition the school had acquired the Ovilla House and property adjacent to the north church—a total of \$50,000 worth in the past three years. Annual giving had generally increased every year, and most importantly, good management at the school had reduced wasteful spending.

Browning Associates had been hired in 1969 on a monthly retainer as development consultants, but now the need for this on-going expenditure was questioned. There was no doubt in the trustees' minds that a fund-raising campaign to meet capital needs was ahead, so they agreed to continue with Brown-

ing, at least through the end of 1972. They also agreed that computer education was here to stay and voted to purchase a used Digital Edu 10 computer for \$4,100 and to discontinue the time-sharing agreement with Dartmouth, which was costing \$3,800 yearly.

All the efforts that were being made to increase enrollment began to produce results, and by the middle of July 1972, the trustees learned that there were more students in summer school than in the previous year and that prospects for winter school were brighter. Dick Rearick presented a revised budget for 1972-73 which showed a surplus. Crawford Hinman reported that the building committee was getting information from the State about acceptable sewage treatment facilities.

Up to this point in the school's history, skiing had always been the predominant winter activity. Non-skiers were put into rec skiing groups, learning the basic techniques on the gentle slope in front of Clark-Morgan, then progressing to the rope tow on Clancy Mt., and graduating to the Pinnacle when their abilities warranted. There were interscholastic teams for Nordic, Alpine, and jumping. And there was the tradition of an all-school ski holiday each year. The facilities for hockey had been much improved with construction of the covered sports area. This sport became as popular at Cardigan as elsewhere across the country. Bruce Marshard, a Cardigan alumnus who had been hired to direct the shop program in the fall, was coaching hockey in the summer of 1972 in Boston's south end. Many boys were playing, and Bruce got to know many boys of Cardigan age who had a lot of hockey ability, and who, he felt, could make a great contribution to the school in other ways. At his suggestion, the school bus was sent to Boston one March weekend to bring a load of boys and their parents to have a look at Cardigan and its educational and hockey facilities. By the end of the day, most of their parents had filled out application forms, and the boys had fallen in love with the school. There were many fine boys in that group. They were good athletes, they came from supportive families with high moral values, and they had the potential to benefit greatly from a Cardigan education. Of course, they would need a lot of financial aid. Bruce and Norman believed that additional scholarship funds could be

raised in the Boston area for this purpose, and the trustees gave their blessing to this initiative, *provided* that scholarship funds were raised in advance and outside of the regular budget. This was a turning point for Cardigan. Hockey was to play an increasingly important role at the school and lead to long-term international connections never dreamed of at the time.

Another historic moment, less exciting and far more costly, came in September 1972 after an inspector from the N.H. Public Health Department announced that surface water sources were no longer acceptable for drinking water at institutions like Cardigan. This problem would defy satisfactory solution for years to come, and, coupled with the problems of sewage disposal, which had been eluding resolution for a long time, would result in the most costly and least visible capital project the school was ever to encounter. In this connection, note should be made of the increasing amount of encroachment by federal and state regulations on this small school in the hills. Social change for protection and welfare of the public and employees was receiving great attention in Washington, and laws and programs had been passed requiring compliance. OSHA imposed regulations for protecting the safety and health of employees. Directives were published, and these were hard to read and harder still to understand. Consulting firms were established to explain these regulations to employers and to provide counsel about compliance and proper completion of the required reports. ERISA directed attention to retirement and benefit plans and led to Cardigan's changing its retirement plan to allow the participation of all employees.

The long-range planning committee had developed a questionnaire and circulated it to parents, faculty and students. In October 1972 they reported on the results of this survey. All groups felt the school should continue to stress traditional academics, strengthen the faculty so as to attract more gifted students, and continue remedial work. Parents and faculty liked the highly structured program. Physical plant needs were seen as these: solving sewer and water system problems, improving faculty dormitory apartments, and increasing facilities for athletics in the winter. Clearly a gym was called for. Par-

ents divided about 50/50 on the subject of co-education; faculty favored it 3 to 1, and students were almost 100% in favor.

The building committee reported that repair and improvement needs during the past several years had had to be prioritized, and efforts had been made to defer as little as possible. Thanks to the generosity of trustees, incorporators, and parents, a number of matters had been settled since May: a new school bus had been purchased, oil burners had been replaced in Hinman and Brewster, tennis courts had been repaired and sealed, a new Scout and plow for maintenance had been acquired, and new common rooms had been constructed in Hinman and Brewster halls. Still a number of needs remained on the list to be met as soon as financially possible: carpeting in dorm hallways, carpeting and a stage curtain in the auditorium, roof repair on Hinman and Brewster, furniture for the typing room, and remodelling of the ski jump. It just seemed impossible to get caught up.

It had always been the custom to invite wives of trustees to accompany their husbands when they came to the school for meetings. John Coffin was a new trustee in 1971, and his wife, Cynthia, related her introduction to Cardigan: "I shall long remember my first trustee meeting. The trustees and their wives were invited to join Norm and Bev for coffee along with some of the teachers and their spouses prior to the meeting. I was a bit nervous at meeting so many new and important people, and was trying very hard to stay composed and poised. From across the room, I spotted a young and attractive woman, and without thinking exclaimed, 'My God, that's Debbie Mellor!' All eyes turned as we greeted each other with hugs. No one had told me who (faculty member) Jim Crowell's wife was; Debbie and I had grown up together three houses apart in Englewood, New Jersey. So much for composure and poise!!"

Effective work was being done to raise additional scholarship funds. In December 1972 Ned French's daughters, Betty and Helen French, had become interested in the school and had pledged \$3000 to supplement current scholarship funds. This amount was to be used for aiding current students and was not an addition to endowment. John Kenerson reported the help of John Hinman in securing an additional gift of

\$100,000 to add to the Reader's Digest Scholarship Fund. The building committee was thrilled by a pledge from Mr. Charles Banks (father-in-law of faculty member Schuyler Peck) to give \$60,000 over a five year period to build a new faculty/student house—with the provision that the Pecks were to live in it. An unusual provision, but one which the trustees accepted.

It was at this time (December 1972) that trustee John Coffin decided to spend a full week on campus so that he could better evaluate future needs for the long range planning committee. He stayed in Charles Wakely's room at the headmaster's house and took all his meals in the dining room, sitting at a different table each meal so as to meet more faculty and students. He visited classes, watched athletic practice and games, spent time touring the campus looking at student rooms and other buildings, and generally taking in all the day-to-day activities. By Saturday he was so exhausted that he had to have an afternoon nap, and marveled that students, faculty and staff could maintain this schedule without dropping. Later, as chairman of the building committee, and discovering several instances of deferred maintenance and repairs, he made a list of repairs needed in each building on campus. The following episode was not included in his final report but was recounted recently to add flavor to this history. "On a nice sunny day", he said, "I decided to investigate a leak in the ceiling of the chapel. After climbing the metal ladder I found in the closet and opening the hatch cover in the lower floor area of the steeple, I was amused to find two metal folding chairs and lots of cigarette butts on the floor. I bet the boys involved are still smiling about that one." His official report for the building committee listed the most urgent needs: a gym, a Zamboni for the hockey rink, a snow packing machine for better grooming of the ski slopes, and carpeting in the dorms. "Students put carpeting at the head of their list," he concluded.

In March 1973 the executive committee heard that Annual Fund goals of 100% participation by trustees and incorporators as well as increased support from parents had been met—parents' contributions exceeded their goal of \$30,000. A phonathon was to be conducted from campus later that week.

Jack Rich was pleased to report that inquiries and applications for both winter and summer session were up; he also stated his belief that an increase in tuition for next year would not adversely affect applications. The building committee had been moving ahead with plans for the house donated by Mr. Banks, which was to be named Greenwood House in honor of Penny Peck's grandfather. Because test borings on land behind the present faculty/student houses on Back Bay Road ran into solid ledge, it was decided to locate the house on the lake shore on the west side of campus.

A number of receptions had been held around the country in 1973, sponsored by Cardigan parents and attended by Jack Rich and Norman Wakely, to publicize the school. These events were beginning to produce tangible results, Jack Rich told the trustees, and more than half the applications for that year's summer school could be traced to these receptions. The long-range planning committee reported their conclusion not to recommend co-education for the immediate future. The committee was not opposed to it, but felt strongly that co-education should not be introduced strictly for financial reasons nor on a token basis. In order to be considered, it must make sound sense educationally, and must be done with a separate campus for perhaps 30 to 50 girls in addition to the present campus for 150 boys.

The summer of 1973 was busier than ever. Greenwood House was completed and occupied in the fall by Sky and Penny Peck and their new daughter, Nicole. The total cost ran to about \$100,000, which included a new road beside the dining room, and the charge for poles and lines to bring electric service to that part of the campus. To help with these extra expenses, Mr. Banks increased his pledge to \$80,000. The Salem High School football team was on campus for a week, as were also Pinkerton Academy and Xaverian Brothers High School teams. The auditorium in the basement of Hinman had a lot of attention during the summer: carpet was laid, the ceiling was lowered, a projection booth constructed, and a curtain and improved lighting installed on the stage. This space was in steady use during the year for study halls, meetings, presentation of plays by the Drama Club and, most importantly, for the Saturday night movies. The improvements

were much appreciated by everyone. This project was aided by funds donated by the School Council.

Heavy flooding during the late spring had weakened the dam, which again needed to be rebuilt, and an "infiltration well" was under consideration to satisfy the requirements of the N.H. Water Pollution Board. Nationally the energy crisis continued, and when school opened in the fall of 1973, dorm temperatures were lowered, and all active fireplaces were in use with wood provided by the student work detail.

During the summer an unexpected gift from a grandparent had provided funds to renovate dorm rooms in Clark-Morgan, which desperately needed this attention. New ceilings and lights were installed, rooms were painted, and new beds and mattresses purchased. What a difference this made in the old building! Last year's senior class gift was a greenhouse for the science department to be installed at the south end of Hopkins. It was delivered in pieces like an Erector set, and had to be assembled. So science teacher Don Blunt and Jeff



*John Roberts, Jeff Hicks, "Randy" Randall
finishing the greenhouse*

Hicks, the class advisor and history teacher, worked with the maintenance department to break through the outside wall to connect it to a science classroom, to pour a concrete foundation wall, and to put the pieces together to finish the greenhouse. It would be delightful to see potted plants blooming inside during the winter. Remembering the top priority students had put on carpeting for dormitory halls and stairways, the trustees had authorized this work to start during the summer. Although the job wasn't complete when school opened in the fall, when the job was finished, the dorms were quieter and warmer.

In the fall of 1973 the trustees were delighted to hear that opening enrollment was 146, the largest number in the past three years, but was still a far cry from the high of 175 in 1968. Their concern about enrollment prompted a discussion about the possibility of opening a 5th grade, but no decision was reached. In order to provide clerical backup for increasing work in the development and alumni office, purchase of an auto-typist (a machine, not a person) was authorized. Another step into automation.

One of the school's neighbors on Canaan Street was Martha Stevens, who was born a Haffenreffer and had become a good friend of the Wakelys. The waiting room outside the admissions office in Clark-Morgan Hall had been the dining room in the Haffenreffer summer home, and Martha loved that room. There was a fireplace in an alcove, and benches beside the fireplace used to hold toys. Beverly remembered that "Martha used to come up to see us before she went south for the winter. We'd have angel food cake with gooey frosting on it. One time when we were doing that, Ben Coffin was a faculty member living in the first floor apartment, and he asked Martha if she would like to come upstairs and see the boy's rooms. They had just gone to bed, and Ben was a great one to promulgate the story of the ghost who came driving up to the house in a stage coach. He had shared the story with the kids, and here, after the lights were out and the kids were in bed, this white-haired lady appeared at the door, and one boy was firmly convinced that the ghost had really appeared."

In honor of Martha's 80th birthday, members of her family arranged to have a party at the school. Beverly got busy with

painters and decorators and refurbished the former dining room for this occasion. About 75 members of all the branches of the Haffenreffer family were there, and a bronze plaque designating the lounge as the Haffenreffer Room now adorns the wall.

In the fall of 1973 Norman's idea of "summer school in the winter" came into being with four boys from Central America on campus from September through December studying English and whatever other subjects they were able to handle.

The long-range planning committee's report at this meeting was confined to the financial well-being of the school. With the idea of assuring careful fiscal management in the future, the trustees accepted the following policy recommendations:

1. That unrestricted contributions be allocated 2 to 1, two parts to endowment and one part to buildings
2. That short-term borrowing to fund operating deficits should be retired as quickly as possible, and that for the next three years all surplus funds be applied primarily to debt reduction.
3. That when deficits had been repaid, surplus funds should then be allocated primarily to create a Capital Reserve Fund with the goal of accumulating \$200,000 in this fund.

Further action by the trustees changed the terms of the school's major medical insurance plan to make it available to all full-time employees.

In the winter of 1973 students were excited about delivery of a Sno-Cat which would be used for packing trails on the Pinnacle. Previously the trails had to be packed by hand (or really, by feet), and the first part of the athletic period for skiers and their coaches each afternoon, was devoted to laborious stepping up the slopes to pack them for the day's skiing. Now this job would be done by machine, much faster and much better, and the whole afternoon could be devoted to skiing. What a welcome this equipment received! Because winter brought spells of cold weather without a great deal of snow, ambitious boys and faculty made a luge run on the hill behind Hinman, watering it down at night until the run was

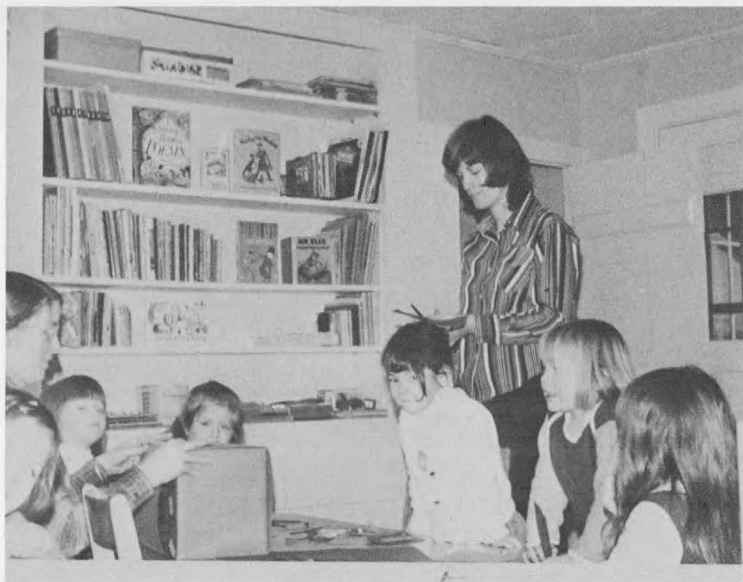


The "new" Sno-Cat

glare ice. And fast!! Boys whizzed down on their bottoms, on a piece of cardboard or on flying saucers. They had fun!

The language training department had for many years been headed by a professional teacher, but many of the instructors, who met 1 to 1 or 2 to 1 with students in this program, were faculty wives. Since some of these wives had small children at home, in order to make it possible for them to teach, the school organized a nursery school, which provided supervised care for young children in the morning while their mothers were teaching. The location of the nursery on the lower floor of Clark-Morgan was not ideal. There was constant traffic through this area, and toys and playthings had to be picked up and locked in a cupboard at the end of each morning to get them out of the way, and to be sure they weren't appropriated by older kids. With the acquisition of the Howe House, new space became available in a large room not used by Mrs. Howe (who had life tenancy). It was cleaned up and refurbished into a bright, cheery new nursery school run by faculty wife Heather Coes with the assistance of other faculty wives.

In the fall and winter of 1973, events far away from Canaan had striking influence on the school. It was the time of the first OPEC oil embargo. The school had its own gasoline storage for school vehicles, but during the fall they had to buy 1000 gallons at retail because their wholesale supplier had



*Heather Coes (left) and assistant at
new nursery school in Howe House*

been unable to make deliveries. Medical and shopping trips to Hanover were limited, and everyone on campus cooperated in sharing rides whenever they were going to town. Thermostats were turned down in all classrooms, and special student monitors were appointed to keep lights turned out when rooms were not occupied. Because oil for heating was also in short supply, an unused tank outside Clark-Morgan was cleaned and filled with 8900 gallons of #2 oil as a reserve. When needed, it was pumped through a hose to another tank on campus. From September to December the price of #2 oil increased from 23.4 cents to 34.9 cents per gallon. Because of the gasoline shortage, the admissions office had fewer visitors than usual, and inquiries were very slow on account of the uncertainty of the international situation, which had also affected the stock market adversely. Meanwhile the headmaster was doing extensive traveling in the interest of raising capital funds for the learning center.

The school newspaper in November 1973 noted the retirement of Rachel Hill after more than 17 years of service. For the past ten years she had been the housekeeper at the

headmaster's house, and she was frequently called upon to take care of all the Wakely children at various times when their parents were occupied with school affairs.

The night before Thanksgiving vacation, the school council organized a carnival which was held in the CSA to raise funds for the library. This facility was open seven days a week, 24 hours a day. During afternoon and evening hours, the library was unsupervised, and boys could check out books on the honor system. Inevitably there were some losses from year to year due to forgetfulness, or carelessness. This year the school council accepted the responsibility for raising \$209 to cover the cost of books that were missing at the last inventory. Proceeds from the carnival were more than sufficient to cover this loss.

The energy crisis resulted in another significant change on campus. This year for the first time in its history, the school Christmas tree in the center of campus was not lighted. Boys helped the headmaster create a variety of ornaments that sparkled in the sunlight, but after dark the unlighted tree stood as a reminder of the school's policy on energy conservation.

