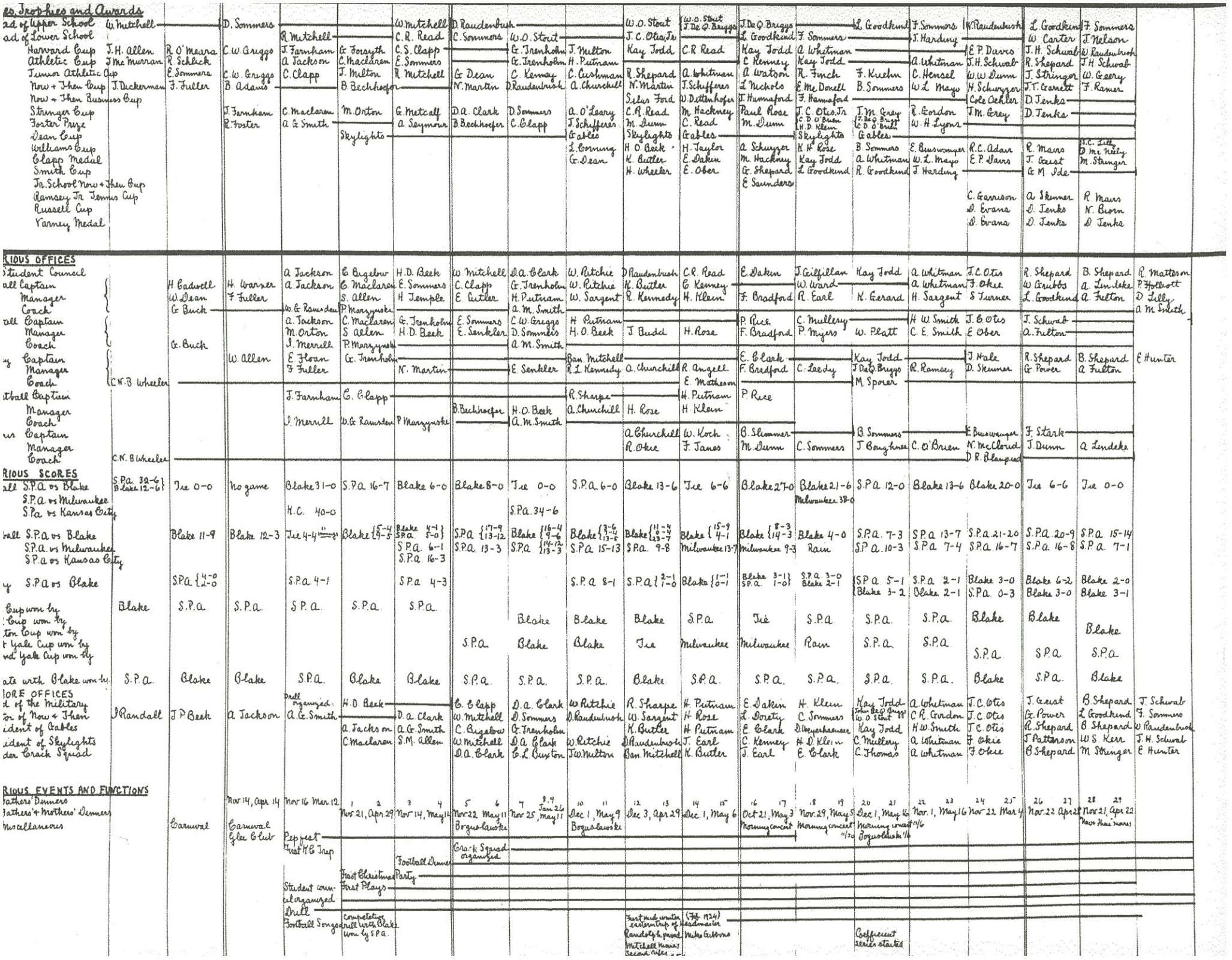

St. Paul Academy and Summit School

1900—2000

St. Paul Academy

1900

nd Summit School

2000

Paul Clifford Larson

Published by St. Paul Academy and Summit School,
St. Paul, Minnesota
2000

Dedication

To St. Paul Academy and Summit School's teachers, past and present,

and to Harry M. Drake '44, school archivist and historian, with thanks and appreciation

Cover photographs

Front Cover
Headmaster John deQ. Briggs leads an Academy bicycle brigade in front of Old Main to demonstrate support for gasoline and rubber rationing during World War II. *(Photo courtesy of St. Paul Academy and Summit School Archives)*

Back Cover
Headmistress Sarah Converse, faculty, students and trustees on the first day of school in the new Summit School building on Goodrich Avenue in September 1924. *(Photo was a gift to the school from Olivia Irvine Dodge, Summit School Class of 1936.)*

Printed in Canada

ISBN 0-9705220-0-2
First Edition

Photocredits

All photos are from the SPA archives except the following:

14 top, 15 top and bottom, 23 bottom left, 24 bottom, 27, 28, 33, 56 top left, 63 bottom, 71, 72, 77 bottom right, 80 top left and right and bottom right, 86 bottom left and right; courtesy Minnesota Historical Society. 108 top left and bottom left, 119 top right and bottom, 122 left and right; courtesy Greg Helgeson; Frank Magusin portrait is by David Ellis

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Contents

Introduction

For schools as for people, reaching the age of one hundred is a mixed blessing. Nothing seems quite as simple as it used to, and sitting still is considerably less stressful than striding forward. Schools, however, are at a distinct advantage. They can rebirth themselves

Summit School and St. Paul Academy have had periodic opportunities to do just that. One rebirth occurred at the formation of the country day schools between 1914 and 1917; another at the retirement of their first headmistress and headmaster in 1948 and 1950, respectively; a third on their merger between 1967 and 1970; and, it might be argued, many others of a less dramatic sort in the years since.

The roots of the two schools go much further back than either of their names, back in fact to a single cobbled St. Paul street and a period that the schools' accepted traditions say little or nothing about. I have taken those roots seriously because they have so much to tell us about what the two schools wanted to be but never quite did become until christened with their present names. Indeed, it could be argued that the express aspirations of those first moments of life did not reach fruition until the present generation.

That is one of the themes of this history telling: envisioning education in the broadest and most idealistic terms is not a modern phenomenon. We Americans hold almost as our birthright a myopic view of history which puts us in a place where no one has been before. Every generation of leadership at both schools has struggled with that myth, rising every twenty years or so to exult that then, for the first time, Saint Paul Academy or Summit School was going to begin the task of educating the whole person. Such concepts as holistic education, cultural diversity, equality of the sexes, and academic community were common currency among educators as far back as the 1830s. They mean something quite different today than they did in a society with less complex notions of class, gender, and the relationship of teacher and learner; but the phrases and at least a glimmer of their modern sense illumined the wakening moments of Summit School and St. Paul Academy before this century began.

A second theme adheres to the first. The two schools' sense of where and when they had their start has more often than not been attached to that moment when conscious, concerted parental activity waved its stick over the waters. Since that moment occurred in earlier and quite different circumstances for SPA than it did for Summit, this has obscured the astonishingly parallel track of the two schools' beginnings. Following that track is an illuminating exercise.

Something resembling an incarnation myth arose at both schools, fueled by supportive parents bent on seeing themselves as midwives. As a result, St. Paul Academy traces its origins to 1900, when a group of disgruntled fathers first took hold; and Summit School to 1917, when a hell-bent band of mothers took their daughters' educational destiny in their own hands. That was when each school received its modern name.

But the educational philosophy, broad social outlook, and even curricular structure of both schools was solidly in place well before their rechristening. The Barnard School for Boys morphed into St. Paul Academy without a hitch in its operations. Miss Loomis' School's transformation into Summit School was more dramatic, but so also was St. Paul Academy's parallel conversion to a country day school just three years before. And the earlier emergence of Miss Loomis' School from Freeman School not only imitated the metamorphosis of Barnard into SPA; it was structured and financed by largely the same group of parents.

As with all formative myths, there is a core of truth in the traditional tales of the two schools' origins, and it speaks more to what the schools are in essence than to the details of their beginnings. That core celebrates the legion of parents whose high educational ideals, volunteer labors, and financial generosity have always been there to create, to sustain, and to impel the schools on to the next level. The country day school concept has been fundamental to that process, for it has permitted the school and its supporters to live and grow within the same community, to their mutual benefit.

Among the earliest school parents and supporters Charles W. Ames looms large in the formative history of both schools. More than any other single force it was his energy that put them in place and his enterprise that moved them along parallel paths. But once each had mounted a country day school track, Ames dropped into the background, and for thirty years and more the history of the schools gravitated around the vision, energy, and indomitable will of their first headmaster and headmistress.

The coincidence of tenures between John deQ. Briggs and Sarah Converse continued the remarkable parallelism of the two school histories. In curriculum, community outlook, and student life they charted quite different paths, but that divergence more often than not simply reflected long and dearly held notions of the natural disparity between boys' and girls' educational needs. The headmaster and head-

mistress publicly expressed mutual respect for each other's work but personally maintained a safe distance. It does not require a good deal of imagination to see Miss Converse affixing her penetrating glare on the practice of punishing a boy's body for his mind's mistake, or Mr. Briggs bemusedly puffing his pipe at a girl playing the piano during school hours.

One of my objects has been to capture each epoch in the two schools' histories in the spirit that shaped those times. As a war baby whose own education slouched from the upright chairs of the fifties to the oversized beanbags of the sixties, that objective has not been uniformly easy through the schools' long and variegated careers.

I have been guided by a clamor of voices in print, beginning with the bemused recollections of St. Paul Academy's first headmaster, C. N. B. Wheeler, and continuing through an endless array of school catalogues, student publications, local newspaper notices, and internal board and administration documents. In spite of this, names of many important teachers, administrators, and trustees have inevitably been left out of the account. Those that are included are often there simply because they were part of a story that I thought particularly worth telling.

Much of the historical narrative has been enriched by interviews with people who have taken part in the life of the schools, board members and parents as well as faculty and students. Some of those interviews have already found their way into print via student or alumni publications. Others have been undertaken specifically for this centennial. Their value as a lasting record of personal impressions far exceeds the sound bites to which I have reduced some of them here.

My debts stretch in all directions. First to be acknowledged is the centennial committee itself for having the courage and foresight to commission a serious rethinking of the school's history rather than a glossy self-promotion or yet another trucking out of the old tales — *some* of which, admittedly, are too good to leave out. I hope the present work rewards the committee's trust and speaks to its vision. More generally, none of my work would have been the least pleasurable if the two institutions had not led colorful, accomplished lives. My thanks to St. Paul Academy and Summit School for a history that is worth telling!

On an individual level I owe a debt of thanks to Paula Kringle for putting me in harness and leading me through all the fields where a good harvest was most likely to be had. I have not followed all of her leads, and many a crop remains for others, largely because of the

cruel requirement that the book be smaller than a Manhattan directory. Other members of the centennial committee who have been particularly helpful are veteran teachers Ran Miner and Joanna Victor '51, both of whom were principal players in the tumultuous seventies. Harry Drake '44 opened the splendid school archives to me and gave me the freedom to browse at will. There are far more riches there than this brief history can possibly serve up.

Jessica Cohen, '99, admirably undertook the first interviews for the book as a senior project. I thank her and commend for their memories all those interviewed by either of us: Henry Blodgett '42, Ariel Davis Davidson, Carl B. Drake, Jr. '37, Dutton Foster '57, C. E. Bayliss Griggs '35, Anne Klus, David Lilly '35, Albert Lindeke '32, Ranlet Miner, Sally Davis Patterson '57, Lucy Polk, Sam Polk '00, Martha Polk, Leila Jackson Poullada '42, Wesley Schultz, Roger Shepard '31, Stanley Shepard '47, Melanie Spewock, Douglas Stenberg, Joanna Victor, and Rob Woutat. In addition to these, Jean Hart '52, David Lilly, Paul L. Parker, Sally Baker Ross '41, and Nancy Weyerhaeuser '49 read an early draft and made many corrections and clarifications as well as suggesting numerous ways of expanding the more recent material. My final debt to the school itself is to those many trustees, faculty, and students, past and present, who responded to a call for a round-table discussion of particularly thorny issues regarding the present character and direction of the school.

Outside of the school, I have made a frequent haunt of the Minnesota Historical Society library. MHS staff assisted me with a significant SPA collection donated just after the merger, the very useful papers of the Charles Ames family, a rich file of school event photographs from the *St. Paul Pioneer Press*, and sundry other documents and photographs associated with the history of the two schools. The staff at St. Paul Public Library graciously combed a variety of miscellaneous files for materials relating to both schools, and the library's aperture-card file of news clippings was quite useful for the period between 1930 and 1960.

Further afield, Patrick Smithwyck of Baltimore's Gilman School, Beth Bryant of Pembroke Hill School (nee Kansas City Country Day School) and Louis Jeffries of Hill School in Pottstown, Pennsylvania, provided essential information about the early history of their respective academies where it touched on SPA's formative years. Independent schools, particularly country day schools, have faced many of the same challenges and evolved in much the same direction over the last hundred years, and they have much to learn from each other's histories.

Barnard Principal Robert Arrowsmith, twelve students, and a teaching assistant in a Barnard School classroom in 1890

I

Planting the Vision

Planting the Vision

In the beginning a leased church building and a brick storefront faced each other across the brick pavers of Mackubin Street. One went by the name of Barnard School, after the president of Columbia University. The other was called Freeman School, after the president of Wellesley College. For the ensuing 90 years the schools would follow independent paths, evolving and maturing into proud and distinctive institutions in different parts of the city, until that moment in 1969 when the coincidence of their beginnings re-emerged and a single school was formed.

The origins of St. Paul Academy and Summit School lie in the 1880s, when St. Paul was undergoing a transformation from a crude river town into a bustling city. A population and building boom that led the nation had laid the physical groundwork for a wide array of social and cultural institutions. Equally important was the emergence of a close-knit fraternity of civic and commercial leaders. Nearly all of them had strong ties to the East Coast, and many of them wished for their children a beginning that befit their ascent in society as well as the rising culture of the city.

Against this background, private schooling aimed toward the great Eastern colleges naturally began to occupy the dreams of the city's elite. The impulse toward private education in the 1880s and 1890s grew out of numerous ideological traditions and social pressures. Putting children into environments insulated from all but the "better class" suited Victorian notions of childhood innocence and isolation. In the St. Paul setting, this notion was reinforced by the civic effort to cast a rough-hewn Midwestern city into a properly Eastern mold.

But not all of the motivation for private schools was elitist. Reaction against the rigidity of emerging school bureaucracies was widespread, and the city's public school building program had not kept pace with the population explosion. The existing schools were overcrowded, poorly ventilated, unsanitary, and in many cases shoddily planned and built. Attracting and holding experienced teachers in a situation with so many growing pains was a continuing ordeal for local common schools and their governing boards.

Yet the task of starting and sustaining a private

school also presented daunting challenges. Public schools, for all their growing pains, were the wave of the future. Nationwide, the proportion of students enrolled in common schools had rocketed from 27 percent to 70 percent between 1870 and 1890, and it would rise to 90 percent by the end of the 19th century. Even among many of the wealthy, the private school increasingly bore the marks of a passing age, without long-term hope or even reason for survival once a 12-year public school program fully took hold. The problem was especially acute with schools unsupported by religious institutions, for they had no ready market and no articulated body of pedagogical principles setting them apart from public schools.

In spite of these challenges, St. Paul launched into a vigorous period of private school establishment. As early as 1890 private schools were siphoning off so much of the city's youth that city officials became alarmed. An estimate published in the city directory put the private school attendance figure at 10,000, or 40 percent of the total and well above the national average.

Nearly all of these early schools were parochial, most of them connected to a single parish or congregation. But small, non-sectarian schools began to add to their numbers, promising a program of study and a social and intellectual outlook mirroring those of the prestigious Eastern academies. The first of these to draw students in any number was F. A. Fogg's English and Classical School but the first to survive in some form to the present day was the Barnard School for Boys, progenitor of St. Paul Academy.

Barnard School's founder was Robert Arrowsmith, a Ph.D. from Columbia University whose scholarly attainments and pedigree were writ large in the school's promotional materials. Arriving in the summer of 1887, he brought with him a letter of recommendation from F.A.P. Barnard, president of Columbia University, using it as a frontispiece for the school catalogue. Arrowsmith had been appointed a Fellow of the College in 1883 and taught briefly at Racine College in Wisconsin before moving to Minnesota. His lasting reputation would rest on a number of foreign-language textbooks he edited for American schools on life and times in Germany and ancient Rome.

From the start the school offered a late Industrial Age equivalent of what we now think of as holistic education. In the words of its first catalogue, "It should be the part of the teacher to present as far as possible to the mind of the pupil things instead of mere words" by offering "a connected course of training which shall educate the hand and eye in harmony with the mind." According to Arrowsmith, this could best be achieved by incorporating industrial training. A report of the Industrial Education Association of New York declared that his kind of system was "nothing more than a development of the kindergarten theory.... This system should be introduced into all classes and grades of schools, the private as well as the public school."

In the late 1880s the drummer to which Barnard School marched could be heard throughout St. Paul. Independent kindergartens sprang up in churches, storefronts, and private dwellings. For the higher grades, two public industrial schools opened classes in 1889, and classes in drawing were commonplace in the standard schools. Though their mission was as much humanitarian as educational — at least two of the kindergartens served the poor, and one of the industrial schools was run by a relief society — both new kinds of institution lived out Barnard School's philosophy that the body and mind be educated together.

Barnard School began by offering boys 10 years and older a multiplicity of educational tracks. The school's first advertisement, placed in the St. Paul Globe on August 28, 1887, promised that a curriculum of modern languages, drawing, and wood work would lead to "thorough preparation for the colleges and technical schools, West Point and Annapolis." In practice, however, mastery of a trade was

clearly not a track either Arrowsmith or the school's patrons had in mind. By the time the catalogue was published the reference to technical schools had disappeared. Meager offerings in drawing and manual training were more than offset by a force feeding of the great trinity of the English academy: English, classics, and mathematics. In the **1880s** that meant years of etymology and declamation, history (ancient and almost modern), and French, Latin and Greek.

Like many of the tiny private schools of the day, Arrowsmith's made a virtue of necessity by dispensing with a graded structure. Each student's course of study was arranged "after minute examination by the Principal, according to his proficiency in each individual subject." On the basis of this examination the principal (who was also the main instructor) loosely assigned each student to the year that best fit his standing in the majority of subjects without curbing his freedom to join classes of other years so far as his schedule allowed. This system was to pass unaltered into St. Paul Academy during its first decade.

Early catalogues of Barnard School declared that rules and written disciplinary procedures were an irrelevance. "The whole time is used for instruction," they intoned; "none is left for harangues on conduct." Sessions were held from nine to two, with one-and-one-half hours tagged onto the end for make-up work. Students were also expected to allow one to two-and-one-half hours of study time at home. Tuition ranged from $100 in the first year to $200 in the seventh year, with the school session stretching from the week after the State Fair — the standard opening date for public schools — to the college entrance exams in June.

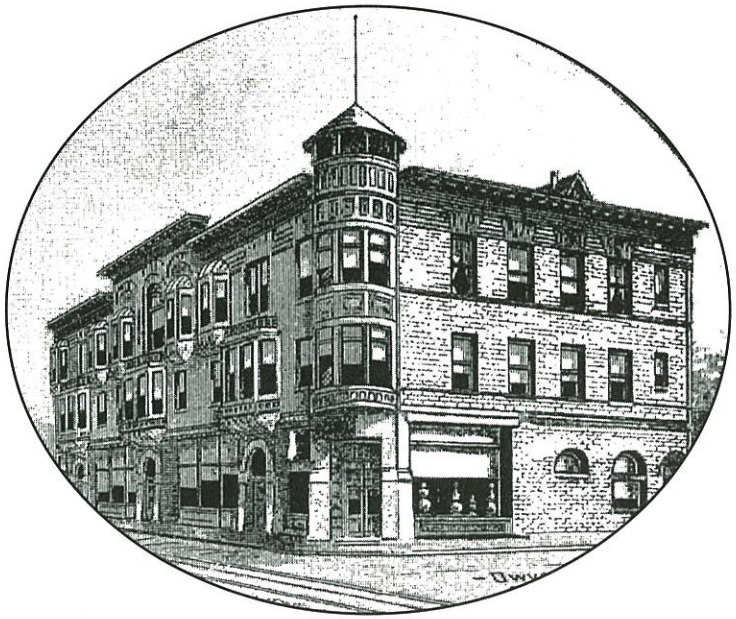
In its first year of operation, Barnard School attracted 22 students, harking from such prominent St. Paul families as pioneer entrepreneurs Norman W. Kittson and Henry M. Rice and a bevy of more recent immigrants from the East who had also made their fortunes in St. Paul. Edward Craig Mitchell, pastor of the Swedenborgian Church on Virginia Street, was founder of the city's best-known free kindergarten.

Most of Arrowsmith's early patrons were members of St. John's Episcopal Church, whose rector, Henry Kittson, was Norman W. Kittson's son. In **1883** St. John's had erected a stone church school on Mackubin and Ashland, with the intention to meld it into a sanctuary. But when it came time to build the church proper, they chose the less expensive expedient of a wooden frame. By July **1887**, when Arrowsmith was casting about for classroom space, the church school lay orphaned at the back of the lot. Arrowsmith quickly secured a lease of the building on the condition that the church vestry pay half the costs of finishing the basement and installing heat and water. Shortly thereafter, a small shed addition was attached for the manual training classes.

Though situated in the precise geographical center of fashionable Woodland Park Addition, the school barely survived its first year. The heating apparatus for the stone building was so ineffective that Arrowsmith had to dismiss classes at the end of November. But by its second year of operation, 29 students packed the small rooms. Among them were the scions of such local luminaries as General (and entrepreneur) Judson Wade Bishop, industrialist and civic leader George R. Finch, and merchant Joseph L. Forepaugh.

This first venue of St. Paul Academy's ancestor still stands on Mackubin, the shed gone and the stone shell at last incorporated into a sanctuary many years after Barnard School had abandoned it. In **1889** Barnard School moved into a two-story frame house at 366 Laurel. A year later it moved again, this time into rooms in the Blair Flats, a massive brick-and-brownstone apartment building still towering over the corner of Selby and Western.

For unknown reasons Arrowsmith left at the end of the **1890-91** school year, and his chief assistant, William F. Hunt, took up the reins. As president of the Christian Endeavor Society at the recently established Peoples Church, Hunt added an important connection to a developing community of wealth south of Summit Avenue as well as to the



The W. A. Frost building at Selby and Western, the center bay on the long side occupied by Barnard School from 1894 to 1900

MR. CHAS. N. B. WHEELER will hereafter conduct the BARNARD SCHOOL FOR BOYS, on his own account, and under his own personal management, with the approval and hearty commendation of the former Directors, and patrons of the School.

Mr. Wheeler is a graduate of HARVARD COLLEGE, and is recommended as a successful teacher, of tact, and experience.

It is believed that the school under his control, will merit the approval of parents in a very high degree, and it is expected that the support which will be given the school, during the coming year, will be commensurate with its high character, and to this end the patronage of yourself and friends is requested.

Mr. Wheeler is expected in St. Paul in a few days, when further particulars will be furnished.

Very Respectfully,

WILLIAM D. KIRK.

Saint Paul, August 25, 1892.

A letter sent out to Barnard School parents on the arrival of new principal Charles N. B. Wheeler

C. N. B. Wheeler

ing paper and other ordinary materials are provided by the school without expense to the student. The school has a fully equipped carpenter shop the use of which is free to all the pupils. No charge whatever is made except for tuition.

SCHOOL CALENDAR IN BRIEF.

SCHOOL reopens Wednesday, September 12th, 1888. First session ends February 1st. Second session begins February 4th, and extends to the June entrance examinations of the various colleges. Calendars of holidays are furnished to students on entrance.

TUITION FEES.

First Year,	$100 00
Second Year,	115.00
Third Year,	130.00
Fourth Year,	150.00
Fifth Year.	175.00
Sixth Year,	200.00
Seventh Year,	200.00

Payable, one-half October 1st, balance February 1st.

STUDENTS entering at any time before the middle of a term are charged for the whole term; at any time afterward, for half a term. No deduction will be made except for absence extending over half a term, in which case the loss will be divided equally between the school and the parent.

LIST OF PUPILS 1887-1888.

STUDENTS.	PARENTS OR GUARDIANS.
Ames, H.	J. H. Ames, 521 Grand Ave.
Baxter, G.	G. S. Baxter, 489 Holly Ave.
Baxter, W.	G. S. Baxter, 489 Holly Ave.
Boardman, H. A.	H. A. Boardman, 389 Grove St.
Bement, L. T.	R. B. C. Bement, 237 Dayton Ave.
Clark, A.	A. E. Clark, 494 Ashland Ave.
Clarke, R.	F. B. Clarke, 236 Summit Ave.
Deming, M.	Mrs. A. Deming, 235 W. 5th Street.
Dixon, F. H.	W. H. Dixon, 468 Ashland Ave.
Durham, C.	Capt. C. Durham, 2 Monroe Place.
Durham, R.	Capt. C. Durham, 2 Monroe Place.
Foster, C. A.	A. G. Foster, 490 Summit Ave.
Kirk, R. A.	W. D. Kirk, 374 Woodward Ave,
Kittson, A.	N. W Kittson, Summit & Dayton Aves.
McNaught, R.	James McNaught, Ryan Hotel.
Mitchell, W.	Rev. E. C. Mitchell, 534 Summit Ave.
Perkins, W. F.	E. F. Dodge, 444 Laurel Ave.
Rice, F.	H. M. Rice, 285 Summit Ave.
Simpson, H.	Mrs. J. H. Simpson, 2 Monroe Place.
Warner, H.	Reuben Warner, 173 College Ave.
Whiting, W.	A. Wanzer, 122 Virginia Ave.
Winter, W. C.	E. W. Winter, 415 Summit Ave.

A spread from Barnard School's first catalogue, issued in the summer of 1888

BARNARD SCHOOL
FOR BOYS.

370 Selby Avenue, St. Paul, Minn.

Thorough preparation given for Harvard, Yale, other Colleges and Scientific Schools, and for the Military and Naval Academies. The course of Study is arranged in accord with the recommendations of the Committtee of Ten, which embodies the latest and best ideas on Secondary Education. Careful individnal attention is given every pupil to bring out the best there is in him.

C. N. B. WHEELER, A. B. (Harvard),
PRINCIPAL.

Advertisement in the *St. Paul City Directory*, 1894

Congregational church. The Peoples Church lost no time in plumping the school's virtues in its weekly newsletter, but neither Hunt nor his supporters were able to stave off the school's gradual descent into solvency.

St. Paul's boom of the **mid-1880s** had given way to economic stagnation by the early **1890s** and complete collapse when the Panic of **1893** set in. Barnard School's enrollment sank to 12 students and its debt rose to $1,500, with little prospect for a reversal of either trend. Norman W. Kittson had died the year after the school was founded, and none of his peers had so ready an appetite for assuming the institution's financial obligations. Hunt resigned, and the school's backers once more looked to the East for leadership.

In August **1892** one of the school's first patrons, William D. Kirk, circulated a letter to the other parents announcing the arrival of Charles Nathan Brooks Wheeler, "a successful teacher of tact and experience." Many years later, after four decades of service at St. Paul Academy, Wheeler would be remembered for other traits as well: great personal charm, intense loyalty, and a whimsical, sparkling wit. These qualities would be needed in abundance for the school and Mr. Wheeler to survive the **1890s**.

Wheeler was a Massachusetts native and Harvard graduate who had begun teaching at the age of 21. His first job, at a school in his home state, encompassed grades one to 12. This was followed by brief stints at Powder Point School in Duxbury, Mass., and Bowdoin College in Maine. Barely 27 when the call to St. Paul came, he assumed leadership of a school whose only tangible assets were a trifling number of school desks and books.

With the pending conversion of Blair Flats into the Angus Hotel, once again the school moved to other quarters. This time it settled into the Dakotah, a sophisticated commercial building still standing just across Western from the Blair. Its major tenants were a drug store at the corner and a Turkish bath for ladies at the eastern end, with Barnard School sandwiched between. The location must have afforded a fine, lingering walk home.

No records survive to tell us how Wheeler managed to keep Barnard School alive for eight years. School profits were his only source of income, as they had been for his predecessors, and the only way Wheeler could make a go of it was by following in their tracks. That meant doing most of the teaching himself with the help of a sole assistant. These adjunct teachers, probably young and inadequately trained and most certainly poorly paid, cycled through the school one at a time. Yet the school continued to boast of offering "thorough preparation for Harvard, Yale, other Colleges and Scientific Schools, and for the Military and Naval Academies." This meshing of Ivy League aims with paramilitary training, strange bedfellows though they seem today, continued to set the tone for Barnard School and the academy to follow until well after World War II.

The year that Barnard School was preparing to move out of its St. John's building, a school of similar philosophy and motivation but quite a different character arose almost directly across Mackubin Street. Its precise origins are obscure, as the only written narrative proceeds from the confessedly dim memory of Elizabeth Loomis more than a half century later. What we know for certain is that four young women, Miss Loomis among them, joined together to start a teaching business in a brick double store building recently vacated on the alley across the street from Barnard School. The year was **1889**, and the ultimate outcome would be Summit School.