When the trustees arrived for their winter meeting in February 1974, they learned that the budget was in good shape, except for the rapidly increasing price of oil, which could bring the total cost for fuel up to \$39,000 as against the budgeted figure of \$21,000; so efforts to cut expenses in other areas continued. They decided not to keep Browning Associates on retainer for fund raising counsel—partly to save expense, and partly because fund raising was slow in the then present economic climate. The dam, which had been weakened in the spring storms, had been rebuilt, but the final cost was \$4000 instead of the estimate of \$1800 because leaks were found under the existing concrete foundation, and repairing these required extra work. The trustees enjoyed hearing the good news that the hockey team had competed at an invitational tournament at St. Paul's School and taken second place. Also the Nordic team was to compete at the New York State Championship Ski meet at Bear Mountain. Cardigan's athletic teams were earning wider recognition.

The nominating committee had been charged to look again

at the structure of the two governing boards, a topic which seemed to come up about every five years. In May 1974 the committee reported no recommendations for changes in the current structure at this time. The question was raised about having a female trustee—but no action was taken. The headmaster commented that since Cardigan had a larger role serving *in loco parentis* than schools for older boys, a case could be made for a female trustee to represent the mothers' point of view. There was some head-nodding at the meeting, but no action in this direction. The building committee, reporting on the problem that just wouldn't go away, said that the septic system behind Hinman was in failure but that its use might be prolonged for perhaps another six months. Proposals for a sewage treatment plant were being studied, but there was serious question as to whether approval would be given by the State. By the end of the summer, the N.H. Water Supply and Pollution Control Commission had raised no objection in principle to a sewage disposal plant, and recommended that the school engage a sanitary engineer to study the problem. Almost a year later the building committee was studying three proposals for sewage disposal systems presented by the sanitary engineer with price estimates ranging from \$63,000 to \$260,000—but were no closer to finding a solution than when they started.

Summer school enrollment was encouragingly high in 1974 and included 22 girls. Afterward there was a workshop on campus for Vocational-Agricultural teachers sponsored by the New England Electric Council. Exhibits were set up by various firms supplying Vo-Ag equipment including a greenhouse, but what attracted more attention—particularly in relation to the fuel shortage—was a VW beetle converted to run on batteries. It is interesting to note that twenty years later only minimal progress has been made toward commercial production of an electric vehicle.

Xavarian Brothers football team concluded the summer activity on campus, as usual. The hockey program got a real boost with the purchase of a used Zamboni, but funds then had to be found to construct a building at the end of the CSA to house it. To provide such a structure was not simple, because the building had to be heated and have facilities for

providing enough hot water to fill the Zamboni, as well as a drain to empty the shavings after use. While excavating equipment was on campus for this construction, it was decided to go ahead at the same time and build the infiltration well deemed necessary to satisfy state and federal regulations for an approved drinking water supply.



Cardigan's first Zamboni

There was no encouragement in the enrollment situation at the start of the 1974-75 school year. Opening enrollment was lower than was anticipated just a month earlier. Twenty boys withdrew after tuition bills were sent out. Clearly the economy had not recovered. Certainly a gym would be an added attraction and help with enrollment; therefore the trustees decided in October to proceed with a fund raising drive with a goal of \$475,000 for the building and an additional \$75,000 for endowment to support it. However, they resolved not to start construction until the fund goal had been reached. By December the situation seemed a bit brighter; eight new boys had enrolled since the start of school, and over \$100,000 had been received or pledged toward the gym. The infiltration well started in the summer was completed and was left to rest and fill with water during the winter so that it would be ready for use in the spring.

1974 saw the first model of the Cardigan Chair offered for sale. It was not the traditional captain's chair offered by many schools and colleges, but a somewhat smaller style with the school seal hand-stenciled on the back rail by one of the faculty. It sold for \$50, f.o.b. Canaan.

Although the school hardly seemed old enough, two sons of alumni were enrolled that fall, Charlie Morrison, son of Richard Morrison, Class of 1950 and now a member of the corporation, and Steve Haskell, son of H. Morgan Haskell, class of 1949. That same year three boys from Guatemala spent the fall term on campus and returned to their native land in De-

cember in order to begin their regular school year in January.

Traditions are an important part of the life of any school, and Cardigan certainly had its share of them. Some were started early in its history, but one took 29 years to get going. The story begins on parents' weekend of 1973. It was a sad occasion to have lost two games out of three to the traditional rival, Eaglebrook, and the headmaster remarked to one of the visiting parents, "Someday we will beat them roundly on parents' weekend, and when that day comes, the whole school will celebrate." As it turned out, he didn't have long to wait. The very next year, all three Cardigan teams were victorious over Eaglebrook during parents' weekend. The same visiting father remembered the headmaster's remarks of a year ago, and told his son to be sure to ask Mr. Wakely what and when would be the celebration in honor of this great victory. One boy told another, and soon it seemed as if every boy in school was asking the headmaster, "When do we get our day off for beating Eaglebrook?" The answer was an all-school outing to the Sandwich Fair. The victory celebration of 1974 continues to this day with the annual visit in October to the Sandwich Fair with all of its country attractions.

Senior pranks were another tradition of long standing at Cardigan. Recently Norman and Beverly remembered some of the more interesting ones. "One year," Bev said, "the barbershop chair got taken out of the barber shop and put at Norman's seat in the dining room. You could trail the oil spills down the walkway and into the dining room where they had tipped it. And another year we came in and the canoe was sitting on top of the table in the dining room." One of the best ones Norman remembered was one morning when they moved the headmaster's table from the dining room to the front lawn of his house before breakfast. "I went out and saw it," he said, "and I sat down at the table, and the food was brought up from the kitchen. The boys from our table came up and joined us, and Bob Small brought up the bell and all the kids were told to report to the headmaster's house for announcements. And announcements at breakfast were given from the front lawn. The pancakes were cold, I remember." Beverly supplemented them with hot toast from her kitchen.

Economic conditions improved as the year 1974-75 went

along. Gifts and pledges for the gym had reached \$284,000 by January 1975, and the trustees felt confident enough to authorize the headmaster to develop working drawings and seek bids. The building committee met with the architect the following month to begin that process.

During the March vacation in 1975, a group of Cardigan hockey players made a trip to Finland which their coach, Sky Peck, had arranged through Finnair, to play a series of games with Finnish hockey teams. No one imagined at that time what an important and long-term relationship would develop with Hyvinkaa, Finland, as a result of this first trip.

Despite the poor start, the year ended well; it looked in May as if there might even be a small surplus from operations. It was also a time to celebrate the school's progress and success, and with due ceremony the trustees and incorporators gathered to burn the mortgage for \$100,000 taken out in 1962 to help finance construction of the new campus. The remaining long-term debt was now only \$110,000.

Three faculty members had been doing recruiting work in the spring to supplement the efforts of Jack Rich and Norman, and evidently the total effort was effective, for applications and acceptances for both winter and summer school in May 1975 were higher than in the previous four years. Eric Anderson, who had run the 1974 summer school, accepted a job at another school leaving Norman to again be summer school director.

Much progress could be reported at the trustee meeting in August 1975. It had long been recognized that faculty apartments in the dormitories needed improvement, and, as a first step, carpeting had been installed during the summer. In addition, plans were being evaluated for remodeling of existing apartments to make them larger and more comfortable. Renovation of the Ovilla was to start within a week, and an additional boiler for Hayward Hall was to be connected within a month. Summer school enrollment of 135 was at capacity, and summer school income was \$23,000 over budget.

One of the proposals suggested by the sanitary engineer hired in 1974 was to install aeration chambers under the lower soccer field as an alternative to a treatment plant. Test borings, however, ruled out that option, and the study was

now shifted to land up Prospect Hill near the trap range. Fund raising for the gym was moving ahead, but not robustly enough to allow the project to be started, and it was reluctantly concluded at this time that construction would have to be put off until funding was more certain—hopefully by the spring of 1976.

The school year 1975–76 started with the highest enrollment since 1968. There were also other changes. The grading system, which had been modified a few years ago from letter grades to Honors, Pass, Fail, was now changed back to the traditional A, B, C, D and F. The retirement of Ruth Johnson after 18 years of service, many of them as secretary in the admissions office, was noted, and Ruth Talbert, secretary to the headmaster, was saluted for 25 years of service. After seeing the school through five very difficult financial years, the assistant treasurer, Dick Rearick, decided to further his career by accepting a position at the Emma Willard School in Troy, NY.

During the fall and early winter, faculty member Jim Crowell continued work with three students to complete construction of an ice boat, which had started out as the boys' summer project. When the boat was finished, they decided to give it to the school. It served as a winter recreation vehicle for several years.

When the trustees met in May 1976, Bob Gillette announced that he wanted to resign after three years as a trustee, but would continue to work for the school as a member of the corporation. John Tower was elected to succeed him as president, and Savage Frieze was elected vice-president. The development committee reported that \$370,000 had been received during the year, and the trustees were finally able to allow construction of the gym to begin. In honor of the long service and many contributions to Cardigan of John Kenerson, one of the few remaining *original* members of the corporation, the trustees voted to name the whole athletic complex the "Kenerson Athletic Center". By July the foundation had been poured, with buildings & grounds superintendent, Herb Randall, serving as clerk of the works. Then it was discovered that both water and electric lines were inadequate to serve the new building and must be replaced. Plans for



Kenerson Athletic and Social Center

another faculty/student house given by Mr. Banks were in the works; Joe and Ginny Collins were to move in when it was ready, and Jeff and Marie Hicks would take over as heads of Stowell House. Best news of all was that all enrollment figures were up, and a that waiting list for fall was possible.

Summer school 1976, again under Norman's direction, went well with an enrollment of 135. There was even some progress on the ever-present sewage problem, with a new leach field under construction behind Hopkins and Brewster and bids being sought for a new one behind Hinman. The new faculty/student house would be named Banks House in honor of its donor. Foundations were to be poured before school resumed in September. The headmaster noted that he was still operating without a business manager, but that a search was underway. He also announced that Dick Clancy had decided to retire in June 1977. He was the last of the school's *original* employees. Each and every student during Cardigan's 31 years of existence had served either as a table waiter or worked in the kitchen, so all the alumni knew Clancy. No other staff member at the school had that distinction.

Although Clancy was hired as the chef, in the early days of the school, when it was in the Lodge on Canaan Street, Clancy, as well as other members of the staff and faculty, did all kinds of things around the school. In a recent interview, Mrs. John B. Kenerson talked about one of her first visits to Cardigan for a meeting of the trustees. "At that time," she

said, "the students were living down on the street at The Lodge and went up to the hill by bus every day for classes. We were coming to a trustees meeting, and it was pouring rain. As we came up the street toward the school, up on the roof over the dining room we saw Clancy, the cook. And he was pounding shingles in, pounding away, and people were yelling from inside the building 'more to the left, more to the right' to tell him where the roof was leaking, and here was the cook up on the roof trying to stop the leaks. When we went in to the dining room, there were at least a dozen buckets, at my chair, at other chairs, and it was drip, drip, drip all through the meal. So we had to move our chairs and move the place settings so as not to get dripped on. And poor Clancy had to get down from the roof and back to the kitchen in time to get the food ready. He really did a lot of things that weren't cooking. He was a great asset, and I think the kids all liked him.. When it was their turn to go up to the counter to get things for their table, they'd come back and say, 'Know what Clancy said?'" Clancy's influence extended well beyond the kitchen.

Looking ahead to Clancy's retirement, Norman had started to investigate commercial food service companies and reported to the trustees that several other independent schools were using them with satisfactory results. It was comforting in looking back over Clancy's long career to remember that he and Nellie were always there in the kitchen—three times each day, seven days each week, summer and winter, storm or shine. To realize that it was becoming almost impossible to find people willing to devote themselves so wholeheartedly to their work was somewhat discomfiting.

A long article in the newsletter *Words about Cardigan* reviewed Clancy's involvement in so many aspects of the school, especially in its early days on Canaan Street. Much of this is recounted in the first section of this history, but the newsletter summed it up as follows:

Clancy has been a good friend to the students, ready to give advice, help with work, tell a good story, or just be a listener. His kitchen has been a welcome place. Clancy's belief was that the school's kitchen should be like the kitchen at home—the place where the boys would come if they needed anything from a band—

aid for a cut to someone to talk to. This openness has comforted many students over the years, especially those boys who were feeling the loneliness of being away from home for the first time. Many of Cardigan's foreign students have gravitated towards the kitchen to receive the welcome that Clancy and Nellie extended to these boys. One of the first places that many visiting alumni head for is the kitchen, to recapture some of their best-kept memories of Cardigan.

Upon his retirement on June 4, 1977, management of the kitchen was taken over by DAKA Food Service Company, and another milestone was passed.

As another sign of the maturing of the school, and also as symbol of the increasingly litigious nature of current society, the trustees authorized purchase of insurance to cover "wrongful acts" of the members of the two boards with a limit of one million dollars.

The annual auditor's report in October 1976 showed that the last fiscal year closed with an operating surplus of \$106,000, and the school was again filled almost to capacity. Capital projects continued to bring financial pressure, however, and the trustees authorized the treasurer to borrow up to \$200,000, to be repaid in not longer than ten years, to cover these necessary expenditures: a new leach field to meet State specifications; an additional \$189,000 to complete the Kenerson Athletic Center, and \$21,000 to finish Banks House. Amazingly, Norman had been able to arrange for a substantial gift for the leach field from a current parent, Murphy Baxter. It was one of the very few successful attempts to raise money to cure this long-standing problem.

The winter term saw the start of another sport which would continue to be significant in the future, with the inauguration of Cardigan's first wrestling team. There was space provided for this activity in the new athletic center, and through the generosity of a current parent, Mr. Frank Stella, wrestling mats and other necessary equipment were procured; the Stella Wrestling room was dedicated in his honor.

Early in 1977 the headmaster reported to the trustees that he was of necessity having to spend increasing time and effort on fund raising. He had no difficulty outlining a "wish list" of future projects to keep the school moving forward: another

faculty/student house; the learning center, which had been discussed for several years; improvements to the infirmary; and funds for continuing assistance for faculty education and training. The current year's budget, he told them, was being strained to accommodate inflationary increases in the costs of heat and hot water, retirement benefits, and unemployment insurance.

There was good news to report to trustees about the opening of school in the fall of 1977. Norman had directed the summer school again, assisted by Jeff Hicks, who was expected to take it over the following year. The summer session had been full, and enrollment for winter school was closed early in August. Norman praised Jack Rich as the best admissions man in New England. In other news, Herbert "Randy" Randall resigned after five years as superintendent of buildings & grounds. He had come to Cardigan from Wheaton College in Norton, Mass. and he brought organization and professionalism to the maintenance operation. The trustees noted that, "He leaves Cardigan with a much better situation in regards to maintenance scheduling and procedures."

This was a year for significant retirements, for in September John Hinman announced he would step down as chairman of the corporation, of which he had been a member since March 1946. Elected chairman in 1964, he had seen the school through the completion of its early growth, through the difficult financial years of the early 1970's, and he saw it recovering and thriving again during the last year or two. Certainly the Hinman family merits a place as the Cardigan First Family. The idea was conceived and brought into being by Hap Hinman, who had the conviction to pursue his dream until it became reality. His brother John joined the corporation before the first students came to the school, and he followed Hap in a leadership role. Another brother, Edward, was elected to the corporation in 1964 and served until 1978. John's son, Crawford, was elected a trustee in 1955, became secretary in 1968, and held this position until 1992 when he resigned, but continued his affiliation as a member of the corporation. Another son, Richard Hinman, served as a member of the corporation from 1981 until May 1992, and Richard's son-in-law, John Pfeifle, elected to the corporation in 1987, is

TOUGHER TIMES
THE OLD HOUSES

221



*Proctor
House
1961*



*Newton
House
1967*



*Stowell
House
1969*

still a member in 1995.

Mr. Charles Banks, who had been elected to the corporation last October, offered a gift of \$100,000 to be paid over the next three years for remodeling the infirmary. In October he agreed with the board that a new faculty/student house was more pressing, and allowed his pledge to be designated for that purpose. As this house was being planned, faculty who lived in the other houses brought out the fact that some provision ought to be made for substitute faculty coverage of the dormitories in the houses so that the resident faculty could have an occasional night off. With this in mind, the newest house, named Franklin House, in honor of Penny Peck's other grandfather, was designed with an apartment for a single faculty member, who could share dormitory responsibilities. Construction began in the spring of 1978, but a variety of delays were encountered, and it was not completed until mid 1979.

After operating for two years without a business manager, in September 1977 the trustees appointed Jackie Lary as assistant treasurer—a position she held until January 1992, when she retired from full-time employment.

Harvey Hood's election to the corporation in 1946 was suitably recorded on page 30 of the first part of this history. His service extended over many years, and was completed when the trustees in April 1978 accepted with great gratitude his last gift to Cardigan, \$100,000 from his estate designated to augment the endowment.

At the end of the fiscal year on June 30, 1978, the physical plant was valued at almost four million dollars, and superintendent Ralph LaPointe had made great progress overcoming years of deferred maintenance since his appointment a year earlier. His department still needed work to reach the level of organization and professionalism he wanted, and he was now planning to convert the old barn adjacent to the infirmary into a real maintenance shop. There was plenty of space, and he would have an office in one end to serve as his command center.

Gradually it became apparent that the next step toward meeting the physical plant needs of the school was not going to be reached without a formal fund-raising campaign.



*Greenwood
House
1973*



*Banks
House
1976*



*Franklin
House
1979*

Norman had been working hard to enlist support for a learning center, and in the fall of 1978, Colin Davidson was hired as the school's first full-time director of development and alumni relations to provide the necessary organizational support for a capital campaign. The previous year had produced an operating surplus, which still had to be applied toward reducing previous deficits, and unfortunately enrollment was down a bit from the level of a year ago. It seemed so hard to make steady financial progress these past few years, and as 1978 progressed, necessary expenditures for capital repairs and improvements were again running ahead of budget. How pleasant it was, then, when Bob Stoddard stepped up with a gift of \$11,000 to complete payment for the water supply system, and Dr. and Mrs. Richard Morrison pledged \$30,000 to renovate the infirmary. President Frieze went on record in February 1979 in favor of hiring a full-time development person (Colin Davidson's tenure had been very short), but the post remained vacant for another 18 months until Sky Peck took on this assignment. The executive committee was not happy in the spring of 1979 to hear that the sewage system for Hayward was leaking—the old, never-ending problem. They were delighted, however at the good news that 145 boys and 35 girls were enrolled for the summer session—the largest number in its history. While talking about summer school, they discussed the continuing problem of faculty who taught in summer school only because they didn't want to leave their apartments for the summer. Faculty were needed in the dorms during summer school, so winter school faculty, who were not teaching in the summer, had to vacate their apartments from the end of June until the beginning of September. They were allowed a room adjacent to their apartment in which to store furniture and belongings for the summer, but it was still a great inconvenience. Many faculty with some seniority were understandably reluctant to have to move out, and sometimes would have preferred to attend an educational program during the summer rather than staying on campus to teach. This was not a new problem, but over the years no solution had been found.

Cardigan had weathered the turbulent 70's with the prudent guidance of the trustees, the strong leadership of the

headmaster, and with the support of a dedicated faculty and staff, who helped economize and took on extra duties when necessary because of reduced staff. Building of a much hoped for and needed learning center had been repeatedly delayed while all available funds were allocated to far less glamorous projects of water supply, sewage disposal, and the increasing cost of plant maintenance and repair—exacerbated by high rates of inflation. Another period of growth and expansion was about to begin.

Chapter Four

1979–1985

THE TODAY/TOMORROW CAPITAL CAMPAIGN CONCLUDING THE FIRST FORTY YEARS

The annual meeting of the trustees in October 1979 found them full of hope and optimism. Summer school had operated at record capacity, and outside groups using the campus afterward—lacrosse, orchestra, and football clinics—brought in a surplus of \$10,000. Autumn saw a full school and the need for a learning center more pressing. Nationwide there was renewed confidence in the stock market, and the combination of full enrollment and a more optimistic economic outlook gave the trustees courage to believe that a major capital campaign could be undertaken with reasonable assurance of success. John Tower, finishing his term as president, agreed to co-chair a capital campaign committee with Bob Gillette.

As the year 1979–80 progressed, John Tower outlined the need to develop a deferred giving program as a permanent part of the school's fund-raising package. By April 1980 the necessary resolutions were passed to establish a Pooled Income Fund for deferred giving. To strengthen the support capabilities of the development office, an IBM System-Six computer was installed. This equipment could produce individually addressed letters to a selected constituency, and could also be used to keep records of annual and capital gifts. The mechanics for running a campaign were being put into place. By May 1980, before the capital campaign had even started, the development committee reported that over half a million dollars had been given or pledged toward the learning center. This success was largely due to the efforts of Savage Frieze and Norman Wakely, who had been traveling all over the country during the year to raise money. Representatives of the Hanover architectural firm Fleck & Lewis attended that meeting in May and presented an initial concept of a learning center. Since sufficient funds for construction were on hand, and with confidence that the campaign about to be launched

could reach its goal of five million dollars, the trustees made the decision to go ahead with the necessary planning to design, develop, and build the learning center. John Tower, reporting as chairman for the capital campaign, again emphasized the need for a full-time development director to support the campaign efforts. He repeated this to the trustees in October, and shortly thereafter faculty member Schuyler Peck was appointed to fill the position. In his first report to the board in December, he announced that pledges from the corporation and trustees amounted to over \$500,000. The grand total of gifts and pledges of over one million dollars had met the campaign's first target on the way to the five million dollar goal.

Sometimes the flow of progress of an institution is interrupted by an event of such significance that it can be said to have materially changed the course of events. Such turning points are unexpected, surprising, and unpredictable because they are not the result of any particular effort or action but seem to happen of their own volition. Such a moment came as Cardigan's Today/Tomorrow campaign was in its early stages.

John Kirk's grandson was at that time a Cardigan student. John enjoyed a tour of the campus with his grandson on Grandparents' Day and was caught up in the boy's enthusiasm for his new school. During an assembly in the chapel, Norman told grandparents about the capital campaign to build a learning center, explaining how important that building would be to bring the school to a new academic level with its expanded library, a working theatre, and proper space for reading & study skills and foreign language classrooms. John Kirk could envision this building and its importance to the



Savage Frieze

school. He was, at that time, doing some consulting work for Mrs. Julie Kidd of the Christian A. Johnson Endeavour Foundation in New York and was able to share his enthusiasm for this project with Mrs. Kidd. He put her in touch with Norman, who invited her to visit the campus and discuss the project. She did so, was impressed with the need for a learning center, and, as a result, in April 1981 the Foundation made a challenge grant of one million dollars toward the campaign—the largest pledge ever received by the school. The Foundation promised to pay \$200,000 per year for five years if the school raised \$400,000 each year from other sources. Coming as it did in the early part of the campaign, this challenge provided a tremendously powerful incentive to promote capital gifts and was the stimulus needed to enable the school to reach its lofty goal.

What a boost this was to the committee! With gifts and pledges at this point just over \$2,250,000, they knew that if they raised another two million to qualify for the challenge grant, the five million dollar goal would be attainable. A lot of hard work lay ahead, but the possibility of a learning center now seemed real.

By the following August sufficient funds were on hand so that the trustees cast the decisive vote to go ahead with construction of the learning center. When the trustees and corporation members met on campus in October 1981, construction had already started.

When Savage Frieze became president of the trustees in 1979, he had no idea of staying in that position for the next fourteen years, nor did he imagine the challenges and triumphs that lay ahead. A high point of the meeting that year was the dedication of Franklin House, the last one of three faculty/student houses to be built along the west edge of campus.

Another dedication took place in December 1979 with the installation of a new organ in the chapel. What a delightful addition to the campus—Hal Finkbeiner's dream come true—and it was fully paid for, with most of the contributions coming from grandparents. This state-of-the-art digital computer instrument had three manuals and the equivalent of 62 ranks of pipes. During Parents' Weekend in February 1980, Hal pre-

sented an organ recital including works by Bach, Frank, Mendelssohn, and Widor to demonstrate the capacity of the instrument.

An unusual lack of snow that winter turned the whole lake into a skating rink and provided great opportunity to use the ice boat. For the first time, however, there was no snow on the ground for Parents' Weekend, and a full schedule of skiing competition against other schools was on the program. Challenging circumstances call for extraordinary efforts, and that was the case that year at Cardigan. A three-kilometer oval cross-country track was laid out on the lake for first-ever on-the-flat competitions against Vermont Academy and Holderness. A substitute slalom course, however, was not so easy to achieve. To fulfill this need the maintenance crew plowed and scraped a little snow from the lake, and a wastebasket brigade of students carried it to campus to build "Mt. Hopkins", where the entire alpine team worked for three days watering the hill with thousands of gallons of water to make slalom races possible. David Shelton and his work detail were also called into service to shovel snow into trash cans and haul them up to dump on the ski jump. They called it "Polish snow". As a result of these efforts to compensate for the vagaries of Mother Nature, all the planned outdoor competitions took place, and the weekend was, as usual, a success.

Little has been said in this history about faculty, except for noting a few outstanding individual achievements. During these years of declining enrollment, the excellence of its faculty was a very important factor in Cardigan's success. A poor faculty can quickly spoil a school's reputation; but Cardigan's outstanding faculty helped build the school's status by stimulating students to reach for their maximum potential and by helping them to develop confidence in their ability to succeed. As a result Cardigan graduates were able to enroll and excel in high schools and prep schools. Their success delighted parents, who became enthusiastic promoters and recommended the school to friends and neighbors.

Assistant headmaster, Joe Collins, and Norman expended a lot of time and effort in selecting new faculty. Joe Collins wrote about this in the *Cardigan Commentary* of March 1980:

Once a school is founded and established with stated objectives and purposes, there follows the continuing need to attract and to maintain the group of people who are primarily responsible for bringing the words and ideas to life. The breadth, depth and quality of the complete educational experience depends upon the attitudes, skills and interests of the faculty. One hears about the surplus of teachers available today, but the shortage of good teachers is as acute today as it always has been. The shortage is even more acute when one attempts to find expertise and competence in academics, athletics, dormitory management and counselling in a single individual.

Many teachers will not consider a boarding school with the long hours, lack of privacy, and the personal restrictions that are involved. Others welcome the opportunity to be a part of a close community and to have the unique possibility of working with students through a variety of experiences and circumstances.

Aside from good academic and scholastic credentials, the next most important ingredients of a school faculty are variety and versatility. Cardigan is attempting to offer as broad a range of skills and experiences as it possibly can to provide a base for our students' entrance to secondary school. This requires a faculty with a variety of skills and experiences. The age span of our faculty is six decades and presents the combination of enthusiasm, wisdom, strength, energy and experience expected of such breadth. Combinations such as the science teacher [in his mid-sixties] who wrote the text being used in his classes and is still breaking speed skating records at Lake Placid each year, a School Chaplain who is also an accomplished magician, the math teacher who has been a professional ski and cycling racer, the English teacher who has been a disc jockey, teachers who, in spare time or in previous occupations, build complicated model airplanes, research and design alternative energy systems, publish books and articles in and out of their academic fields, teach university-level extension courses, operate a small farm, play in local musical groups, exhibit and sell art and craft work, hold offices in local government and the fire department and participate in high-level athletic competition provide models for living and sources of information and instruction that go far beyond the classroom. These are the things that make our school a real learning and living experience.

Whenever possible we employ married teachers, and the women on campus provide an invaluable and often unappreciated dimension to school living. In an unofficial and informal fashion they often provide the warmth and little extras that are often missing in an all-male environment. The counselling, companionship, attention and occasional scolding that they offer on a daily basis mean a great deal to many of the boys.

Since the opening of school in September we have received about 50 applications for positions next year, and there will probably be close to 200 before hiring for next year is completed. When our needs for next year become known, usually during March and April, letters and resumes will be re-read and screened, references checked, and interviews arranged. It is a very time-consuming process, but so vitally important to the school and to the teacher that it is worth every hour that it takes.

Cardigan is proud of its faculty and the job that they do. They are equally proud of the school, and this is reflected in what they offer to your children.

An example of the efforts of faculty to recognize academic achievement was the work of Rita Carey in organizing the Cardigan Chapter of the National Junior Honor Society in 1980.

Eight students were inducted into the society at its first meeting. Membership open only to 8th and 9th graders required that boys must meet the following criteria:

- 1) be in a minimum of three upper level class sections
- 2) have attended Cardigan for at least two terms
- 3) have a cumulative grade average of 85% over the first two terms of the year
- 4) be enrolled in a foreign language course—unless English is their second language
- 5) have exhibited characteristics of leadership, school citizenship, character and service

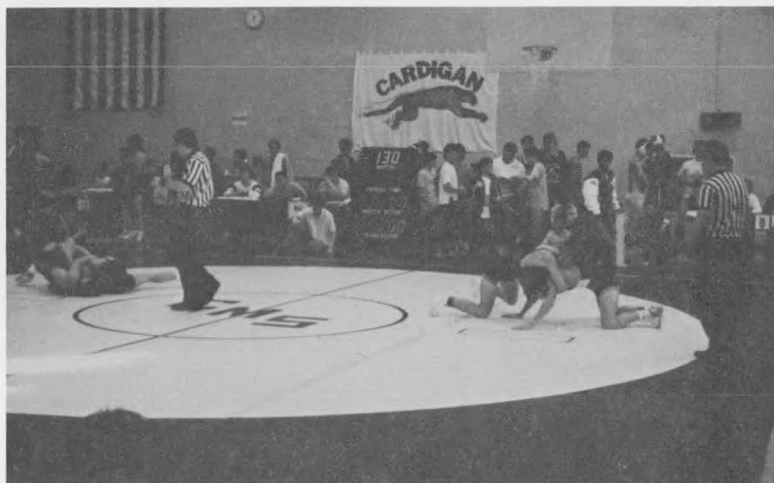
Librarian Carol Shelton, always looking for ways to promote the library, had found a novel way to augment the school's book collection. 1980 was the second successful year of her "Birthday Book" program. From a list she provided, parents could buy a book to be added to the library in commemoration of their son's birthday. Each gift book carried a book-

plate with the name of the birthday boy, and he was allowed to be the first one to check the book out. Over 200 volumes were added to the library that year as a result of the program.

The resignation of J. Walker Wiggin from the corporation in October 1980 brought to a close almost 30 years of service to Cardigan. The first section of this history detailed the important role he played in the merger of Clark School with Cardigan in 1952, at which time Walker was elected a trustee. He served as vice president for 14 years; after three years as president he became a member of the Corporation in 1971. He was consistently generous with prudent legal advice to the school, and his dry sense of humor enlivened many board meetings.

In New Hampshire independent secondary schools and colleges receive their academic accreditation from the New England Association of Schools and Colleges. Accreditation is reviewed and renewed every 10 years. It is a serious and time-consuming process. For a full year in advance an institution must undertake a prescribed form of self-study covering academic structure, curriculum, staff and goals. A similar study is made of all administrative functions including finance, physical plant management, admissions, business and development offices, and the headmaster's office. Following the completion of this self-study, a visiting team of faculty and administrators from member institutions spends four days at the school, discussing the self-study report with groups of faculty and administrators to ascertain if the school is doing what it has stated to be its purposes and goals. Thereafter the visiting committee recommends whether or not to renew accreditation, and may also include in its report suggestions for changes and improvement. Cardigan received its first accreditation in 1963, and it was renewed again during 1980. Additional recognition came in December when the school was accepted as the first Elementary Boarding School member of the New England Association of Secondary Schools.

In the fall of 1980 Bill Barron began his career at Cardigan and started a wrestling program which brought the school into prominence. The new Kenerson Center included a wrestling room, but in 1980 wrestling was only an intramural sport. Bill had coached wrestling at college in California, and he readily agreed to Norman's request to start a wrestling program. He



Wrestling tournament

recalled, "That first year we essentially worked out of the wrestling room, even had some meets there. It was crowded, and we had about a dozen kids." In 1983 he conceived the idea of organizing the Cardigan Mountain Wrestling Tournament which attracted 14 teams and 163 wrestlers from five states the first year. It has grown in popularity and participation every year since, and in 1994 twenty-seven teams from eight states took part in the competition. In an article in the *Cardigan Chronicle* of 1991, Bill recounted the history of the tournament:

While initially the tournament was designed to provide a mid-season evaluation which separated wrestlers of differing ability and experience, due to demand it now provides middle school competition of the highest calibre. There are some unique facets of the tournament which make the day a special one for all involved. For the past five years, 1984 Olympic gold medalist Bobby Weaver has spent the entire day working with wrestlers and coaches in the wrestling room, offering pointers, insights and lessons from experience. For many young athletes this exposure and personal contact is the highlight of the day, an experience which helps them focus on aspects other than winning and losing.

In 1992 Bill started the Cardigan Mt. Wrestling Weekend—a two-day summer program open to wrestlers from age ten to eighteen, which in 1993 featured Olympians Nate Carr and Bobby Weaver. The program started on Friday afternoon, and boys spent all day Saturday working with a staff of clinicians and coaches large enough to insure quality instruction and individual attention in an intensive format. As a weekend clinic, it enabled older wrestlers to schedule this experience around their work schedule.

From its earliest days, there was always a sizable number of students who came to Cardigan with reading difficulties. Students with reading problems were usually counseled to delay starting the study of a foreign language until prep school, since they were having quite enough difficulty with English. At one time the school offered language instruction in French, Spanish, and Latin. Both Latin and Spanish instruction were dropped during the 1970's because of declining interest in foreign language study. In 1978 Spanish was re-introduced into the curriculum. By 1980 a total of 87 boys were studying French or Spanish, and most of them were in upper level courses which cover material through the second year of foreign language study by the end of ninth grade. In addition instruction in Latin was offered through the language training program.

Faculty member Lawrence Goldthwait was selected to give the commencement address in 1980 and was the only active member of the Cardigan faculty ever to have this honor. Larry came to Cardigan in 1970 after teaching for many years in other independent schools. He also had taught at Colby Junior College and at the University of Maine and had just finished writing a textbook for introductory physical science designed for use in the eighth and ninth grades. Students were impressed by working with a teacher who had written their textbook. They were also impressed with his love of teaching, his patience and kindness toward them, and the great variety of experiences he had to share with his classes, from geological research in the North Carolina hills to taking samples of ancient ice on the glaciers in Greenland. Larry was also an athlete—continuing to compete on the ice in speed skating, which he had started at Dartmouth and continued in the Se-

nior Olympics. In March 1980 he was skating at Lake Placid, where for the past seven years he had competed in speed skating events on the 400 meter track. Moreover, that year he had set new records in four events skating in the 65 – 69 year-old-class against competitors from the US and Canada. The senior class dedicated their yearbook to him in 1977 with these words:

In the seven years that Lawrence Goldthwait has served on Cardigan's faculty, students and staff alike have reaped the benefits of a long career in teaching and learning.

A respected author, a fine sportsman, and a true scientist, all these have combined to enhance Mr. Goldthwait's role as our teacher. He is a true humanitarian whose steady help and sincere interest can always be relied upon

He has a patience and respect for life in all forms. The constant quiet application of this philosophy in all he says and does has given us all a fine example to follow. We are fortunate to have been his students.