One half of the building opened as a school for young girls, the other as the first free kindergarten on St. Anthony (Cathedral) Hill. Each shared the philosophy of Barnard School, in which physical and mental training occurred side-by-side. Founder of the girl's school — and probably the guiding light for both — was Alice Ames, a grad-

uate of Wellesley College and sister to publisher Charles W. Ames. Both connections were significant. Wellesley College provided the name for the school, in the person of its president, Alice Freeman, and C. W. Ames quickly emerged as its chief supporter. Thus began Ames' long and devoted love affair with what we now call finance, development and public relations. The fledgling girls' academy was Ames' first flirtation in a 30-year liaison with Freeman and Barnard schools and the mature academies they grew into, the relationship ending only with Ames' death in **1921**.

Elizabeth Dennis, 28, in **1889** and armed with a certificate in kindergarten teaching, headed the school in the second half of the building. Assisting her was Elizabeth Loomis, daughter of a local furniture manufacturer and not yet 20 years old. Her older sister, Annie, assisted Alice Ames on the other side of the wall. Little is known of the Loomis sisters' background other than that both were born in New York, Annie received some kind of teacher training, and Elizabeth completed the same kindergarten teacher training as Elizabeth Dennis. Neither had a university diploma.

Cutting a door through the partition wall around **1890** united the staff of the two schools into Freeman School and Kindergarten, soon shortened to Freeman School. In her seventies Elizabeth Loomis recalled with pride the school's success in its makeshift first home. "This building... was ill adapted for school needs. Some way adjustments were made to its limitations and the little school prospered." Primitive though its physical trappings were, the school captured the essential qualities of the late 19th-century Eastern girl's school: small size and intimate atmosphere, remoteness from city life, a nonsectarian outlook, and social exclusivity.

On Alice Ames' marriage in **1891**, leadership of the school fell to Annie Loomis, who would take it into the next century and with her sister form the bridge to Summit School. The first step in the early **1890s** was finding a building more suited to educational purposes. In **1894**, at the height of the depression, the school moved into an elegant townhouse on the corner of Portland and Kent. Across the street, St. John's Episcopal Church was putting up its new building, visually linking Freeman School to the same patronage that Barnard School had enjoyed at its inception.

Freeman School must have been prospering all out of proportion to the general state of the economy. The three-story brick-and-brownstone they occupied for the next seven years was many steps removed from the cramped venue on Mackubin. Designed by distinguished young architect Cass Gilbert, the Portland Terrace brownstone was also well suited to the continuing need for expandable space, for when one unit filled, the school simply spread into another.

Superior though Portland Terrace was both aesthetically and functionally to the double store front, it too proved inadequate as a long-lasting solution to the school's needs. The linear succession of rooms in each dwelling unit was poorly suited to classroom use, and nowhere was there adequate space for assembly or recreation. Resolution of these problems would have to await better economic times and the first reorganization of the school, this time under the Loomis sisters' name.

Co-principals Fiske and Wheeler and their upper school students in 1911-12

II

Making a Fresh Start

On a spring day in 1900 Charles W. Ames went into parental shock. His son, he discovered, could not tell a cosine from a coefficient. Apparently he could not tell the accusative from the ablative either, for three years of Latin grammar had left his mind unscathed. The culprit, Ames determined, was a sequence of inept assistant teachers at Barnard School, climaxing in one Reynolds. As the victim of that inquisition, young Charles Lesley Ames would put it, "the effect on the roof of 501 Grand Avenue is still traceable."

The effect on Barnard School was equally elevating. Largely at C. W. Ames' urging, a committee of unhappy school parents took matters into their own hands. Foremost among them were Ames himself, Arthur B. Driscoll, Chauncey M. Griggs, William H. Lightner, Lucius P. Ordway, Frank D. Shepard, and James H. Skinner — names familiar to any student of St. Paul's industrial or economic history. Ames and Driscoll were the only members of the list known to have enjoyed a private school education, Ames at Albany Academy in New York and Driscoll at D. A. Fogg's school in St. Paul; and even their experience was limited to a few years in grammar school. Griggs and Ordway, however, had graduated from Yale and Brown, respectively, where they had seen at first hand what Eastern preparatory schools were capable of producing.

Under Ames' dogged leadership, Barnard School began the transformation into a reputable boys' academy. No fault was found with Charles Wheeler himself, nor were Barnard's aims, policies, or curriculum called into question. But the school needed to be set up on a different basis, with a uniformly high level of instruction. Through its 13-year history Barnard School had been little more than a one-man show. On paper Wheeler had been ideally suited to that role. He was on his own admission equally at home leading recitations in Latin, French, German or Greek, lecturing in geography or history, drilling in arithmetic, or showing how to execute a block in football.

The committee's proposed solution was as daring as it was simple: induce the best teacher in St. Paul to join Wheeler as a co-principal and allow no other instruction without proven qualification. Ames and his colleagues did

not have far to look. Frederick W. Fiske, a classics and mathematics teacher of 18 years standing at St. Paul Central High School, was revered by students and colleagues alike. A New Englander with a master's degree from Williams College, he had eight years' teaching experience at a private academy before coming to St. Paul.

Ames sat Wheeler and Fiske down in his library, made the proposal, and after an embarrassingly long silence the two educators launched into a discussion of the type of desks that would best suit the school. Outside the persuasive atmosphere of Ames' home, it proved difficult to separate Fiske from his public school loyalties. But Ames and Wheeler won him over, and Fiske took on the new task, as Wheeler later reported it, "with many misgivings." He was to be a mainstay of its instructional staff through its first three decades.

Choosing a moniker for Barnard's new incarnation proved simple enough. This enterprise was not going to be a single man's effort or memorial, but the pride of a city. Furthermore, the New England academies after which its curriculum was modeled — Andover, Exeter, Choate, et. al. — generally drew their name from their town rather than from some distant historic figure. So St. Paul Academy was the natural choice.

Classes opened in September **1900** in a large frame house located on Western just south of the Angus. Wheeler and Fiske ran the school together, with 28 students in attendance. Mr. Fiske was a fugitive on picture day, as he would be through the remainder of his career at the academy, his only known photographs being studio products. But two of the students in the first-year picture were Fiske's own boys, and each of the founders immediately enrolled at least one of his children in the school as well. One of the founders' sons, C. Reinold Noyes, would become the first graduate of the academy in the following spring.

Much of SPA's early promotional material pursued the same themes as Barnard's. For the next 14 years the catalogue declared that "the standard set for the school is that of the best schools of like character throughout the country." The purpose remained "to provide boys of 10 years and upwards a course of instruction preparing them for the best colleges and scientific schools," and SPA continued to operate without graded classes.

The school catalogues of this early period presented a significantly less structured curriculum than that advertised at Barnard. Rather than marking a loosening of the academic regimen, this probably expressed a more accurate portrayal of how the school actually operated. With a small number of students and teachers spread out over a 10-year course of study, a complex of strict sequential requirements was not feasible. But Latin and Greek remained paramount, and a complete course in mathematics from arithmetic to geometry was also required; these all were Fiske's areas of expertise.

The school grew steadily from the start, forcing its supporters to look beyond the makeshift arrangements on Western. This time the parent committee turned to St. Paul architect Thomas Holyoke, whose mentor, Cass Gilbert, had designed many of their homes and business blocks. Holyoke's design for St. Paul Academy was a humble rendition of the Colonial Revival far removed from the manorial showplaces of the great eastern academies. A two-story brick structure with a 48-foot front, its $8,000 cost was well below what most of the academy founders paid for their own homes. But it was the beginning of a 15-year association between Holyoke and St. Paul Academy.

Charles W. Ames remained the school's most active and outspoken supporter through the first 30 years of its life, just as he was at its sister school. One of the indelible marks of Ames' leadership was his insistence on two principles of his own work ethic: financial solvency and discipline. Small though the price tag was for a school attended by the scions of St. Paul's financial elite, Ames and his colleagues refused to pay it outright. Instead, in a fashion that would become his hallmark, Charles Ames led a drive to build a loan

Principal Charles N. B. Wheeler and his charges at St. Paul Academy's first venue on Western Avenue in 1900

fund that would function as both a mortgage for the school and a profitable investment (at 6 per cent) for its supporters. Whether the school masters could make a living depended entirely on whether the school drew enough students for them to be able to absorb the debt load.

In the fall of **1904**, the new building opened and a third teacher joined the staff. Wheeler also attempted to establish a boarding option by inviting distant students to live with his family during the school year. This half-hearted venture in the "cottage system" was hedged in with a great number of caveats as to the moral, mental, and physical desirability of the candidates; whether any students actually took up the offer is unknown.

In the old building on Western, physical education had been confined to a dim and leaky bowling alley affixed to the rear of the house. In the new it occupied the basement, lit by clerestory windows and outfitted with an assortment of exercise and gymnastics equipment and some basketball hoops. But the academy still lacked the kind of space around it that the public schools enjoyed. A side yard performed double service, as a tennis court in the summer and a hockey rink in the winter, while the school's team sports had to find venues off of school property. The vacant lot across Dale Street served as the first athletic field, but this proving too small, temporary playing fields were established on a succession of lots on Summit Avenue until an arrangement was finally worked out with St. Thomas Academy to share one of its fields.

During its second year of operation in the new building, Ames' concern about rising disciplinary problems precipitated the school's first parent-teacher crisis. In January **1906** he hauled the three school masters over the coals for the academy's lack of discipline and esprit de corps. C. N. B. Wheeler acknowledged too single-minded an absorption in the task of teaching, and the school moved to remedy matters.

One of the first steps was to challenge student accounts of their role in dubious activities, and this immediately raised the ire of parents anxious to point the finger anywhere but at their own child. Resolving the discipline issues forced enough boys out of school and offended enough parents to significantly lower the following year's enrollment and threaten the solvency of the academy. Wheeler remained optimistic, however, assuring Lucius Ordway that "the rumpus shows that we are doing something in the right direction" and C. W. Ames that the school's inability to make their annual mortgage payment was only a postponement. The new emphasis on discipline found its way into the following year's school catalogue, which placed equal emphasis on the transgressions of smoking, property damage, and tardiness.

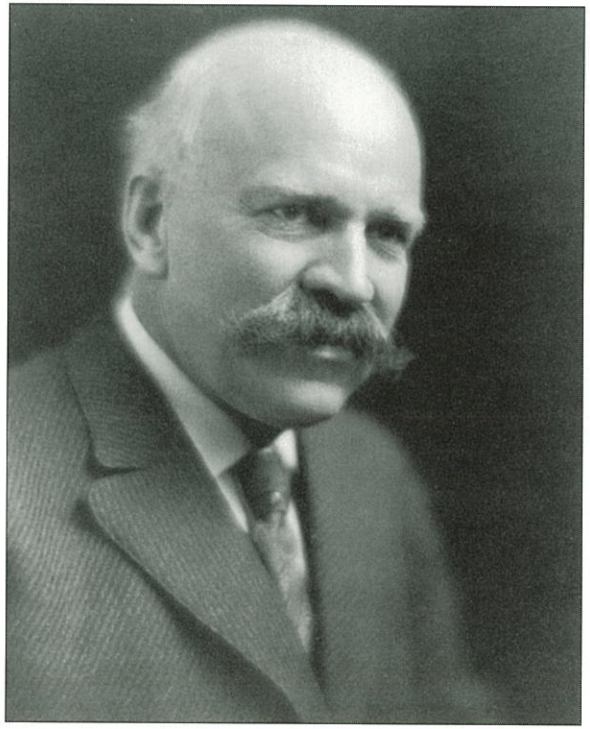
As sole director of the school's athletic programs, Wheeler took the matter of school spirit on his own shoulders, devoting all of his afternoons after school to coaching sports activities. He had wrestled and run track at Harvard; in lieu of those sports at SPA he coached football, basketball, baseball, and a variety of individual sports. He physically participated in whatever activity he coached. For many years his gymnastic skills were never surpassed by the boys under his charge. He also put in place a tradition that would last for over 40 years: every boy, whatever his age or size, was required to play football.

An intense rivalry with Blake School in Hopkins soon developed, one that soon spread to other sports and an annual debate competition. But it all started with a football game, memorable not so much for the athletic contest itself as for an unanticipated quarrel over school colors. Blake's team showed up in blue and old gold, the colors that SPA had adopted years earlier. St. Paul Academy "wrenched its first scalp," as the student newspaper put it, at this first meeting of the two teams, not only winning the game but forcing Blake to settle for a different set of colors.

In addition to his work with athletics, Wheeler tried to build school spirit around intraschool competitions and events. Starting in **1908**, the student body was divided

St. Paul Academy building on Dale Street shortly after construction in 1903

Eminent scholar and teacher Frederick Fiske, ca. 1895, a few years before joining the staff of St. Paul Academy



Charles W. Ames, the leading early supporter of St. Paul Academy and Summit School, ca. 1915

SPA students gathered on the steps of the Dale Street school

COLLEGES AND SCHOOLS

St. Paul Academy

Cor. Portland Ave. and Dale Street

ST. PAUL, MINN.

College Preparatory School for Boys

¶ In the ten years since this school was founded we have sent sixty boys to Yale, Harvard, Princeton, University of Minnesota and other colleges. It is not necessary to send a boy away to school in order to have him properly prepared for college. Our graduates are just as well prepared as those of any school in the country. The number of pupils is small enough so that every boy can get what individual attention he needs, and his classes can be arranged to fit his individual needs. A carefully planned, modern school building enables the boys to work under favorable and sanitary conditions.

Send for a catalog, or, better still, come and see us

F. W. FISKE, C. N. B. WHEELER, Principals

St. Paul Academy advertisement in *Dual City Bluebook*, 1911-12

into the Blues and the Golds, and a variety of athletic and academic rivalries ensued. Wheeler also elevated graduation exercises to the ceremonial pomp fashionable at eastern academies. First held in the nearby Masonic Hall, they wandered from church to church before finally coming to rest in the St. John's Clubhouse built on the site of the old athletic field across the street from the academy.

Wheeler struggled to manage the additional burden of responsibilities thrust on him. Soon it proved too much even for his boundless energies. A reshuffling of the staff was in order. In the fall of **1906**, two new teachers came aboard, led by Charles' brother, John Hersey Wheeler. The younger Wheeler appears to have been cut from the same cloth as C. N. B., but with considerably more starch applied. In Charles Wheeler's words, "My brother is a better teacher in many respects than I am, a better disciplinarian, an enthusiastic athlete, and a man whose influence among the boys will be positive and beneficial." J. H. Wheeler also had a master's degree.

In **1910** Ames — a frequent speaker at Unitarian church congresses — delivered the commencement address. Rambling to 14 pages in typescript, it expanded on the credo of the school's founders, that "boys could be more effectively prepared for college in a school designed for that particular purpose than in a public school meant primarily for general culture." In the year following this address an ad in the Twin City Bluebook — the directory of and for proper society — declared that it was unnecessary to send a boy away to school, as "in the 10 years since this school was founded we have sent sixty boys to Yale, Harvard, Princeton, University of Minnesota and other colleges." Yale headed the list, capturing 21 of the school's first 47 graduates. St. Paul, crowed school magazine *Now and Then*, was a Yale town.

From its first issue in November **1908**, *Now and Then* unstintingly supported everything SPA stood for and did. Whipping up school spirit was plainly as much to its purpose as keeping the students posted on important school events and how and what the alumni were doing. The mini-magazine also offered budding writer F. Scott Fitzgerald his first literary venture, but his iconoclasm soon ran afowl of the editors. "Young Scotty is always bubbling over with suppressed knowledge" was the first barb, followed in later issues by a listing of "How to run the School" as one of his "books" and a plea for someone to "poison Scotty or find some means to shut his mouth."

Even short of Scott's signature social arrogance, speaking out against the academy during this period was not only poor form, but suspiciously close to apostasy and treason. Nearly 30 years after Scott had left the school, its leadership remained unimpressed by his meteoric career. Said the alumni report in **1939**: "Writer. In Hollywood now."

Young Fitzgerald may not have been the best authority on how to run the academy; but he probably had his finger on a fairly erratic pulse. The school was still bobbing along from year to year, its fortunes ebbing and flowing with the enrollment and neither of the Wheelers rising to ongoing administrative or public relations tasks until crises demanded their attention. Fiske, in the meantime, kept a neat, handwritten set of financial and student records, his sole contribution to the running of the business end of the school. (None of these quaint registers survived the transition to a more systematic mode of operation.) But the school's founders continued to send their sons to SPA, and their children and grandchildren carried their support into the next generations.

Less than a week after construction began on St. Paul Academy's new building at Dale and Portland, Annie Loomis took out a permit for a school building on Holly Avenue midway between Dale and St. Albans. Located less than two blocks away from SPA, the girl's school would be half again as large and twice as expensive. Freeman School was doing sustantially better than its male counterpart, and Ames and the

school's other supporters must have seen the folly of putting a still-struggling boy's school into a new building while leaving a thriving girl's school in its cramped rowhouse venue.

> The Misses Loomis have shown their capacity by the improvements which they have made during the many years in which they have been building up this successful educational institution, and it is believed that the new school house and the increased patronage which it will insure will enable them to still further improve their school.
>
> LETTER FROM CHARLES W. AMES TO POTENTIAL LOOMIS SCHOOL FUND SUBSCRIBERS, JUNE 23, 1903

Once more Ames' support came in the form of a mortgage. On behalf of the Loomises he purchased an empty double lot in May **1903**, hired SPA architect Thomas Holyoke, and began to negotiate construction contracts. With construction underway he duplicated his effort at SPA by eliciting subscriptions from Freeman School parents for a second mortgage — once more offering 6 per cent interest. In June each parent was approached for a loan of $300 per attending daughter, with Ames himself putting in $600 and claiming that the school would be open and ready for use in September.

Changes in plans resulted in a delay of completion until the following spring, forcing the school to crowd into a house on an adjoining lot. The price tag of the new building and lot eventually rose to $17,000. Finally, in September **1904** the building at 655 Holly Avenue opened its doors. Rechristened as Miss Loomis' School, it operated with Annie and Elizabeth Loomis as co-principals, neither one of them having the academic qualifications now required of all its teachers. Two and preferably four years of college was the standard. Elizabeth Dennis, founder of the free kindergarten, was an immediate casualty, resigning or being forced off the staff to become a clerk at the public library.

The kindergarten continued to thrive under new management, while the primary department for the first time forged a direct link to the boys' academy. Miss Loomis' school now opened its first four grades to children of both sexes, after which, in the words of its catalogues, "St. Paul Academy receives the boys." This arrangement continued until the establishment of a junior school at the academy in **1916**.

Above the primary level Miss Loomis' School entered a new dispensation as its old instructional staff gave way to degree-bearing teachers with academic specialties. An ad placed in the **1910** city directory boasted of a "corps of experienced and efficient teachers" with degrees from the University of Minnesota, Columbia University, and Smith College. By that time the school had 78 students and seven instructors at the intermediate and upper grades, not including the newly formed departments of art and music. It took particular pride in the head of its academic department, Edith Foulke, a Phi Beta Kappa graduate of the University of Minnesota, and its native-speaking French and German teachers, Marguerite Guinotte and Camilla von den Bergh. All were recommended for their "exceptional success in fitting pupils for eastern colleges."

If its catalogues are any guide, Miss Loomis' School breathed with the same kind of moral fervor as its counterpart not two blocks away. "The policy of the school in the selection of its teachers is to choose women whose personal characters are attractive to young people, and will inspire them to strive for high ideals."

Throughout its short history Miss Loomis' School maintained a staff with a high degree of academic distinction and recognition. In **1916** a diploma from the school was accepted in place of examinations for entry into Wellesley, Smith, and Simmons Colleges as well as the University of Minnesota. The Misses Loomis also continued to add courses responsive to public demand: piano, choral music, and art in 1909, and domestic science in **1915**.

COLLEGES AND SCHOOLS

Miss Loomis' School for Girls

SAINT PAUL, MINNESOTA

FULL kindergarten, primary, preparatory and high school courses. A corps of experienced and efficient teachers includes graduates from the University of Minnesota, Columbia University and Smith College. The French and German languages are taught by native teachers. The School occupies a handsome building which is of recent construction and has every convenience for comfort and health. The latest Year Book containing full information will be sent if application is made to the principal,

MISS ANNE J. LOOMIS

N. W. Telephones:
School, Dale 3151
Residence, Dale 2186

655 Holly Ave., or
813 Fairmount Ave., St. Paul, Minn.

Miss Loomis' School advertisement in the *Dual City Bluebook*, 1911-12

**Assembly room in Miss Loomis'
School in 1909**

Financially Loomis' School also prospered, the Loomis sisters showing a degree of business acumen that continued to escape their male counterparts at SPA. In its first year of operation in the new building, its receipts were nearly $2,000 greater than its expenditures in spite of two unpaid tuition bills. Tuition provided most of the income, with a healthy supplement coming from rental of the assembly hall.

Yet for all its success on paper, Miss Loomis' School was commonly perceived to be in decline by **1916**. Though its classes continued to be filled, it lost an increasing number of St. Paul's best-placed girls to Backus School not two blocks away. In addition its instructional staff turned over at an alarming rate, giving the students and their parents little assurance that the school at which they enrolled would be the same as the one from which they graduated.

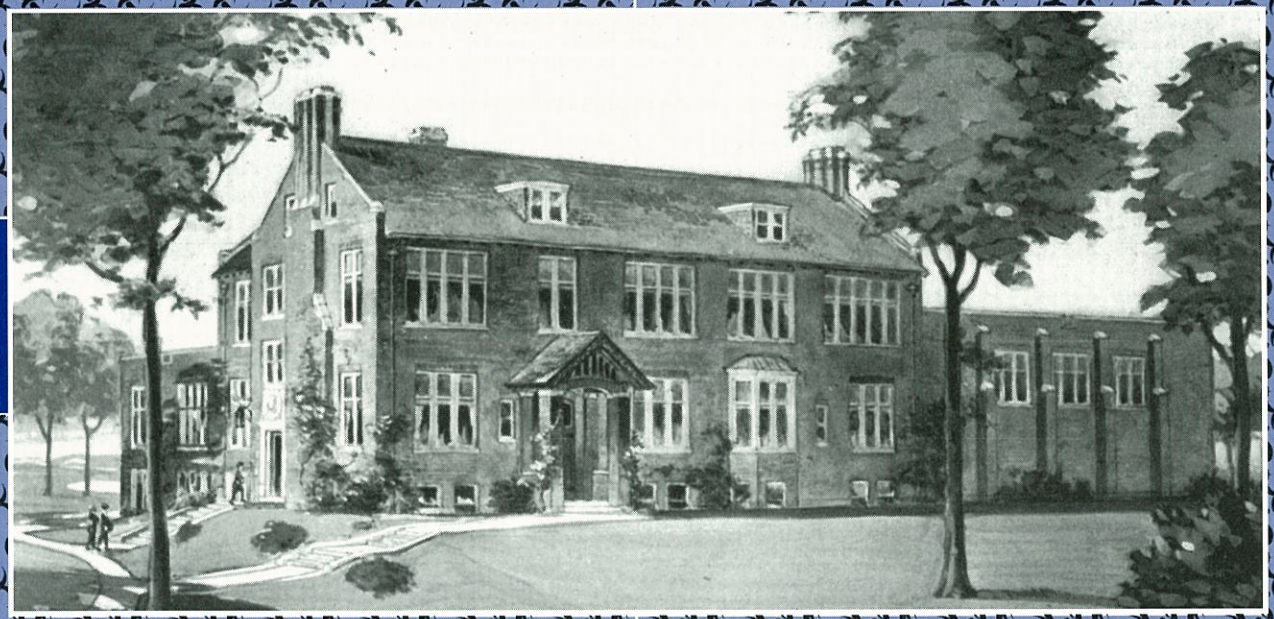
By the onset of World War I the burst of energy that had refueled St. Paul Academy and Miss Loomis' School was clearly waning. Their growth had stagnated, they had lost much of the social panache that separated them from the public schools, and St. Paul's elite were sending their children elsewhere to be educated. The attempted resurrections of **1900** and **1903** had proven to be more on the order of life support systems, with all the physical paraphernalia and the slow drip of tuition fees unable to arouse the patients above a barely stable condition.

Why all of this should have been so was no particular mystery to the board of advisors of either school — though they had been personally as well as financially invested in the resuscitation efforts at the turn-of-the-century. Failure occurred at three levels simultaneously: financial, educational, and administrative. Both schools were supported almost entirely by tuition, and those rates were nowhere near those of the Eastern preparatory schools. Five or six hundred dollars a year had been standard for the elite 15 or 16 eastern schools for many years; at SPA and Miss Loomis' School, the fee had never risen higher than $250 and $200, respectively.

The absurdly low financial base of the schools had obvious educational repercussions. It allowed only two courses of action. One was to hire teachers at a rate comparable to eastern schools, but keep their numbers low and work them to death. That was the St. Paul Academy gambit. The other alternative was to hire at below-market rates and risk an inferior instructional staff, low morale, or frequent turnover. Miss Loomis' School chose the latter course and paid at least the latter two thirds of the price in morale and stability.

Closely tied to the financial and educational problems of both schools was their failure to administer themselves effectively. C. N. B. Wheeler continued to focus on his teaching to the detriment of financial and operational issues, and Fiske apparently approached record-keeping as he did Latin, as a fascinating and illuminating study in itself, with little bearing on mundane policy and decision making. The Loomis sisters had already proven themselves capable administrators, but their diminished hours at the school and what was commonly perceived to be their waning energies left the students and instructional staff without a firm guiding hand.

Seismic shifts loomed at both schools, changes that would at last shake them off of their 19th century foundations and force them for the first time to embrace the educational challenges and opportunities of the new century.



St. Paul Academy as it appeared in Thomas Holyoke's final presentation drawing of 1914

III

A Country Day School in the City

Late in 1896 Baltimore resident Anne Galbraith Carey was in a quandary regarding her eight-year-old boy's education. Public schools were in a dismal state. Local private schools were preoccupied with religion or the military, if not their bare survival. Sending him to an exclusive preparatory school was the worst solution, for exclusive boarding schools were all too likely to change her boy into a young man who "was not one of us."

These were precisely the worries and woes that had fueled the rejuvenation of St. Paul's nonsectarian private schools at the turn of the century. Boxed in by their supporters' dread of sending children off to be shaped by an alien environment, SPA and Miss Loomis' School had applied a series of home remedies: new buildings, an upgraded staff, sound bookkeeping, and a strong infusion of the work ethic. Based on unimpeachable business practice, the prescription had effected a cure of sorts. But in the process the schools had lost their blue-blooded souls. They offered a sound academic education but little to provide the scions and belles of the city with a sense of their future places in society, and nothing at all to equip them with the personal and social tools appropriate for that end.

Back East in Baltimore, Mrs. Carey had the solution. Her son Frank would do best, she decided, if he attended a school in a country setting that filled his head in the morning and his stomach at noon, sat him down in study hall and sent him outside for athletic exercise in the afternoon, then ushered him home to supper, a regimen of homework, and a night in his own bed. Out of Anne Carey's vision grew the Country School for Boys of Baltimore, soon to be named after eminent American educator Daniel Coit Gilman.

Blake School in Hopkins, Minnesota, had recently adopted the "Baltimore experiment," along with about a dozen other preparatory schools across the country. St. Paul Academy was soon to follow, with Miss Loomis' School not far behind. At SPA Charles Lesley Ames ('02) who had worked for a year under Gilman School's headmaster, pointed the way. In the fall of **1913** he and C. Reinold Noyes ('01) went on a junket of the country day schools — as Gilman School's offspring came to be called — that had sprung up in the east-

ern half of the nation. They were still only a handful, but each boasted a sterling record of academic accomplishment and parental satisfaction. Ames and Noyes surveyed facilities and equipment, operating costs, and methods of administration, all with an eye to transforming SPA into a school on the Gilman model.

The first fruit of their efforts was conversion of the academy from a private enterprise to a corporation operating without capital stock or profit. On February 10, **1914**, 29 men signed articles of incorporation, based on a constitution that was a model of simplicity. By-laws adopted on the same day provided the details of governance. Five members were immediately elected to the board of trustees: William J. Dean, John N. Jackson, C. Reinold Noyes, Edward P. Davis, and Charles W. Ames, with Ames elected president shortly thereafter. Within a year the board reached its full size of nine with the election of Charles Lesley Ames, Edward N. Saunders, Jr., William D. Mitchell, and Frederick E. Weyerhaeuser.

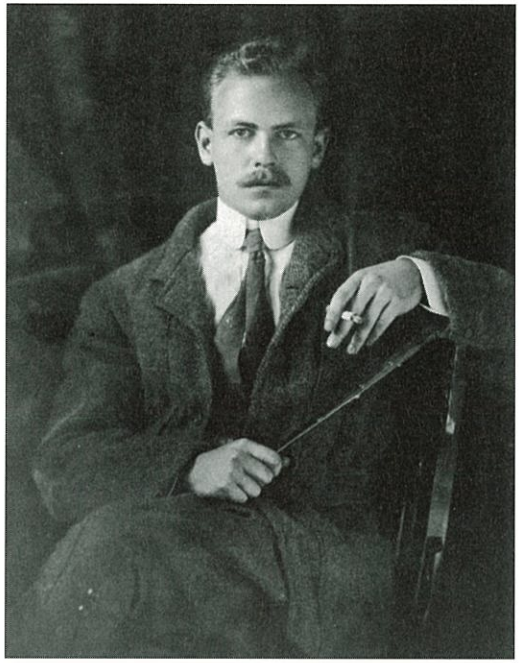
Before the constitution and by-laws were even officially in place, the men who would become SPA's first trustees set out to fill the administrative vacuum that had haunted it since its earliest days as Barnard School. What they sought was a headmaster with the rigorous sense of order and discipline for which the eastern boarding schools were known, but broadened by country day school experience. In **1913** that constituted a very small pool of candidates. But the man they selected, John deQuedville Briggs, not only had experience at both types of schools; he already carried a vision of what a country day school under his leadership would be like.

In later years, Briggs wondered "why they thought a shy and not in the least aggressive young man of 29 could do the job." But his unwavering pursuit of whatever tasks presented themselves more than compensated for an unassuming social manner. A magna cum laude Harvard graduate ('06) in classics and music, Briggs' first teaching job had been in mathematics, forcing him to take night classes to keep a step ahead of his students. Hill School, located in the steel town of Pottstown 30 miles northwest of Philadelphia, hired Briggs in **1906**. They had more than two dozen instructors, two thirds of them bearing Ivy League diplomas. This was Briggs' first and only long-term exposure to a boarding school on the old East Coast model.

When the SPA search committee found Briggs, he was in Kansas City teaching at the Country Day School for Boys. Established in **1910**, the school boasted a student body of 45 and an instructional staff of four when Briggs arrived in **1911**. Hired as a mathematics instructor, he soon assumed the position of assistant headmaster as well. Classes were held in a stately mansion near the edge of town, with plans underway to build a new facility.

SPA supporters extended an offer to Briggs early in the winter of **1913-1914**. However, a lengthy correspondence ensued before Briggs committed himself. His first written concern was the school's new architectural plans. Once again SPA had retained the services of architect Thomas Holyoke, and Briggs scrutinized the plans at length, carefully jotting in his suggested revisions over the remaining winter months. A two-day visit to St. Paul in February (total expenses: $33.10) convinced Briggs of "the greater opportunity in St. Paul," but also drew his attention to numerous internal issues, including questions of staffing and financial solvency.

Briggs' caution was well-founded. The Country Day School in Kansas City was floundering financially as well as facing the prospect of losing four teachers — not including him — in the very year it was anticipating moving into its new building. He plainly did not wish to jump from that particular frying pan into the inferno of a school that risked loss of its entire staff and acquisition of a good deal of red ink upon his advent. His first insistence was that the school catalogue for the following year be issued to clarify its new beginning, even before the plans had been worked out in detail. Secondly, he urged the retention of Frederick Fiske and



Lesley Ames, early alumnus and advocate of the country day school plan, ca. 1910

Principal Grace L. Backus and the junior school during its temporary occupancy of a house in 1916

SPA Marching Club, winter 1915-16

Headmaster John deQ. Briggs
in 1917

Grace Backus, junior school
principal in the early years

St. Paul Academy faculty
in 1917

C. N. B. Wheeler and lobbied hard with each of them to remain at the school.

As Briggs observed on his first visit, SPA had survived as long as it had because of Wheeler's engaging personality and Fiske's prowess as a teacher. A visit to Kansas City allayed Wheeler's misgivings about the graded system, and he and Briggs soon found that they could work together "harmoniously and efficiently." In one day they largely reworked the administrative machinery of SPA. In the meantime Wheeler impressed Briggs with his quick ability to size up boys and teachers.

Wheeler was offered the job of asociate headmaster, and Briggs took on part of the mathematics teaching. He also insisted on handling the academy's books himself in the role of assistant treasurer of the board. For his complex array of responsibilities he was to receive $3,500, with C.N.B. Wheeler, 20 years his senior, settling for $3,000.

Fiske, in the meantime, accepted the princely salary of $2,200, perhaps somewhat less than he had garnered as co-principal (and co-owner) of the academy but well above the norm for a teacher with no athletic coaching responsibilities. He filled the latter gap by keeping his afternoons open for tutoring. "I realize that teaching is my proper part in the school," said his letter of acceptance, "and hope that I shall have physical and mental strength for at least a few years more of such work." As a man already in his 60s, neither he nor his colleagues could anticipate that those "few years more" would stretch to 20.

Briggs filled out the teaching staff with three new teachers. Only "Judge" Hurd survived more than a year, but he more than made up for the short tenures of his peers. Ascending to the post of assistant headmaster in **1921**, he remained at SPA until **1948**, retiring just two years before Briggs himself. Hurd quickly took to the nuts and bolts of the school's operation, arranging teaching schedules, working out school regulations, and running the school court. The quickest wit in school, he was known for listening carefully to hard luck stories before issuing the standard lead-in to judgment of the offender, "Where do you get that stuff?" The many-faceted Hurd also led the faculty tennis team and organized the academy's first glee club in **1916**. Yet for all his eager participation academy life he grumbled throughout his career at the dull life of the school teacher. In later years was as noted for his exotic summer vacations as for his droll doling out of participles and punishment.

The first few years under the new constitution and leadership proved to be extraordinarily difficult. Moving to a grade-level system was chaotic in itself, as half the students were so much further ahead in some subjects than in others that they could not be placed into a single grade. It was also utterly impossible to create anything like the open atmosphere of a country day school in the brick box on Dale and Portland. The elder Ames purchased and held a site several miles away on Randolph Street, and a building committee continued to plague Holyoke with improvements to his plans; but subscriptions for lot and construction costs were slow to come in. In the meantime 65 boys and six teachers crowded into the old building. The science laboratory and gymnasium doubled as classrooms, and the scheduling of rooms was, in Briggs' words, "worse than a chess puzzle."

In September **1916**, the academy finally moved into a facility designed to suit its new beginning. The site was 25 acres of woodland three miles west of the heart of the city. Like the Country Day School in Kansas City it had a countrified setting but immediate access to public transportation. Holyoke initially presented a sprawling design culminating in a battlemented tower. Now and Then thought it "resembled a summer resort more than a school." However, successive parings by Briggs and the board reduced it to half its size and a simplicity akin to the architect's earlier work for the school. This time, however, Holyoke grafted on enough historical detail to resonate with the English country manor. A resort it no longer was, but a gentleman's club it could still be.

The still-wild state of the grounds and unfinished

interiors gave the new building as rustic an aspect as any schoolboy could have wished for. Years later Briggs recalled teachers and students enduring the pounding of carpenters, tinsmiths, and steam-fitters, only to be driven outside at last by the rasping sound of the blackboard slates being fitted. Fortunately, the surrounding woods were still being deconstructed, so the students lined up on logs while their teacher sought out a stump. Classes began and terminated with a small boy trotting through the trees toting an alarm clock, wound up and ringing.

Briggs' conception of the country day school in effect took the curriculum, schedule, and social structure of the English-inspired boarding school and infused it with progressive American educational ideals. A typed and numbered list found among his papers spelled out his conception of the new kind of school (see page 43). Only two of the listed characteristics (points 2 and 13) are excluded by a boarding school education. But many of the later points bring home the increasing emphasis among American educators on less formal disciplinary procedures, the cultivation of individual responsibility, and the necessity of providing quality education at low cost, all of which Briggs perceived to clash with boarding school practices. The list closes by enforcing the distinction between a private and a public education, this time under the banners of freedom and opportunity.

After a year of settling into its new site, SPA quickly took on the additional extracurricular paraphernalia of the typical boarding school. With 98 boys in tow, a student council, an inter-city athletic program, the military drill team, and the Skylight and Gables Clubs all sprang into being. Each was aimed at arousing school spirit and keeping the boys too busy (or too tired) to form secret societies, study art or music, or engage in other morally and intellectually hazardous activities. Briggs saw school spirit as a particularly precious commodity, and keeping the boys together from 8:30 to 5:30 was thought to be the way to accomplish it. They were to live and breathe the academy for over half of their waking hours, acting throughout according to its standards of behavior, even thinking according to its articulated values.

Each day began with a school assembly that united faculty, staff, and students of all age groups. Initially the assemblies consisted of a short talk by the headmaster, a reading by a student or faculty member, and one or more songs, usually of a patriotic or religious character. Though the slate of participants and some of the content would change over the years, the assemblies always had a galvanizing influence on school spirit, infusing faculty, staff, and students alike with a common sense of community.

The two social clubs, named after their locations in specially finished attic rooms, gave the boys a taste of the class- and rank-conscious business and professional world they would be entering. In terms of formal activities, they provided little other than fellowship and good times. But they had an unstated function as well: to impose a pecking order in the Upper School. Every student had to be tapped by one of the two societies by his senior year, but how early in his career he was let in made all the difference in the way he was perceived and accepted.

When the armistice after World War I brought an end to military programs at other schools, Blake among them, SPA continued theirs for its inculcation of cherished values such as discipline, self-denial, and *esprit de corps*. Originally organized by the headmaster himself, the program soon fell under the direction of science and mathematics teacher Russell Varney, a hire of **1915** who had taken a two-year leave for military service. He would remain in command until the program would take on an overtly military cast during World War II.

Coincident with the move of the school into its new quarters, a junior school was set up in the Dale Street facility. In the old Barnard and SPA system, boys had been accepted as early as 10, but little serious teaching — and no exposure to the rigors of Mr. Fiske — took place until they had gone through a sequence of preparatory courses. The new

regimen pooled together third, fourth, and fifth graders — second would be added in a few years — with the intention of specifically preparing them for the course of study at the day school.

Grace L. Backus became the first principal. Though already in her forties, she was a natural choice, for she had been conducting a boy's school annex to Backus School for many years. With her hiring, the junior school simultaneously acquired a principal with impeccable credentials and dealt its only local competition a mortal blow. Known for throwing herself totally into her work, Miss Backus was so overwhelmed by the responsibilities of her new position that her health failed, compelling her go on leave before the school year was ended. She returned in the fall to lead the junior school for seven more years until taking an early retirement in **1924**. The mantel was then briefly taken up by Alma Gray before affixing on the shoulders of Beulah Brown, where it would remain for more than 30 years.

Two light-hearted school events debuted late in **1918**. A Fathers' and Mothers' Dinner on November 21 began a biannual tradition that would last in some form or another to the present day. Then in the middle of December the school held its first play, a costume drama entitled "The Rose and the Ring." Briggs later wrote that "the whole theatre was invented, constructed, and decorated by the headmaster, Harry Temple and Hi Beek, and since no two of them ever agreed on how anything should be done, a pleasant time was had by all." Philip Marzynski, popularly known as "The Duke," directed the play and went on to teach dramatics at the school for the next two and a half years.

Extended exposure to the fine arts in any of its forms awaited a major shift in public conception of what a male preparatory school education was about. Light comedy and campy tragedy were probably exempted from suspicion because they so closely resembled the kind of tom-foolery that Briggs and Wheeler not only condoned but actively engaged in. The same could be said about the academy's first "orchestra," a miscellaneous ensemble not far in composition or repertoire from many an impromptu musical gathering. These two early cultural opportunities were first linked in the spring dramatic event of **1920**, a fund-raiser for the baseball team's trip to Kansas City. Three student-written one-act plays conjoined the stagecraft of Mssrs. Temple and Beek, the scenic paintings of J. Jerome Hill, and the accompaniment of the Academy Orchestra, with the Skylight and Gables Clubs acting as ushers.

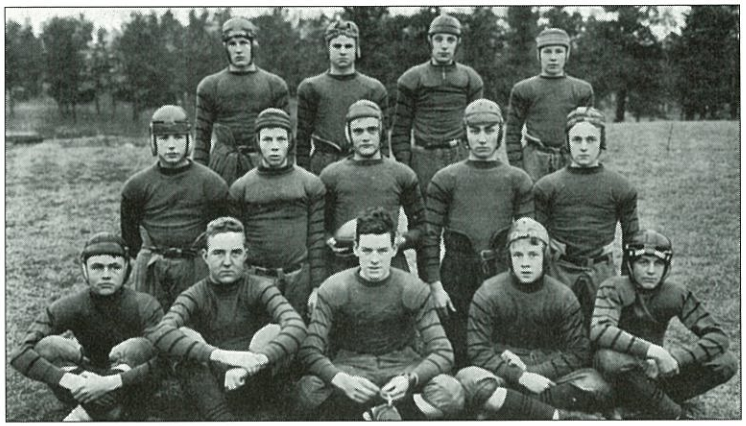
> "Escorted by the Enemy" was melodrama of the gripping variety, and the stage settings would have wrung plaints of jealousy from Belasco. They were genuine works of genius and art. The only person who didn't like the show was Sally Converse, which clinches its success.
>
> JOHN DEQ. BRIGGS, REPORTING ON THE 1920 SPA SPRING PLAY

The other arts had to wait a full generation for on-campus realization. Junior school shop classes — taught by the only male instructor on the Dale Street campus — were the closest the school came to an art studio for over 40 years. On the musical side, Briggs loved classical music and was himself a capable pianist but allowed no musical training or course in appreciation into the curriculum. The glee club, an off-and-on affair for the first 20 years, had to suffice. Briggs also frowned at the prospect of any student even taking music lessons while enrolled at SPA. His highlighting of three meager guest concerts in his chronological charts of the **1920s** and **30s**, all by a pianist named Boguslawski, shows how slim musical opportunities on the campus remained for many years.

Athletics, on the other hand, for which Briggs had no particular talent, were of major importance from the very beginning. The country day school had inherited a spirited competition with Blake in football and baseball, and the

St. Paul Academy hockey team
in the winter of 1915-16

St. Paul Academy football
players in 1917



An early St. Paul Academy drill
troop in 1918

St. Paul Academy students in
military review order, 1921

A pep fest at SPA in 1925

Cast of "The Proposal," presented in 1925

An early academy band in 1926

The debate team after winning the 17th competition with Blake School in 1928

CONSTITUTION OF THE
SAINT PAUL ACADEMY

Article I

The name of the Corporation shall be
Saint Paul Academy.

Article II

The management of the School shall be vested
in a Board of Trustees.

Article III

The purpose is to educate boys.

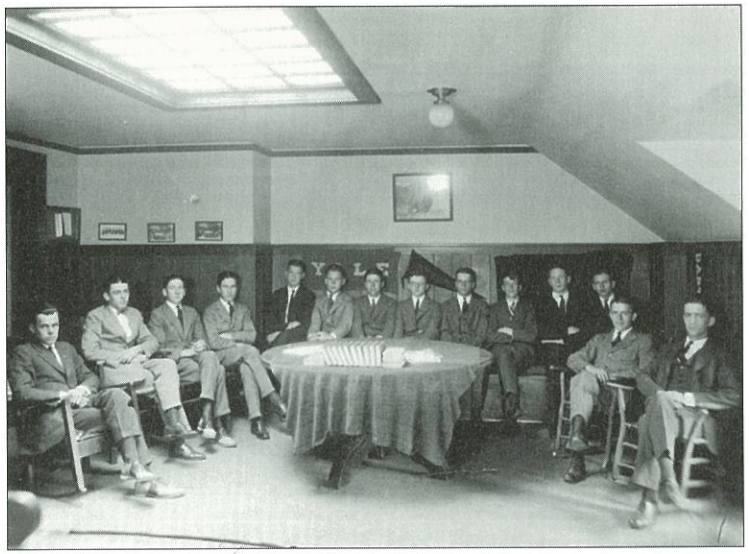
Article IV

The religious instruction given in the School shall be
strictly undenominational and membership in
any particular religious sect or denomination shall
not be required of members of the Board of Trustees
or of any masters in the School.

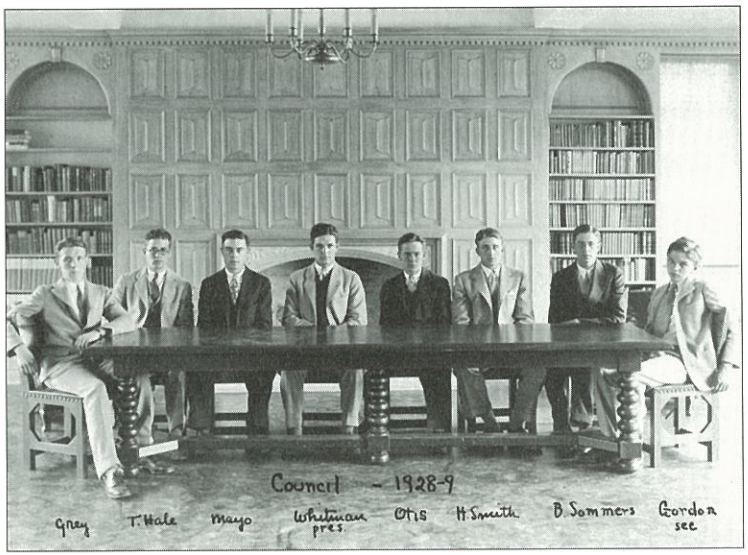
Article V

This constitution shall not be subject to alteration
or amendment.

Original constitution of St. Paul Academy Country Day School in 1914



The Skylight Club, ca. 1920



The Student Council in the academy library in 1929

rivalry continued to provide the highlights of the athletic seasons for years to come. Briggs also plumped for a competition with the other country day schools in the Midwest, though they were still only three in number. For two years, teams from day schools in St. Paul, Milwaukee, and St. Louis each played two games of baseball with each other, taking a long spring trip for one of the games and hosting the other. By **1918**, however, this romantic idea of a "triangular league" had run its course, and SPA settled down to the drabber but eminently more practical fare of home competition.

SPA entered the **1920s** with an enrollment of 125 on the main campus, precisely the figure that Briggs had projected as a five-year goal in **1915**. Nineteen-twenty also brought the first endowment campaign, which netted the modest sum of $10,000. The purpose was primarily to forestall the inevitable rise in tuition as more teachers were brought in. Most noteworthy of the new arrivals was mathematics instructor Maximilian Sporer, who would serve as head of the lower school (at that time equivalent to a junior high school) from **1931** to **1957**. Sporer also superintended the upkeep of building and grounds. He was most fondly remembered throughout his long tenure for his zany humor and his "museum," an outlandish miscellany of "rare objects and antiques extraordinaire" that populated his classroom. Among his prizes were a rock shaped like a hammer and a desiccated banana peel artfully suspended above the blackboard. "Would I were a butterfly," he mused on gray days.

In **1921**, the year after Sporer's arrival, Briggs hired Albert Smith to teach Latin. Although acknowledged to be as soft-hearted and good-natured as anyone at the academy, Smith struck terror in the heart of second formers first set to the task of mastering an expired language. Long-time English teacher John Fitch thought he "projected the maximum of vibrations from minimal physique." Smith rewarded failure in a test by halving all subsequent scores until an 80 had been achieved; the student thus afflicted was said to be "in the woods." Smith was also head football and baseball coach for almost three decades. Though several other long-tenured teachers arrived during the academy's earliest years as a country day school, "Judge" Hurd, Max Sporer, and Al Smith are the best remembered. Bayliss Griggs '35 claims that "they were unique. Everybody loved them. They knew everybody in school. . . They were the school."

A sad note sounded in **1921** with the passing of Charles W. Ames. The school catalogue memorialized him in an appreciative note ending "St. Paul Academy . . . so long as it endures will be a monument to his idealism and generosity." For two decades the school had in many respects been the outcome of his imaginings brought to life by his entrepreneurial zeal. From jump-starting it in **1900** to spurring its rebirth as a Country Day School in **1914**, he had all but been the school's life support until a governing board and a headmaster with business acumen took the reins. At the end of the particularly ambitious financial campaign of **1915-16**, more than one subscriber responded to Ames' note of acknowledgment with a profusion of gratitude tinged with guilt at how much of the work had been taken up by Ames himself.

Several fund-raising campaigns ensued in the decade following Ames' death. In spite of a well-placed board of trustees, all resulted from Briggs' initiatives, with the headmaster directing both the solicitations and the flow of money. The first were relatively minor affairs by the standards of the day, though the required sums of $17,000 and $16,000 would have been of apoplectic proportions to school supporters just 10 years earlier. Both were devoted to enlarging spaces for which the original plans had proven inadequate: the gymnasium in **1925** and the study hall and dining room in **1926**.

The spring of **1927** brought a campaign of quite a different order, one that would engage all the school's supporters in a prolonged and strenuous effort to ensure the school's emerging academic status. On March 11 Briggs led the charge with a special report to the trustees outlining a crisis which demanded both "present relief and far-sighted

planning for the future." A recent burst of public works assessments, accumulating needs for building repair, continuing interest payments on the building mortgage, and sharply escalating salaries all had to be fed by a tuition rate that had remained steady for six years. What particularly concerned the headmaster was the necessity of raising salaries still further in order to "get and hold able men" in a profession that had always been "outrageously underpaid."

With Briggs' hand everywhere in evidence, the school mailed out a steady barrage of bulletins to school parents. The first told of the school's 95 percent passing rate in the college entry exams and detailed alumni involvement in non-scholastic activities at Harvard, Yale, and Princeton; the second described a day in the life of a Country Day School student; and the third, fourth, and fifth warned of the fund-raising campaign to come. At the Fathers' and Mothers' Dinner in December, Briggs exchanged the usual chat about the year's events for an all-out plea to keep the academy from slipping from its position as "one of the dozen best college preparatory schools in the country" to a place among the "three hundred third-raters."

Under the heading "Why $200,000 for the Saint Paul Academy" the board issued its own elegantly published pamphlet, and the money flowed in from parents (past, present and prospective), alumni, and other "public-spirited people who believe that a nationally known school of the highest grade is well worth having and maintaining in the city of St. Paul." In **1928**, with $170,000 in hand, the debt and assessments were paid off, a new east wing and a library were constructed, and an endowment of well over $100,000 was established. That endowment would be reserved to stabilize teachers' salaries in the uncertain years ahead.

The dedication of SPA parents and supporters was put to the test once more at the onset of the Great Depression. The old building at Dale and Portland had never proved satisfactory for the junior school. It lacked fireproofing and adequate heating and ventilation systems, repairs were increasingly frequent and costly, and there was little space for outside play. In **1930** matters reached a head when enrollment surged, the fifth grade was forced to hold classes in a nearby church, and parents grew tired of waiting for the first grade to be added. In spite of the bleak economic times, the school moved quickly toward a solution. Early in **1931** a group of concerned parents approached Briggs and a committee was formed. The trustees promised to finance the project if the parents were able to raise $20,000, or about half the cost, outright. By the end of April preliminary plans were in hand.

This time SPA went after an architect who had briefly been in partnership with Holyoke but represented a vastly different outlook. Magnus Jemne was one of the state's first avowed modernists. Fresh from the triumph of his Women's City Club building downtown, he planned a school building without a tinge of elitist imagery or nostalgic historicism. In fact the **1931** Junior School of St. Paul Academy was among the first thoroughly modern school buildings in the state. Unlike the earlier SPA plants, its space distribution, lighting requirements, and mechanical systems dictated the plans. The exterior was conceived primarily as a durable, maintenance-free envelope. A refined sense of scale and proportion, casements arranged in bands, and the contouring of brick surfaces around the entries were all that the building had to boast of ornament. Now converted to apartments, the building still stands at 718 Portland.

Popular acceptance of the new building was enthusiastic as to arrangement and function, but a bit hesitant as to its aesthetic. A writer for Now and Then allowed that it had "no gim-cracks which marked the structures of past times," but waited for ivy-covered walls to transform it into a truly handsome school. It was also commended for "its airiness, a most welcome feature in contrast to the old building on Dale Street."

The academy's financing at last on a firm footing and its immediate building needs met, it sailed through the

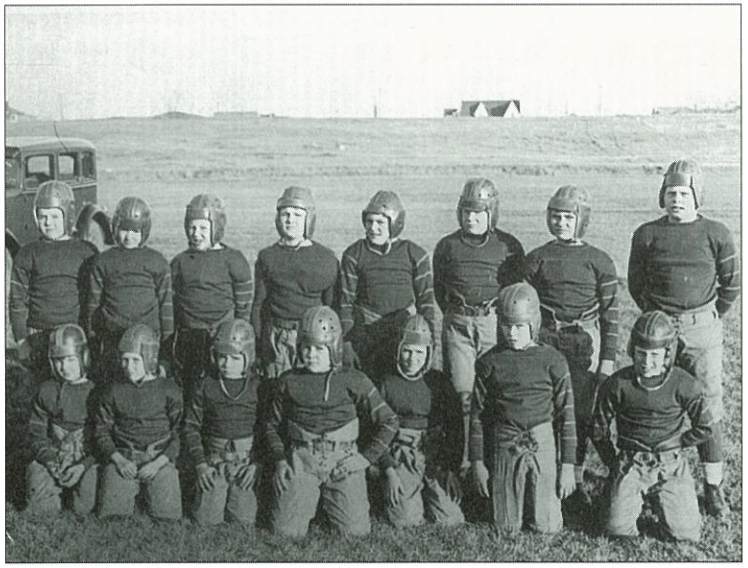
A COUNTRY DAY SCHOOL MANIFESTO

1. Healthy and beautiful environment
2. Contact with the home
3. Contact with social and political conditions under which the student will most likely exercise citizenship later on
4. Whole day programs
5. Small classes, and particular attention to individual development
6. Teaching by men, especially in high school grades
7. Physical training and supervised athletics for all students
8. Democratic student body, free from racial, social and intellectual inequalities of the public school group
9. Very thorough moral training, removed from the temptations of city life
10. Effective but informal discipline
11. Training in initiative and responsibility, which for many boys is a better preparation for success in college life than the restrictive regime of the boarding school
12. A sound scholastic preparation for college which, without lessening the proceeds of taxation, relieves the public school of a task it is no longer willing or able to perform
13. Low fees, as compared with other types of college preparatory schools
14. C.D.S. graduate less sophisticated, more natural and simple than the boarding school article
15. Field for progressive methods which have already brought about many radical improvements in public education
16. Freedom from political influence
17. Freedom to give religious education
18. Opportunity to uphold the classical course and to give a cultural training which is becoming economically impossible in many high schools

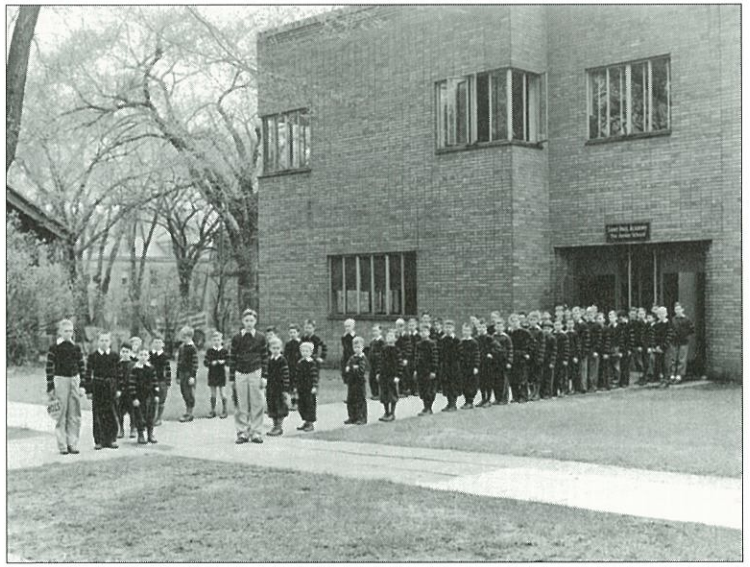
Typescript list of country day school advantages, John deQ. Briggs, ca. 1917

A sketching exercise across
the alley from the Junior School
in 1946

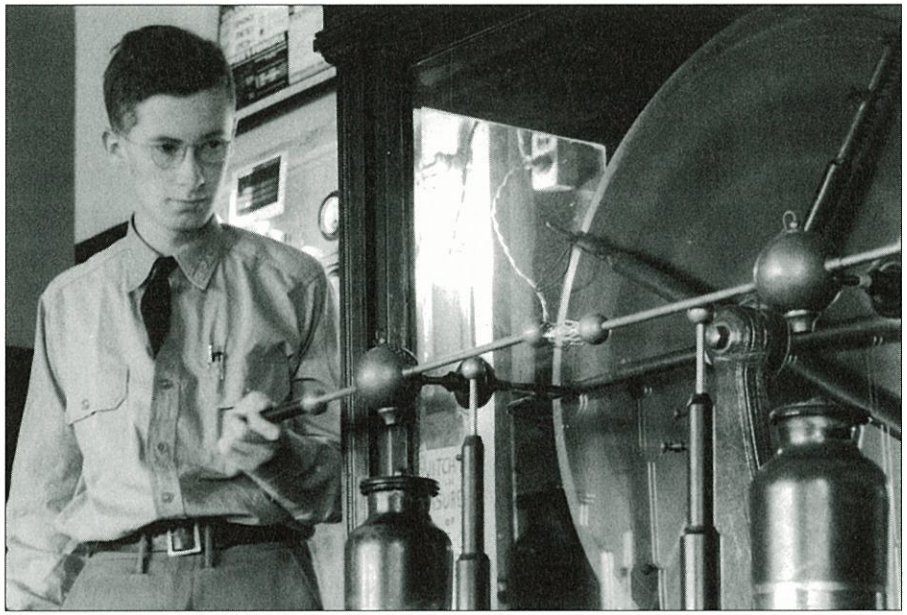
In the Junior School library,
ca. 1938



Junior School football team
in 1932



Junior School students in
front of their modernist school
building, ca. 1940



Benson Brainerd making sparks jump from a high voltage apparatus at a science fair in 1942

Hockey team in 1946

Depression with high spirits and mostly favorable balance sheets. Briggs' chart of yearly balances, constructed years later, shows black ink in the junior school column but mostly red ink on the country day school side. A strong but unconfirmed oral tradition has Briggs sitting down with the board at the end of each school year, laying out the deficit and waiting for the trustees to split the amount among them. According to an equally strong oral tradition, lagging tuition payments from students whose families had fallen on hard times were sometimes compensated in the same way.