Cardigan's success in maintaining near-full enrollment during several recent years can be attributed largely to the hard work of Jack Rich, aided by continuing promotional activities of the headmaster. John Oliver Rich was the school's first director of admissions. After his arrival in 1969, he worked tirelessly and enthusiastically to promote Cardigan. David Shelton recalled that when he joined the faculty in 1963, the boys were older than was customary for eighth and ninth graders. He remembered some students who were old enough to go into the marines when they left Cardigan. This situation had changed by the end of the 60's. After Jack Rich arrived, David noticed a



*John Oliver Rich
Director of Admissions
1969-1981*

change in both the age and the calibre of new students. Hal Finkbeiner, who started teaching the same year that Jack Rich arrived, said "Every year thereafter there was a difference in the student body." Students, he said, were the proper age for each grade (not many repeating a grade) and were better prepared academically. "As a result," Hal continued, "we went from a rather loose academic standard to a very stringent academic standard over the years. The only reason we were able to do this was because of the calibre of new students admitted by Jack Rich." Ruth Johnson had joined the admissions office as secretary, and she and Jack were outstanding in their efforts to make visiting parents and students feel welcome and comfortable on campus. Jack brought organization to the admissions function, keeping close track of inquiries, completed applications, and enrollment acceptances so as to provide better estimates of total enrollment for budgeting and planning. He and Norman worked together on the plan to recruit Central and South American students to come to Cardigan during their summer vacation—from September through December—to study English. Looking back to the 1970's, Norman said recently, "Jack Rich literally kept the school in existence during those difficult years. Jack came at a time when the school was in bad straits in regards to enrollment, and he was untiring in recruiting students from all over the United States." Through his many contacts in France and Switzerland, Jack was also able to enroll sons of American parents living and working in Europe. For several years he personally conducted the March cultural trips to the Mediterranean, a favorite of many students. Jack Rich performed a dual function, directing both admissions for winter and summer school as well as secondary school placement; thus he brought boys into Cardigan and sent them forth to their next school. Many parents of Cardigan students have sung his praises over the years for his help in selecting just the right secondary school for their sons—a school which would provide sufficient challenge but not so much as to overwhelm them—in short, a place where they could succeed. The seniors dedicated their 1981 yearbook to Jack Rich.

For the past several years, Jack had been assisted in the admissions and placement work on a part-time basis by foreign

language teacher, Jeff Hicks. In February 1981, upon announcing his intention to retire in the spring, Jack was confident in recommending Jeff as his successor. At that time he reported to the trustees that there was increasing effort by secondary schools to enroll Cardigan students for their own ninth grades rather than waiting for them to finish and enter in grade ten. This development, of course, made it harder to keep the ninth grade full.

Since new and different things happened on campus each year, 1981 was no exception. Chaplain Harry Mahoney, starting his fifteenth year at Cardigan that fall, had long been an amateur radio enthusiast and set up a ham radio station in his apartment in Hinman Hall. Over the years a number of boys had become interested in this hobby, and he helped several to obtain their FCC amateur radio licenses. The increasing number of foreign students on campus provided an opportunity for him to put the radio equipment to good use by students from Finland, Guatemala, and several other South American countries who were able to contact their families using Harry's short-wave equipment.

In the past two years, the New Hampshire Youth Orchestra had held a summer camp on the Cardigan campus under an arrangement started by Joe Collins, who was a member of their Board of Trustees. In May 1981 the orchestra was again on campus for a concert in the chapel. Students were enthusiastic about this performance especially because two faculty children were members of the orchestra —Debbie Crowell and Cathy Shelton.

Headmaster's Day was a tradition started by Norman; Beverly said it was because he didn't want to go to school on his birthday, so he declared it a holiday. Every year Norman tried to make it a bit different. Traditionally it was announced the same way—the Headmaster appeared for breakfast in his yellow sweater instead of the usual coat and tie, heralding his announcement that "TODAY IS HEADMASTER'S DAY". Students ran back to their rooms to exchange school clothes for more casual attire and to get bats, balls, gloves, Frisbees and whatever else they could find to celebrate Norman's birthday by enjoying a day off from classes. In 1981 he arranged a special treat—hot air balloon rides. Norman, who had planned



*Make your own sundae
a Headmaster's Day treat*

everything to make a great day—the sun was shining, a picnic with hot dogs, hamburgers, watermelon, popcorn and soft ice cream— couldn't control every aspect of the weather. A wind came up during the morning, making conditions unsuitable for ballooning. He determined that the boys were not to miss this treat and arranged for the balloon to return on Green and White Day. By then the weather was favorable. Carol Shelton cleverly conceived a treasure hunt to see who would have the first rides. Students were challenged to track down overdue library books, and those re-

turning the largest number of them went to the head of the line for the balloon rides. The hunt was successful, 120 books having been returned.

In a recent interview Norman said, "Every headmaster's day was great in my books. It was something we planned ahead, set money aside for, and the students had no idea what was going to happen," and then he remembered one plan he had that didn't come to fruition. "I discovered a place in Hartford, Conn. where you can jump out of an airplane with a parachute. I had called ahead and arranged with a friend of my son Charlie, to meet me there. I borrowed the video camera from Carol Shelton and a walkie-talkie, and I had this dream of jumping out of the plane and announcing 'Today is Headmaster's Day' and this would be on film and I could put it on in the theater as a novel way to announce the day. So I went down and paid \$200 for special insurance, which you had to have, and I was all set. I took the lessons right there before going up in the plane. Then the wind came up, and they wouldn't let me go up and jump out of the airplane. Well, I didn't do it, and the next week I went to Boston and

saw one of my favorite incorporators, Charles Coting, and I told him what I had tried to do. And he said, 'Norman, you've got to promise me that you will never, never do that again while I'm living.' And that gave me a good excuse not to do it again, so I didn't. And I've never had any desire to do it since."

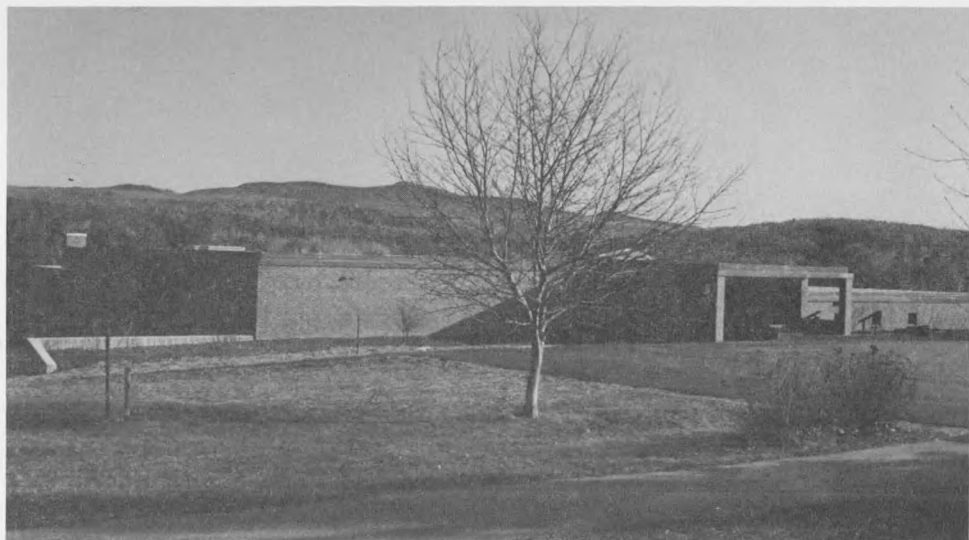
Other exciting news was new computer equipment on campus: four Radio Shack TSR-80's were delivered and installed, providing opportunity for 50% of boys in the seventh grade and 60% of the boys in ninth grade to take a full-time course in computer theory and programming.

In August 1981 the trustees approved plans for the learning center which had been developed by Hanover architects Fleck & Lewis. They also awarded the construction contract to Trumbull-Nelson Construction Co., another Hanover firm. As work on the building progressed, fund-raising efforts continued, spurred on by the million dollar challenge grant. By February 1982 Norman reported that \$1,215,000 had been received toward the building and that he expected it would be paid for without the need of borrowing. Work continued on schedule until the building was completed, and it was dedicated in October 1982. It was the unanimous decision of the trustees to name the new building in honor of the Stoddard family.

Robert W. Stoddard, President of the Wyman-Gordon Corporation in Worcester, Mass., was in that city a civic leader and philanthropist. Always an enthusiastic supporter of the school, he had proposed board members from among his associates in Worcester, solicited financial support from them, and made possible substantial gifts from his corporation as well as from the family charitable foundation. The plaque naming the Stoddard Center in his honor reads:

Robert Waring Stoddard as a member of the Corporation since 1945 and a devoted supporter of the school has always held a clear view of Cardigan's goals and purposes. His interest and generous counsel have been an unfailing source of our strength.

What a celebration there was in honor of this addition to campus! The need for a learning center had been identified years ago, and as the school had grown in size and its stature



Stoddard Center - Mt. Cardigan in background

and reputation had increased, the lack of adequate library and resource facilities became more apparent. The undertaking of a major capital campaign also signified a large step in the growth and maturity of Cardigan. Financing of most of the building and expansion projects prior to this time had been handled largely by the members of the boards. Now the school had reached the point of being able to mount a campaign on its own and to generate support from a constituency of parents, alumni, foundations, and friends, including but not confined to trustees and incorporators. Completion of the Stoddard center was evidence of Cardigan's emerging maturity. Alumni, parents, neighbors, students, and friends were all present for the festive ceremonies and marveled at this beautiful building.

The view of Mt. Cardigan had been cherished from the inception of planning the new campus. The dining room featured a large picture window framing a view of the mountain and the lake. A large window was installed at the front of the chapel to take advantage of the scenic outlook. In designing the learning center, the architect considered carefully the site and planned the building to hug the side of the hill so that



Stoddard Center - aerial view

visitors arriving in the parking lot outside Hopkins Hall could look over the roof of the center right at Cardigan mountain. From the parking lot stairs led down to the main floor of the library and continued downward for two more levels. A three-story window allowed students to enjoy a view of the neighboring hills and mountains. The library space was not only functional but spectacular. Tables, chairs, benches, and carrels provided a variety of comfortable work spaces adaptable to whatever range of activities might transpire there. Outside the library a wide hallway served as an exhibition gallery where the work of students as well as visiting artists could be properly displayed. Across the hall, doors opened into the modern theatre, large enough to accommodate the entire student body for meetings, movies, and lectures and with a stage ad-



Kirk Library in the Stoddard Center

equate to handle the most ambitious theatrical and artistic performances. A magnificent theatre organ, gift of a family from Vermont in memory of their grandmother, stood in the pit below the stage.

A sloping ramp led from the main library level to classroom areas at the rear of the building designed especially for the reading & study skills and foreign language departments. Over the years the Stoddard Center has more than fulfilled all the plans and dreams that led to its design and construction.

Maintaining enrollments continued to require increased effort. To assist with handling the volume of paperwork, Jeff Hicks had installed in the admissions office a computer system which by October 1982 was up and running and proving to be helpful. Jeff was delighted to report that the school was full with 182 students and that five boys were on the wait list for admission.

Facilities for computer education for students were augmented during the summer of 1983 when a computer lab was set up by the math department in the classroom level of Hayward Hall with eight Radio Shack terminals tied to a central processor. Faculty were also to receive instruction in their use.

There is a time in the academic year when fall athletics have ended but winter sports cannot be started. To fill this void, athletics are replaced for one week with a different program intended to stimulate young minds and expose them to a variety of new experiences. In 1982 the program was called Discovery Week. It was designed to celebrate the new facilities available in the Stoddard Center. Twenty different workshops, presented over the five-day period by faculty and visiting artists, actors, musicians, and poets ended each afternoon with a bonus performance by one of the artists. The drama club was, of course, delighted with the new theatre, and in the spring of 1983 christened the stage with a production of "Oliver" that featured a cast of 40 CMS boys and 14 girls from Mascoma Valley Regional High School. Three performances played to packed houses.

In October 1982 the trustees accepted with regret Jerry Newton's resignation as treasurer. For over thirty years he had served the school as trustee, treasurer, and president always providing prudent financial advice and counsel, encouraging thrift, and resisting temptations to spend and expand more rapidly than available resources could accommodate. He spent countless hours assisting with budgeting and financial reports and was always a willing and available resource for members of the business office staff.

Before, throughout, and subsequent to construction of the Stoddard Center, problems with water supply and sewage disposal had demanded the attention of the trustees. In May 1983 John Coffin reported for the building committee that an additional and potentially expensive problem on campus was the amount of friable asbestos which showed up in a survey required by new federal regulations. Solutions for these problems would involve increasing time and expense over the next several years.

Matters of policy and management also needed consideration by the trustees and incorporators in 1983. The two groups made these decisions:

1. to consider female representation on the corporation
2. to admit only male students to winter school—without exception

3. to augment employee benefits by adding long-term disability and life insurance
4. to increase the amount of umbrella liability insurance to 15 million dollars

At the end of the year, the new director of development, David Crittenden, reported that the Today/Tomorrow campaign had qualified for the fourth matching grant of \$200,000 from the Endeavour Foundation and that only \$400,000 more needed to be raised before the final amount of the million dollar challenge grant could be received.

Finding an acceptable source for drinking water, a long term problem, became a priority in February 1984 when the lake water was declared unsuitable for drinking. Many other solutions having failed, the trustees now authorized drilling an artesian well. Two months later the well was functioning and supplying good potable water. By October a second well had been drilled and passed the State tests. Additional wells would be necessary in order to provide the necessary volume of water, but it was a relief at long last to have found a workable solution.. Well work continued, and in February 1985 the building committee reported that three drilled wells were still not producing sufficient volume to satisfy state standards and that another one would be needed. To satisfy new regulations, additional storage tanks and a new pump house might also be required. No solution had yet been found for the septic problems, however, and the latest report noted that all the systems on campus were in trouble and that only the newest field at Franklin house was working well.

The trustees next turned their attention to other problems with the physical plant. A report to the executive committee in November 1984 stated that four buildings would need new roofs—the covered sports area, the locker building, Newton house, and the woodworking shop. Work was also necessary on several boilers, and an energy conservation plan was needed. New State laws had been passed which required installation of smoke detectors in many locations on campus. The

list seemed endless, and, in addition, the headmaster was talking about further capital needs—this time a science building and equipment for making artificial ice in the hockey rink.

Enough money had been raised through the Today/Tomorrow campaign to build the learning center, but the five million dollar campaign goal had not yet been met. By February of 1985 total contributions on hand were sufficient to qualify for the final payment of the million dollar matching grant from the Endeavour Foundation, but the campaign was still \$900,000 short of the goal. Norman, the development office, and the trustees and incorporators were working hard to stimulate enough contributions to finish the campaign by fall.

The start of the 1985–86 school year marked the 40th anniversary of Cardigan's founding. The incorporators noted the recent loss of two of their members, each of whom in his own way, had been significant in the school's history: Robert Stoddard who died in December 1984, and Charles Cotting who passed away just before the meeting. The Stoddard Foundation, which had supported the construction of the learning center, continued to help with two fine gifts, sufficient to put the capital campaign over the top. There couldn't have been a better way to start the 40th year than by the announcement that the five million dollar capital campaign had been closed successfully. This was a real milestone in Cardigan's history and started the year on a high note of confidence and enthusiasm. Charles Cotting, an enthusiastic and steadfast supporter while a board member for 39 years, was memorialized by the incorporators in the following Minute:

The Corporation pays tribute to the quiet, generous support of Mr. Charles E. Cotting from almost the inception of the school. He did not desire any ostentation of his generosity which is marked by a granite boulder designating Cotting Field. His soft spoken, dry Yankee counsel was always appreciated. His beneficence and sagacity will be missed and long remembered.



Bob Stoddard takes a student for a ride in his helicopter

The founding of a school inspired by the vision of one man, its gradual growth and development under the guidance of a group of incorporators and trustees dedicated to that vision, and its maturation into an accredited, increasingly well known institution with a fine reputation and an outstanding physical plant constitute a remarkable accomplishment within forty years.

Chapter Five

1985-1989 NORMAN'S GOLDEN YEARS

After the October celebrations were behind them, the trustees returned to the realities of running the school. It was encouraging to learn that the 1985 summer session had produced a surplus of \$200,000 (\$30,000 over budget), but Jeff Hicks reported a drop in inquiries, which had started as early as February. He noted also that Cardigan's summer session was facing increasing competition from other schools, which were now starting their own summer programs, and he concluded this situation would make budgeting difficult for at least the next two years. The school opened with only 170 students, the lowest number in the last three years, and Jeff said other schools he talked with were also experiencing a noticeable decline in current inquiries.

At the same time Norman thought that with one successful capital campaign now completed, it might be possible to build on that success to start raising funds for a science building. The trustees showed their support for the idea, but with their usual conservatism moved to start work on the building only when a million dollars had been received for the project.

Utilities problems continued to be a great concern to the trustees with solutions tantalizingly just beyond reach. Earlier in the fall they had retained a firm of consulting engineers to develop a comprehensive plan for water procurement, sewage disposal, and fire protection which could be approved by the State, and they now agreed to go ahead with a firm contract but only after written acceptance of the proposal by the State was in hand. In January 1986 they authorized an expenditure of up to two million dollars for the project, and asked the treasurer to develop plans for financing up to half that amount. They also authorized the headmaster to undertake a two million dollar capital drive for the utilities project over the next two years. By May they were encouraged to have the help of Stuart Steele, a new trustee who ran a large contracting company in southern New Hampshire. Surely, they thought, his expertise would now lead them to a solution. And indeed, after studying the engineering proposal, he esti-

mated that the water problems could be solved for less money than had been estimated, and the trustees agreed to go ahead with the project under his guidance. Norman, in the meantime, had been trying to develop a plan for a two million dollar campaign for utilities work, and after several months of study said he thought the prospect of raising money for a sewer system was impossible because this was a project which had no appeal to potential donors. No one was interested in giving money for a commemorative manhole cover. By October 1986 Stuart Steele said he thought the bid of \$203,000 for a water system was unreasonable, and that he estimated \$150,000 would do it if they waited until next spring to solicit bids. A definitive solution still seemed to be beyond reach.