Though hard economic times had little impact on the operation of the school, they profoundly affected many of SPA's students. Some were forced to drop out for a few years until their family's fortunes had righted themselves; others had to finish their undergraduate years at the public schools, apart from the society in which they had grown up and, in the recollections of some who remained, with such devastating effects on their self-image that it altered their lives.

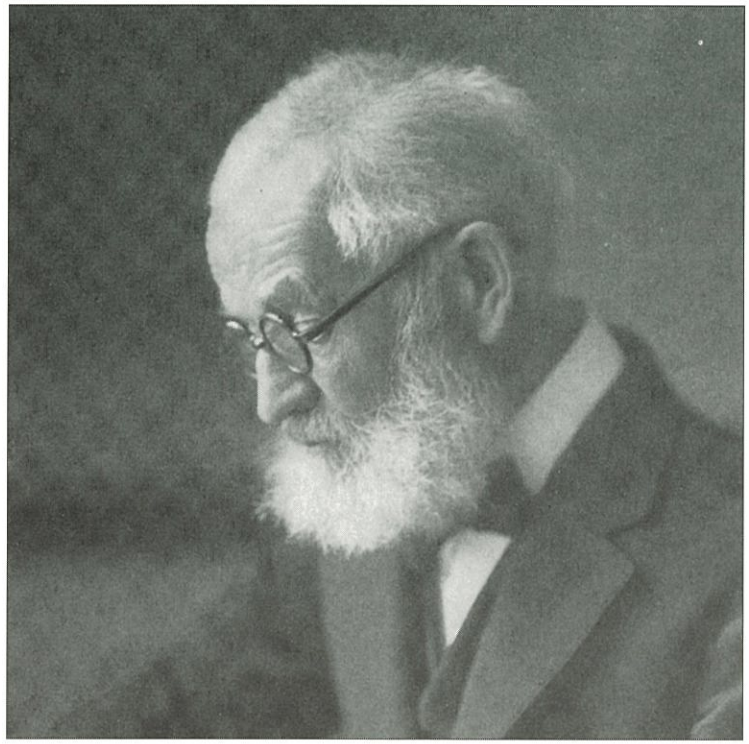
Now and Then organized a cinematic division to great fanfare in November **1931**, and immediately set about the task of making a permanent film record of "the joys and sorrows of student life" through the school year. Student William D. Mitchell II had already made a small-scale effort at capturing campus highlights in **1923-24**, but this was to have a cast and crew encompassing all in the student body who would take part. "Academiana" was released on June 3 and 4 to a succession of three audiences and pronounced an artistic success, but the producers were disappointed at a showing of only 400 souls.

The Dramatic Club continued to produce its usual fare of a melodrama or historical tragedy sandwiched between two comedies. Boys played gushy old ladies and heavily accented maids with relish, though there were complaints at times of how stiff the "women" were in love scenes. Students continued to handle all the stagecraft and develop many of the scripts on their own, but they now profited from the direction of junior school principal Beulah Brown, who had served as dramatics coach for the upper school since the departure of "The Duke" in **1922**.

In **1932** old age finally forced Frederick Fiske to let go of teaching. Four years earlier, at the age of 80, he had been relieved of his formal teaching responsibilities, but he could not be persuaded to go into retirement. Every day he had shown up at his desk, continuing to tutor students on an individual basis until physical incapacity intervened. His death in **1934** brought a wave of sorrow over the campus, as much for the departure of a kindly and devoted man as for the loss of a superlative scholar and teacher. Three years later a bronze likeness, paid for out of scores of ten-dollar subscriptions, took his place in the room he had so reluctantly left. It now fittingly graces the school library. For all his learning, he borrowed its books throughout his career at a rate far exceeding any student or other faculty member.

For the remainder of the **'30s**, the most remarkable events on and about campus may have been the appearances of world celebrities, some in person and some in print through the medium of an extraordinary series of exclusive interviews. Such luminaries as Amelia Earhart, Benny Goodman, and Kathryn Hepburn granted student interviews, as did a number of German expatriates anxious to sound the warning to anyone who would listen. Carl Sandburg put in a personal appearance, delivering a lecture that was disappointingly abstract and affected. As Now and Then put it, "as a speaker Mr. Sandburg was a very good poet."

Headmaster Briggs was quite tolerant of pranks that he regarded as part of being a boy (or even a man). But in **1938** student hi-jinx got out of hand. First, several boys broke into the derelict Aberdeen Hotel to mark the anniversary of a notorious murder by posting a lantern on the site. Then a handful of SPA students made bombs out of tennis balls packed with black powder, blowing open the door of Summit School's boiler room. Finally, a group of boys placed a want ad for a nude model in the city paper. St. Paul's finest



Frederick Fiske at his retirement. Mr. Fiske taught and tutored until age 80.

John Briggs in a reflective mood near the end of his career

had had enough and sent a policewoman. "Young Scions Apprehended" blared the headline of the local newspaper: An unusual degree of quiet settled over the daily school assembly the next morning.

As war spread through Europe SPA students were divided about America's continuing detachment. In a plebiscite taken in **1935** slightly more than half the student body was opposed to American engagement overseas, but a plurality of one also opposed joining the League of Nations. Opposition was thus not so much to the war itself as to American engagement in affairs beyond our boundaries. Much of the student body, in the meantime, remained unengaged in any side of the issues surrounding the growing international ferment. That kind of detachment was not peculiar to SPA; it was very much a part of the culture of private academies of the period.

> "We had various correspondents come in and address the school and tell them that things were going to be awful, and I must confess that we were probably more interested in who we were playing in the next hockey game."
>
> HENRY P. BLODGETT '42 ON STUDENT AWARENESS OF WORLD WAR II PRIOR TO AMERICAN INVOLVEMENT

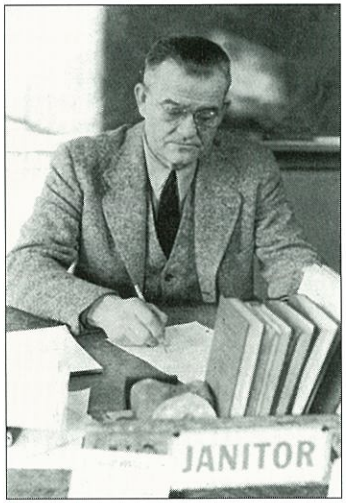
By the end of the **1930s** SPA had fairly well lost the "country" part of its day school identity, for its bordering streets were lined with houses. Yet it remained a world onto itself, a microcosm in fact of the introverted, self-protective, and self-congratulatory outlook of American foreign policy and its supporting public. Briggs' commencement address in **1938** struggled with the academy's fundamental purpose (something about the shaping of character) and six months later, at the fall Fathers' and Mothers' Dinner, he expounded the ethical principles behind the school's policies over its last 20 years. In the alumni report of **1939**, C. N. B. Wheeler reprised the school's struggles before Briggs arrived, and Briggs offered a tabulation of colleges entered by academy graduates since. Yale still came out on top, as it had in the Fiske and Wheeler days, but Princeton and Harvard were close behind and the University of Minnesota, Carleton, and Dartmouth also made a good showing. The headmaster must have attached particular pride to his last statistical item: every SPA graduate between **1917** and **1934** entered college, and 30 percent of them achieved honors.

Peering into the past for affirmation intensified with two events of **1940**. First was the country day school's 25th anniversary, which centered around a January testimonial dinner to Briggs. Harvard, Yale, and Princeton sent envoys, all vying with each other in praise of the hard work, honesty, co-operation, and humor that emanated from Briggs' policies and personality. Then in October the "grand old man of Academy history," C. N. B. Wheeler, stepped down after 40 years of service. As usual, his winning personality and ready wit drew more praise than his teaching, and his retirement became the occasion to wade once more through his oft-repeated tales of the institution's origins.

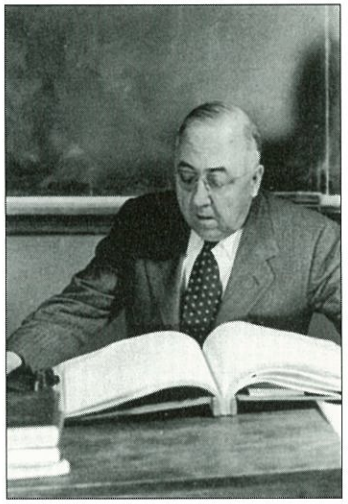
One of the hallmarks of Briggs' tenure as headmaster was his express scorn of what he took to be progressive philosophies of education. Midway between the two commemorative events of **1940** Dean Clarence W. Mendell of Yale painted a particularly clear portrait of the evils of progressivism. The occasion was the spring Fathers' and Mothers' Dinner. In Mendell's view, one of its worst mischiefs was the replacement of the classical curriculum with "useful work" such as economics, civics, history, and psychology. "It is like trying to teach them intricate football plays," he mused, "before they know how to block and tackle." The other mischief was promoting a sort of individual initiative that would "reduce the curriculum to a group of pleasant hobbies." Briggs placed his stamp of approval on the address by publishing it as the fourth number in a tradition-minded serials fittingly called "Academy Reflections."

In the meantime SPA continued to be one of only

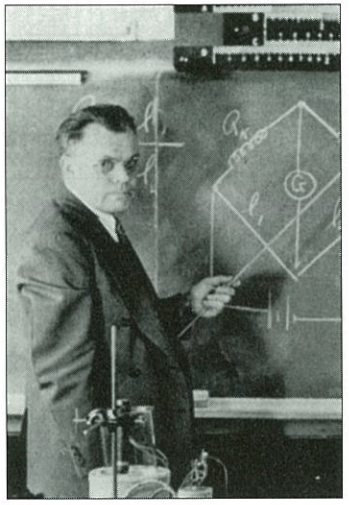
Headmaster John Briggs flanked by teachers William Kenney and Edward Read, leading a bicycle brigade in 1942 to conserve gasoline and rubber



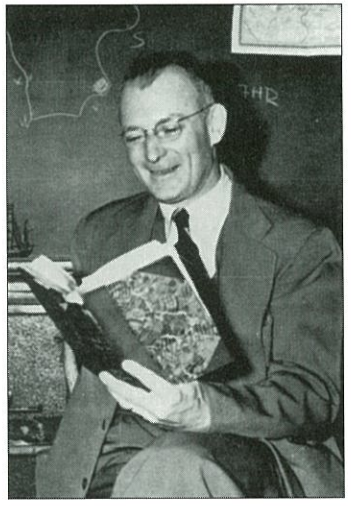
Mathematics teacher and Head of Lower School Maximilian Sporer in his "museum" classroom in 1946



Latin and English teacher "Judge" Hurd in 1946



Mathematics teacher Russell Varney in 1946



English teacher John Fitch in 1952

two non-military schools in the country that held training drills. Against pacifist objections to the tradition, Briggs insisted that drilling did not imply even the remotest expectation of military engagement. A lengthy defense of the tradition published in Now and Then in 1940 insisted on its usefulness in promoting school uniforms, good posture, open-air exercise, poise, and large-group teamwork.

American entry into World War II immediately stripped all the Briggsian varnish off the military department. For the first time since the beginning of Russell Varney's tenure in 1915, leadership passed from an academic to a professional soldier, Master Sergeant Andrew M. Boyke, who was on furlough from Fort Snelling. Crowed Now and Then in Boyke's third year, "never before in the history of the school has such a successful military program been carried out."

But the breakdown of isolationism on a national scale had more far-reaching repercussions on campus than sharpening of the drill exercises. It brought a belated sense of community and awakened the need for involvement in the issues of the day. Thirty-seven boys and three masters signed up for a Senior Red Cross course under the direction of history teacher Edward Mason Read, and Max Sporer led a school canvass for junk to contribute to the nationwide scrap metal drive. Sports teams accustomed to distant travel found themselves with a shortened season because of gas rationing, and John deQ. Briggs himself led a cavalcade of bicyclists to and from school to highlight the school's support of fuel conservation. Though small in scale, these were transforming events for a school culture that for so long had been consumed with its own world of activities.

Numerous staff changes in the 1940s also created bridges to the future. first was the hiring of the academy's first music teacher, Kenneth Davenport. Originally brought in to resuscitate the moribund glee club in 1936, he achieved faculty status in 1940. Seven years later his replacement, Paul R. Wilkinson, brought the school's musical program, still very much in its infancy, to a level of accomplishment that attracted scores of students and became part of the school's persona. A visual arts department was still decades away, but the teaching of music was a first step in breaking loose from one of the tightest traditional strictures on boys' education.

Even more important for the future of the school was John Fitch's appointment to the English department in 1941. Many years later he confessed coming to the school because "it was so personal." His teaching not only celebrated but empowered what he termed "character-molding eccentricity." Fitch proved an extraordinarily adaptable teacher and administrator in the tumultuous years of the '50s and '60s, ready to grasp and enable many of the "progressive" changes which Briggs had most feared.

> Older boys avidly encircle a master progressing timidly through the recess throng and ask his advice, but ere he may give it, these astounding youths are explaining their own views, in chorus, with aggressive certainty. The only time when a master may expect to be cradled in an awesome hush is at the moment when he emerges, red of eye, from poring over bluebooks, to confront his students palpitating in a mass-agony of suspense.
>
> JOHN FITCH, "TRADEMARK, S. P. A."

By the end of the decade, the school molded to Briggs' vision was still very much in place, but a new order was creeping in along the horizon. "Judge" Hurd retired in 1948, and his place as assistant headmaster was taken by the headmaster-in-training, Edward Mason Read. Russell Varney, a masterful science teacher who had led the drill training for most of the school's history, retired with Briggs in 1950. Of the old guard there remained only mathematics teacher Maximilian Sporer, English teachers Albert Smith and Kenneth Hunter, French teacher Robert Blanpied, and mathematics head Frederick Ameluxen. It remained to be seen whether the inevitable infusion of new blood would simply fill old veins or create new passageways into the second half of the century.

Summit School's fencing class in 1937

IV

The Ascent of Summit School

The Ascent of Summit School

In the summer of 1916, Mrs. Frederic R. Bigelow, Mrs. C. Reinold Noyes, and Mrs. Benjamin Sommers rode a pony cart around Manitou Island in White Bear Lake with their children, eagerly discussing a new type of school for their girls. It was, they decided, to be located in an expansive setting and organized as a non-profit institution under a board of trustees. The three women convened a large group of St. Paul school mothers and called in a group of men to advise on legal and financial matters. A board was formed and a headmistress found, Miss Loomis' School was purchased, and Summit School was aborn.

That is the pithy and picturesque tale of Summit's origins, based on eyewitness accounts. Successive retellings have elevated it to the status of an incarnation myth. It is a true tale, so far as it goes, but it makes short shrift of the numerous historical conditions that allowed that birth to happen. Alice Fraser Bigelow, Dorothy Noyes, and Dora Sachs Sommers did not need a revelation on the road, for just such a school as they dreamed of had already been created for St. Paul boys, with Dorothy's husband Reinold as one of its founders. And Miss Loomis' School was an absolutely essential element of the process, not simply an available physical plant.

The curious but invariable omission of St. Paul Academy's newly formed country day school from the familiar account has a ready explanation. A school for girls was the focus of the three women and the chroniclers that followed in their wake, and the academic education of women was still not regarded in the same light as that of men. In spite of a doubling of women college graduates in the last decade, college preparatory education — like the right to vote — remained a male province. So the current success of new models for the education of boys' augured nothing whatever for the success of a girls' school, however intertwined their objectives and, in St. Paul's case, their constituency.

Such preparatory schools as there were nationwide continued to aim toward "finishing" the girls for women's traditional places in society. That entailed a course of study geared toward the social graces, with emphases on English (both written and spoken), French (chiefly spoken), the fine

arts, and a regimen of "physical culture" intent on producing a refined appearance rather than fitness. Little time remained for study in classics and mathematics, two-thirds of the standard academy curriculum. The growing nationwide emphases on outdoor activity and extracurricular programs also remained in the wings. All these strictures led to growing disaffection with Miss Loomis' School as well as its main competitor, Backus School. The nearby boys' school was a thorn rather than an inspiration, for it only reminded the mothers of what their girls were still lacking.

Summit School histories almost always mention Miss Loomis' School, and often in the most polite terms; but they universally downplay its role as the progenitor of Summit School. However the perceived discontinuity between the two schools came about, one set of painful circumstances was enough to have done the trick. In **1916** Miss Loomis' School parents were convinced that the co-principals were too old and too poor to continue much longer as heads of their school, though Annie was only 51 and Elizabeth 47. That alone spelled difficulties for a smooth transition along the lines of St. Paul Academy, where the leading figures of one era bridged into another. But this was only the beginning of the problem.

Charles W. Ames once more threw himself into the breach, approaching his long-time friends a second time about elevating their school to a new level. This time, however, his blunt manner kept the sisters at bay. As Ames reported to Mrs. Sommers, the Loomises interpreted his proposal as a condemnation of their life's work and would have no part of the future he envisioned. Their alienation instantly canceled whatever hopes remained that one school could meld seamlessly into the other.

Ames and his allies were not given another chance. Once exposed to the undercurrent of dissatisfaction with their school's present state, the Loomis sisters no longer wished to continue. All that could be salvaged was outright purchase of their building and an offer to hire such members of their teaching staff as would fit the new curriculum. Three teachers came forward: Latin instructor Mary Diether, mathematics instructor Lillias Joy, and elementary school teacher Gertrude Loomis, the younger sister of Annie and Elizabeth. These would form the instructional core of the school that was to come.

A conflict with the Loomis sisters was probably inevitable, for the essential truth contained in the Summit incarnation myth was the centrality of the parents in the determination of their daughters' education. Altering the educational outlook and methods of those they knew and even loved was not the best way of meeting that end, even had the Loomis sisters been agreeable. The better alternative was to find a new principal — "headmistress" in the parlance of girls' academies — who was already in sympathy with their ideas.

Search for a headmistress began on an informal basis with an inquiry from Dora Sommers to her father, Dr. Julius Sachs, a professor at the Teachers College of Columbia University. After considerable investigation, Sachs ended up recommending a former graduate student of his, now principal of a school in Atlanta. It was a surprising choice for many. The unspoken expectation was that the first call would go to an educator in the East. But Fred and Alice Bigelow dropped by Atlanta for a visit on the way back from wintering in Florida and liked what they saw and heard. On March 16, **1917**, Sarah Converse stepped from a Georgia spring into a Minnesota blizzard, dazzled the board of trustees, and won the appointment.

Like her counterpart at SPA, Miss Converse had a quiet and unassuming manner when she first took up the reins. A Loomis School parent who had attended college with her, Mary Sargent, was taken aback by the appointment, for she remembered Miss Converse as "quiet and retiring and not one to be in charge." But like her SPA counterpart, she rose to the task at hand. Ariel Davidson (Oak Hall '27), remembers her as down-to-earth and outspoken. Years after her retirement, Henry Blodgett recalled a laser glare which "was

Headmistress Sarah Converse
shortly after her arrival in 1917

Summit School's first
graduating class in 1918

First and second graders
working in the school garden
next to the former Miss Loomis'
School on Holly Avenue in 1919

Third and fourth graders
at "outdoor physical training"
in 1919

Basketball in the basement
gymnasium of the Holly Avenue
school building in 1922

Primary grade students
presenting the assembly
program for the remainder
of the student body

known to be able to remove hair from a distance of 12 feet."

Miss Converse's credentials were certainly in place. After graduating from Vassar and continuing her studies at the Teachers' College of Columbia University, she had returned to Georgia to head the history department of the Atlanta Girls' High School, to be followed by a brief stint of teaching at the state normal school (teachers' college). When the call from St. Paul came, she was principal of a neighborhood public school.

While Miss Converse was being courted for the headmistress position, a corporation and board of trustees was being forged along the lines of St. Paul Academy. The full list of incorporators numbered 37. Charles W. Gordon served as the first president, with Frederic R. Bigelow as treasurer and Paul N. Myers as secretary. One of the novelties of the board's composition was the number of married couples serving together, as the three women of pony cart fame were joined by their husbands.

The agreement with the Loomis sisters was closed in March, conveying the lot, building, and "good will of the school" to its new owners, the total sum of $15,000 to be paid in monthly installments ending on September 15. Annie and Elizabeth Loomis also agreed not to conduct a school for girls or be associated with any other school in the city for 10 years. Apparently strong loyalties remained toward the Loomis sisters, for the correspondence between board president Gordon and treasurer Bigelow referred to subscribers to the school purchase fund as "friends of the Misses Loomis."

Three weeks after the hiring of Sarah Converse the United States entered World War I. But plans for the school forged ahead. One hundred fifty students signed up for its opening classes, 15 more than the most optimistic projections, and the board suddenly had to cast about for more space. The house to the west of the Loomis' School building on Holly was rented by the month and a dining hall installed in its front half, while overflow classes met on the second story. Another house nearby (quickly dubbed "The Slums" by the girls) served as the elementary school, and physical education took place in the clubhouse of St. John's Episcopal Church at Dale and Portland.

Miss Converse immediately installed a number of educational innovations based on progressive ideas already being tried in Eastern schools. She continued to rely on Professor Sachs of Columbia University for advice and approval. The aim of the school, said the first school catalogue, is the successful combination of the new education, with its emphasis on interest, and of the old, with its stress on intellectual labor." For the first time in St. Paul, high school was divided into junior and senior levels, with a separate administrator for the junior high. The express purpose of the school was to be to "afford the girls of St. Paul the best possible education," with equal emphasis on health and bodily vigor, keenness of mind, and strength of character. Curiously, college preparation was not mentioned.

> The successful combination of the new education, with its emphasis on interest, and of the old, with its stress on intellectual labor, is the aim of the school.
>
> THE SUMMIT SCHOOL CATALOGUE, 1917-18

Though it took many years for the school's official literature to acknowledge it, Summit School was in fact continuing to pursue a dual-track education. The catalogue of **1934-35** finally put it directly. "The school provides courses of study for two types of students — for those who are going to colleges with definite requirements and for those who want the richest possible high school course without reference to college." Into this latter course fell Summit's strong and distinctive emphases on contemporary history, the fine arts, and drama, none of them part of a college track or considered to be suitable boys' school fare.

The discipline of military drills had no counterpart at Summit, but many of its much-vaunted benefits were

pursued in other ways. Interscholastic athletics, class plays, and social clubs all created a strong bond among students. Participation in class plays was required under a banner of equal opportunity, but the dramatic performances quickly became so much a part of student life that remaining uninvolved would have been socially stigmatizing. Miss Converse stole a march on secret societies in much the same manner as Briggs, by seeing that two very visible clubs were formed that would engage students' social interests. But unlike the Skylight and Gable Clubs, with their clear pecking order and leisurely confinement to social discourse, the Sage and Seer Clubs organized a flurry of parties, picnics, and contests. This emphasis on social involvement, both among the students and with the community, would be a hallmark of Summit School for years to come.

As at SPA, each day began with a school assembly. Though they served much the same communal purposes as at the boy's school, they took on quite a different flavor at Summit. In keeping with the progressive ideals of the school, Miss Converse insisted on a strong student presence. In the early years, rather than simply reciting scripture or poetry, participants often presented brief musical or dramatic programs which had taken some time to prepare. Even the youngest students, from the first grade on up, learned to present plays at the weekly elementary assembly. "With the little children," averred the school catalogue, "dramatic play is one of the finest means of teaching adjustment to others, sportsmanship in attitude, and freedom from self-consciousness." According to an astonished *Flame* reporter in **1921**, a second-grader in Miss Loomis' class, with no prompting from her teacher, chose a play for her class to do independently of the assembly requirement. She then cast the lead roles, and the players retired to the cloak room to rehearse. After they had submitted their offering to the criticism of the class as a whole, the troupe marched down the hall and enacted the play, entitled "The Honest Woodcutter and his Wife," before an enchanted senior English class.

Theatrical productions may have engaged the most enthusiastic participation of early Summit students, but athletics provided the single greatest impetus to school spirit. Even while the school was laboring for air at its makeshift campus, athletics was a major phase of school life. In **1920** Norwegian student Elizabeth Kielland expressed amazement at how "schools here also try to entertain their pupils." But she openly admired how basketball created "such a patriotic feeling toward the school." Field hockey began on a muddy field five years later. Oak Hall for Girls, which had supplanted Backus School, was the principal rival in all team sports, much as Blake was for SPA.

Summit School's early outreach programs had both a service and an academic component. In **1917-18**, the first school year, the girls initiated a long-lasting program of "adopting" French orphans, producing a Christmas play to raise money for the effort. They also raised numerous Red Cross benefits, gave two more plays in April to support the Women's Medical Unit, and received an award for 100 percent participation in the purchasing of war stamps. All of this was a harbinger of the school's prolonged and many-faceted involvement in war relief efforts 25 years later. In the corner of the world that Miss Converse was shaping, these were not acts of social conscience alone; they also reflected the pointed engagement of school life in global affairs.

Another initiative drawing students away from academic studies came to be known as "the school on wheels." Cars and busses carried students to a wide variety of sites, from airports, farms, and flour mills to the Red Wing pottery, the Sibley House at Mendota, and the colonial rooms in the Minneapolis Institute of Arts. Every grade participated.

> "First hand contact with practical life outside the school gives the students a sense of reality in their own work, and a sense of connection with ordinary adult life."
>
> THE SUMMIT SCHOOL CATALOGUE, 1934-35

The Ghosts, a student social and service organization and one of the last groups to pose in front of the Holly Avenue school in 1923

Officers of the Student Association in 1928

Summit School's first orchestra in 1927

Home economics laboratory in the new school on Goodrich in 1925-26

Summit School's hockey team on the Goodrich campus in 1925

For all her emphasis on progressive, mind-broadening programs, when graduation time came Miss Converse directed her eyes to the East with the same unwavering devotion as John deQ. Briggs. A young woman of breeding could not, in her view, realize her potential at a state university or local college. The eastern schools known as the Seven Sisters — Mount Holyoke, Smith, Vassar, Wellesley, Barnard, Bryn Mawr and Radcliffe — were as much a part of her educational firmament as the Ivy League was of Briggs'.

With Summit's new program and staff in place, Miss Converse devoted her attention to the need for a more appropriate site and building. Sheer lack of space at the old facility was not the only or even the primary fault. The Holly Avenue complex had no provision for the specific kinds of spaces which "modern educational practice" demanded: a library, science laboratories, an art room, and a "covered out-of-doors play space."

Rather than turning once again to Thomas Holyoke for plans, Miss Converse sought out a local architect with a specialty in institutional design, Clarence H. Johnston. As the government-commissioned State Architect, Johnston had designed all of the modern buildings for the state university and normal schools, and his firm's design of St. Paul Central High School had garnered national attention. If any more proof were needed of his suitability for the job, Johnston was the leading architect of the city's grandest residential street, and many of his Summit Avenue clients were Summit School patrons.

Deepening American engagement in World War I, however, put a quick halt to further plans. By the time the process began again in mid-**1919**, Miss Converse had become much more involved herself in the physical planning of the building. After entertaining a detailed proposal and considerable sales pressure from the nation's pre-eminent school architect, William B. Ittner of St. Louis, she composed a chart comparing Ittner's plans with Johnston's and those of Northrop School in Minneapolis. The local architect must have won out, for Johnston was hired in November to draw up a formal proposal. His firm's watercolor sketch shows a building carefully scaled and detailed to fit into its intended upscale residential location on Summit Avenue.

The board explored 10 locations, but two on Summit Avenue drew the most attention: the property at Summit and Victoria now occupied by the William Mitchell College of Law and the present site of Mount Zion Temple at Summit and Hamline. Some board members, however, held out for a more secluded, off-Summit site, particularly an ample plot at Goodrich and Chatsworth.

All that the 10 potential sites had in common was a size of at least half a city block and proximity to the neighborhoods that would draw most of the patronage. As Miss Converse would make abundantly clear when the time called for it, riding a streetcar was utterly improper for a girl of a good family. Unlike SPA, the school had to be within walking or biking distance of all its students.

The $225,000 estimate for the new site and building considerably exceeded the meager subscriptions in hand, so plans were once more shelved. With building costs skyrocketing after the war, very little took place for several years. Finally, just before the Christmas break in **1922**, Miss Converse sent Johnston a written "sketch of the minimum essentials for the building," and the design process began again, this time leading to fruition. School officials remained actively involved throughout the building process. Board president C. W. Ferguson and successive building committee chairmen W. L. Darling and Ralph Budd took an active hand in cost containment, the latter handling all transactions with the architect and contractors.