For several years the trustees had been aware that the school's infirmary needed an overhaul. Plans had been proposed for a whole new building, but other projects always seemed to take precedence. Earlier this year Dr. Richard Morrison and his wife decided to make a substantial gift to the school to remodel the infirmary, and in October 1985 the Morrison Infirmary was officially dedicated.

Mention must here be made of another milestone that was passed. During the winter of 1985-86 the ski tow at the Pinnacle did not operate because of meager snow conditions. As an alternative, the ski program was moved to Whaleback, a small ski area in nearby Lebanon which had snow-making equipment and therefore was operating that winter. Over the past twenty years many commercial ski areas in New England had made the heavy capital investment in snow-making equipment because they had suffered through too many winters when snow conditions prevented them from operating during the entire winter season. This equipment was expensive to install and to run, but the expenditure was worthwhile if it allowed ski areas to operate throughout winters when there was insufficient natural snow. Over the years Cardigan had managed to run its ski program, keeping the Pinnacle open whenever possible and traveling to other nearby commercial areas when necessary. This year they didn't even try to operate the ski lift, but contracted with Whaleback to host a daily ski program. There has been no skiing at the Pinnacle since then.

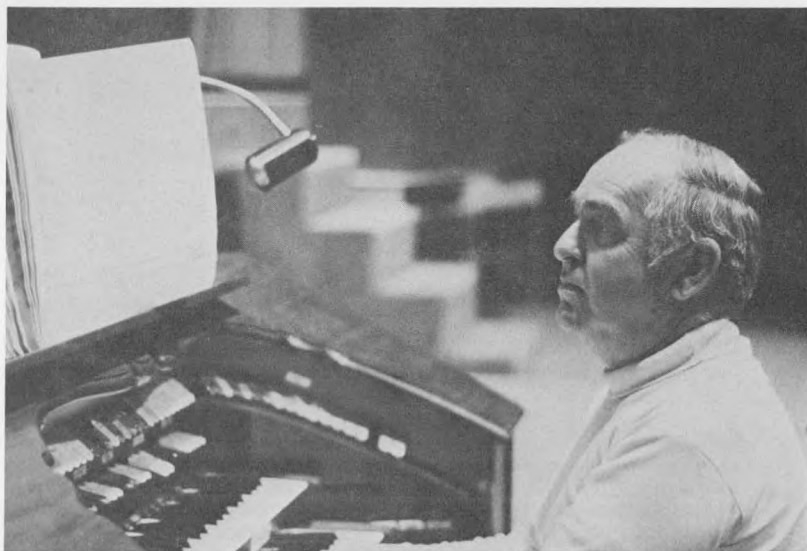
Adding to the headmaster's other problems at the start of

the 1986 school year was the sudden resignation of David Crittenden as director of development. Annual fund materials were not ready, a newsletter was due shortly, and there was no one to take care of these things. In his great need, Norman turned to an old friend, Dick Rearick, who had recently returned to New Hampshire, and persuaded him to take over the development office.

Norman certainly had lived through enough crises at the school so that he was not overwhelmed by problems; so it was not because of present difficulties that he announced to the trustees in October 1986 his intention to retire in two years—in June 1989. He told them that he and Beverly had made up their minds to retire when their youngest daughter, Missy, graduated from college, and this would take place in 1989. To the trustees, however, it was a bombshell; not since Wilfred Clark left in 1955 had they had to undertake a headmaster search. It seemed like an intimidating task to be added to the already difficult ones they were facing.

Another retirement was announced at the same time. Dr. Israel Dinnerman had been the school's physician since its opening day, and after a long career serving as the town of Canaan's only physician—one of the last real country doctors—the time had come for him to stop practicing medicine.

The end of 1986 was marked by two significant gifts to the school. Trustee Stuart Steele was now convinced that a water treatment system acceptable to the State could be built for \$100,000, and to back up his belief, he personally pledged this amount toward the water project. The other gift was \$250,000 from the Christian Humann Foundation to create an endowment fund to support the theater and cultural programs. This endowment was an important step forward for the arts at Cardigan. The new theater was part of the Stoddard Center, and it was well equipped; but Cardigan really could not run a full-time theatrical program as part of the curriculum—the students were too young, and the schedule was already crowded with basic subjects needed to get boys ready for prep school. Drama had been offered as an activity for many years and continued to be popular, but this activity did not begin to take full advantage of the new theatrical facilities. The Humann Theater endowment provided funds not only for the future maintenance of this facility, but, more importantly, pro-



Hal Finkbeiner playing the theatre organ

vided the means to enable outstanding artistic programs of all kinds to be brought to the school. The official dedication of the Humann Theater took place during parents' weekend in January 1987. To illustrate the variety of offerings that could be presented on this stage, the dedication program consisted of: (1) A rendition of Sousa's march "The Stars and Stripes Forever" played on the theater organ by Harold Finkbeiner (2) Two numbers sung by the Cardigan glee club (3) A program by the Impluse Dance Company of Boston (4) A performance by Michael Zerphy, a juggler and mime (5) Songs by the Dartmouth Dodecaphonics, a twelve member co-ed singing group (6) Excerpts from James Thurber's play "The Secret Life of Walter Mitty" performed by the Cardigan drama club (7) A rousing finale by the Concord Community Music School's Jazz Ensemble.

As his last official act in 1986, president Frieze formed a search committee to start the process of finding candidates for the headmaster's position.

Ruth Talbert, secretary and assistant to the headmaster, had been in poor health and unable to work since December 1986. She had been hired as a receptionist in 1950, which

made her at this time the oldest employee of the school in terms of length of service. Ruth had served as secretary to three headmasters—Wilfred Clark, Roland Burbank, and Norman—and was remembered by hundreds of parents as the cheerful voice they heard when phoning the school, and as the person who so pleasantly and efficiently helped them and their sons with vacation transportation arrangements, with motel reservations when they came to Canaan, and with countless other details in connection with their sons' lives at Cardigan. During parents' weekends she was always in the office smiling and ready to help parents and students with travel plans and any other details with which they were concerned. Drawing on her wealth of experience, she had been an invaluable assistant to Norman ever since he moved into the headmaster's office. Ruth never returned to her desk in the main office of the school.

At the spring meeting of the executive committee in 1987 another problem came to light. In Washington the Environmental Protection Agency had issued regulations requiring all underground oil storage tanks to be tested for possible leakage, and further requiring that tanks which had been installed longer than thirty years would have to be replaced. At Cardigan, where each building had its own heating system and consequently its own fuel storage tank, eleven tanks now had to be tested, and four of the oldest tanks would have to be dug up and replaced. More major expense imposed by government regulations.

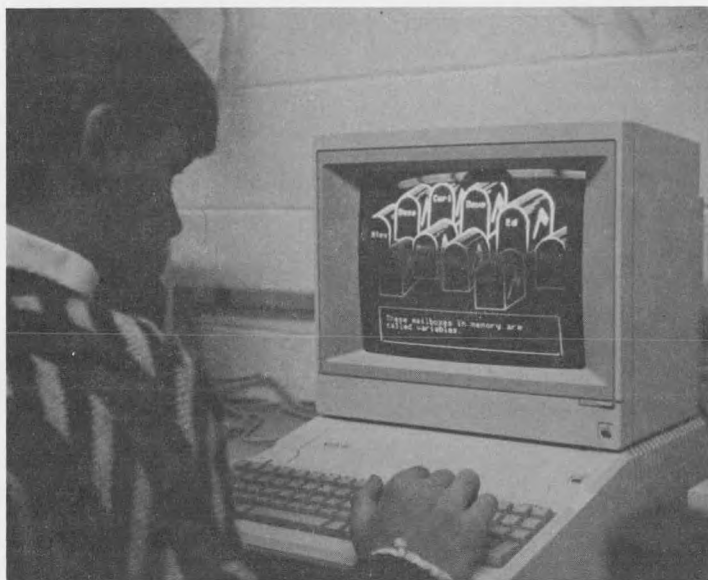
There was good news at this time about other underground difficulties: plans for a new water supply system were complete and now awaiting approval by the State. This time the approval came through quickly, and contracts were let for construction to begin as soon as the ground had thawed. The system as finally approved was more complex than previous designs; in addition to the four artesian wells that had been drilled, it required installation of two 100,000 gallon water storage tanks and two separate pumping systems—one for domestic water, and a separate system to provide additional pressure for new fire hydrants on campus. By January 1988 everything had been installed, tested, and was working satisfactorily, thus bringing to a conclusion efforts to comply with state regula-

tions which had started in 1972. It was a great relief to have this problem solved, but the total cost had reached the astonishing total of \$283,000—far more than any previous estimates—and a large amount for this small school to have to pay without any state or federal support. It was particularly irritating that Cardigan should have to build such an elaborate system when the town of Canaan was still permitted to draw water from the lake to supply customers served by the municipal water system.

In the spring of 1987 the trustees took another positive step toward solution of the sewage problem by purchasing a 105 acre plot of land at the top of Prospect Hill across from the trap range. This was beautiful property with a panoramic view to the west; however it was not purchased for the view, but as the future location of the new septic system. Unlike most of the property on which the school was located, this area was covered with sandy soil making it ideal for leach fields. In addition there was a large sand pit at the western end of the property which ultimately became the source of most of the gravel needed to prepare the beds for these fields. The site was a worthwhile acquisition.

One of the most spectacular programs to be presented in the Human Theater came to campus for Headmaster's Day 1987. Students saw a large tractor-trailer parked behind the Stoddard Center the previous day, but no one would admit knowing what it was about. The evening treat for Headmaster's Day was Alan Schoenberger's program: "Schoenberger Skis the Stage." Entering the theater that evening, students could dimly see large apparatus taking up most of the stage. It was dimly illuminated in blue light, and soft music was playing in the background. As the lights gradually came up, there was a man on skis standing in the center of a sloping platform. The music increased in volume, there was a dull whirring of machinery, and before their eyes, the man was skiing right on the stage. He twisted and turned, headed straight down the slope, then brought his skis together for a graceful stop. It was unbelievable; how could he do it? What was he skiing on? There were no answers. The music changed, a light show began, and the skier again was moving around the slope, from side to side, top to bottom, now going

up the hill, now sideways, now down—gracefully, beautifully, like a ballet on skis—with music and lights augmenting the drama of the performance. The audience was utterly enchanted. The music ranged from classical to jazz to rock and roll, the lights following the change in musical mood, and the skier likewise. The performer was saluted with a standing ovation at the conclusion. Alan then turned on the stage lights so all could see his mysterious mountain. It was an endless carpet, moving over rollers at variable speeds, so that he could simulate skiing on the moving surface. The illusion was unbelievably realistic, the performance beautifully artistic, and with the lights on, all could see the mass of electronic, computer-directed equipment which activated the music, lights and motion. There has been nothing on the Cardigan stage, before or since, to equal this performance.



New Apple Computer

Students returning to campus in the fall of 1987 were excited to find that the computer program had been updated with the addition of 12 Apple IIe's; with this new equipment,

every student could have computer instruction for a full term each year. Rock climbing was a new activity that fall. A maximum of 15 students could elect this program, which consisted of five phases of instruction. Students learned: 1) trust and group cooperation 2) knots, harnesses and safety 3) the ropes course 4) boulder climbing and 5) top-roping and rappelling—climbing higher rocks, up to 75 to 80 feet.

The fall-winter interim this year was named: LIFEBOAT, and the following topics were offered during afternoon activity periods:

- cops & robbers—a presentation by local police departments
- energy environment simulator—computer simulation of various man-made influences on the environment
- project adventure—an outdoor course presenting physical and mental challenges
- acid rain and the New England maple industry
- students and the law—presented by an attorney
- car clinic—practical experience in changing oil and removing a flat tire

A new computer system with fund-raising software had replaced the old IBM system six in the development office, and with this equipment camera-ready copy for the newsletter could be produced in-house, saving both time and money. Dick Rearick and Norman had put together a small capital campaign to raise \$500,000 for artificial ice-making equipment for the hockey rink, and \$90,000 was already in hand for this project. A great boost to their fund-raising activities came in August 1987 with a challenge gift of \$100,000 from Mr. and Mrs. Robert J. Turner, parents of two Cardigan alumni, Geoffrey '69 and Lincoln, '76, to match subsequent gifts for artificial ice on a one-for-two basis. Despite the boost from this challenge, and a lot of hard work on the part of former hockey players, the campaign moved along slowly. In the spring of 1988 Jim Marrion and Norman became enthusiastic about a new system for making artificial ice using plastic mats to circulate the coolant rather than copper tubing embedded in the floor. In addition to being less expensive to install, this system had the advantage of being removable, so the covered

sports area could still be used for tennis and other activities during the spring, summer, and fall. Other hockey rinks which had used these mats gave their recommendation. On the basis of using this equipment, the original \$500,000 estimate for artificial ice was reduced to a total of \$360,000, including \$150,000 for endowment. By May 1988, with gifts and pledges in hand totaling \$294,000, the trustees gave their approval to order the equipment, and by Thanksgiving the hockey boards were up, new mats were in place, and the pumps and condensers were running. On December 14th the Turner Rink was officially dedicated in a stirring ceremony with members of the Turner family sitting in a semi-circle on chairs—on the new ice. After the speeches, several lovely young ladies from The Skating Club at Dartmouth presented an exhibition of figure skating; former faculty member Lawrence Goldthwait demonstrated speed skating; members of the Cardigan hockey team exhibited their skills. Then the rink was opened for free skating followed by a reception in the Kenerson Social Center.

In the fall of 1987, with the new water supply system nearing completion, the trustees finally had before them a sewage system plan that had State approval. They accepted a bid of \$568,000 for the system, recognizing that a variety of problems might be encountered during construction which could raise the cost substantially. It was nonetheless a great relief to have an acceptable solution to this problem which had been pressing for so many years and which, at times, had made the atmosphere on campus quite unpleasant.

Work on the sewage system started late in the fall of 1987, and by the summer of 1988 the leach fields at the top of Prospect Hill were in place, and main sewer lines installed down the west and east sides of the campus. A line was to come up the hill from the infirmary and run down beside the chapel to connect both sides of campus, but the contractor encountered granite ledge as soon as he started up the hill. This required blasting, which was a source of great entertainment for students during the fall and winter of 1988. Holes were drilled into the rock at frequent intervals, and blasting powder was packed into them. Great mats made of old auto tires were spread over the area, and a whistle was sounded to warn of blasting. Then a great BOOM, and dust and small rocks

would fly into the air. After removing the mats, the backhoe operator started work to clean out a trench for the sewer line. This slow process added greatly to the cost of the project and provided a topic of interest and conversation all around the campus.

Throughout the fall and winter of 1987-88, the search committee had been engaged with a consultant discussing possible candidates for the headmaster's job, and now finalists were brought to campus to meet with groups of faculty, administrators, and students. Several candidates were asked to return to campus for a second visit, and when the trustees met in May 1988 they agreed with the unanimous choice of students and faculty. The appointment of Dr. Cameron K. Dewar as the school's next headmaster would be effective July 1, 1989.

There was another change in May 1988: Headmaster's Day was replaced by "Joe Collins Day" in honor of Mr. and Mrs. Joseph Collins, who were to retire at the end of the school year. Joe and Ginny came to Cardigan in September 1970 from Friends School in No. Dartmouth, Mass. Joe was hired as Director of Studies and Dean of Students, and in March the following year was appointed Assistant Headmaster. Their younger son, Jody, entered 6th grade at Cardigan, and their older son, Tim, went to Kimball Union Academy. Their daughter, Ginger, was working as a potter's apprentice in Maine, and came home infrequently to visit. Joe and Ginny lived in Stowell House with six boys and a floor leader until 1977, when they moved to Banks House. Ginny remembered that the first year, the boys in her house were all seniors and quite difficult to deal with. She had to cope with them by herself, because Joe was busy all day with administrative duties, in addition to teaching one math class, and in the afternoon, helping with football in the fall and coaching baseball in the spring. After dinner, he usually went back to the office to catch up with paperwork, to correct papers and prepare for his next class; he rarely returned home before nine or ten o'clock in the evening.

The 1970's were wearing. There was a shortage of qualified students, so academic standards had been relaxed to some degree in order to keep the school reasonably filled. This brought boys to Cardigan who had both academic and disci-

plinary problems, and the burden of coping with them fell heavily on Joe. The rebellious nature of students in that decade also contributed to his problems. He said, "Students were against everything that was called 'The Establishment', so at Cardigan they rebelled against dress codes, haircuts, manners, and being told to do anything." Toward the end of the '70s, the school added to the faculty and reduced class

size. During that time several faculty/student houses were built on campus, and this fact eased the strain on the large dormitories, making life less stressful for students and faculty alike.

After Joe arrived on campus, Norman was able to travel more, both to recruit students and to raise money. During his absence, Joe had to take on the duties of the headmaster as well.

Even though he was the disciplinarian, the students were fond of Joe; they respected his fairness, and enjoyed his sense of humor. Faculty also found him easy to work with, sympathetic to their needs, and ready to help in any way he could with academic problems. For eighteen years Joe and Ginny gave their all to Cardigan. They were there day and night, weekdays and week ends, always available when needed. Every July they went away on vacation, but for the rest of the year there was no couple who worked harder or more selflessly for the school. Two people were hired to take over his duties after Joe retired—a dean of students and a director of studies—and between them they could hardly do all the work he did. For several years after his retirement, Joe was on the road part-time doing public relations and recruiting work for the school, and he and Ginny still work at Cardigan two days a week—Joe helping with the counseling program, and Ginny working in the library.

"Joe Collins Day" had the usual activities that characterized Headmaster's Day—hamburgs, hot dogs, pizza, and



Joe and Ginny Collins



*Outdoor lunch on
Joe Collins Day -1968*

make-your-own sundaes on the Clark-Morgan lawn, but this year there were two changes. To honor Joe and Ginny, the trustees and incorporators scheduled their May meeting on this weekend and were on campus to enjoy the festivities. Tradition called for a roast beef dinner in the dining room at noon, and for boys to be in jacket and tie for the occasion. This year, trustees and incorporators joined the students for the outdoor picnic, and there wasn't a tie or jacket on any student. A special ceremony started the day. To re-

place trees across the front of campus that had been damaged or removed by the blasting, eleven new trees were planted, and each one was dedicated to an employee being honored for long service to the school. Trees were dedicated to: Donald Blunt, Joe & Ginny Collins, Harold Finkbeiner, Leona Fiske, Jackie Lary, Harry Mahoney, Jim Marrion, Carol Shelton, David Shelton, Beverly Wakely and Norman Wakely.

Everyone on campus at that time was thinking about the changes that might come about with the retirement of both Mr. Collins and Mr. Wakely. The *Chronicle* in the winter of 1988 carried an article by Douglas Wendt '88 entitled "Reflections of a Four-Year Boy".

In my four years at Cardigan, I have seen my fair share of changes. I have seen new projects started and finished, from purchasing the Stoddard video projector to installing the Simplex fire alarms to building the Founder's Quadrangle. I have seen new rules and regulations implemented and new programs added, from the Life-Skills classes to the morning work detail.

Yet, despite all of these innovations, ideas, projects, and expansions, Cardigan's real backbone, power, and spirit lies in what doesn't change. Yes, new pieces of equipment such as the

field irrigation machine are fine additions to the school. Salads have undoubtedly improved with the introduction of refrigerated salad bars. New fire alarms, fire doors, fire hydrants, and EXIT signs have made the campus a safer place for us all.

BUT....what would we ever do with our Planbooks? How about a Cardigan with no conference periods? Can you picture life with all buffet meals, optional athletics, no Saturday classes, and no chapel? How would dropping the Christmas Pageant change CMS? Would things be the same if we ended the annual hike up Mount Cardigan? These traditions are the things that make Cardigan Mountain School. If Cardigan loses its long-standing traditions, it won't be the same Cardigan. Soon we will see change here with the end of the current administration. Without Mr. Wakely and Mr. Collins, this is inevitable. It is not necessarily for the better or worse, but it will happen. And yet, the more Cardigan changes, the more Cardigan stays the same.



Three wisemen from Christmas pageant

During the summer and fall of 1988 the campus looked like a major construction site. There were ditches for sewer and water lines, great holes where oil tanks were being removed and replaced, and trenches to carry new power lines to the Turner Arena for the ice-making equipment. The trustees noted with some dismay that the sewerage project would put the school in long-term debt for the first time in its history—to the amount of about 1.2 million dollars. And substantial expenses for asbestos removal work still lay ahead.

In his report to the fall meeting of the trustees, buildings & grounds superintendent Ralph LaPointe told them that there were only two weeks of the year—in June between Commencement and the start of the summer session—when the dorms



Trustees meeting in Kenerson Social Center

were completely empty, and that this was the only time in which he could carry out necessary repairs and repainting in the dorms. There was one period this summer, he told them, when he had thirteen outside contractors on the campus at one time, in addition to his regular buildings and grounds crew. This year's summer projects included major plumbing repairs in Hayward Hall; work on heating systems in Brewster and Hinman Halls to install separate heating zones with thermostats in faculty apartments; rebuilding part of the old stone wall along the front of campus; connecting sewer lines to individual buildings; replacing oil tanks; exterior painting of Clark-Morgan; and installation of a new emergency generator—twice the size of the old one—to provide emergency power for all the new equipment added to campus in recent years.

September 1988—the start of the Wakely's last year at Cardigan—certainly was an occasion to be noted. Savage Frieze and Norman had worked together since Savage was elected president of the trustees in 1979. During these years Savage had noted how much Norman loved surprises—but only those that he conceived and arranged. It had been decided to declare 1988-89 as the Year of the Wakely Tribute, and Savage



Start of the Wakely Tribute Year - September 1988

wanted more than anything to start the year by surprising Norman—not an easy task. To that end he had appointed a committee to plan and organize events during the year, culminating in a big celebration, instead of the usual Headmaster's Day, in May 1989. This committee was sworn to secrecy; every meeting was held off campus (usually in Hanover), and there were no notices or reports made. Mary Wakely was part of the committee, and she had to sneak into Hanover for meetings, avoiding Canaan, so as not to be seen by her father. The first "event" was to take place the first Sunday of the school year. Trustees were invited to the school for Sunday dinner, but they were not to let Norman know they were coming, were not to attend chapel, but just to show up in the dining room right before the meal and to sit as inconspicuously as possible at tables with the students. Of course Norman noticed them, but there was no time or opportunity for him to leave his table to find out why they were on campus. At the conclusion of the meal, the time for announcements, a proclamation was read announcing the start of the Year of the Wakely Tribute, and all were invited to join Mr. and Mrs. Wakely at the flag-

pole. A great green and white flag with "Wakely Tribute" in huge letters along the bottom was unfurled, then was raised up the flagpole as hundreds of balloons were released, flash bulbs popped, a TV crew recorded the moment, and the tribute year officially began. It all came off just as Savage had planned and caught Norman completely by surprise. So the Wakelys' final year was off to a rousing beginning.

The enrollment picture, however, was not so rosy. The school had been filled, with over 180 students, in every year but one from 1982 through 1987. Only 175 boys were on campus in September 1988. This downward trend was to continue for the next six years. Although the U.S. economy was still growing, the worst stock market crash in the history of the New York Stock Exchange in October 1987 had raised doubts about continuing growth. Inflation was again on the rise, and the Federal Reserve Board was raising interest rates in an effort to control the growth of inflation. President Regan and General Secretary Gorbachev of the Soviet Union were still meeting to promote arms reduction, but international tension was high. There was the conflict with Iran, fueled by revelations in Washington of the "Iran-Contra Affair". No doubt economic and political considerations affected people's decisions about enrolling their sons in expensive private schools. Jeff Hicks had recruited Joe Collins to work part-time in his first year of retirement to promote Cardigan in many communities in northern New England. Tom Schenck and Jeff were also on the road to encourage enrollment.

A new Wilderness Program was started that fall, using the cabin at Clark Pond which was donated by Finn Caspersen. It was a one-week program that boys could elect as an alternative to regular athletics. Boys moved out of their dorm rooms to live in the cabin at the pond. This meant rising at 5:30 each morning to cook breakfast and return to school for classes. In the afternoon there was study hall for homework, and afterward they went back to camp for rock climbing and orienteering exercises. The program culminated with a week-end backpacking trip in the White Mountains. During the fall five different groups participated in the program, and each group climbed at least two 4000 foot peaks during their week. Some of these climbs were made in the snow.

During February 1989 hockey was the chief topic of conversation. Early in the month alumni hockey players returned to campus for their second annual hockey reunion. Some of these men had continued to play hockey after leaving Cardigan—at prep school and college, and later in informal men's hockey leagues. Others hadn't had a hockey stick in their hands for several years. Returning to Cardigan for a hockey reunion, they donned skates, whatever pieces of uniforms they could find, and put together two teams for a sometimes wild, and always funny game. There was also a contest with Cardigan's varsity team.

This year other hockey visitors were welcomed to campus—a team from Hyvinkaa, Finland, accompanied by parents and younger siblings. This was the first time Cardigan had been able to reciprocate the hospitality which had been shown to their teams during biennial visits to Finland over the past 14 years. In 1975 faculty member and hockey coach Sky Peck had arranged for the hockey team to travel to Finland during the March vacation. This was a cultural and educational trip, but they also played hockey. Arrangements had been made for them to stay with families in Hyvinkaa. Friendships developed, and hockey trips have been made to Finland and sometimes other countries every other year since then. In 1979 Cardigan offered a scholarship to a boy from Hyvinkaa to spend his 9th grade year at the school; this practice was repeated in 1981 and has continued every year since. In 1982 the Finnish boy came in eighth grade, was the only student to stay two years, and was elected school leader in his senior year at Cardigan. Hockey players continued their visits to Finland every other year, and friendships between the Finnish host parents and the school grew stronger.

During Christmas vacation in 1981 the varsity hockey team and some of the boys' parents took an exciting trip to Finland and the Soviet Union. Leaving from Kennedy airport in New York via Finnair, they first stopped at Helsinki, where the boys stayed with Finnish families while coaches and parents enjoyed a modern hotel. They played six hockey games in Finland, including a two-day tournament in Hyvinkaa—the city with whom Cardigan had long enjoyed an exchange program—and returned to Helsinki for New Year's Eve at the

home of the American Labor Attaché, Edward Archer, father of a current ninth grader. Afterwards they enjoyed the traditional New Year's Eve fireworks display. The next day the group left via Aeroflot for Leningrad, where they played a fine Soviet hockey team in a game which ended in a thrilling 8-8 tie. The cultural highlight of the whole trip, however, was a tour of the Imperial Winter Palace and the Hermitage Art Museum in Leningrad.

In February 1989 Cardigan invited the Hyvinkaa hockey team and their parents to come to Canaan, and on Thursday, February 16th, 19 boys (including three Cardigan alumni) accompanied by 20 parents and siblings arrived. The boys were housed in dormitories, and families stayed with faculty on campus. For most of the visitors, it was a once-in-a-lifetime trip. Only a few of the parents spoke any English, but their children could interpret quite well for them. Families ate in the dining room, toured the campus, and on Friday afternoon watched their sons play the Kimball Union Academy team. On Saturday the Finnish-American Interscholastic Hockey Tournament took place in the Turner Arena with teams from Lowell, Mass., and Hanover, N.H., playing CMS and Finnish teams. Trustee Michael McGean arranged a tour of the Dartmouth campus on Sunday for the visitors, and the Holderness team came in the afternoon for a game. Monday the entire Finnish group moved to Boston, where Cardigan parents, whose sons had benefited from Finnish hospitality, were able to reciprocate. The high point of the Boston trip was a game between CMS and the Finns at the Boston College rink—arranged by a Cardigan parent who was the BC hockey coach. The next day the team from Hyvinkaa played at the Belmont Hill School—where headmaster-elect Cameron Dewar was finishing his last year as athletic director. The group left the next day for New York where they enjoyed a day of sightseeing before boarding the plane for home.

The trips to Finland have continued, as has the exchange program, which took a new turn when John D'Entremont, after finishing the 8th grade at Cardigan, went to Finland as an exchange student at the Vehkoja School for the 1993-94 school year. This exchange of students was worthwhile for all concerned but really demanded a lot from the individual boys.

The Finnish students had an advantage in that English language study was part of their standard curriculum starting in the early grades. Yet at age 16 or 17 they were away from their homes and in a foreign country for ten months without interruption. The Cardigan boys going to Finland had to undertake an intensive summer program in Finnish language and culture before they left, and were likewise far from home and living with a family rather than in a dormitory with lots of other boys. In addition, the exchange put them a year behind their classmates, for they got no academic credit at Cardigan for the year spent abroad. Writing about his experiences for the *Chronicle* John said, "I did not go through a day when I was not a bit scared, but I stuck it out and survived. The thing that made me afraid was that everyone spoke English and I didn't know much Finnish." John did stick it out, and returned to complete the 9th grade at Cardigan the following year, during which he joined the Cardigan hockey team on their trip to Finland and had a chance to visit many friends he had made the previous year. In 1994-95 another Cardigan boy, John Blanchard, went to Finland as an exchange student. Thus another tradition began.

The Year of the Wakely Tribute concluded with a full-day celebration on May 13th. It began with the traditional run around the lake by the entire student body and as many alumni and faculty as cared to join. On campus a circus movie played in the Humann Theatre throughout the day, and the Hanover Community Band performed on the Clark-Morgan porch prior to a picnic lunch served under gaily striped tents set up along the edge of the baseball diamond. After lunch came the grand circus parade, headed by alumni marching with their classes, and followed by clowns, floats, a band, and an elephant. The Super Star Magic Circus performed under tents on the baseball diamond. The circus atmosphere was complemented with a moon-walk, a scrambler, merry-go-round, dunking tank, as well as cotton candy, ice cream, soda, pop corn, and elephant rides. A helicopter arrived later in the afternoon, and boys were treated to an aerial view of the campus. After a festive dinner in the dining room, complete with speeches, reminiscences, and remarks about the Wakely years, New Hampshire's own Shaw Brothers performed

HEADMASTER'S DAY 1989



*Lining up to
run around
the lake*

*The
Headmaster
finishing the
run*



And there were rides



and an elephant



in the twilight. The celebration ended with a magnificent fireworks display. All in all, it was a fitting festival to conclude the Wakely years in a burst of glory.

Commencement 1989 was a serious and moving event with Norman presiding for the last time. There were touching moments when he presented Beverly with a certificate naming her an Honorary Alumnus, and when the first Norman and Beverly Wakely Commencement Prize was awarded.

The trustees commissioned a life-size portrait of Norman, which he insisted must show Beverly looking over his shoulder. This work of art hangs in the reception area of Hopkins Hall.

In a real sense Cardigan Mountain School as it is today is a living tribute to Norman Wakely. Its character, moral standards, academic standing, and reputation, as well as the beautiful campus with its faculty/student houses, trails, and playing fields, all bespeak the lifetime of energy and devotion of its longest-term headmaster. Cardigan's future, built on such a foundation, surely must be secure.



*Norman C. Wakely
Headmaster 1963-1989*

Chapter Six

1989-1994 THE TRANSITION YEARS AND BEYOND

The changing of the guard was easy. Norman presided at Commencement and at the year end faculty meetings. Although he came in to the office every day, he essentially devoted the rest of June to packing and moving to their new home in Lyme, N.H. Work continued as usual in the business, development and admissions office, and summer school opened on schedule the last week in June. The month ended. The headmaster's house was empty. Norman and Beverly were gone.

In July came the Dewars—Cameron (Chip), Janet, and their two children, Jason and Lindsay. They had the summer to get acquainted with and to enjoy the campus, along with the boys in summer school, a lacrosse camp, and the Xaverian Brothers High School pre-season football week. Then after the faculty returned, there was the usual flurry of pre-school meetings. Suddenly, it seemed, school was open and running very much as before, even though the headmaster's office had a new occupant.

During the previous spring the trustees had talked with David Scanlan, a neighbor on Canaan Street and a licensed forester, about developing a forest management plan which would involve timbering and management of forested land owned by the school. During the summer David had surveyed school property on the main campus, the Pinnacle, and tracts on Morse and Tug Mountains and presented a comprehensive plan to the trustees at their October 1989 meeting. There was a fair amount of timber ready to be harvested at once, and with proper management harvesting could continue to produce income for a long time to come.

It was also at this meeting that trustee John Tower announced his retirement from the Development Committee. For 23 years John had been involved with fund raising for Cardigan. He had directed annual fund drives, had been involved in every capital campaign, and had helped with the design and wording of most of the school's promotional ma-



The Dewars - Janet, Lason, Lindsay, Chip

terial during those years. He told the board that the alumni were now reaching an age when they could begin to make significant contributions to the school; he urged the board to hire a full-time director of alumni affairs to organize and direct alumni activities. A capital campaign to raise money for a science building was in the formative stages, and he felt the director of development could devote more effort toward that if he didn't also have to handle alumni affairs. The board agreed to authorize this position and accepted, with sincere thanks for everything he had done so willingly for so many years, John's wish to withdraw from development activities. Matthew Bronfman agreed to take on the leadership of the development committee.

The new headmaster was pleased to report a surplus of \$300,000 from summer school operations. This news was certainly an encouraging start for the new school year. It was expected that Chip would make some changes, and the first one he reported was the addition of Latin to the curriculum—not too surprising since he had been a classics teacher. An-

other addition was a math lab program to offer tutorial help in math for boys who were having difficulty with this subject and for those who wanted to go beyond the traditional math curriculum. The newsletter had been re-designed and was now *The Chronicle*, reinstating a name that had been used for many years. Chip also was starting a Parents' Association to provide a way to channel the interest and efforts of current parents into constructive ways to help the school. One of their first activities was to be an auction held during parents' weekend in February.

At the executive committee meeting in December, athletic director Jim Marrion presented a proposal to replace the present fleet of sailboats and also to buy a new safety boat for the waterfront. They agreed and also suggested that the old sailboats might be offered for sale at the parents' auction.

During the fall and winter of 1989, several new clubs were started as a result of Chip's interest in involving boys in community service. The Homelessness Awareness Club discussed problems of homeless people, watched news reports, and examined case studies on the subject. The Be Kind To Animals Club worked with the Humane Society animal shelter in Plainfield. A Big Brother Club paired seven boys from the Canaan elementary school who needed older friends with seven Cardigan students who met them every weekend for games and field trips. Also a group of boys, working with the director of the Canaan Senior Center, visited homes of elderly people in the community and helped with chores like stacking stove wood. Sometimes, they said, these neighbors were more interested in just visiting with the boys than in having them work.

The Rocks and Ropes group provided an addition to the campus—a climbing wall which they built in the school shop and fastened to the side of the ski jump. This wall continued to serve for climbing practice until it was taken down when the ski jump was removed in 1993. In the spring of 1990 Cardigan students for the first time entered examples of their art work in the Boston Globe Scholastic Art Awards competition. Four of their entries were selected for display in an exhibit at the Nashua Center for the Arts.