With plans well underway, the site still remained up in the air. Finally, on a slushy day in March **1923** that has become a part of school lore, Miss Converse, Dora Sommers, Alice Bigelow and Mary Sargent, drove out to a sunken location on Goodrich Avenue two blocks west of the option explored in **1919**. In Mrs. Sargent's words, "no one looked

too interested in the hole below the sidewalk" — though the price was right — until Miss Converse conceived of a plan that would put the building on the crest along Goodrich with tennis courts and skating rink below.

When construction began, Sarah Converse micromanaged wherever she could, challenging numerous material specifications and, when circumstances seemed to call for it, citing "my woman's privilege of changing my mind." On one occasion, she finally acquiesced to placing a cylinder lock on the science room but, unwilling to create extra cost, gave up the lock on her own office. Exasperated at last, Johnston wrote the hardware wholesalers himself, asking them to donate a lockset so that both rooms could be secure. A wonderful collection of letters survives from this period, displaying in detail the architect's watchful and steady eye over every particular of the building's construction, painstakingly balancing his client's ever-changing wishes and his own sense of what the building needed and deserved.

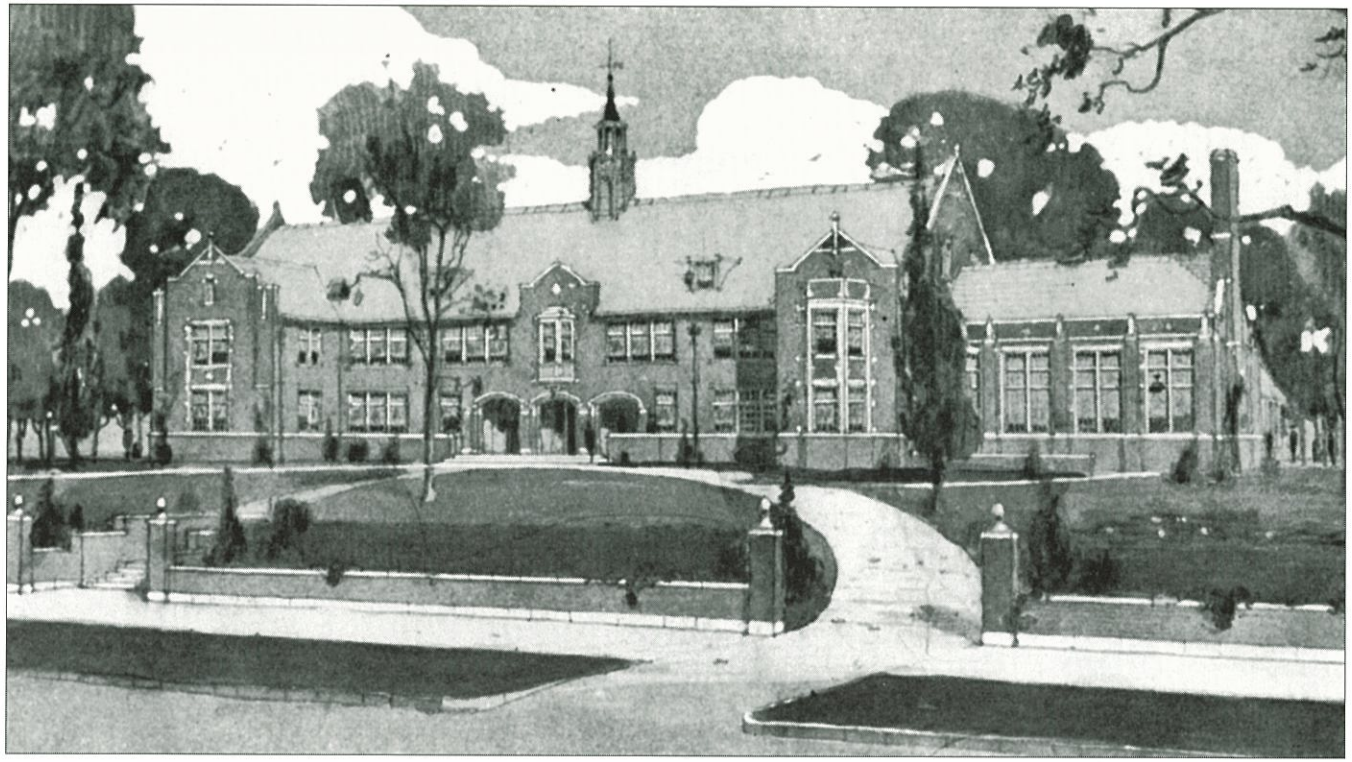
Locating away from Summit Avenue proved to be no bargain. The cost of a plot purchased from 19 different owners, extensive grading, and a full landscaping of the grounds helped to drive the final project cost up to $266,000. The trustees tried to hold the line at a $30,000 mortgage, requiring outright contributions of $236,000. Nearly 30 percent shy of the goal at the beginning of **1924**, Ralph Budd sent out two more rounds of appeals. Numerous families doubled their subscriptions, but in August the board finally had to assume a $60,000 mortgage.

On September 11, **1924**, the new Summit School opened its doors to the largest enrollment in its history. A banner headline in the *St. Paul Pioneer Press* announced "200 students study in Summit School; its big, palatial home, has no square corners." Designed in the popular institutional mode of the Tudor Revival style, the new building drew praise for both its architectural embellishments and its many hints of modernity. On the artistic side, kindergartners entered their room under a carved ship with billowing sails, older students entered under a hare and tortoise racing over a globe, and a "lovely living room" accommodated guests and informal meetings. On the modern side, an artesian well supplied water for the school, interior corners were rounded "so that there are no hiding places for dirt," and the blackboards were tipped back to avoid glare. A committee of Summit School mothers had selected color schemes and furnishings for the rooms, and Miss Converse herself had seen to it that a rack room for bicycles had been added to the plans.

A press release generated by the board of trustees paid special attention to the aspects of the new facility that served modern educational ideals. More than half the rooms had light and air on two sides, the kindergarten room was outfitted with all the latest physical equipment, the library was soon to have 2,000 books, and the music room, housed in the tower, had sound-proof walls and floor. Even the grounds reflected progressive thought, containing plots for school gardens, an outdoor carpenter shop, and an outdoor study, as well as tennis courts and an athletic field adaptable to hockey, ice skating, and running,

Yet for all the opportunities the new building opened up in physical and artistic expression, the core academic curriculum still gravitated around the classical triumvirate of classics, history and mathematics. Latin was the hardest pill for the girls to swallow, inspiring constant satire in the *Flame*, a biannual Summit student literary publication. In a particularly delicious send-off of the classical/progressive synthesis entitled "Life in 1950," Elinor Dittenhoffer '24 described a world in which first graders learned Latin with the aid of rhythm in order to prepare them for their second grade achievement, a balletic interpretation of the love scene between Dido and Aeneas.

While Miss Converse's hand was everywhere in evidence, she also saw to it that a good deal of the school's oversight was distributed. The Summit Students' Association, in place at least by **1920**, had a dual mission of monitoring the study hall and administering a system of demerits for offens-



Clarence Johnston's 1920 design for a new Summit School building, intended for a site on Summit Avenue

The Goodrich Avenue school building in late fall 1927

The dining room converted to a library for Book Week in 1937

es as minor as shoddy attire or as serious as disruptive behavior. This was an innovation; student government with so large and independent a responsibility was extraordinary for the times. "The idea," recalls Leila Jackson Poullada '42 "was to train us all for leadership. We were all children of privileged families and we had some responsibilities."

Student association officers joined with the principal and a group of teachers to form the Joint Executive Board, which took complaints and formulated changes in student regulations that would be laid before the entire student body for action. Another group, the Summit School Association, brought together parents in pursuit of projects that the school itself could not financially support. Finally, the very active Alumnae Association raised money for physical enhancements (such as the fireplace inserted into the living room) as well as steering as many students as possible toward the preferred eastern schools. In **1924** the list was headed by Radcliffe, Smith, Vassar, Wellesley, and Simmons, in that order.

Two annual events became an important part of school life with the move to the new campus in **1924**. Miss Converse, if not the originator herself, must have been quite fond of them, for they managed to expand student horizons and enhance community relations at the same time. The first was Book Week, which spread a great hush through the school in November or early December. Six hundred to a thousand books were set up in the dining room, and each class met at least once in the abnormal quietness of that place to look the books over and discuss them with the teacher. Faculty members selected the books, a local bookseller loaned them, and school parents created the decor. In some years the books on display were purposely low in price to motivate students to purchase them on their own; in others rare books were displayed "to inspire the younger generation to appreciate worthwhile prices." The exhibit proved so popular that it remained open evenings and Sunday afternoons, then extended to two weeks in the **1930**s.

The second much-heralded annual event was the Spring Fair. In the middle of May booths lined the back of the building, with additional attractions inside. A **1926** issue of the *Flame* reported pony rides, a silhouette man, three Indians, a performance in rhythm by the primary grades, a chemical magic performance, a zoo, and a puppet show. Profits came in at $300, with most of the proceeds going to charity. When enthusiasm for the Spring Fair ebbed during the Depression, its place in campus life — though not in the campus calendar — was taken by the Winter Carnival, which largely replaced exhibits with boisterous sporting activities.

Nineteen twenty-eight was a banner year for Summit School, as it was for SPA. The national and local economies were so robust as to be disconcerting. Though many of Summit's supporters had children in both schools and SPA was already running a much larger campaign, the Summit trustees resolved to pay off the remaining mortgage within the year. The money was raised in short order. Summit thus entered the Depression able to devote all of its income to educational purposes.

This must have been a time for all-round solidification of the school, for **1928** was also the first year in which all girls were required to wear the school uniform: a two-piece serge dress, with a white cotton blouse replacing the wool top in warm weather. The gym uniform, a white blouse and blue bloomers, had already been in place for many years.

By the time of the stock market crash in October **1929**, a total of 79 teachers had passed through Summit's doors, 27 of them serving on the staff of the school year to follow. A solid corps of teachers hired between **1917** and **1926**, the first 10 years of the school's operation, led the school through the Depression, many of them continuing well into the **1950**s. This band of extraordinarily loyal teachers included Nell Whitaker (**1917-38**), Mildred Brown (**1922-49**), and Muriel Leigh (**1923-55**) in the elementary school, and Ruth Stephens (mathematics and science, **1917-59**), Mildred Coburn (science and mathematics, **1919-52**),

Sarah Converse meets with a student before graduation ca. 1940

and Henriette Diebold (French, **1926-58**) in the high school. Of the major departments, only English and history had to wait until the 1930s to establish staff continuity under Margaret Spicer (**1931-59**) and Helen Busyn (**1935-66**), respectively.

The Great Depression brought a slight fall-off in enrollment and a concomitant, though temporary, rollback in salaries. But none of the school programs appeared to have suffered; if anything they were undertaken with more seriousness than in the giddy financial times of the **1920**s. A continuous round of lecturers cycled through the school, most of them confronting in some way or another the leading social issues of the day: Charles Eastman describing his life as a Native American, Dorothy Thompson talking about the youth movement in Germany, and FBI agent Drane Lester explaining the art of discovering clues, to name some of the more colorful. The *Flame* and its elementary department equivalent, the *Torch*, continued their remarkable run as student literary magazines and sources of information about school life.

School-wide competitions of all sorts put in their first appearances in the **1930**s, among them an annual golf tournament, a tennis tournament, posture improvement contest, and various artistic, literary, and musical competitions culminating in the Arts Assembly awards at the end of May. The Music Club sprang into being in **1934** and immediately began to offer school programs featuring Summit School musicians. It also brought local musicians into assemblies, the first guest artist being pianist Mrs. John deQ. Briggs.

Among the most active student societies during the Depression was the French Club. Yet another innovation of **1928**, it owed its birth to a group of French IV students, but it never wandered far from the wing of faculty advisor Henriette Diebold. Members of *Le Cercle Français*, as they called themselves, held teas, went to French cinema in Minneapolis, gave an annual play, "adopted" French students by sending them gifts of clothes, toys, or money, and contributed countless literary pieces to the *Flame*, all the while, as one of them put it, "waggling French at almost top speed." Perhaps the most enduring memory of Mlle. Diebold's long tenure was the *French Noël*. First produced by upper-form French students in **1934**, it became the annual Summit Christmas pageant in **1939**, continuing in that role through the following decade.

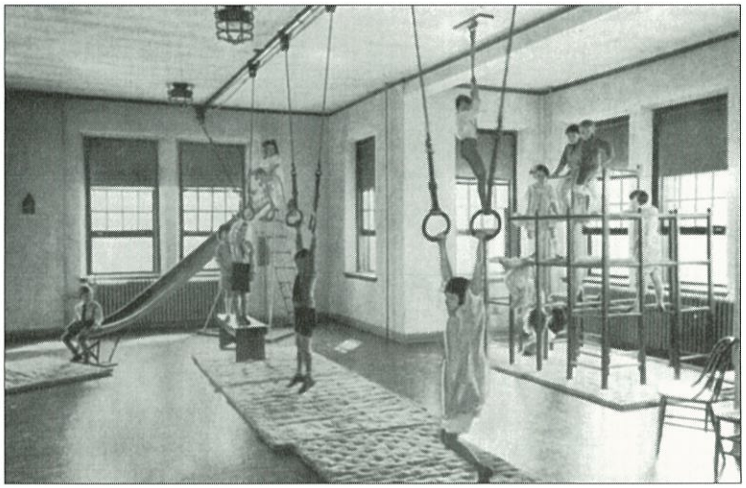
Another remarkable product of the decade was the fresco of The Canterbury Tales painted above the dining hall fireplace just prior to Book Week in **1934**. Some of the students studying Chaucer with Miss Spicer had become so intrigued with his tales that they wished to create a permanent depiction of them in the school. To supervise the project Miss Converse engaged Lucia Wiley, a skilled artist who was on her way to regional fame as a muralist sponsored by the Artists' Program of the Works Progress Administration WPA. The students themselves claimed to have "designed and executed" the work, with Miss Wiley probably on hand to guide the over-all arrangement, instruct the students in mixing and applying the paint, and supervise the successive application of plaster by the school maintenance man, Albert Rustan.

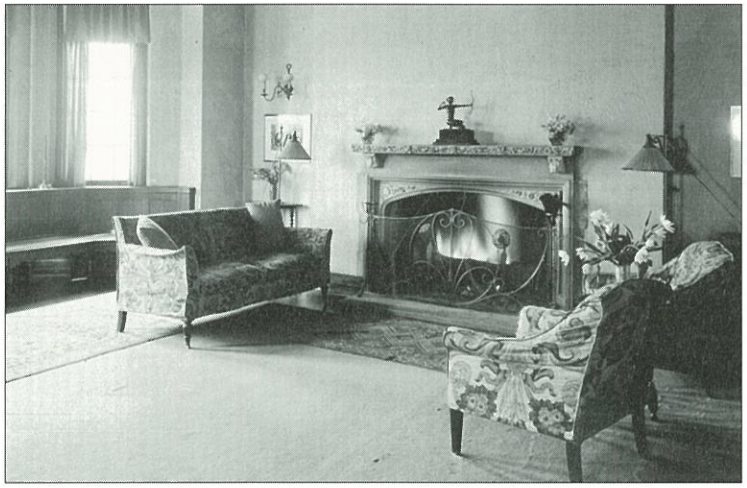
A single disaster stands out from these years. The story of the fire of February 15, **1936**, has been told too often and too well to bear yet another lengthy recapitulation. In brief it took place in the nearly empty gymnasium on the afternoon before the St. Valentine's Dance. No students or staff were injured, but the building was gutted and the roof destroyed. The school itself escaped damage only because of its separation from the gymnasium.

In the fall of **1937**, with a growing national optimism about the economy but increasingly bleak prospects for international peace, Summit School began the celebration of its 20th anniversary. First came the dedication of a new playground and additional tennis courts, then presentation and dedication of the Ottis House, a rustic stone shelter that sat alongside the athletic fields for use when they were flooded with ice. Finally, a mural of the disembarkment from the ark

Summit School kindergarten
in 1932

First and second grades in
the ground-floor play room
in 1931-32





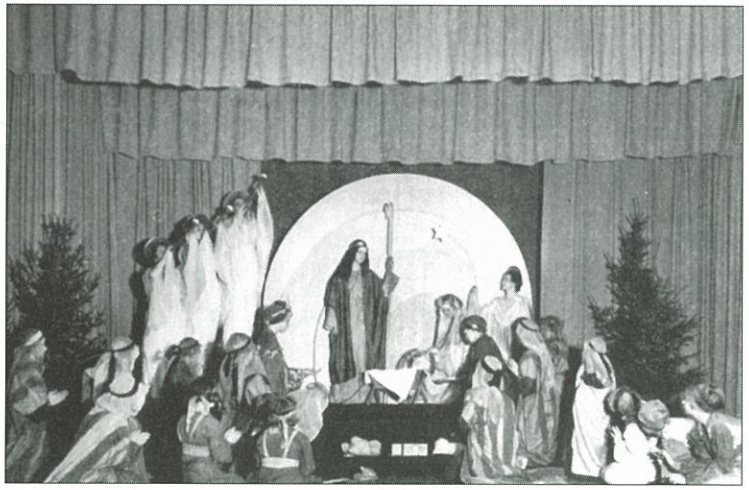
The living room in the recently
completed new building on
Goodrich, ca. 1925

Student Council in the 1930s

The art room in 1931-32

Members of the French Club wearing liberty caps and serving as ushers in the 1928 French Matinee

The cast of "The Willow Plate" in 1933



The 1936 production of "The French Nöel," a revered Christmas tradition for many years

painted by Charlotte Millis, head of the art department, was unveiled in the kindergarten room.

Two new school clubs pointed the way to future developments in the fine arts curriculum. Music in the first 20 years of the school's life had gravitated quite largely around the piano and "music appreciation," which for the most part meant appreciation of orchestral music. Apart from a short-lived glee club of **1926-27**, vocal music received no formal attention. Summit resurrected its glee club in **1938**, this time under the direction of its first male faculty member, James Shannon. Proper young women could now sing in chorus; but the day when a woman was available to lead them had not yet arrived.

Dance at Summit had been bound by strictures similar to those of music. Directed more by the aim of producing graceful young women in a common mold than by dance's potential as a means of individual expression, it had not kept pace with current movements. In **1941**, the human body invigorated by syncopated rhythms made its dramatic entrance at Summit School. The venue was the spring parents' dinner, and the performing group was the Modern Dance Club led by Dorothy Otterson. Miss Otterson had in fact revolutionized the entire physical education program, of which dance had always been a part. As Leila Jackson Poullada recalls, her creative approach and endearing personality engaged the interest even of those who disliked athletics.

American involvement in World War II directed much of the school's always abundant extracurricular energies into relief programs. In May **1941**, even before American forces had joined the war, the Spring Fair gave way to a British War Relief Fair. Lady Halifax, wife of the British ambassador, was the guest of honor, and the proceeds reached nearly $800. Sarah Converse spearheaded the school-wide effort, but a student, Mary Ames, was its chief organizer. History teacher Helen Busyn, a life-long promoter of student involvement in the community, guided the War Committee. Girls from all the forms assisted at the Ration Board, nurseries for children of working (and serving) parents, and in hospitals. They also promoted the sale of War Bonds and War Stamps on the campus. Evens the sixth graders became involved, their project being collecting books to send to military hospitals.

An innovative project for relief of families placed under stress by the war effort began in the summer of **1943**. Known as the Summit Summer Day Camp, it offered amusement and recreation, with a little education along the way, to children from neighborhoods with inadequate playground facilities. Dozens of Summit students participated as Vacation Cadets under the leadership of Nell Whitaker, a retired Summit elementary teacher. Each of the camp sessions climaxed in assemblies that displayed the results of the summer project. As might be expected, small theatrical productions were paramount, but these were plays with a difference. As Georgia Ray '44 noted in the *Flame*, "white and colored children were seen in equally prominent parts." Exposure to some of the city's social and racial diversity, still a generation away from the halls of Summit School itself, must have been as much a revelation to the Vacation Cadets as their instruction was to the children under their charge.

The long period of introspection that haunted SPA immediately prior to World War II had a minor counterpart at Summit School as well. Nineteen forty-two, the year following American entry into the war, marked Summit's 25th anniversary. The central event was a spring anniversary dinner featuring a series of speeches that were more sobering than celebratory. Frederic R. Bigelow paid tribute to his wife, Alice Fraser Bigelow, and Dorothy Noyes, the two women of pony cart fame, both of whom had passed on; Sarah Converse opined that "though we have not arrived, we are on the way"; Ralph Budd talked about the survival of private education through a time of war; and Pierce Butler spoke of dissension on the board caused by those who "think of teapots in the day of cocktail shakers."

Gathering tin cans for recycling
in 1944

French children with dolls sent from Summit School in 1948

> This school has gone through one war and will go through another one. Education and religion are the eternal verities; they go on regardless of the war.
>
> RALPH BUDD, PRESIDENT OF THE BURLINGTON RAILROAD AT THE 25TH ANNIVERSARY DINNER, APRIL 1942

A single financial initiative proceeded from the anniversary celebration. In the late **1920**s, Miss Converse had approached the board about setting up a scholarship fund for students who could not afford the full cost of tuition. The Depression arrived before any action was taken. The school had proceeded with Miss Converse's plan anyway, refunding around 11 percent of the potential tuition income in the form of partial scholarships; but all of this had to be taken from tuition money in hand. In **1941-42**, after a 14-year break from fund-raising, the board finally acted to raise additional money for scholarships in the name of the 25th Anniversary Fund.

When international hostilities ceased Summit School maintained its involvement in off-campus issues. The Service Committee, originally a domestic partner of the War Committee, expanded its horizons to embrace CARE (an international children's relief organization) and the World Students' Service Fund as well as the local Community Chest and Red Cross. Under the sponsorship of Miss Busyn, mathematics teacher Mildred Coburn, and English teacher Eliphal Nichols, they raised money year-round through direct appeals and a variety of sales. An Interracial Committee also formed, but limited its activities to on-campus education.

A vigorous program of war relief also continued under the leadership of Mlle. Diebold and the French Club. The club's relief efforts were direct and personal. Nineteen forty-eight was a typical year: a box of food and clothing sent to a school in Auxerre; packages containing a layette, food, and clothing sent to an "adopted" French family in the Vosges Mountains; and numerous packages and money sent monthly to girls adopted as "French orphans" by various Summit classes.

On its own home front, Summit School entered the post-war years with little new in place. Its facilities, curriculum, and core staff were much the same as they had been at the beginning of the Depression. The physical plant had undergone no additions or major alterations since its completion in **1924**, and except for a refurbished children's playground, the Ottis House, and new tennis courts, even the grounds had been little altered.

More importantly, the focused and energetic guidance of Sarah Converse had perceptibly diffused and weakened in recent years. She was still very much at the helm, still a dominating force on campus and at board meetings. Her passion for history and current affairs continued unabated, student assemblies now often centering on a guest speaker with expertise on political affairs or first-hand knowledge of a foreign country. To the students themselves, she remained the clear-minded, visionary, and often intimidating heroine of girls' education. But fewer initiatives streamed from her office, and her health was not equal to the regimen she set for herself. Perhaps the only initiative to be well-remembered after the war was her raising of a $100,000 pension fund for veteran teachers.

When Sarah Converse retired in **1948**, many of her students felt orphaned. Those feelings spoke as much to her command over the educational process as it did to her caring and vigorous stewardship of the school. The intellectual breadth and social conscience of the school continued to owe much to Sarah Converse's vision, but it was a vision forever shaped by the social class structure and educational dialectics of the **1910**s and **1920**s. The aftermath of World War II wrought enormous changes in American society and the perceived role of education responding to those changes. Summit School had some tough questions to ask itself.

Running the football against Concordia, in 1952

V

To Progress as Well as to Conserve

The retirement of their founding headmistress and headmaster left Summit School and SPA at a crossroads. This time the choice was not classicism versus progressivism, or even some new melding of the two. It was a choice between fitting the future into the safe and tight packages the two schools had become, or expanding the schools into a future with dimensions nothing like the schools' founders had anticipated.

At the end of World War II but long before Sputnik, American schools came under extensive public pressure to revise their mathematics and science curricula and strengthen their teaching of modern languages. The subject matter of the new curricula had little relationship to the centuries-old classical regimen; but neither was it suitable for adoption by the education-as-life strain of thought. A rising set of academic issues at both schools thus fell outside the dialectic within which Miss Converse and Mr. Briggs had so mightily labored.

The rapidly increasing geographic and social mobility of the American people also called into question much of the traditional rationale for an education outside the public schools. Diversity and adaptability began to emerge as educational ideals, in dead opposition to the fixed academic achievements on which traditional academies had long prided themselves.

There was much afoot at both Summit and SPA to augur the beginning of an era responsive to these new questions and issues, even a new framework for the educational process. At Summit School, how and where Miss Converse chose to carry the progressivist torch had always been more a matter of personal conviction than fixed doctrine, and some of the newer members of the board were eager to see it illumine a new set of opportunities. At the academy, Briggs had sent his successor-to-be, Edward M. Read, off to St. Louis to hone his administrative skills at John Burroughs School in 1942. That school not only boasted of a continuing dedication to Deweyan principles; it had been coeducational from its first year.

On the other hand, neither head of school had put in place administrative machinery or a teaching staff geared to

radical change. Though many of the long-term faculty were nearing retirement, it was still possible to find replacements in the old mold of strict discipline, a fixed curriculum, and Edwardian notions of gender role and social class. Moreover, the average age of trustees, who still served until death, exceeded 60 years, and most of their sympathies if not their loyalties lay with the old regime.

In many ways Summit School appeared better positioned than SPA to meet the new challenges of the post-war era. It had a far superior and more adaptable physical plant; Miss Converse had left the transition in the hands of the board, on which she would continue to serve; several trustees were outspoken opponents of what they perceived to be the old order, and there were considerably stronger emotional bonds between faculty and the new generation of students than at SPA.

When the board of directors called Marian McAvoy O'Neill to be headmistress, change seemed to be on the way. English teacher Eliphal Nichols described the new headmistress as "brilliant, gay, interesting, a woman of good appearance and fine mind." She certainly brought a different constellation of experiences to the school than had her predecessor. Married and the mother of two daughters, she passed through well-charted seas at Swarthmore and Columbia, but then caught two of the newest waves. First came a stint at Vassar College's Institute of Euthenics, which was devoted to the study of how the human race might be improved through environmental means; then off to Oxford to engage in the new field of Extra Mural Studies. She also had four years of teaching experience at Brearly School in Manhattan, one of the most prestigious girls' preparatory schools in the nation.

Among Marian O'Neill's first challenges was the replacement of a host of staff members that either left or were on the way out the door when Miss Converse retired. These included Mildred Brown, an elementary teacher of 27 years standing, Dorothy Ware, head of physical education and dramatics for 17 years, and Claudia Dorland, a Latin and French teacher of 12 years. In addition to these veterans, nearly a dozen appointments made since World War II had proven short-term.

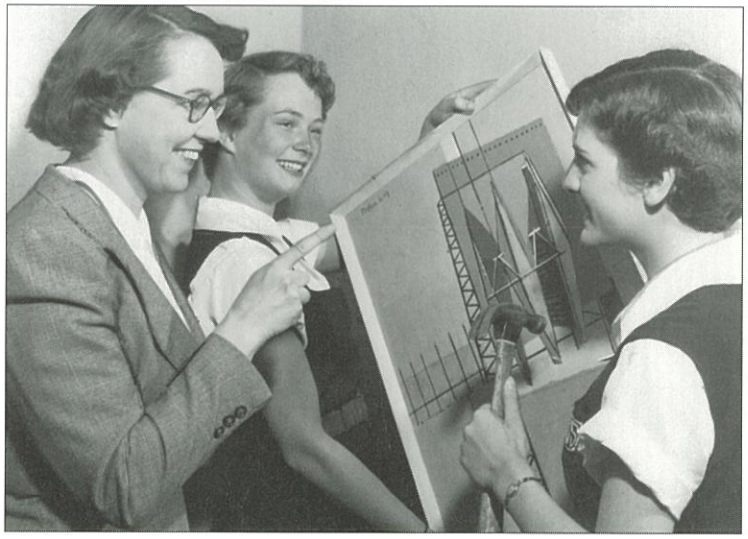
This spate of departures gave the incoming headmistress a considerable opportunity to reshape the school's academic profile. The window was enlarged by a thriving post-war economy. Enrollments swelled, and the faculty grew beyond its largest size in the Converse era. With Marian O'Neill at the helm, the science and history departments particularly benefited. For the first time since 1918, Ruth Stephens did not have to teach all of the mathematics and science courses but biology. A new history teacher relieved Helen Busyn of a similar onus. One of O'Neill's most important hires, Beatrice Tselos, began a psychology department, immediately setting up the school's first campus-wide testing and remedial reading programs.

The art program, which suffered from a lack of space and had bounced from person to person for many years, moved off campus in 1949. Its new venue was the St. Paul Gallery and School of Art, conveniently located in the old Griggs mansion at 476 Summit. Once a week, students were driven to the art school to study ceramics and sculpture from master potters Warren and Alix MacKenzie or painting from another instructor, and Mr. MacKenzie came to Summit to teach a course on art history. The music department also had little space to provide more than piano lessons. Nevertheless, an *a cappella* choir formed in 1949, and singing lessons were given the following year.