The new Parents' Association which Chip had started in the

fall went right to work on their first project of organizing an auction for parents' weekend in February 1990. The committee agreed that this would not be just for parents, but that students should be with their families and join in the excitement. An amazing variety of items was donated for the auction, some designated especially for students to bid on—things like a pizza party for four off campus, cookie-of-the-month club, which would provide a box of cookies for a student to be delivered each month, and a spaghetti dinner for two at one of the faculty homes. It was great fun and raised almost \$14,000 for the Annual Fund.

Later that month alumni were on campus for their winter weekend, still centered upon the annual hockey game. This year, for the first time on record, a female suited up and played hockey in the Cardigan rink. Liz Lawrence, wife of Chuck '79, proved that she could skate with Cardigan's finest.

Also in February Norman Wakely received the 25 year award from CASE (The Council for the Advancement and Support of Education)—an organization representing professionals in fund raising and institutional advancement at over 2800 colleges, universities, and independent schools—in an impressive ceremony at their annual meeting in Boston.

Later that spring the executive committee approved a ten-month payment plan designed to make it more convenient for parents to pay tuition than the two-payment schedule which had been in effect since the school began. Chip also reported that the faculty internship program, started two years ago, was working well, and that all three of this year's interns would be returning next year as full-time faculty. Two other changes were in prospect: Dick Rearick announced his intention to retire as director of development in June because he felt the school should have a professional experienced in that field to plan and guide the major capital campaign which was now in the planning stage; parts for the bookkeeping machine in the business office were now out of production, and the service company had told Jackie Lary that if any major part of it failed, they would not be able to provide a replacement. It was time for the business office to join the computer age, and Dick Rearick agreed to take on this assignment on a part-time basis as soon as his replacement had been hired.

When school opened in the fall of 1990, the new alumni director, David McCusker, Class of '80, and the new director of development, Faith Degenhart, were both on hand. In order to provide better medical care services for students, Chip had contracted with the Hitchcock Clinic, which now had an office in Canaan, to provide supervision of the school infirmary and campus visits by a physician as needed. By the time the trustees and incorporators arrived in October for their annual meeting, a computerized accounting system had been installed in the business office and was running in tandem with the old bookkeeping machine during the break-in period.

The members of the corporation noted the passage of another milestone with the resignation of John Kenerson as an active member of the trustees. John was the last of the original incorporators of the school and had served faithfully and consistently since the school's founding in 1945. With sincerest thanks for his long service, they voted him the title of Trustee Emeritus.

An interesting opportunity had been presented to the school early in 1990. The local electric utility company, Granite State Electric, had experienced so much growth in electric consumption that it was pushing the limit of their generating capacity. They saw two possible solutions to this problem: 1) build additional generating production, or 2) help customers reduce their consumption through energy conservation. Upon investigation and study they concluded that the latter option would not only be less costly for the company but would help their customers and aid the ecology. Accordingly they offered to provide a free energy audit to their larger customers and, furthermore, to share the cost of whatever retrofitting and conversion was recommended on the basis of the audit to reduce the customer's consumption. Electrical usage at the school had increased over the years with the addition of new buildings as well as large energy consuming facilities such as the artificial ice equipment. The audit indicated considerable savings could be achieved by replacing old and inefficient fluorescent fixtures in classrooms, offices and hallways, and by replacing incandescent lights in other areas with fluorescent. In places such as classrooms and bathrooms, motion sensitive switches could be installed which would turn off the lights

automatically when the room was not occupied. Superintendent Ralph LaPointe worked closely with them during the audit and highly recommended their proposal. By the end of 1990 the work had been completed at a net cost to the school of less than \$17,000, and the savings resulting from reduced energy consumption resulted in a payback of about ten months. Thereafter, the reduction in electrical usage would save the school about \$20,000 a year. Everyone was delighted with the appearance of the new fixtures and agreed that lighting in offices and class rooms had been improved. Furthermore, the students enjoyed trying to fool the motion sensor switches in the classrooms by sitting so still that it appeared the room was unoccupied, and were delighted when the lights would turn off.

In the spring of 1991 librarian Carol Shelton was delighted to report the installation of "Newsbank" at the Kirk Library. Students had raised over \$700 toward purchase of this equipment which consisted of a microfiche file of stories from leading newspapers starting in 1981 with indexes on CD-ROM disks. This made it possible for a student to access the index from a computer terminal in the library, research the list of news stories on the selected subject, and then be able to read the complete stories from the microfiche file. This was a great addition to the research facilities in the library.

At the same time 20 eighth grade students participated in the interscholastic Knowledge Master Open, a competition involving 3,565 junior high schools worldwide. Each team took part at its own school by means of pre-programmed computer disks. The Cardigan team placed 95th overall, putting them in the top 3% of participating schools, and they took first place among New Hampshire schools.

One of the signs of the maturing of an institution is seen when long-term employees start reaching retirement. This year it was Leona Fiske, who had completed 25 years of service in the kitchen and dining room. When an outside food service took over upon Clancy's retirement, Leona remained on the Cardigan payroll and served as first assistant to the food service manager. She knew every detail of the kitchen and dining room operation and what had to be done, not only on a daily basis, but also for all the special events throughout the

year. Seven days a week, three times each day, the school community has to be fed, and Leona was there for the regular meals and all the special functions, and always with a happy smile.

Another pending retirement which caused the trustees some concern was that of Jackie Lary. She joined the business office staff in 1966, became the bookkeeper in the early 1970's, and took on full management of the school's financial affairs in 1977 as the assistant treasurer. Noted for her Yankee thrift, she resisted unnecessary spending, promoted re-cycling, and watched over the school's budget as if it were her own. Nothing was ever too much work for her if it would save money. She chartered busses to take students to Boston at the start of vacations, charged them less than the commercial bus fare, and still made money on each trip—which was put aside in an interest-earning account reserved for the replacement of school vehicles such as busses and vans. This went largely unnoticed until the time came to buy a new bus, and then Jackie was able to produce the money for it. She was a careful guardian of school funds that carried the school through cycles of low enrollment, and, when times were better, she saw that surpluses from operations were put aside in reserve accounts where they were ready to meet unexpected financial emergencies. Her record keeping was meticulous, and she could tell how every cent had been spent. When she wanted to retire by the end of 1991, the school was able to hire David McClintic, who had had several years experience as the business manager at Proctor Academy, to take over this very important function. Jackie agreed to continue in the business office on a part-time basis and is still there two days each week.

A loss to the school was the sudden death of Fred A. White in May 1991. Fred had been a trustee for 25 years, during which time he served on the executive committee and chaired the finance committee. He had held numerous executive positions in the banking industry and was president of the Dartmouth National Bank from 1965 until he retired in 1985. He will be remembered for the sound counsel and financial advice he provided to the school for many years.

There were also changes in the curriculum. The summer

session now included an offering of environmental science concentrating on the ecology of the lake. English as a second language was also offered during the summer. In the fall of 1991, the headmaster reported an increase in foreign language study with 85% of students involved in the study of Latin, French, Spanish, ESL. Even sixth graders were being introduced to foreign language. In the science department, there was more emphasis on hands-on laboratory work with all ninth graders taking biology. Independent reading for pleasure was encouraged during study periods, and faculty member Steve Ris presented a summary of current events to the entire student body during an eighth period which had been added to the schedule on Tuesdays. The math department offered geometry in the ninth grade and algebra I in the eighth grade with an accelerated math section where a few students were taking algebra II.

As the year 1991 came to a close, the Executive Committee noted their final meeting with Jackie Lary, who was now turning over the business office to the new assistant treasurer, David McClintic. The new year, 1992, was to bring many changes in the lives of people who had been significant to the school. In January Dot Sweeney retired after 21 years on the housekeeping staff—an unusually long length of service for that job. In the spring came the announcement that Jeff and Marie Hicks would be leaving in June—Jeff to become headmaster of the Aiken Prep School in South Carolina. Jeff came to Cardigan in 1972 to join the history department; Marie helped in the nursery school. By 1976 Marie was teaching French (it was her native language), and shortly thereafter Jeff started helping Jack Rich in the admissions office. In 1981, upon Jack Rich's retirement, Jeff was made director of admissions. He continued to teach, directed the summer session, managed senior placement, and coached varsity soccer. In the office Jeff developed computer programs to keep track of applications for admission. As often as possible, Marie accompanied Jeff to receptions for prospective students in the homes of parents and alumni around the country. For twenty years they were unsparing in devoting time and effort to promoting and serving Cardigan.

Another couple who had been at the school even longer—

29 years—were David and Carol Shelton, who were retiring in June. The Sheltons started at Cardigan in 1963, David teaching history and Carol working in the library. David's primary responsibility had been as chairman of the history department. In that capacity he felt it was important to "impart to students the need to develop their basic skills in the study of history with emphasis on the understanding of cause and effect and the relationship of past events to those of the present." He will be remembered by many alumni to whom he taught history, and by many more who knew him as the head of the jobs program and work detail. His first after-school assignment was the ski improvement program, clearing trails and preparing new ski slopes at the Pinnacle. One year he was called on to take over the work detail during summer school, and that fall he started a new work detail program replacing one which was run by a student leader. Students were assigned numbers of hours to serve on work detail as punishment for various infractions of school rules. David spent a lot of time and effort planning work which would be productive and which would also give the boys a sense of pride in accomplishment of a job. Boys on work detail cleared brush, sawed and split firewood, raked leaves and, during the winter, shoveled snow from doorways and chipped ice from sidewalks. Tools and equipment were kept in the green shed. This was one of the original buildings on campus and stood next to a small barn where the chapel is now located. Over the years, the green shed was moved to different locations, and ended up near the maintenance facilities behind the infirmary.

Carol was very active in the library, which at that time was located in a two-classroom space on the top floor of Hopkins Hall. It was later expanded to include another classroom across the hall, but that resulted in the library's being a passage-way with a lot of traffic every time classes changed. She remembered that the boy's bathroom for the top floor of Hopkins was there, so whatever problems there were with a bathroom—water overflowing, etc.—took place inside the library. At her urging, the bathroom was finally converted into a storage closet for audio-visual materials, and this was a great improvement to the atmosphere in the library. Carol brought to the campus much more than her skills as a librarian. She



Carol Shelton in the library

had a tremendous sense of humor and was constantly setting up contests for the boys, such as guessing how many jelly beans were in a big glass jar in the library. At Halloween she encouraged boys to make and wear costumes for a parade through the dining room—and there were judges and prizes for the most unusual ones. After dinner boys gathered on the Clark-Morgan porch to carve pumpkins into jack-o-lanterns, which were set in rows on the porch steps with candles burning brightly inside. It was Carol who saw to it that pumpkins were on hand as well as knives for carving, candles, and a panel of judges. In the spring she organized a contest to guess the date and time the ice went out of Canaan Street Lake, for which the prize one year was a five-dollar bill frozen in a block of ice. Carol remembered that, “Norman and I used to play tricks on each other’s birthday, and one year in the dining room Norman announced that he had a birthday gift for me, and he went out to the kitchen and brought in this baby lamb with a bottle, and awarded it to me right at the table. And there I was with the bottle and the lamb.” David made a little pen for it behind the infirmary, and they raised it for several months.

For about twenty-five years David taught and Carol worked in the library every summer. Finally they built a home in

Hopkinton, NH, where they could escape after graduation, and where they are now living in retirement. Their 29 year record of service to the school was longer than any other persons' except the Wakelys.

Faith Degenhart, director of development, was working on plans for a capital campaign. Marts and Lundy had been hired as consultants to do a feasibility study, which would help determine how much money it might be possible to raise given the school's current constituency, the present state of the economy, and perceived needs for capital funds. In May 1992 they reported their suggestion that a campaign of from three to five million dollars looked feasible over a two or three year period provided that the boards of trustees and incorporators were solidly behind the campaign and could generate pledges of as much as 35 to 40 percent of the goal from within their own ranks. It was clear that raising this amount of money was not going to be easy and that some re-structuring of the governing boards would need to be done in support of a major fund-raising effort. At the same time, Ralph LaPointe pointed out that the number of costly deferred maintenance projects was accumulating and now included pavement repair, window replacement, new roofs, and the final stage of asbestos removal.

In the fall of 1992 the corporation approved the most major changes in the By-Laws since the school's founding:

- Corporation members to be elected for terms of three years
- Maximum number of trustees to be increased to 24
- Corporation and trustee members to be vulnerable to removal from office
- Executive Committee to be formally defined

At the same time they elected the first woman, Cynthia Armour, to be a member of the corporation.

At their next meeting in the spring of 1993, the second woman joined the board, Carol Thouron. A variety of other items came to their attention at that time. As a result of a state inspection, fire escape doors in Clark-Morgan, Hayward, and Franklin House would have to be replaced; a student debit card system was being explored; a new planned giving brochure was in progress; a study of space needs for science

facilities was being made; and the headmaster reported that, based on the recommendation of the insurance company, the ski jump would have to be taken down

Cardigan's athletic programs had been directed by Jim Marrion since he came to the school in 1967. The locker building was completed that year, and this facility provided not only showers and lockers for students, but also space for storage of the school's athletic equipment and an office for the athletic director. In a recent interview, Jim talked about changes in the athletic programs over the years. "Our philosophy here," he said, "has always been to provide enough different athletic activities so that boys would be able to choose from a variety of sports and to experiment by trying new ones." The athletic facilities had grown steadily over the years with the addition of new tennis courts and new playing fields, including the Williams field by the North Church with its own irrigation system. Completion of the gym in 1977 allowed basketball and wrestling programs to be started. Jim noted another change, which he said began in the late 1980's, when more boys started to choose to participate in competitive team athletics. The number of boys electing activities like the wilderness program decreased, and more teams had to be formed in other sports. Along with this there came a change in the way teams were organized, he continued. "We used to carry 16 to 18 kids on our baseball or soccer teams, but now we're cutting this down to 14 or 15 boys to a team. We have to form more teams, but now all the boys get to play in every



Jim Marrion Athletic Director

game, and they love it. This has been a real positive change, and that's why more boys are going out for competitive sports." Additional teams mean that more games have to be scheduled, and this has resulted in another significant change—more competition with public schools. "When we only played private schools," he noted, "games were scheduled for Wednesday and Saturday afternoons. The public schools have increased their athletic programs, and they like to play their JV teams on a Monday and their freshmen teams on a Friday, so we're playing Monday, Wednesday, and Friday on a number of occasions in football, lacrosse, and soccer. The scheduling has become a lot more complicated."

"Another big factor in our winter sports," he added, "is snowboarding. This is a big activity now. Several prep schools are competing interscholastically in snowboarding, so we have two ski teams, a cross-country team, and now snowboarding. We run the alpine and snowboarding together; we set up one course and both teams can practice on it." Jim also explained that snowboarding is an expensive sport—just like skiing—with snowboards costing from \$400 to \$800. They have hard boots as well as soft boots and several different styles: recreational, free style, racing, etc. "So we have to be careful and help the boys with selection," he concluded.

Because of the general increase in competitive sports, the seasons had to be extended and schedules become heavier. "Instead of playing only 14 to 16 games per hockey season," Jim said, "we are now up to about 30 games. And we're starting our season a bit earlier, too. We're going to start setting up the hockey rink in the middle of October this year, and practice will start the first or second week in November." Another change he noted was the increased interest in weight lifting. "We do it on a club basis, on Thursdays, but now many of the coaches bring their students in after their regular practice for weight lifting." The equipment in the weight room has been expanded over the years, and Jim expected he would have to continue to add new machines to keep up with the trend.

Another interesting change occurred when performing arts was added as a full activity during the winter term. This allowed boys to play football in the fall, participate in perform-

ing arts during the winter, and play soccer in the spring. Recently performing arts has been extended to both fall and spring terms. Jim Marrion helps to coordinate this, too. "I'm still trying to refine it so boys are able to participate in competitive athletics as well as performing arts. I'm trying to arrange it so that a boy can do both. We haven't reached that utopia yet, but we're getting closer to it," he said.

Jim summed it all up by stating that the scheduling has been astronomically impacted by the greatly increased number of teams and games. "Our younger teams are playing against the public schools, and our older teams play both public and private schools. You have to be a bit of a magician to juggle it all around," he admitted. And Jim Marrion is that magician.

One of Chip Dewar's goals when he came to Cardigan was to foster student interest in community service. He encouraged several club activities that got boys involved with the community, and this type of activity has grown each year. Just before Thanksgiving in 1992, a list of needs and wishes for five local, needy families appeared on the bulletin boards in Hopkins Hall. Many students found it hard to believe that a young child *needed* not simply *wanted* a snowsuit and boots. The realization that there was actual *need* in the local community, inspired students to try to raise enough money to meet *all* the needs and wishes of these five families. All of the ninth grade students donated money toward the goal, and in short order each of the other grades followed suit until every member of the student body had made a contribution. Boys left school for their Thanksgiving recess with the warm feeling that they had reached out to help meet the needs and wishes of these five anonymous families.

By the fall of 1993 David McClintic was able to report that the trial of the student debit card system worked well, and it would be used for all students this year. Each student would be issued a debit card to be used at the school stores and for transportation whenever a student went on a trip. School stores were equipped with machines to record purchases, and this information was transferred electronically to the computer in the business office, thus eliminating the need for time-consuming manual posting of student purchases at the end of each month. There was also a portable unit to record charges



*Cardigan alumni vs. Boston Bruins Alumni
at Dartmouth's Thompson Arena*

for trips, each student using his card as he climbed onto the bus. This eliminated the need for faculty to check names off a roster and avoided frequent errors. As might be expected, some boys lost their cards, but new ones could be issued in the business office. The system also prevented the possibility of a boy's charging items in one of the stores when there was no money left in his miscellaneous account. The business office was very pleased with this new equipment.