The new regime brought about a considerable degree of self-rule among the students. This had been a trademark of Miss Converse's early years but had given ground in the authoritarian atmosphere of the 1940s. Now in the last year of the decade and the first of the next, a school police force was organized to help younger students with street crossings, the Citizenship Committee quietly enforced law and order, and a Summit branch of the Girls' Athletic

Elementary School faculty in 1951: Eliphal Nichols, Mildred Piper, Muriel Leigh, Claire Emslie, Louise Vestling, Doris Matoush, Ruth Thiede, and Janet Defiel

Upper School Summit faculty in 1949: Helen Busyn, Henriette Diebold, Margaret Spicer, Maxine Gunsolly, Ruth Stephens, Sigrid Moe, and headmistress Marian McAvoy O'Neill



Summit Headmistress Marian O'Neill, Marlene Shapira, and Elizabeth Moles with a student art project

Headmistress Marian McAvoy O'Neill in 1951

Summit Headmistress Alice Benjamin in 1952

Summit School kindergarten teacher and long-term Head of Primary Department Muriel Leigh in 1955

Summit School Headmistress Ethel Pease in 1960

Association took over management of athletic events and clubs as well as school parties. Once again the *Flame* was put entirely into student hands. Rather than returning to the quaint literary format of its yesteryear, however, it became a glossy, hardbound, pictorial yearbook echoing the format of hundreds of others of the period. As Marian O'Neill would learn, new opportunities did not necessarily bring new visions.

Less than three years after replacing Miss Converse, her successor suddenly resigned near the end of the **1950-51** school year. The stated reason was her new marriage to a man who gave his addresses as Cheshire, Connecticut, and Bogota, Colombia, certainly an indication that a change of jobs for Mrs. O'Neill was in order. But retired teacher Eliphal Nichols' published reminiscences hint at something more, a disappointment with the conservative spirit of St. Paul and puzzlement over what Summit really wanted to be. Indicative of O'Neill's mixed success at steering Summit onto a new course was her replacement of the blue serge "Peter Pan" uniforms with washable skirts and blouses. The new outfit was still a uniform; tradition had been bent but not broken.

Whatever the full story behind Marian O'Neill's decision to leave with what must have seemed to her an unfulfilled agenda, the board wasted no time in finding her replacement. Before the school year was out they hired Alice Benjamin, a French teacher from Smith College. Described by Eliphal Nichols as "young and charming and possessed of quiet dignity," she was cut from quite different cloth than her predecessor. Like Marian O'Neill, Alice Benjamin had begun her training in standard fashion, earning her bachelor's degree at the University of Minnesota and her master's at Middlebury College in Vermont. But her work resume was a blur of private school positions followed by a two-year stint in the WAC, where she was said to have performed 18 different jobs. She finally settled down for five years of teaching French at Smith, interrupted by a year of teaching English at the University of Bordeaux.

For all the diversity of her background, Summit's third headmistress proved to be the very type of the 1950s school principal. Trained as a teacher rather than an administrator, her forte was in sustaining established policies. Under her leadership the school proliferated with committees. The Students' Association spawned the Policy Committee (the Citizenship Committee with teeth), the Social Committee, and the Assembly Committee, all of them concerned in some way or another with bringing order to student life. There was also a Library Committee and an Usher Club. In the meantime, the old Projection Club formed during the last years of Miss Converse's tenure unaccountably metamorphosed into a gathering ground of the school's social leaders. Their responsibilities included playing records from bird calls to Shakespearean recitations and running movies with such titles as "Elementary Colloids" and "The Effects of Alcohol."

As with her predecessor, only a handful of the many teachers Alice Benjamin hired stayed more than a few years. Two of the school's veteran teachers also retired: Mildred Coburn, teacher of mathematics since **1919** and head of the junior high school for much of her tenure, and Muriel Leigh, who had headed the primary department since **1923**. Miss Leigh was remembered with particular fondness. She had installed numerous experimental programs in the kindergarten over the years, working closely with a child psychologist at the University of Minnesota. To the end she remained as devoted to innovative ideas as she was to the children whose foreheads she adorned with stars.

The outstanding exception to the short tenure of Alice Benjamin's appointees was Ethel Pease, who was hired to teach mathematics and head the junior high school in **1952**. Little did the headmistress know that she had found her successor. When Alice Benjamin resigned in the middle of the **1955-56** school year, with no announced plans, the board this time wisely chose to decelerate the selection process.

Summit School students Sally Davis and Diane Bement playing hop-scotch in the new recreation room designed by Magnus Jemne in 1950

A scene from "Alice in Wonderland, the first St. Paul Academy production to have a girl in the cast

Senior study hall in 1960

The mothers and daughters annual softball game at Manitou Island in 1957

Unsatisfied with candidates reviewed over the spring and summer, they called the junior high school principal to take the headmistress job on an acting basis.

In many ways the best personal fit for the school since Miss Converse, Ethel Pease was the last of a dying breed. Big sister or friend to countless girls who sought her counsel, she broke guidance of the school down to its smallest element: the individual student. "There is a college for each one of you!" became her slogan. Remembered for her "spirit of fun," she was also a stickler for manners, insistently reinstating the hoary tradition that students rise at the entry of the teacher, greet her in unison, and remain standing until told to be seated.

Two new student organizations sprang into being in Ethel Pease's day, each of them representative of the differences between her perception of student needs and those of her immediate predecessor. The law and order agenda of the Student Association committees remained in some fashion, but it was complemented by the work of the Safety Board. Six committees worked under its supervision, overseeing such matters as fire safety, civil defense, and pedestrian and bicycle safety. An American Friends Service Committee was also formed. AFS students had been assigned to Summit School intermittently since **1954** but with nothing in place to commit the school to the program. The new committee raised funds that would assure an international exchange student presence on a yearly basis.

Ethel Pease's and the board's mutual satisfaction over her fit for the headmistress position soon resulted in a permanent appointment. Later headmaster Douglas Stenberg credited her with establishing "a *modus operandi* of fairness that to this day **[1967]** serves as a model for Summit administration." Under her leadership the first faculty curriculum committee was established. One of its obvious spurs was the ending of several extraordinarily long and powerful tenures during her first two years of service. Science teacher Ruth Stephens **(1918-58)**, French teacher Henriette Diebold **(1926-58)**, and English teacher Margaret Spicer **(1931-59)** were among the last of the old guard at Summit School. With their retirement, only much-loved history teacher Helen Busyn **(1935-66)** remained.

> This isn't compulsory, girls, but I expect all of you to do it.
>
> FRENCH TEACHER HENRIETTE DIEBOLD

"Miss Stevie," a universal favorite, was as renowned for her jokes and games as much as for her clear and patient explanations. She was also the closest the school came to a teacher in Frederick Fiske's mold, able to teach a countless array of courses with equal enthusiasm and expertise. The court was divided on "Mademoiselle" and Miss Spicer. Early students thrived under their passionate commitment to the vagaries of the French and English languages and the glories of their respective literatures. But the two teachers had also come to symbolize the harsher aspects of the old school. A humane and progressive educational philosophy had not prevented favoritism, sarcasm, and a withering treatment of academic malefactors from creeping in during the early days of Summit School, and some of the older teachers still carried this baggage.

New ideas infected the board as well, though the most adventurous of them, a proposal to unite Summit School with St. Paul Academy, remained in the realm of ideas. Seeking a long-term solution to the school's growing financial problems, trustee Judson (Sandy) Bemis approached the SPA board about easing the competition for funding between the schools by merging their faculty and facilities. But Summit's financial woes were not a sufficient engine to drive a merger, and coeducation had not yet risen to be a value in and of itself. In fact, as recently as 1952 seven out of eight SPA upper classmen polled by *Now and Then* had responded negatively to the question of joining with Summit School. The SPA board dismissed Bemis' proposal by citing

SPA's chartered purpose, "to educate boys," together with the chartered stipulation that the "constitution shall not be subject to alteration or amendment." Citation of the school's founding language would prove to be a convenient way of cutting off merger discussions for the next 10 years.

In spite of the expanding parameters of student leadership nurtured by Sarah Converse's successors, beloved traditions continued to exercise an enormous force on student life. Senior privileges, such as the exclusive right to use of the Tower Room, were as much treasured in the 1950s as they had been at their introduction decades earlier. The daily school assembly begun at the old Loomis' School facility continued to be anticipated and remembered as the school's quintessential expression of community. It also continued to carry the stamp Miss Converse had placed on them, of instilling moral lessons and modeling behavior.

With the arrival of the 1960s Ethel Pease had the opportunity to oversee every administrator's fantasy: the construction of a prominent, permanent marker of her time of service. The music and art departments had suffered for lack of performance and studio space for years, and the burgeoning science department had nowhere to go or grow. The solution was a multipurpose annex built around an assembly space. Apart from additional classrooms, it contained a dining room and kitchen. Dedicated to the school's founding headmistress, the Sarah Converse Auditorium officially opened its doors in September 1961. Master of ceremonies for the gala occasion was none other than coeducation agitator Bill Davidson.

As Ethel Pease neared retirement, the board of trustees decided to evaluate the qualifications of her potential successors without respect to sex. Their eventual choice, John S. Iversen, arrived in the summer of 1964 amid a flurry of professorial anxieties and what one student reported as palpitating young hearts. After graduating from Yale, Iversen received his master's degree in political science at the University of North Carolina, then taught history and English in a number of preparatory schools, one of them a girl's academy. At Webb School in Claremont, California, his most recent venue, he had headed the history department and served as college counselor as well as serving on the board of directors of the National Association of Independent Schools.

Within a few months the new headmaster's gender became less a novelty than his administrative style. One of Iversen's first moves at Summit was to combine the administrative offices into a single suite. Formerly the headmistress' office had been remote from the entry, allowing both her and her advisees a retreat from school traffic. Iversen saw the business advantage of operating at closer quarters with other office personnel. More broadly, he saw efficient management as a goal with many useful side-effects. Among them was a freeing up of faculty meetings from administrative trivia, allowing discussion to range freely over broad objectives, values, and teaching methods.

During Iversen's tenure the Summit School board entertained a sequence of carefully circumscribed merger initiatives from trustees of St. Paul Academy, which by this time was beginning to catch hold of the growing national disposition toward coeducation. Though none of the proposals struck fire at either school, they helped to jar the Summit board into addressing a host of its own issues.

The school belatedly began to pull itself into line with the administrative, curricular and methodological challenges of the 1950s and 1960s. Faculty salaries rose, and two teachers that Ethel Pease had hired entered newly created administrative positions, history teacher Pat McCart becoming the first dean of students and Latin and mathematics teacher Hilde Lyncker becoming the first director of studies. New math came in with a rush, laboratory science infiltrated the lower school, and French teaching acquired the school's first language laboratory. The Senior Program made its first appearance, allowing students to finish their course work a month early and devote their last weeks to a special project

outside the curriculum.

The Iversen years also brought the first significant racial diversity to Summit School's campus. In **1967** the headmaster proudly announced the integration of black students into the school "at almost every other grade level." This change had come about quietly, without any written policy statement or board activity. An increased number of tuition allowances also broadened the economic base of the student body, and to assure the fair allocation of funds, Summit joined the School Scholarship Service. In an attempt to correct the impression of exclusivity, Summit School, like SPA, began to market itself as an "independent" rather than "private" school.

Gender diversity, however, still remained a challenge. At the faculty level some mix finally began to occur. English teacher Benjamin Leonard and mathematics and science teacher Walter J. Dokken were the first men to come aboard, not counting the succession of glee club directors in the mid-1940s. They were soon joined by another science teacher, Edward Landin. At the student level affairs were far stickier.

At least part of the reason for board indecisiveness regarding a merger was the pending resignation of the headmasters at both schools. Iversen claimed that the possibility of a combined school failed to enter his decision to pursue other opportunities, but there was much in his view of education that inveighed against it. Like Miss Converse and countless other progressives before him, Iversen saw the fostering of learning and intellectual curiosity as ends in themselves in the context of female education, while a boy's pursuit of academic excellence "has an entirely different *raison d'être.*" "It is an exceptional woman who combines marriage, family, and a career," he declared. The exception would become the rule by the end of the following decade.

Another factor fed Summit School's ambivalence toward a merger with SPA. Ironically, the boy's school's stubborn focus on college preparation had kept its course offerings so narrow that many Summit School board members and faculty perceived their school to have the superior curriculum. Not only art and music but modern languages and contemporary history received short shrift at SPA, and these had long been strengths of Summit School's program.

Iversen's perception of the inevitable diminution of his role added a personal element to his and the board's misgivings about a merger with SPA. At the beginning of the **1966-67** school year he announced his intention to leave the school, and the board immediately launched a far-reaching search for his replacement. The man they settled on, T. Douglas Stenberg, was director of admissions for Pine Manor Junior College, a liberal arts women's college in suburban Boston. A graduate of Bowdoin College in Maine, Stenberg spent several years teaching and administering in two New York state military academies before taking up college teaching. He came to Summit as a parent as well as headmaster, for his two girls would enroll as first and second graders in the fall, and his son would attend SPA.

As Summit celebrated its 50th anniversary in November **1967**, the keynote was no longer a proud survey of the past but an unblinking stare down the difficult road ahead. Board president Ariel Davidson ended her opening remarks by embracing the very difficulty that Iversen had tried to steer around. "College preparatory" had become, she declared, a superfluous term. Young women must be trained both in traditional academic disciplines and in the "sensitivity to the needs of her time" required to rear the next generation. Local industrialist G. Keith Funston expanded on the larger institutional issue of the survival of the independent school. His particular focus was the challenge of its "oddball economics," in which schools that provide tuition support must watch their financial situation worsen as their student bodies increase. The new headmaster delivered an impassioned summary of the school's strengths, closing with a litany of those qualities that he believed would create the future: sharing of resources at all levels, a student body representative

of the culture at large, increasing use of new instructional media, and continual self-evaluation.

As a 33-year-old man in his first headmastership, Stenberg had more than enough to deal with outside of the merger question. He saw Summit School as undercapitalized, underendowed, and in dire need of upgrades to its facilities — particularly the library — and its faculty compensation. He struck an instant rapport with students and faculty alike. But the die was cast for a merger with SPA, and board discussions about the issues he raised were soon rolled into larger discussions about reorganization of the entire school. Many of his often-expressed ideas about inclusiveness and resource sharing took on a particular poignancy, as the inevitable cost of bringing them to bear in the new situation would be the diminution of his position.

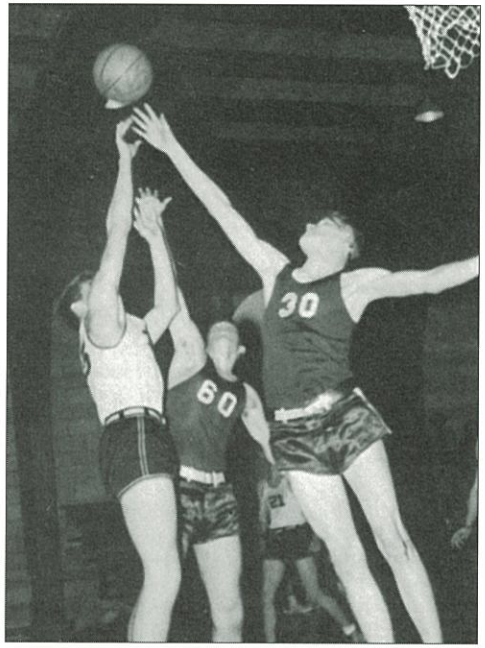
Which road SPA would take in the post-war years was never subject to question. To assure continuity with the principles and managerial style that had guided his tenure, Briggs appointed his hand-picked successor, Edward Read, to the assistant headmaster post vacated on Judge Hurd's retirement in **1948**. Read, whom Briggs referred to as "a man of transparent integrity," served as headmaster from **1950** until the school finally yielded to the new era in **1967**. For all his exposure to the more liberal Burroughs School environment, Read proved loyal to his St. Paul mentor's principles long after Briggs had left the scene. "That was one of Ed's blessings, one of his problems," says former trustee Henry Blodgett, who saw him under more relaxed circumstances, "that he felt John deQ. Briggs peering over his shoulder at all times."

It wasn't Briggs alone, but his regime. Numerous instructional habits of Briggs' era continued to flourish in the **1950**s. Biting sarcasm had for years been a standard means of putting a student in his place. Even the kindly C. N. B. Wheeler had been a master of it. In the Ed Read years, with growing faculty awareness of their lowly rung on the social and economic ladder *vis á vis* their much-indulged students, caustic wit at the pupils' expense was not about to go away. Saturday mornings were reserved for study sessions for those receiving Ds or demerits, as they had been since the year of Briggs' arrival. Draconian grading practices like Al Smith's were rampant. The German teacher seated his class in order of weekly grades, and one of the mathematics teachers forced his failing algebra students to stand in class until their grades improved. The teachers of these latter classes were hires of **1947** and **1949**, respectively, showing that even younger faculty did not hesitate to use shaming public exposure as a stimulus to achievement. In respect to the old guard in general, former trustee and board president Stan Shepard '47 surmises that "if they taught and said and did the same things to students now that they did in those days they would be fired, everyone of them, in about three weeks."

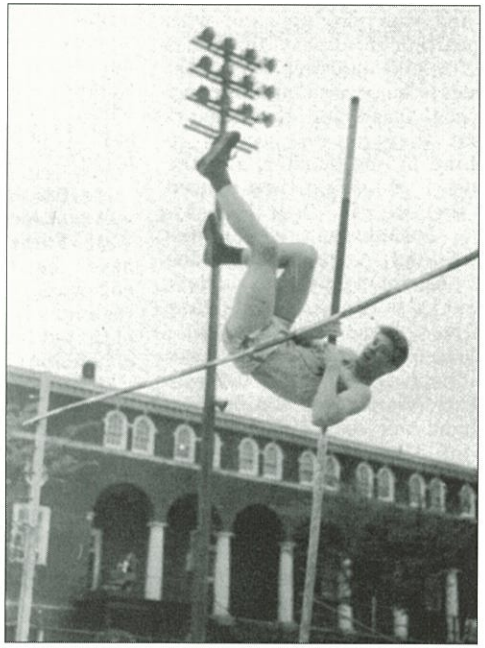
The continued adherence of the school to traditional, managerial-class attitudes regarding social standing, peer and faculty-student communication, and the limits of allowable behavior did not come from the top alone. Students were no more diverse in social or ethnic background in the **1950**s than they were in the **1910**s. Lower school students by and large continued to long for the day when they could don the military uniforms. Finely honed sarcasm was as much prized as a student skill as it was feared as a pedagogical weapon. "Mockery practically ranked as a varsity sport and a way of guarding one's personal rung of the status ladder," recalls Dutton Foster '57.

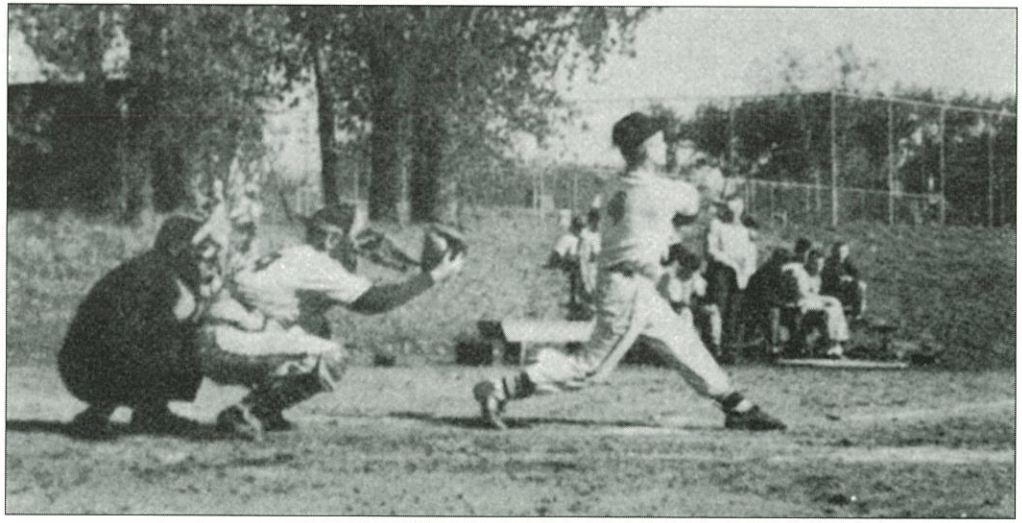
In respect to the issue of coeducation, students and faculty may in fact have lagged behind a growing number of school supporters. In the mid-**1950**s, about the time that Sandy Bemis approached the SPA board about a merger with Summit School, several parents talked to Ed Read about the prospects for coeducation. One old boy, William Davidson '16, had been an outspoken advocate for years. As early as **1945** he had posted a small victory for mixing of the sexes when his play about teenage dating woes conjoined the drama

Basketball during the
1956-57 season



Pole vaulting during the 1957
track season

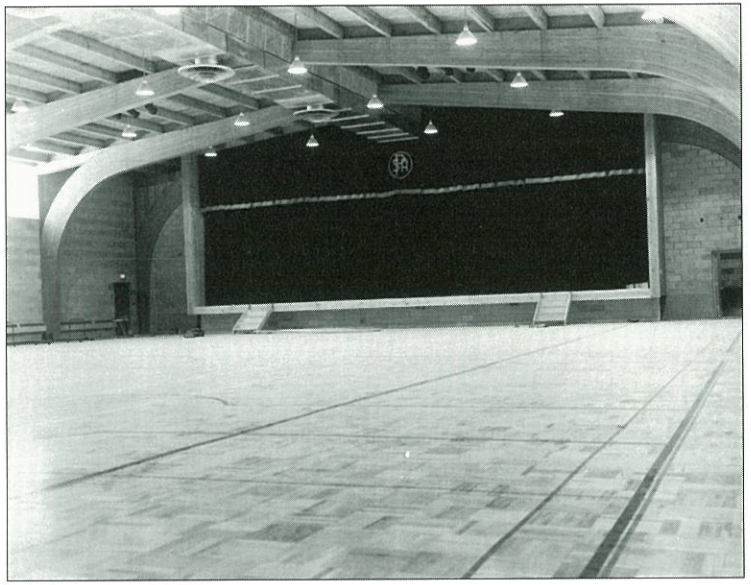




An SPA batter takes a cut during
the 1953 baseball season

SPA history teacher Edward Read in 1950, shortly before he assumed the role of headmaster

John Briggs eyeing a model of the gymnasium addition with Alumni Association president Charles Mullery, Student Council president Frederick Driscoll, and Board of Trustees chairman William Lang late in 1953



Briggs Gymnasium after completion in 1954

Summit School Christmas dance in 1959

clubs of the two schools for the first time, Davidson regularly showing up at rehearsals to ensure that it was properly interpreted.

Read's own experience had shown the workability of coeducation in an independent school setting. Rumors about his supposed sympathies and a possible merger began to circulate on the SPA campus. It is difficult to gauge the overall response of the faculty to them. But the very airing of the possibility was enough to make at least one veteran tender her resignation. In a poignant letter to her old boss, John deQ. Briggs, junior school principal Beulah Brown, who had been lured from Summit School in **1924**, expressed dread at the prospect of putting girls who were "more alert in catching on" together with boys who were "shy in the classroom and aggressive only on the playgrounds." Her letter closed with a query that may yet prove to be prophetic, "Will the girls play football?" Nineteen fifty-six was her last year at SPA, closing out 22 years of service. Her replacement, Philip Brady, would prove to be more flexible on the question of coeducation.

Academically the school continued to produce the desired product: a candidate for the Ivy League. But it had to do so with a new generation of faculty members. A total of 30 new teachers came to SPA during the Ed Read years, and 10 remained through the ensuing merger. The greening of the faculty was probably not a matter of intention so much as it was dictated by the aging of the core staff. Science teacher Russell Varney died in **1950**, and Latin teacher Al Smith, mathematics teacher Max Sporer, English teacher Ken Hunter, and French teacher Robert Blanpied were all, like Varney and Beulah Brown, pre-Depression hires of John Briggs. By **1956** each had followed his former headmaster into retirement.

> With each passing year familiar faces vanish and new ones appear, on the Board of Trustees and the faculty, among boys, parents and alumni. This is as it should be in an institution that seeks to progress as well as to conserve.
>
> EDWARD M. READ, 1967

Read showed considerable mettle in some of his replacement choices, many of the new teachers running against the grain of the status quo. John V. Chapman was the most colorful of Read's appointments. A Texas native trained at the University of Colorado, he arrived in **1952** to teach English, speech, and dramatics. Combining Texas humor with intense perfectionism, he goaded the drama club out of its long habit of producing only one production a year, albeit in a setup so primitive that actors occasionally had to crawl under the stage to enter from the proper side. Chapman is also remembered for saving a group of students from sure disaster by snatching a parody of the faculty and administration from them before they could publish it.

From a physical and statistical standpoint, SPA continued to thrive during the Ed Read years. Between **1950** and **1960** enrollment increased 50 percent at both levels, to 120 boys at the junior school and 230 at the country day school. To meet the pressure of rising enrollments at the junior school a major addition was completed in **1950**. At the country day school, construction of a new gymnasium freed the old gym for a thorough-going adaptive reuse. The building was divided into two stories, with six classrooms and a sound laboratory filling the upper half and a drill hall and science laboratories filling the main floor and the adjoining locker rooms.

Much of the publicity centered on the new gymnasium, which was dedicated to John deQ. Briggs on November 9, **1954**. The Briggs Gymnasium was indeed a splendid athletic facility for the time, boasting a gym floor 80 by 130 feet, rooms for boxing, wrestling, and rifle-shooting, and a 50-

foot stage. Nearly 1,000 people gathered to attend the dedication ceremonies.

Read was adamantly opposed to what he called the "frills, fads, or fashions of the moment" — which included, among other things, the fine arts — and took pride in how few curricular changes took place under his administration. Those that did take place responded to pressure from existing departments. Not all were *au courant*. Biology appeared for the first time, Latin surged in popularity, and Greek came back after many years' absence. This was not a science or foreign language curriculum that could be affixed to Sputnik's trail.

Along with these curiously antique additions, however, came the modern language and science laboratories that supplanted the old athletic facilities. On the subject of modern languages Read struck a unique posture. On the one hand he was truly proud of the new language laboratory, which he claimed to be "the first in this part of the country." SPA's new emphasis on spoken language, long a staple at Summit School, was a clear response to the increasingly global point of view of the American people as a whole. But his administration is also remembered for a failed effort — led by Read and the alumni representative on the board — to abolish French teaching, confining modern language learning to German alone.

The science laboratory, finished the following year, was up and running before Sputnik circled the globe, but it clearly reflected the growing nation-wide emphasis on the physical sciences. Dedicated to Russell Varney, it was planned by science department head Edmund Bray, whom Read had hired in **1951**. The new laboratory allowed Bray to introduce courses and procedures that reflected numerous modern advances in chemistry and physics.

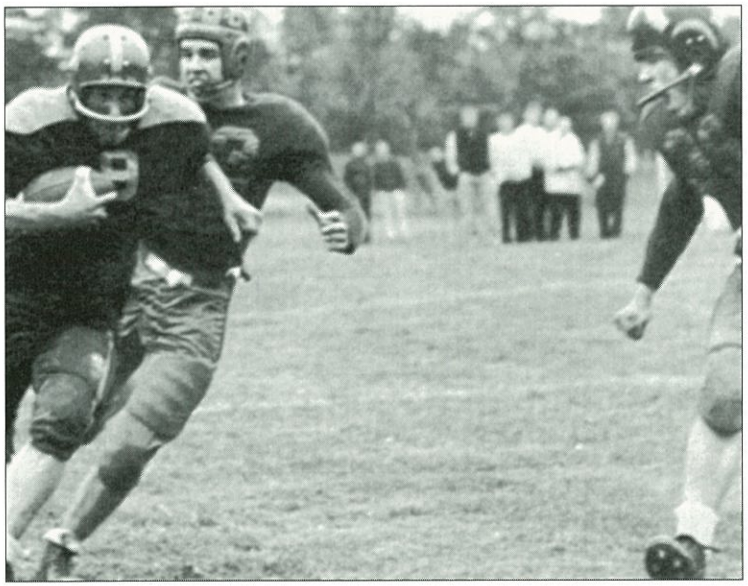
Other significant expansions of the physical plant followed, each introducing new functions as well as new or refurbished spaces to the campus. The Metcalf Library opened in September **1958**. Dedicated to a popular student killed in an automobile accident, it was the first step toward providing students with modern, on-campus research tools. Two years later the defunct science lab on the second floor of the main building was converted into an alumni room, offering that important fund-raising and public relations branch of the school's operation its first on-campus office space. In the process Jerome Hill's amusing painting of Archimedes doing his "Eureka!" thing was restored by eminent local painter Clement Haupers.

In **1961** plans were unveiled for an auditorium wing that would, in the austere pronouncement of *Now and Then*, "restore proper balance between space and numbers." After long construction delays, Memorial Hall was finally dedicated in April **1963**, the first assembly space in the school devoted exclusively to that purpose. In the following month the school began a senior lecture program that would ultimately bring in professors from Carleton, Macalester, and the University of Minnesota to lecture on philosophy, psychology, recent advances in science, history, and art and music. These and Summit School's Senior Program formed the first chapters in a long and still-unfolding history of enrichment programs for last-year students.

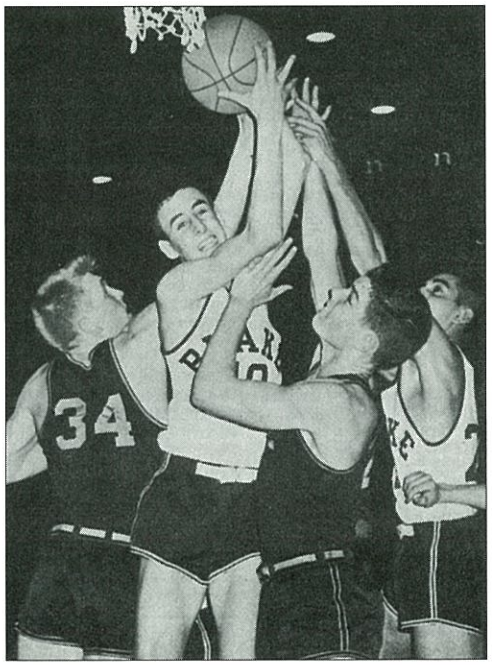
A computer lab — and the initiation of computer studies in the curriculum — went into a cramped space outside Varney Laboratory in **1965**. Before the lab purchased its own computers it used a teletype system to link to a powerful local computer — boasting all of 18 megabytes of RAM — on a time-share basis. Finally, as the physical capstone of Ed Read's tenure, hockey moved inside to Drake Arena, dedicated to long-time school physician Dr. Carl B. Drake, Sr., in January **1967**. This climaxed 15 years of major athletic improvements, which had included fenced tennis courts and a new track and football field. It also marked SPA's ascent to the top of the state's interscholastic hockey programs, a position it would occupy into the following decade.

The school, as retired English teacher Rob Woutat put it, "was cruising along with depressing serenity." Read's headmastership had turned out to be a continuation, even an

King Andrews running loose during a 1957 football game with Cretin



SPA applies pressure on goal in 1961 conference hockey tournament, won by SPA



Struggling for a rebound during SPA's finest basketball season in 1959-60, when SPA tied for second in the conference

enhancement, of Briggs' single-track philosophy of male education. Yet several remarkable events occurred near the end of his administration, each overseen if not actively brought about by the headmaster, and each a harbinger of the new concepts of education and student life that would invade the last bastions of the old order at the end of the decade.

In the summer of **1961** an application arrived at SPA for the enrollment of two African-American students, James and David Goins. Sons of a St. Paul osteopathic physician, their application forced the administration and board to confront the historical racial homogeneity of the school. By a near-unanimous vote for admission, the board welcomed racial integration to the academy. The sole dissenter immediately resigned, and Ed Read, who had favored the admissions, became a hero in the eyes of many SPA students.

Near the end of his term Read tackled a program with nearly 50 years of inertia behind it. From any point of view other than reverence for tradition the strange institution of military exercises that produced no soldiers had lost its point. Read believed that what he labeled simply "the Military" either had to expand into an actual pre-military program or be discarded. Given the rapid growth of the academic curriculum, expansion was not a viable option. On May 4, **1965**, Read wrote a letter to all alumni and parents announcing abandonment of the military program and the uniforms that went with it. A tincture of formality remained — the boys still wore coat and tie — but the military model was out. One of the school's oldest and most quintessentially male traditions had passed. Hereafter sheer inertia was not a sufficient force to hold anything in place.

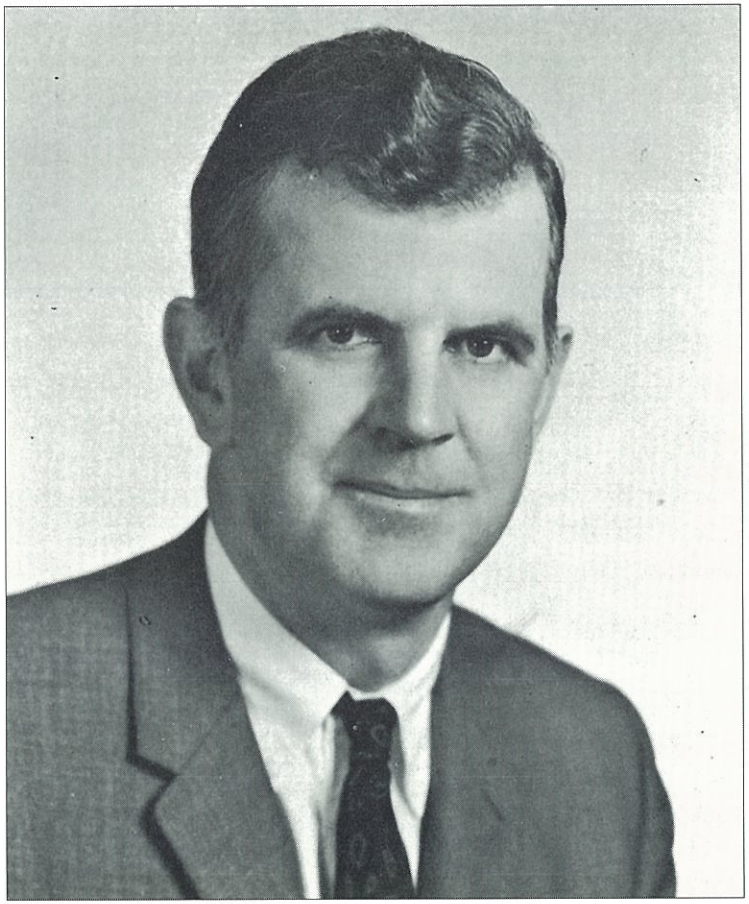
The following fall St. Paul Academy hired its first woman teacher, enticing history veteran Helen Busyn away from Summit School. Significantly, Miss Busyn taught in a core area of the classical curriculum, not one of the "progressive" fringes long suspected by the old guard of being too soft and trendy for Ivy League-bound lads. But the specific courses she was assigned were in American history, a subject accepted in girls' preparatory school curricula long before it became standard in boys' academies. In the following year SPA also at last conceded the admissibility of fine arts in a boy's education. A second woman, art instructor Jean Dudley Gayne, joined the staff, this time on a shared basis with Summit.

Other changes even more dramatic lay ahead, and these found Ed Read increasingly unable to assume a position at the vanguard. Paramount among these was the ever-growing prospect of coeducation. The first concrete proposal of the **1960**s came from retiring trustee Charles Lesley Ames. In **1960** Ames offered a vacated library building and the large parcel of land around it in Mendota Heights for use in the establishment of a coeducational elementary school. Read himself, in cooperation with junior school head Philip Brady, developed a plan for an incremental, grade-by-grade shift of the existing grades K-4 at SPA and Summit School to the new, suburban location. Unable to garner support at either school, the proposal died. This was the last coeducation proposal that would carry the headmaster's stamp of approval.

The SPA board revisited Ames' offer in the summer of **1965**, this time creating its own task force of trustees David Lilly '35 and Blake Shepard '32. With the aid of a marketing survey undertaken by a University of Minnesota professor, Lilly and Shepard established the feasibility of developing a coeducational elementary school which would supplement rather than replace the present Summit and SPA junior schools. Several board members balked at becoming involved in such a project.

Summit trustees were also leery of this second Mendota Heights scheme. They questioned the wisdom of expanding into a suburb at the time Summit was attempting to broaden its social and economic base, and they challenged the prudence of expending money on the purchase and maintenance of large athletic fields which would serve only (in Iversen's phrase) three months of ritualized play for

The freshman class of 1964
posing in the Converse
Auditorium at Summit School



Headmaster John Iversen, Jr.,
served Summit School
from 1963-67

the few. In addition, SPA's two-year timetable did not allow sufficient time for thinking through the philosophy behind the new school, a process which should engage both campuses faculty and boards.

The SPA task force continued to make its case for another year and a half, but this first specific merger proposal for SPA and Summit Academy ultimately fell by the wayside. Neither school was yet able to embrace the full range of issues that the merger would touch. SPA's attention was riveted on the physical aspects of the merger, especially on how it would resolve their space needs; Summit, in spite of frequent pep talks from its headmaster, was still mired in indecision regarding its fundamental mission.

While the merged elementary school proposal was still being bandied about, the SPA board decided to bring in outside consultants to examine the feasibility of a much larger merger scheme. The firm they hired, Boos, Allen, and Hamilton, was in the midst of a major facilities study for Great Northern-Northern Pacific Railroad, over which trustee John Budd presided. The consultant assigned to the project, a not-for-profit specialist with a background in education, presented three major findings: 1) both SPA and Summit drew from a very restrictive social and geographical pool, 2) most of their school parents preferred coeducation for the children, and 3) the community would support a cooperative effort only if it would improve the quality of education. As a means of addressing all three findings in a single stroke, he recommended a merger of the two schools with a third, public magnet school and a library, and placing all four institutions on a downtown campus.

This was considerably stronger medicine than either of the boards or their constituencies was prepared for. St. Paul Academy board president Blake Shepard, otherwise known for his masterful sense of tact, promptly labeled it "the most ridiculous thing he ever heard of," and SPA demanded and got a return of the consultants' fees. From a business standpoint alone, the proposal was anathema, for the inclusion of a public school made financial projections impossible. In the words of trustee David Lilly, "it left a future without definition."

Ed Read tendered his resignation while the waves were still going out from the Ames and Boos-Allen-Hamilton proposals. Citing his long term of service as his reason for stepping aside, he clearly felt himself in the middle of a sea change that would sweep over vast areas of the educational terrain that he had so carefully kept in place. Yet he appears to have fully grasped the practical necessity — and perhaps even the social and educational desirability — of the merger. The situation called for a headmaster with less of a personal and professional stake in the school's history.

St. Paul Academy found just such a man in Thomas Read. A graduate of Phillips Exeter Academy and Harvard University with a degree in biochemistry, Read began his professional career teaching science in a succession of private boys' academies. An interest in administration had led to 13 years of service as a headmaster, the last six at coeducational Hampton Roads Academy in Newport News, Virginia. Nothing publicly linked the hiring of "the new Mr. Read" to the prospect for coeducation when he accept the offer in the fall of **1966**, nor when he began his term of service in the fall of **1967**, nor in a number of subsequent interviews that year. But the administration of the man with the red bow tie would become the primary bridge to the new world that lay ahead for both schools.

Field Hockey at Summit School in 1968

VI

A New Design for Education

James Shannon was no stranger to controversy. A former president of The University of St. Thomas and prominent Catholic cleric, he rose to the rank of bishop only to leave the position in a dispute with the Vatican. He also left St. Paul to begin a new career in law. SPA provided the venue for his first public address on his return, and he quickly found himself in the midst of a new imbroglio. For him this time, however, there was no controversy. When queried about the possible merger, he said simply, "What can be wrong about this? I don't perceive anything that's negative."

The tranquillity of James Shannon's reply spoke volumes about how far American educational ideals had traveled from the gender-laden values of the Briggs and Converse years. By the mid-1960s, in the minds of many, coeducation itself had become an educational value that far outweighed the pragmatic challenges or advantages of any particular merger situation. St. Paul Academy and Summit School were in fact at the vanguard of a national trend toward independent school mergers. Private colleges, Ivy League schools among them, had led the way, and now it was up to the old preparatory academies to tackle the gender issues. Many eyes were trained on St. Paul and the sequence of events set in place at Summit School and St. Paul Academy by the flurry of discussions between school boards and officials during the 1967-68 school year.

Looking back from the perspective of the K-12 coeducational school that grew out of these times, the many merger initiatives of the 1950s and the mid-1960s seem timid, narrowly driven, or downright quirky. The two schools were ready for much more than a partial or cautiously scheduled connection. By late 1967 it had become plain to members of both boards that a full merger was in the best interest of both schools from an educational as well as from a pragmatic standpoint.

Many small events played a role in driving the process toward a final resolution, the quiet remarks of Jim Shannon among them. But the pivotal occasion was a breakfast meeting at the St. Paul Athletic Club on February 4, 1968. Burlington Northern CEO and Summit School trustee Louis W. Menk acknowledged that his school would "get the

short end of the stick," and that a key official still resisted merger, but averred that "one person should not stand in the way of progress." He urged a merger of the schools "forthwith." St. Paul Academy trustee David Lilly then offered that his own views had broadened over the year and proposed a solution that would put each school in charge of making its campus coeducational. Summit School would tackle the Lower School on its site on Goodrich, and SPA would take on the Upper School at its site on Randolph.

Given Summit School's already stressed financial condition, its trustees immediately saw the pitfalls of that solution. But rather than once more backing off the prospective merger, one of them, Sid Barrows, proposed that the SPA board manage the entire operation, the girls' school in effect turning over its assets to the academy. This was a radical departure for Summit School, which had long resisted just such a resolution. But the respective merits of the two schools' curricula and their different educational cultures no longer brought anything to the table; lack of financial solvency by itself relegated Summit School to a secondary role in the merger process.

After further joint conferences, Summit School made a formal proposal along the lines of Barrow's suggestion, and it was accepted by St. Paul Academy. On February 22, 1968, SPA board president Blake Shepard and Summit School board president Ariel Davidson jointly released an announcement of the merger to the press and to students, school parents, alumni, and friends.

> "After long and careful consideration the Boards of Trustees of The Summit School and St. Paul Academy have voted to merge the two schools.
>
> The boards and faculties of both schools are and will be working together to produce the strongest possible combination of faculties, student bodies, programs, and resources in a single, coeducational school. The Board of St. Paul Academy has agreed to assume ultimately the responsibility for the merged school."
>
> FROM THE LETTER ANNOUNCING THE MERGER,
> SIGNED BY ARIEL DAVIDSON AND BLAKE SHEPARD
> FEBRUARY 22, 1968

The board presidents and headmasters Tom Read and Doug Stenberg would work long and hard to promote the benefits and mitigate the pain of the merger. Moving forward quickly and visibly was a priority, to shift attention and devotion from the past to the future. By the time of the announcement an architect had already been retained and a provisional plan put into place. The joining of the two student bodies, it was announced, would take place in the fall of 1970, with the Lower School locating at the Summit campus and the Upper School at the SPA campus. Most of the new building would occur at the Upper School.

Student response reflected vastly different attitudes on the two campuses. Summit School's *Spectrum* immediately headlined "Summit-SPA to Exchange Vows" and featured two wistful student pieces on school tradition/identity and the uncertainty of the future. Alongside was a teacher's effort to assuage fears and promote new opportunities opened by the merger. *Now and Then*, on the other hand, ignored the merger news for a month, then published in April a bloodless account of the February announcement and its rationale, closing with congratulations to the headmasters and board presidents for "what we feel to be a fine and most beneficial decision." This was followed by a student piece on the pending changes in songs, discussion subjects, and manners with girls on the campus. To SPA the perceived threat was easily trivialized; to Summit the merger endangered the very identity of the school. In spite of that — or perhaps because of that — most of the light-hearted humor for months to come was from the girls' side.

Headmasters Thomas Read
and Douglas Stenberg
during merger talks in 1968

An enormous amount of groundwork had to be laid. The boards and staffs moved forward on several fronts simultaneously. Read immediately brought the SPA faculty into multiple conferences and stilled recalcitrant voices in the school community with endless variations on the reasons for the merger. In an address to the National Association of Private Schools for Girls he broke the rationale down into three components: a) financial, stemming from the schools operating separate facilities and the necessity of each mounting a major campaign with much the same pool of donors, b) curricular, rising from the need to offer a variety of courses that neither school could afford by itself, and c) social and intellectual, consisting of the benefits to students of modeling the values and conditions of modern society.

On philosophical as well as planning issues Read worked hand-in-hand with Boston architect and planner Benjamin Thompson. Henry Blodgett had already approached Thompson about SPA's need for a new science facility. But with the merger in the wings, Thompson stepped in to help shape the entire planning process. As former head of the Department of Architecture at Harvard's Graduate School of Design, Thompson had achieved a national reputation in school planning and design. "Education is the promise of our age," he proclaimed to a college educator's convention.

Initially hired to conduct a preliminary study, Thompson soon became a leading figure in "A New Design for Education," a long-range plan that would fold the merger into a grand scheme for reworking both campuses. What he brought to the table was a deep conviction that the learning process could be redefined and reshaped through architectural means. Disturbed by the factory-like setting of the study hall, the near-absence of art and music programs, and what he perceived to be lingering doubts about the obvious advantages of coeducation, he gave fiery rhetoric and physical dimension to concerns that were already under discussion. His vision of education as an open, integrated process became the catalyst for many changes to the way the new school approached teaching as well as to the utilization of its spaces.

As both headmasters were keenly aware, the potential for a cultural clash of monumental proportions was in large part the creature of missing pieces on both campuses, pieces that needed to fall into place even without a merger. Tom Read addressed many of SPA's long-standing needs in his first year: more varied courses, athletic programs for the "border athletes" who comprise most of the student body, more extracurricular activities, and a modern library and new science building, to name a few. All but the facilities shortcomings were particularly characteristic of boys' academies, Summit having addressed them from its earliest years.

Headmaster Stenberg's independent push at Summit was less programmatic, more attuned to the school's general need for improved communication among faculty, students and parents, and a more diverse (his word was "representative") student body. These were long-standing deficiencies at both schools. Throughout the merger process, which he well understood would cost him a headmastership, Stenberg urged an expanded sense of identity, a grasping of new educational opportunities, and an openness to change that each campus already stood in need of. "What is planned is *better*, an alternative venture for the future, not a crash program in response to a crisis."

In March 1968 pink curtains were delivered to the SPA faculty room, a special gift from the Summit faculty. This light-hearted gesture spelled the beginning of one of the most difficult aspects of the merger, the formation of a joint SPA and Summit faculty. Oversight of the process fell to a steering committee composed of four representatives of each school: Headmaster Read (the chairman), Junior School Principal Roger Noldt, and trustees David Lilly and Henry Blodgett from SPA; and Headmaster Stenberg, Elementary School Director Alice Rogers, and trustees Davitt Felder and Rolf Ljungkull from Summit School. Twelve study committees, adapted from a structure developed the previous year at

SPA, broke the merger preparation down into components ranging from philosophy and objectives to administrative procedures. Each of the smaller committees was composed of faculty as well as trustees.

Summit faculty soon displayed nervousness about the merger. Many feared a takeover by SPA faculty that would give them lower status and little say, in some cases doing away with their jobs altogether. Their fears were well-grounded. Tom Read did not conceal his perception that his faculty was the stronger of the two, urging graciousness and openness rather than a concerted effort at balance. A kind of parity appeared in the powerful Curriculum Committee chaired by associate headmaster John Fitch: eight subcommittees were headed by four teachers from each school. But the old core curriculum areas were each headed by an SPA professor, with Summit chairs relegated to art, music, modern languages, and — that curiously neglected subject at tradition-shrouded academies — science.

Initially the merger had been set to take place after new construction was done. But as faculty tensions increased, Tom Read saw the danger of waiting that long. Better, he determined, to set a reconstituted faculty immediately to work in their new situation. Thus the merger of instructional staff and curriculum occurred in the fall of **1968**, barely seven months after the union was announced. SPA and Summit School had a near-total overlap of their course offerings, with many teachers shuttling back and forth between the campuses. Summit girls gained immediate exposure to courses in mathematics and classics that may or may not have connected to their chosen futures, and SPA boys became engaged in musical and artistic activities that did little to boost applications for admission to Yale or Harvard.

With the school year underway, the faculty committees reconfigured and expanded to include alumni, parents, and students. Some of the most telling work occurred in the Philosophy and Objectives Committee. Under David Lilly and (Judge) James Otis' leadership, this had been a very active SPA committee before the merger. Now, with Doug Stenberg in lead position, the subcommittee's work had to be totally recast.

Stenberg and his committee spent a great deal of time grappling with the differences between statements of objectives emanating from both schools at various times. Naturally enough, SPA statements were viewed by some as too strongly oriented towards college preparation, while the various Summit statements smacked of a finishing school point of view. Where the group found common ground was in Summit School's emphasis on an "environment of living and learning." This would be a major theme of the school to come. In the words of the final report of the Philosophy and Objectives Committee, "College preparation by itself should not be the overriding aim of the school; rather it should be the natural result of a broad but demanding program."

The new statement of philosophy and objectives broke with the traditional outlook at both schools in a number of ways. In place of mastery of subject matter, it emphasized creative problem solving. Instead of preparation for leadership, it stressed being "able to work effectively with people of varying age and circumstance." Rather than aiming toward a college culmination, it focused on the quality of the educational experience.

With the recommendations of the Curriculum Committee in hand, Headmaster Read hired 22 new teachers for the **1968-69** year. Most of them were still in their 20s. The majority of the remaining long-term SPA and Summit School faculty were retained, but they became a minority overnight. This sudden greening of the faculty by itself created an atmosphere of change.

Read also sought out faculty that would not only develop new courses but fracture whatever pieces remained of the school's stuffy identity. Many of the teachers he brought in were more than a bow-tie removed from his own buttoned-down, Ivy League demeanor. In English teacher Rob Woutat's telling of it, Read hired "a young math teacher who

was also a communist; a young English teacher who was a sensitivity trainer; a Lower School teacher who moonlighted as a bookie and professional gambler; several ardent feminists; a handful of Vietnam War protesters; the first Jewish faculty members; and a New England rustic who . . .would start a wilderness program." All were assigned a light load with small classes, bringing what Tom Read called "instant quality" to the campus.

Ran Miner, whose teaching of history spanned four administrations, remembers the period just after the merger as the most exciting of his career. "Kids came to class wanting to revamp the history curriculum." The course offerings reflected both the temper of the times and the bent of the new breed of teachers brought in by Read. English teacher Bob Kegan taught a course called "Alienation and Affirmation." African Studies started up, in a school that was still overwhelmingly of northern European stock. Twentieth-century history was taught from a biographical perspective.

In spite of considerable trepidation on the part of veteran Summit faculty, and more than a little grumbling among SPA stalwarts at having their ranks broken by the opposite sex, the initial stage of the merger exceeded expectations. As a result, the merger schedule was accelerated again, and the first coeducational classes were held in the fall of **1969**, with new construction barely begun. The Upper School settled into the Randolph campus, the Lower School filled the Goodrich campus, and the SPA junior school building was abandoned and sold.

SPA and Summit students came from two vastly different educational cultures, and the campus coming into being in **1969**, quite apart from its physical chaos, presented a different culture yet. The girls had learned in a highly personalized atmosphere, in which teachers and students frequently had warm relationships and learners at different levels mingled in mutual concern and affection. In the boys' school, on the other hand, students and masters relished their roles of mischief maker and martinet, and even the most cautious of boys and the kindest of teachers participated. An easy cynicism that prevented close relationships also ruled. None of these familiar characteristics of the earlier educational environments could prevail in the merged campus with anything like their original intensity. For the boys, the new school offered a more humane environment, for the girls one that was more tightly structured. As history teacher Ran Miner remembered it, "The Summit girls who came over were not holding back. They brought a lot of excitement to the classroom, they were articulate, they spoke out."

Student understanding and acceptance of their newly enlarged world was immeasurably aided by numerous administrative efforts to engage them as decision makers in the educational process. "Student empowerment" had become a catch phrase, and the merged school immediately bore many conspicuous instances of it. Elective courses abounded, and independent study programs made their first appearance. New organizations and publications sprang into being, the necessity for open, honest communication running like a *leitmotiv* through each of them. Two new student governments arose. The Athenian Assembly, a directly participatory student government (Read referred to it as a "town meeting"), gave a voice to all who wished one. A smaller body, The Boule, was based on more modern, representative governments. Both were eons removed from the narrowly focused enforcement bodies that preceded them. The two student tabloids, *Now and Then* and the *Spectrum*, gave way to a quarto-sized, informal, unmistakably student-produced newsletter, the *Emerger*. To profile student, alumni, faculty, and trustee points of view, the school also produced a more professional appearing magazine-format publication, appropriately called *Dialogue*.

With the merger complete — at least from a physical standpoint — Doug Stenberg resigned his post to pursue doctoral studies before seeking the leadership of another school. He would go on to serve as headmaster of two other independent schools in Ohio for 21 years. Thirty years after

the Summit-SPA merger he continues to view it as a national model, attributing its success to a focus on "things educational rather than purely pragmatic."

Attempts to rechristen the merged campus came to naught, and the infant school continued to hold its parents names in combination: St. Paul Academy and Summit School. As the merger took place, a new board formed. One of the bones of contention in the merger had been SPA's unwillingness to absorb more than two Summit School trustees into the combined board of eleven. Once the merger was complete, however, board members could no longer be distinguished by school and their number expanded to fifteen.

The board's first great task was to raise the money required for A New Design for Education. Read's imperative that the merger occur as quickly as the faculty and students could accommodate it had put shovels into the ground in **1969**, before the plans were complete or any significant fund-raising effort had begun. The financial campaign set its sites on $8 million, which would be the largest sum ever raised for a country day school in the United States. Blake Shepard approached alumnus Bayliss Griggs '35 to head the campaign. Griggs hesitated, but his perusal of the alumni records revealed 35 members of his family who had attended one of the two schools, creating what he felt to be a debt that had come due. Over the next three years, 400 sources contributed to the campaign, sending it well over the top.

In **1972** the $5 million first construction phase of the New Design for Education was complete. Its centerpiece was a new library, and science, mathematics and modern languages facility on the upper campus. Now known as The Driscoll Learning Center (after W. John Driscoll '47), its allocation of spaces reflected the post-Sputnik educational era. Departments in areas peripheral to pressing national concern did not fare as well. The social sciences were assigned three shoeboxes created by a subdivision of the old study hall, and the humanities classes assembled in whatever rooms on the campus might be vacant. A companion building nearby, originally called the Living Center, housed the dining hall and art center. In the open classroom spirit of the time, the art gallery peered down over the dining room, with studio space meandering behind it. The death of long-term SPA board president Blake Shepard during the year prompted its dedication in April as Shepard Center.

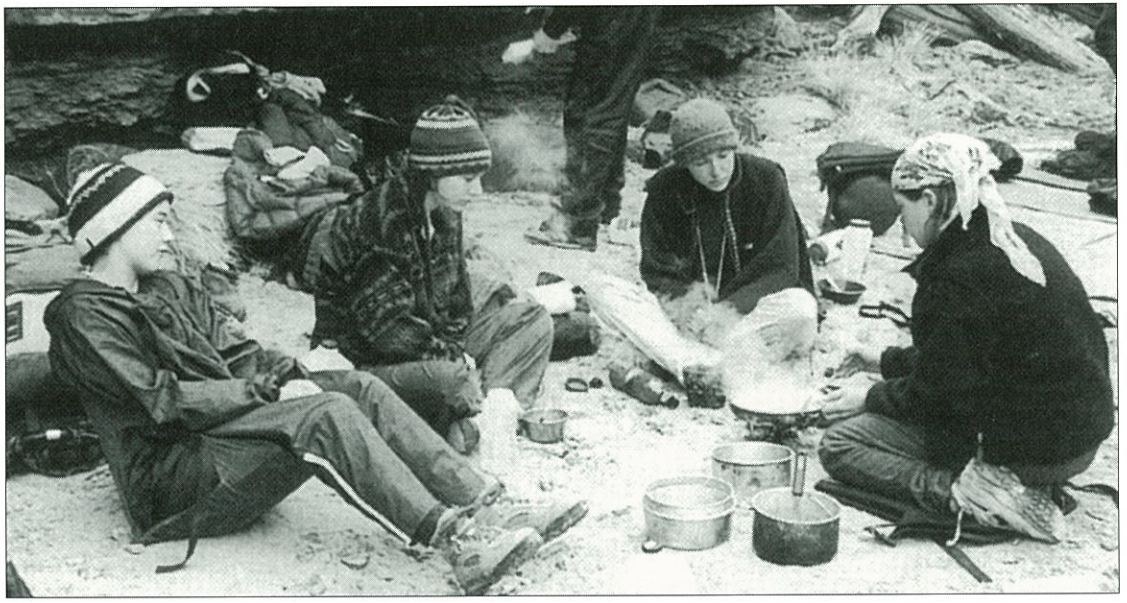
Old Summit School, in the meantime, was reconfigured to create large, continuous spaces for a library resource center and a dining room. An audio visual center and art center were also carved out of former classrooms. In the process much of the building's historical character was lost; but this was a period in which the essential charms of a good educational space were conceived to be openness, light, air, and ease of communication. The reorganized Lower School classroom and auxiliary spaces functioned superbly. For the first time, the musical and artistic curriculum that had always been a part of Summit School's elementary program had its own spaces. In addition, computers put in their first appearance in Lower School classrooms. Rather than searching for a seasoned administrator outside of the school, Read chose fifth grade teacher George Schumacher as the first principal, a post he held for the next 16 years. Under Schumacher's leadership the Lower School program flourished with a young, creative, and enthusiastic faculty.

The panoply of new spaces only begins to tell the story of the vast curricular changes wrought in the early **1970**s. Upper School course offerings more than doubled to 81. Interdisciplinary courses made their first appearance, most of them under the rubric of the humanities, as did an instrumental music program, the Russian language, an individualized physical education program, and an outdoor wilderness program.