Six years ago when the effort started to re-vitalize Cardigan's alumni, one of the first organized activities was the Alumni Winter Weekend. In the first years, it attracted mostly alumni who had played hockey at school, for the high point of the first weekend was an alumni-varsity hockey game. The Winter Weekend continued to be dominated by hockey players, but in 1993 it took on an enlarged character when stars of past Boston Bruins hockey teams challenged Cardigan's hockey alumni to a benefit game to raise money to support Cardigan as well as Youth Hockey teams in Hanover and Lebanon. Over 45 alumni responded to this challenge and were

ready when the opening whistle sounded in the Thompson Arena at Dartmouth College. Over 140 Cardigan alumni and their guests joined about 1000 others who turned out for this community event. Captain John "Chief" Bucyk fielded an impressive team of former Bruins players against Cardigan veterans led by Coach Bruce Marshard '64. "Cardigan did lead at times," Bruce reported. "Though the Bruins emerged victorious," he continued, "the final score was of less importance to the Cardigan alumni than the fun they had taking part in this historic event. Of course, as is the tradition in all Cardigan alumni hockey games, the entire team was on the ice for the final minute of play—but to no avail." This event was repeated at the Alumni Weekend in 1993. Is this on the way to becoming another Cardigan tradition?

One of the characteristics of Cardigan Mountain School over the years was the stability of its personnel, due largely to the 26 year tenure of Norman Wakely as headmaster. There were personnel changes during that period, of course, but many people remained in key positions in the administration and on the faculty for long periods of time, and they gave the school strength, stability, and consistency. Chip Dewar did not bring with him a new staff and faculty, nor did he undertake any major restructuring of personnel or positions. Nonetheless, a lot of changes took place during his first five years. Individually, none of these changes was surprising, but in the aggregate, there were new people in almost every administrative position, and the board of trustees had an entirely new look. In fact, a new team had taken over. Note the following long-term employees who were no longer at the school in June 1994:

- Norman Wakely, who retired after 35 years, 26 as headmaster
- Jackie Lary, who retired after 35 years in the business office, the last 14 years as assistant treasurer
- Jeff Hicks, director of admissions, who became headmaster of Aiken Prep School in North Carolina, after 20 years at Cardigan
- David Shelton, head of the history department, and his wife, Carol, school librarian, who retired after 29 years

- Trustee John Tower, who relinquished leadership of fund raising activities after 23 years
- John Kenerson, who resigned after 45 years as a trustee, the last of the original members of the board
- Bob Gillette, who became an emeritus member of the corporation after 34 years during which he had served as president of the trustees and, for the last 17 years, as chairman of the corporation
- Savage Frieze, who relinquished the presidency of the trustees to become chairman of the corporation after 22 years on the board

The net result of these changes was that Chip Dewar had new people serving as: assistant headmaster, director of studies, director of admissions, assistant treasurer, director of development, head of the history department, librarian, chairman of the corporation, president of the trustees, and head of trustees' development committee.

The leadership team of Bob Gillette, chairman of the corporation, Savage Frieze, president of the trustees, and Norman Wakely, headmaster, had been in place a long time. Bob Gillette became a member of the corporation in 1959. He was elected a trustee in 1969, serving as vice-president and then president until 1976, when he returned to the corporation as its chairman. Savage Frieze was elected to the board of trustees in 1971, a year after his son graduated from Cardigan, and became president in 1979—a position he held until 1993. This team had steered the school through the difficult times of the early 1970's, through the excitement of building the Kenerson Athletic and Social Center and the Stoddard Center, the agonies of the water and sewage problems, and finally through the transition years from Norman Wakely to Chip Dewar. These were challenging times during which difficult and courageous decisions had to be made. Their wisdom and leadership were there when the school needed them, and they devoted without question whatever time, effort and energy was required. Cardigan was fortunate to have had men of their stature at the helm for so many years.

Important changes in the membership of the governing boards had also come about during the first five years of

Chip's headmastership. Prior to 1989, only four alumni held board membership. By 1994 this had increased to eleven, and three alumni were officers of the trustees. Not only were younger men on the board, but they were taking leadership roles. And the board, which had been all male since the founding of the school, now had four female members. Many times over the years the suggestion had been made that it would be good to have a woman on the board—to give her viewpoint about the parenting functions fulfilled by the school—but not until 1992, 47 years after the school's founding, did this come to pass. While trustees had always been elected for three year terms, there was no specific term for members of the corporation, with the result that sometimes inactive members were still carried on the rolls because they neglected to resign when their interest in the school had waned. And the number of trustees had been increased from 18 to 24. The net result of these changes was a younger board, with more alumni and female representation, and this affected the nature and character of their decisions on policy matters. There remained enough senior members on both boards, however, to insure that no abrupt or wide-ranging changes were likely to be made that would affect the character of the school.

Every September, before the start of classes, new students were routed from their beds before daybreak to continue the tradition of climbing Cardigan Mountain to see the sunrise. Seniors, three days before commencement, climbed Cardigan Mountain for the last time as students of the school, this time at the end of the day to view the sunset from the summit. The senior banquet took place the evening before commencement, and this year the headmaster's parting advice to the seniors emphasized self-reliance. He summed it up with two-letter words: "If it is to be, it is up to me."

1993-94 was a good year at Cardigan. Two boys won Boston Globe Art Scholarship Awards, and an eighth grader received two honorable mentions for his work. Cardigan students also placed second in the state of New Hampshire in the KnowledgeMaster competitions and in the top 20% of all middle schools in the nation participating. In November Cardigan's varsity soccer team won the 20th annual New En-

gland Junior School Soccer Tournament. The business manager noted that Cardigan's endowment had more than quadrupled in the last ten years, from \$1,283,000 in 1983 to \$5,712,000 in 1994. Income from the endowment helped to offset the rising costs which drive tuition increases. The treasurer anticipated a surplus from operations in excess of \$100,000 and stated that this would be transferred to debt repayment as well as to capital refurbishment. "These transfers," he noted, "serve to strengthen Cardigan's financial future by making necessary investments in the upkeep of the school's wonderful physical plant and facilities."

Dr. Richard Lederer, long time English teacher at St. Paul's School and a syndicated columnist, who reaches more than a million readers across the United States through his weekly column "Looking at Language", addressed the graduating class of 1994. He urged graduates to cultivate well the use of their own language—English—and to learn to communicate better with other people. Dr. Lederer urged the Class of 1994 to use English not just to communicate, but also to "really say something," in other words, to speak with purpose about thoughts and aspirations so that through purposeful communication "man to man, community to community, and nation to nation," a better world can emerge.

The founders of Cardigan Mountain School would surely agree with that advice.

Epilogue

This phase of the written history of the school concludes with the Commencement exercises in June 1994; yet the school goes on and is already in the midst of plans for celebrating in October 1995 the fiftieth anniversary of its founding. Notice will also be taken as graduates of its first school year commemorate their fiftieth reunion in 1997. Other anniversaries will follow with the passing years.

The physical plant has continued to grow year by year to meet the continuing challenges of changing educational needs, and it would be naive to expect that the campus will be called "complete and finished" at any point in the future. Indeed, plans for another five million dollar capital campaign have been announced which include the addition of a science and art wing to the north end of Hopkins Hall. This facility addresses the need to prepare Cardigan students for increasingly demanding courses in the sciences, including computer science, now required in prep schools and colleges to meet the needs of this technological age.

The site plan includes construction of a new quadrangle behind Brewster Hall, where there is now a parking lot, and elimination of the narrow road beside Hopkins Hall to the gym. A new road, Alumni Drive, will run along the lake shore from Back Bay Road to the athletic facilities. Groundbreaking ceremonies initiating the start of construction of the first phase of the project were held on June 2, 1995. The new road, with the resulting change in traffic patterns, plus the removal of the Founder's Circle to the new quadrangle, will change the appearance of the campus beyond just the addition of a new building.

Under discussion by the trustee education committee are plans for a senior elective in art and the performing arts to

enhance the school's present offerings. The technology committee is studying ways to improve Cardigan's computer lab and use of other new technologies to augment the students' learning by improving information access and communications networks

As the world continues to change, it is certain that Cardigan Mountain School will also continue to change its appearance, physical plant, and educational programs as needed to prepare future generations to meet the challenges of their times. By doing so, the hopes and dreams of its founders will live on.

Acknowledgements

Without the help, support and, encouragement which I received from so many people this volume could not have been produced. First I want to thank Bob Gillette who, on behalf of the Trustees, got me involved in this project and provided continuing encouragement along the way.

Taking events in sequence, I next want to thank those in the school offices who helped find old school publications and fulfilled my requests for statistics and lists of names as I started the research. A particular thank you to librarian Kris Burnett for locating a publication called *The Encyclopedia of American Facts and Dates* and then obtaining copies covering a thirty year period. Staff in the Business and Development Offices were particularly helpful as I repeatedly turned to them with questions.

Many people kindly agreed to be interviewed. All were generous with their time and helpful and sincere with their comments and recollections. My thanks to each and every one of them. Not everything that each one said shows up directly in the written account, but the interview material enriched and augmented much of the story's background. Special thanks to Bob Kenerson for arranging an interview with his mother, Mrs. John B. Kenerson, whose recollections of her early experiences at Cardigan were particularly delightful. Norm and Bev Wakely gave up a whole afternoon as we sat in their kitchen and reviewed some of the highlights of their Cardigan days. I'm particularly grateful to them for making the effort at a particularly busy time in their lives to read the manuscript and amend and correct where necessary. Chip Dewar was also kind enough to read a copy, and his comments and suggestions were much appreciated.

Most especially my thanks and gratitude go to my editor and mentor, Carl Cochran, who gave so willingly of his time and experience to help turn my jottings into meaningful and grammatically correct prose, and for his constant encouragement and support.

And to my wife, Eileen, who coped alone with changes in our lives while I was absent hour after hour in front of the computer screen. Her patience and understanding strengthened my resolve to complete this project.

R.R.R.

Appendix I

HEADMASTERS

William R. Brewster	1946–1947
Robert M. Kimball	1947–1950
Wilfred W. Clark	1950–1955
Roland W. Burbank	1955–1963
Norman C. Wakely	1963–1989
Cameron K. Dewar	1989–1995

ASSISTANT HEADMASTERS

William Everts	1946–1947
Richard Sawyer	1946–1947

CHAIRMEN OF THE CORPORATION

Harold P. Hinman	1945–1964
John H. Hinman	1964–1977
Robert S. Gillette	1977–1993
Savage C. Frieze, Jr.	1993–

PRESIDENTS OF BOARD OF TRUSTEES

Harold P. Hinman	1945–1964
Jerald B. Newton	1964–1969
J. Walker Wiggin	1969–1971
Robert S. Gillette	1971–1976
John L. Tower	1976–1979
Savage C. Frieze, Jr.	1979–1993
Robert E. Diemar	1993–

Appendix II

HISTORY OF BUILDING ON THE CAMPUS AND DATE FIRST OCCUPIED

Haffenreffer Hall	Fall 1955	Renamed Clark-Morgan Hall Sept. 1958
Hinman Hall	Fall 1955	
Brewster Hall	Fall 1955	
Headmaster's House	1956	
Hopkins Hall	Summer 1958	
Ski jump	Constructed, fall 1958; Torn down, fall 1993	
French Hall	Fall 1960	
Proctor House	June 1961	
Williams Workshop	Remodeled 1960	
Chapel	Fall 1963	
Hayward Hall	Fall 1964	
Newton House	January 1967	
Locker building	Fall 1967	
Covered sports area	January 1968	Renamed Turner Arena, Fall 1988
Stowell House	January 1969	
Ovilla	Purchased 1969	
Howe House	Purchased 1969	
Greenwood House	Fall 1973	
Banks House	December 1976	
Kenerson Athletic Center	1977	
Franklin House	1979	
Stoddard Center	Fall 1982	

Appendix III

TRUSTEES AND INCORPORATORS

Phillip R. Allen 1946–1952	Roland W. Burbank Ex-officio 1955–1963 Headmaster 1955–1963
Cynthia Armour 1992–	James C. Campbell Founding member 1945–1953
F. Lee Bailey, Esq. Alumni class of 1947 1993–	Finn M. W. Caspersen, Esq. 1981–
Hamilton W. Baker May 1946–June 1946	Finn M. W. Caspersen, Jr. Alumni class of 1984 1992–
Charles O. Banks 1976–1986	Robert V. Chartener Alumni class of 1973 1992–
Daniel O. Barry 1974–1992	Secretary 1994–
Richard Bjork 1983–1984	John B. Coffin 1971–
Colonel Earl H. Blaik 1962–1969	Vice President 1979–1985
Victor G. Borella 1973–1975	Charles E. Cotting 1946–1985
David H. Bradley, Esq. 1973–	Richard J. Cullen 1946–1948
Vice Chairman 1992–	Cameron K. Dewar, Ed.D. Ex-officio 1995– Headmaster 1989–
William R. Brewster Founding member 1945–1956 Headmaster 1946–1947	Robert E. Diemar, Jr. 1990– Secretary 1992–1993 President 1993–
Matthew Bronfman Alumni class of 1974 1987–	Henry B. duPont, IV Alumni class of 1983 1991–
Executive Vice President 1992– Treasurer 1995–	

Donald D. Durrell 1949–1952	Sidney C. Hayward Founding member 1945–1956
Senator Ralph E. Flanders 1946–1965	Secretary 1945–1956
David L. Foster 1994–	Thomas W. Heenan, Esq. 1989–
John E. Foster Founding member 1945–1952	Alan C. Herzig 1976–1982
Dale M. Frehse 1994–	Crawford H. Hinman, M.D. 1955–
Edward S. French 1946–1968	Secretary 1968–1992
Savage C. Frieze, Jr. 1971–	Edward Hinman 1964–1978
Vice President 1976–1979	Harold P. Hinman Founding member 1945–1964
President 1979–1993	President and Chairman 1945–1964
Chairman 1993–	Treasurer 1946–1953
Paul B. Gardent Alumni class of 1962 1989–	John H. Hinman 1946–1981
Michael B. Garrison Alumni class of 1967 1994–	Chairman 1964–1977
C. Meade Geisel 1993–	Chairman Emeritus 1977–1981
Anthony Gerard 1979–1984	Richard H. Hinman 1981–1992
Robert S. Gillette 1959–	Emeritus 1992–
Vice President 1969–1971	Charles H. Hood 1966–
President 1971–1976	Harvey P. Hood II 1946–1978
Chairman 1977–1993	Dr. Ernest Martin Hopkins 1946–1964
Chairman Emeritus 1993–	Robert C. Hopkins Founding member 1945–1956
Sherwood C. Haskins, Jr. 1991–	Vice President 1945–1955

- | | |
|--|---|
| Edgar Humann, Esq.
1983–
Vice President 1985– | Keniston P. Merrill
1986– |
| Faith L. Humann
1993–1995 | Albert J. Mitchell, Sr.
1974–1985 |
| Charles E. Hutchinson, Ph. D.
1993– | Dr. Frank M. Morgan
1952–1966 |
| Richard G. Jaeger
1994– | Richard D. Morrison, M.D.
Alumni class of 1950
1969– |
| David M. Johnson
1976–1993 | Jerald B. Newton
1951–1987 |
| John B. Kenerson
Founding member
1945–1990 | Treasurer 1952–1964
President 1964–1969
Treasurer 1969–1982 |
| Emeritus 1990–1994 | John H. Pearson, Esq.
Alumni class of 1965
1992– |
| Robert F. Kenerson, M.D.
1970– | Assistant Treasurer 1995– |
| F. Corning Kenly, Jr.
1969– | John D. Pfeifle
1987– |
| F. Corning Kenly, III
Alumni class of 1968
1986– | Charles A. Proctor
1951–1961 |
| B. Anthony King
1966–1973 | Richard Purnell
1976–1978 |
| J. Frederick Larson
1946–1952 | H. Robert Reeve
1974–1991 |
| George Lodge
1976–1978 | Theodore G. Rand
1989– |
| Donold B. Lourie
1960–1990 | Edward B. Righter
Alumni class of 1962
1989– |
| Thomas H. MacLeay
1989– | Edward K. Robinson
1946–1952 |
| Asst. Treasurer 1989–1991 | Donald J. Ross
1981–1988 |
| Treasurer 1991–1995 | Treasurer 1982–1988 |
| J. Michael McGean
1971– | |

G. Winthrop Sands, M.D.
1969–1973

C. Richard Schueler
1963–1969

Fred C. Scribner, Jr.
1960–1994

Palmer D. Sessel
Alumni class of 1958
1989–

Halsey Smith, Jr.
Alumni class of 1966
1983–

Justin M. Smith
1960–1970
Treasurer 1964–1969

Walter P. Smith
1969–1971

Stuart J. Steele
1986–1988

Stewart H. Steffey
1993–

Robert W. Stoddard
1953–1984

Harold W. Stoke
1946–1947

Rand N. Stowell
1961–1968

Rand N. Stowell, Jr.
1968–

Frank J. Sulloway
1952–1969

Carol K. Thouron
1993–

Secretary 1993–1994

John L. Tower
1964–

Vice President 1971–1976
President 1976–1979

G. Ware Travelstead
1976–1979

Robert J. Turner
1993–1995

Ernest L. Ward
1962–1970

Sinclair Weeks
1960–1969

William H. Wendt, III
1990–

Robert A. Whitcomb
1990–

Erskine N. White
1965–1972

Fred A. White
1966–1991
Treasurer 1988–1991

J. Walker Wiggin, Esq.
1952–1980

Vice President 1955–1969
President 1969–1971
Emeritus 1980–1995

Arthur A. Williams
1945–1956

Samuel C. Williams, Jr.
1989–

James F. Woods
Founding member
1945–1946
Treasurer 1945–1946