> It took us a while to realize that we weren't wedding two old institutions but attending the birth of a new one. For those of us in the delivery room, it was a long labor.
>
> ROB WOUTAT

The SPA and Summit School cheerleading squad in 1970, immediately post-merger

Members of the Class of 1972 as sophomores at the time of the merger

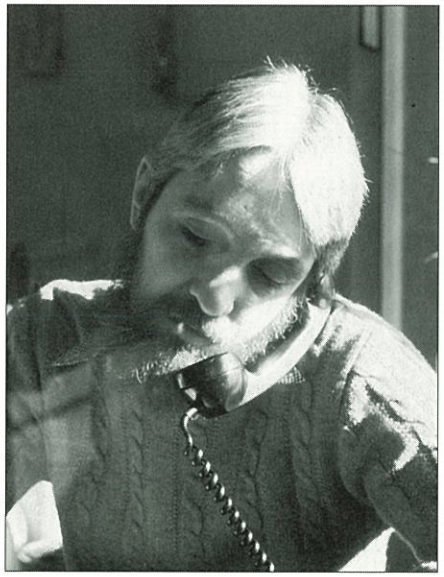


SPA's fall Odyssey was started by Tom Read in the early 1970s

Recess time at the lower school in 1973

Students enjoy the old lower school playground

Student-led assemblies continue to be a leadership experience at the lower school



Lower school principal and "whole child" advocate George Schumacher in 1974

Among the most adventurous items of the new academic agenda was the Integrated Curriculum Program (ICP), an interdisciplinary approach that developed out of a consortium of Minnesota public and independent schools. Offered at 7th and 8th grade levels, it combined beginning and master level teachers and team teaching in a format soon known as Frank's Restaurant. The motto was "You are what you eat," commonly shortened to "Yawye." Frank's Restaurant served up its fare on two plates: humanities and science. The former embraced literature, writing, and speaking/acting skills; the latter wrapped together the social and biological sciences, centering on "Man and his Environment."

Courses were set up as a block in the morning. Each week a new menu was posted, offering such fare as Future Studies or The Mississippi River. The latter was a particularly appropriate fit for English teacher Michael Foley's conception of teaching 7th grade, "trying to hold thirty corks underwater at once." Leadership of the ICP changed hands several times, and the biological and social sciences eventually formed two separate cores, but the program continued to form an essential bridge from elementary to high school for the remainder of the decade.

St. Paul Academy and Summit School each had a long tradition of giving out awards for every conceivable accomplishment, and ICP was one of many venues in the merged school to expand on the lighter side of that tradition. Among the more memorable of its awards was the Albino Squirrel, given each year to the student who came up with the most far-fetched contribution to classroom discussion.

The development of a wilderness program in **1972** marked a radical departure for an academy that traditionally had looked askance at any off-campus student activity. But Read was an avid outdoorsman and served on the board of Outward Bound. He saw its chief objectives — the building of stamina and confidence — as a perfect fit for faculty and students in the transfigured but still very uncertain environment of the merged school. The "New England rustic" he hired to fit the program into the new St. Paul Academy and Summit School was Kenyon King, a former Outward Bound instructor who had spent a year living in a tent in northern Minnesota with his family.

Outward Bound was a three-week course designed to show people that they can surmount daunting challenges. Wilderness experience was only a tool to achieve this larger aim. SPA's version of the program, known as the Odyssey, was immediately controversial among faculty, for it required students to be absent for a nine-day period. Some faculty also perceived the month-long course to undermine the rigor of the academic program. But students leapt at the opportunity, 25 applying for nine openings in its first year. Twenty-eight years later the Odyssey is still a vital part of SPA's program, and its veterans remember it as a major milestone in their lives.

The year after the Odyssey program began, a northwoods wilderness program for 7th graders began at Camp Widjiwagan. Held in the dead of winter, "Widji" featured hiking, snowshoeing, cross country skiing, and the learning of wilderness survival skills. Like the Odyssey program it was funded by a foundation until the school was able to support the outdoor program under its annual budget.

While Upper School developments drew most of the attention, the Lower School also took on a new life. Open classrooms were introduced, bringing diverse grades and teams of teachers together in a single space, using older children as mentors. What had been an expedient of 19th century education had cycled back, though with more limited parameters, as a model for childhood education. Mini-courses also put in their first appearance in the Lower School. Offered to grades 2-6, they were set up to capitalize on the interests and special abilities of parents as well as teachers. Over the past 30 years subject matter has ranged from bones and big puppets to cooking, cartooning, and the creation of rockets. Initially running three times a week for five weeks, they now run a single day a week for six weeks. Like the open

The library-learning center
in 1973

The ICP staff at Frank's Restaurant: Stephen Ober, Claudia Hollenbeck, Ranlet Miner, Chris Page, Bruce Sanborn, Larry Nelson, Caroline Roetzel and Wesley Schultz in 1975

class, they placed a new set of responsibilities on the young scholars. "By choosing his activity and sticking with it," says the 1971-72 catalogue, "the student assumes some responsibility for his behavior and his education — no matter his age or grade level."

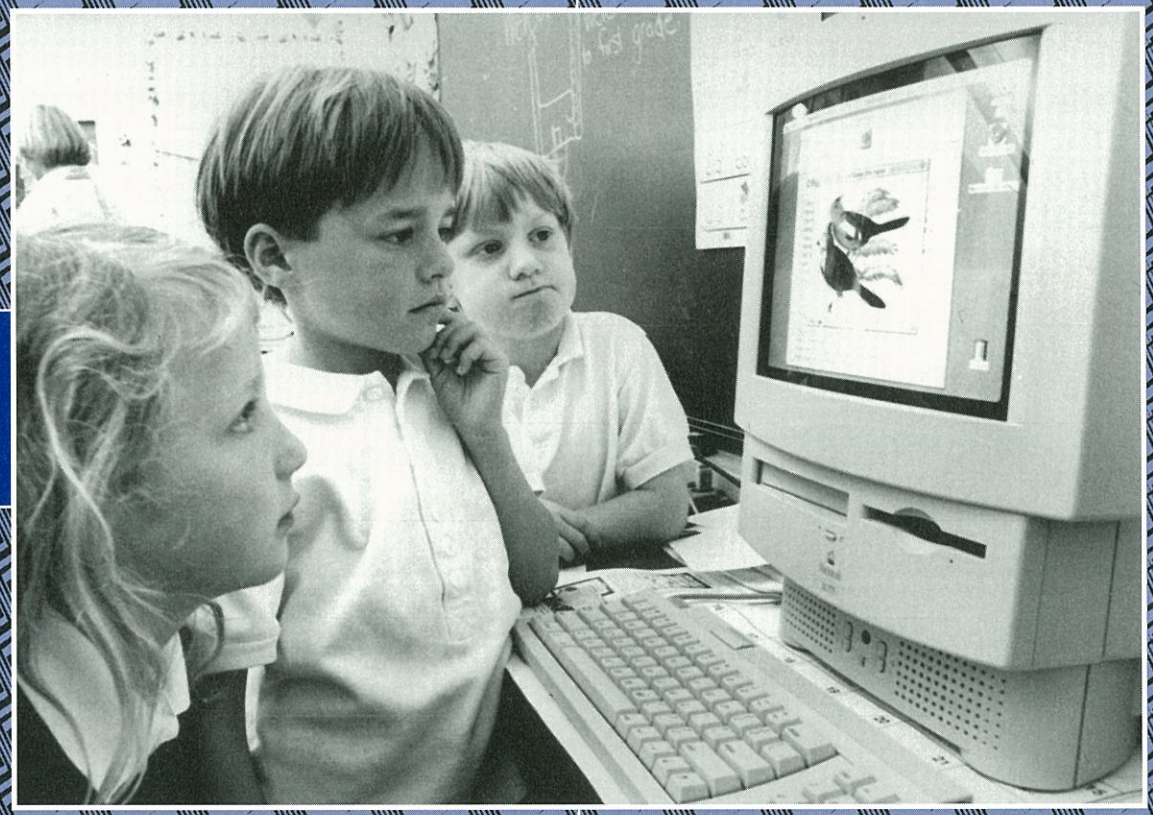
The 1973-74 school year was a watershed for the reconstituted school. New buildings and all but a few of the new generation of faculty were in place, most of the curricular innovations were up and running, and the student body was now four years removed from its prior dual identity. Numerous students and faculty remember this as the year that they knew the experiment had worked. A new school culture had taken hold. His work largely accomplished, Tom Read submitted his resignation, to take effect the following year.

Two parting additions to the school's programs rounded out the themes and challenges of Read's tenure. A fine arts requirement, long a fixture at Summit School, was finally added to the merged school's program. Department head Hazel Belvo commented, "Art needed to be treated seriously. It is an intellectual process, a learning process that needs maturity and direction. A way had to be devised to put art into the structure and to give it its proper value. And it appears we have."

Ms. Belvo put an emphatic finishing touch on her first year at SPA by coordinating the school's first art festival in the spring. Professional artists, student artists, dramatists, and musicians collaborated to hold pottery and glass-blowing demonstrations, displays of paintings, sculpture, and photography, and a production of the barroom scene of "Henry IV" to the accompaniment of the school orchestra, a guitar and mandolin duet, and an ensemble calling themselves the Northwest Brewers.

To the boys who had come up through Saint Paul Academy, the new fine arts program opened new vistas of perception and experience. But from the standpoint of the collegiate models that Read looked to, many of the younger teachers in the school — and indeed Summit School's own history — it was still in its infancy. As English teacher Rob Woutat had put it a year earlier, "music and studio arts classes are stuck into the nooks and crannies of the schedule, after all the other courses have established spots." In a memo entitled "Assumptions to be used in the development of five-year projections," Read acknowledged that fine arts and music, together with experiential education and what he called "values formation" were areas needing further curricular development.

In his last month at SPA Read hired the school's first curator, retired associate headmaster John Fitch. The ostensible purpose was to pave the way for the 75th anniversary the following year, and Fitch immediately put out a call for memorabilia. But there had been other anniversaries for which spoken memories and myths had sufficed. Read's initiative echoed a rising American interest in preserving physical artifacts of the past, a response linked both nationally and locally to the observation of how much of the past was going away. Fitch's collection of memorabilia was the first step in the formation of the school's archives, now housed in one of the old music rooms atop the Summit School tower. The past was now not only preserved; it was where it belonged, in a place apart from the ongoing life of the school.



Lower School students at a Macintosh in their classroom in 1994

VII

An Education for Lifelong Learning

After years of wrestling with the challenges and opportunities afforded by its new identity, SPA needed a time of solidification around a center of calm. They found such a center in new headmaster William Harris. The product of a 5,000-student public high school in New York City, Harris had graduated from Amherst College and achieved a master's degree from Columbia University. He immediately settled into independent school teaching. After a stint at Western Reserve Academy, he spent six years as headmaster of a girls' academy, the Hathaway Brown School in Cleveland, Ohio.

Bill Harris accepted the academic program that he inherited, but he saw considerable work to be done in refining and expanding the school's vision. One of his priorities was hands-on involvement in the school community. At Harris' request, Rob Woutat set up an off-campus program allowing students to receive credit for working at schools or hospitals or undertaking field research. Social Sciences Department head Russell Greenhagen developed a course called Community Projects, taking students out of the classroom two days a week. Lower School learning specialist Arlene Sonday and Upper School humanities teacher Caroline Roetzel offered remedial reading and math to students of all ages. The first two initiatives were the waking moments of SPA's present community service program; the last marked the birth of the school's extension program.

> "The goals of education are increasingly hard to define but increasingly important to debate, to investigate, and to try to articulate . . . Schools must continue to broaden their scope of what constitutes a student's educational experience."
>
> WILLIAM HARRIS, 1974

"What I value in a school," said Harris, "is a sense of urgency that people have for what they're doing." Any aspect of the school's life that lacked strong support was vulnerable during Harris' tenure, however steeped in tradition it might be. The girl's uniforms, which by then had become checkered jumpers, were the first to go, though a new dress

code still inveighed against tennis shoes. Four years later, in 1979, cheerleading went the way of the uniforms. On the academic side, numerous humanities courses underwent considerable revision, as some of the giddiness of the early 1970s began to wear off and basic learning skills reasserted themselves. Writing programs were rewritten to provide a more systematic approach to teaching and greater continuity from grade to grade.

Athletic programs, both boys' and girls', flourished during the Harris years. Participation in competitive athletics had been an Upper School requirement since the founding of SPA, but in the last quarter of a century the product had been teams that could be competitive only among other independent schools. In 1974, the SPA hockey team won the MISL State hockey championship. Two years later the girls' tennis team won the state championship, beginning a dynasty that would last a decade and more. With the hiring of math teacher Manuel ("Buzz") Lagos in 1969, Tom Read had brought soccer to SPA, and Lagos' teams of the late '70s began another sort of dynasty.

But these were challenging times for athletic programs as well. The federal laws known as Title IX mandated equal opportunities in athletics for girls, and SPA was a good distance away from compliance. In 1976 the school undertook a reevaluation of its athletic program. The study very quickly revealed inequities in locker room and training room facilities and the number of competitive sports offered. Harris conceded that the law required only what the school should want to do on its own, and SPA moved to address instructional and curricular changes. Physical compliance, on the other hand, had to take its place at the end of a long line of facilities needs.

The flagship projects of A New Design for Education had created an assertively modern base of operations for the new curriculum but had not fully addressed the mechanical problems or the continuing space distribution problems in the old buildings. To meet these challenges SPA mounted a second capital campaign, A Continuing Design for Education, in 1976. With a goal of $6 million, the new campaign led to full window replacement and new science, art, kindergarten, and first grade classrooms at the Lower School; and new mechanical systems as well as a much needed reorganization of the administrative offices and the humanities, history and language departments at the Upper School. Ramps and elevators for improved access were also installed. By 1980 construction was complete and the campaign goal met. As in the earlier campaign, about half the money went into the school's endowment fund, which now exceeded $10 million.

In many respects Tom Read had been a prophet as well as a leader, but on at least one matter his prophetic sense failed him. Before departing he had predicted a plateauing of the school's growth at 675 in 1975-76, and this prediction was well supported by declining school age populations and a soaring inflation rate. But enrollments at SPA continued to swell, exceeding 750 in 1979-80. The efficient placement of human bodies threatened to replace the joy of learning as the definer of new spaces. By centralizing the departments, A Continuing Design for Education eased communication, but it also shrunk several classrooms and created new rooms without windows. In addition, it failed to address the need to accommodate the mushrooming of competitive girls' athletic programs in the wake of Title IX.

So the board embarked once again on a planning study, this time leading to a $1.1 million capital campaign for renovation called Affirming a New Design for Education. This time an endowed scholarship program was linked to the capital campaign. The lion's share of the money went to programmatic improvements at the Lower School: a music classroom and soundproof practice rooms; a new media center; special classrooms for Spanish, math, and computer science; and modernization of the auditorium and athletic facilities. Upper School improvements were confined to adapting existing space to the growth of girls' athletics and the expansion of

Headmaster Bill Harris in 1978

sports from eight in 1960 to 19 in 1981.

Through all of the building campaigns Bill Harris assumed a position quite unlike that of his predecessors: the sidelines. More attuned to student and faculty needs and initiatives than to their physical envelope, he left much of the planning up to the board. Such a posture would have been unthinkable in Converse's, Briggs' or even the Reads' (first or second) day. But under astute leadership and a strong head of steam, the board had begun to fill a place of enormous responsibility in planning as well as fund-raising. Stan Shepard was now at the reins, a trustee whom Henry Blodgett said "looked like a trustee should — lean, tweedy, learned and with an intellectual hairline." A man who exuded calm competence, Shepard came to be, on his own account, "fishing buddies" with Harris.

Harris and Shepard led the way in establishing a number of faculty growth and development initiatives. In 1978 the school set up its first sabbatical leave program, allowing three faculty members annually to take a year's leave. Three years later matching funds from David and Perrin Lilly and the McKnight Foundation provided a $250,000 base for the Lilly Faculty Development Fund. These two programs finally relieved the school of the last hard-nosed legacy of the premerger years — the presumption that the school had no responsibility for the intellectual growth of its own faculty.

Ten years earlier, much of the argument for coeducation had hinged on the larger principle of creating a diverse and broadly representative student culture. But offering a place for students from widely divergent socio-economic backgrounds proved if anything more difficult than bridging the gender gap. Once more Bill Harris and the board took up the challenge together. The principal tool for achieving economic diversity in the student body was a reinvigorated scholarship program. Endowed scholarships in particular could ensure a regular infusion of students who could not otherwise afford to attend an independent school. A significant increase in the percentage of students on financial aid during the Harris years testifies to the success of the initiative. The underlying issue, what kind and balance of diversity is appropriate and achievable, would continue to challenge the board and each successive administration for years to come.

> "Ability to do work is out. Appropriateness is in. Too much old money is turned away each year just because of a low test score or a poor recommendation."
>
> *Rubipoon* APRIL FOOLS ISSUE, 1983

In 1979 Harris brought Dr. Patricia McCart back into the administration after a seven-year absence. McCart was the only veteran Summit School teacher to survive the merger of 1969-70, but she had left in 1972, discouraged at the pervasive but still largely unconscious stereotyping that haunted female students and staff in the early years of the merger. In her new post as Upper School principal, Pat McCart played an instrumental role in shaping the life of the school for the next 12 years. One of her first assignments under Harris was to lead a task force charged with recommending policies and programs relating to student mental health.

Early in his tenure Harris expressed a keen interest in strengthening the fine arts program. Music took a particularly significant stride forward. The orchestra became a solid, well-rehearsed ensemble for the first time, and with the hiring of two extraordinarily dedicated choral teachers, Mike Rosewall and Olive Jean Bailey, choral opportunities proliferated at the Upper School. By 1980 the school could boast of producing its first opera, "Amahl and the Night Visitors."

But the music department at the Upper School had had to fight to keep its tiny spaces intact during A Continuing Design for Education, and the school still lacked an auditorium specifically designed for theater or large musical ensembles. Worse yet, the dining hall and art studios had proved to

be unhappy companions. In 1982 the Buildings and Grounds Committee tried to push a remedy forward by bringing in Ben Thompson once again, who duly drew up plans for a theater and fine arts center. But the timing could not have been worse. Affirming a New Design for Education was already underway, and it made no provision for fine arts spaces on the upper campus.

The Lower School's music program, in the meantime, prospered without a hitch. In 1980 a mandatory musical instrument program began in the 5th grade, and the classes were scheduled as regular school periods. One of the elementary school teachers commented, "music was getting pretty boring and now it has become the favorite to lots of people." In the meantime, Jane Frazee continued to introduce the primary grades to music through the Orff method. In the early 1970s she had been one of a handful of teachers to pioneer the adaptation of Carl Orff's ideas to American school children. Based on principles such as open-endedness and creation by community, the method has no fixed time table or curriculum. Under Ms. Frazee's direction it taught students who could not yet read music to create their own polyphonic compositions.

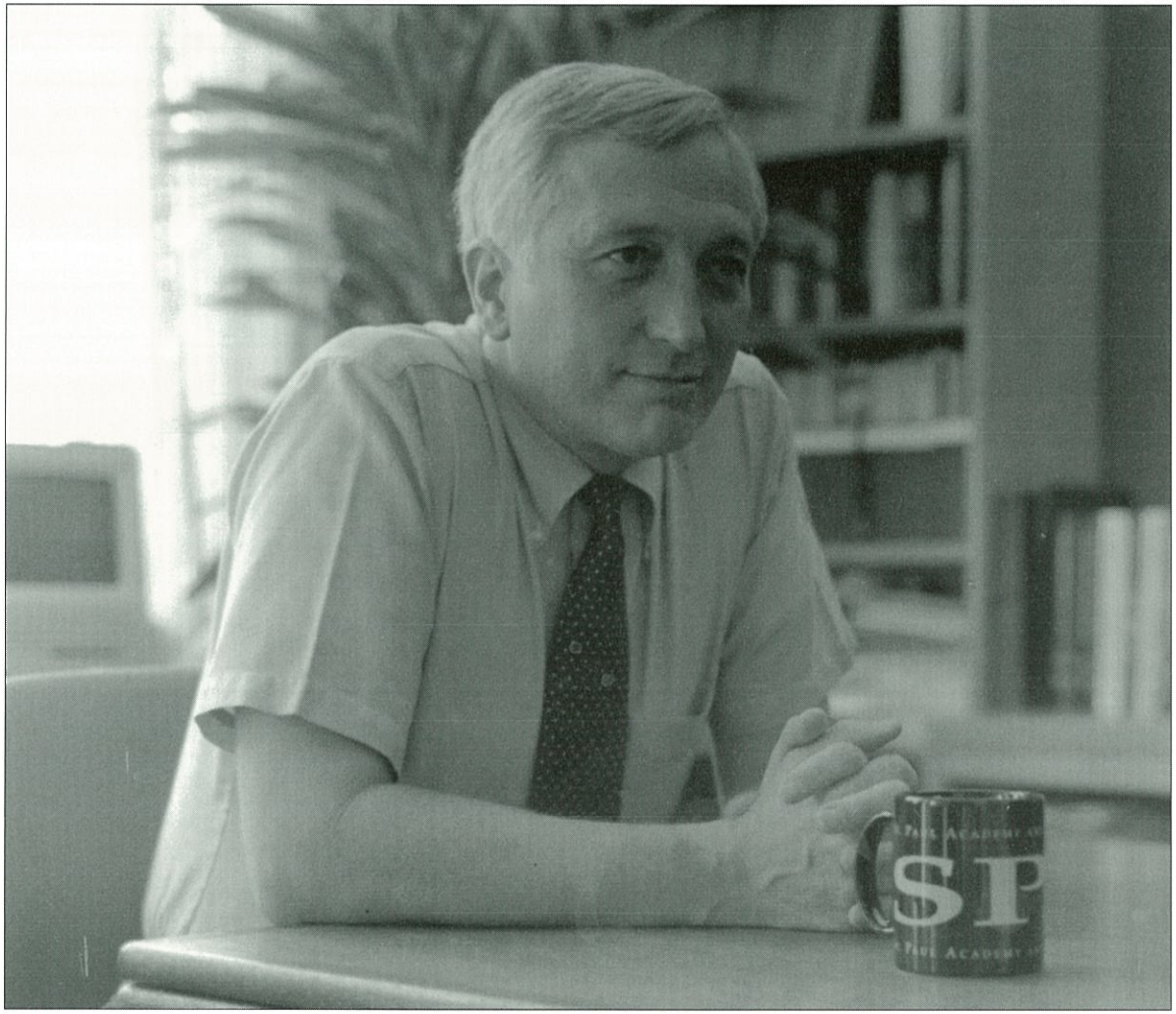
Fine arts and community outreach, two of Bill Harris' abiding passions, joined hands in 1982, when the development office created Artward Bound. A multi-arts summer program, it served children ages five through seven. Its purpose was to generate income as well as to engage the school in the life of the larger community. The program faintly echoed Sarah Converse's Vacation Cadets of the World War II years. But there was a crucial difference: the teachers this time were not Upper School students but outside instructors recommended by Fine Arts Department head Hazel Belvo.

A final lasting innovation of Harris' tenure, though not one for which he was directly responsible, was the founding of the senior speaker program. The school's debate program had reached new heights under English teacher Helen Fisk, and she had seen hundreds of her students come alive in preparing for a public presentation of their ideas. But the debates were set to agendas that the students had not chosen, and the program could never grow large enough for all students to take part. So in 1983 Ms. Fisk devised the senior speaker program, in which every student would eventually have the opportunity to prepare and present — after a three-week minicourse — a speech to the entire school. Soon the program became as important to the 7th graders as to the seniors themselves. It continues to thrive as much for what the underclassmen remember and look forward to as for what it teaches the speakers themselves.

In the fall of 1985 Harris accepted a call to the American School in London, agreeing to stay on at SPA until the school year was ended. The board sorted through 75 applications before choosing his successor, James E. Buckheit. The new headmaster had a varied resume: a master's degree in educational psychology from the University of Chicago, several years in public schools teaching disabled or socially maladjusted teenagers, directorship of the Common School in Amherst, Massachusetts, and directorship of the K-9 Anglo-American school in Moscow. It was the variety and difficulty of his educational experiences that impressed the board.

Like Harris before him, one of Buckheit's strongest early perceptions was of the isolation of the school from its community, this time in spite of a scattering of programs addressing that problem. One of the underlying problems appeared to be that the very quality of the academic regimen limited time off the campus. For the first time, the possibility of a community service quota arose in administrative discussions. The idea of mandatory community service found immediate sympathetic support in the student paper, but it was to remain on the drawing board for years to come.

Aware that the change of headmasters offered a unique opportunity to guide the school in fresh directions, the board of trustees initiated another long-range planning



Head of School James Buckheit

process in 1986. Numerous small group sessions over the school year culminated in a shared vision of the school and its policy goals, all with the target date of 2000. Among the most important elements of the vision were a well-defined Middle School program on the Randolph campus, an emphasis on the development of communication and critical thinking skills, a K-12 community involvement program, enhanced health and human development education, and course offerings reflective of a more global perspective. The overall vision was of a stronger sense of community within the school, among parents and alumni, and between the school and the larger Twin Cities community. This was a vision suited to the experience and perspective of the new headmaster.

The long range plan of 1986-87 was unique for its emphasis on vision and perspective without immediate reference to facility needs. For the remainder of Buckheit's tenure the focus remained on a panoply of changes that could take place without physical expansion. Numerous endowed scholarships were added to those established during Harris' tenure, and a minority scholarship program was put in place. In 1989 the Martin Luther King Jr. Scholarship Program was itself endowed. A new emphasis on lifetime sports broadened the athletic budget to embrace a wider variety of team and individual sports for both boys and girls. A faculty renewal program offered numerous ways to enrich the teaching experience, such as experimental classroom approaches and a school-wide dialogue on educational issues. The Lower School began to offer an extended day program for after school care for younger students and installed an outdoor classroom. Artward Bound was separated from the development office, and the school hired its first director of summer and extended programs, Melanie Spewock. The first new offerings were Summit Arts, designed for younger children, and Summer Prep, an intervention program for at-risk public school middle-schoolers.

The late 1980s were also distinguished by the elevation of the music program to a level of unprecedented participation and popularity. After dwindling to seven students in 1988, the Academy Chorale was on the upswing, and the annual Pops Concert became one of the most anticipated events of the year. Math teacher George Leiter added the Battle of the Bands to the many spring offerings, and its head-banging potpourri of rock, jazz and experimental music quickly attracted a host of participants and an avid following.

Through all of the school enrichments of the late 1980s the headmaster played more the role of guru than gladiator. Buckheit relied on his pen — and a regular column in the alumni-parent magazine — to create the spirit of reflectiveness, openness, and humility that made his and the board's shared vision of a school community compelling.

> The task of helping our students cut paths into our fields of knowledge has importance beyond the academic realm. It is symbolic of the process of making room for them in our world in the larger sense.
>
> JAMES BUCKHEIT

In 1993 James Buckheit assumed the headmastership of the American School in Frankfurt, Germany, and Frank Magusin became SPA's new Head of School. With the possible exception of Ed Read, neither St. Paul Academy nor Summit School nor their merged offspring had ever hired a head of school in the mold of his or her predecessor. Each was selected to address a freshly perceived set of needs or opportunities. The latest change was no exception. James Buckheit raised the level of reflection and roused the school conscience; his successor put tools and tasks in the hands of that reflective conscience.

After graduating in chemistry at Pomona College, Magusin had taken an administrative post at Harvard School in Hollywood. Midway through his tenure there he achieved an Ed.M. from Harvard. For the last 14 years he had been Upper School Director then Acting Headmaster at Lakeside

A Summer Prep student in 1989

The Final Assembly balloon launch, a tradition begun in the 1980s

Lower School students in the library in 1998

A Lower School visit from the petting zoo in 1999

School in Seattle. In an open letter to the SPA community, he confined his comments about the educational process to general characterizations of good schools, calling them "models of the kind of democratic society of which we all hope to be a part" and their institutional ethic "one of openness and trust."

The most controversial issue of Magusin's tenure was how to treat the middle grades. Since the ICP program of the 1970s, SPA had paid special attention to the role of the 7th and 8th grades as a bridge between Lower School and High School. A Middle School task force had been in place under various guises since the McCart years, its goal being to determine whether and how a separate administrative entity for the Middle School years should be established. Teachers opposed to the Middle School concept feared the loss of their ability to migrate between grades, which had been of benefit to both teachers and students, and were loath to give up the unique character of the 6th grade as a stand-alone culmination of the Lower School were it to be absorbed by the Middle School. Proponents argued the desirability of developing classrooms uniquely oriented to Middle School needs and geared to alleviating the shock of transition from the protective culture of K-6 to a culture whose tone was set by seniors on the cusp of adulthood.

While the controversy was percolating the board of trustees adopted a new mission statement for the school and immediately embarked on a strategic planning process that would carry SPA into the new century. The theme of the new long-range plan was "Building a Community of Learners," and the challenge it put to the faculty was to model lifelong learning. In order to put a halt to the process of generating long-range plans from scratch every few years, the board of trustees wisely developed a structure for regularly revisiting the long-range plan, allowing the addition or modification of initiatives as the need arose. The document continues to be a balanced and far-sighted statement of the school's mission and vision.

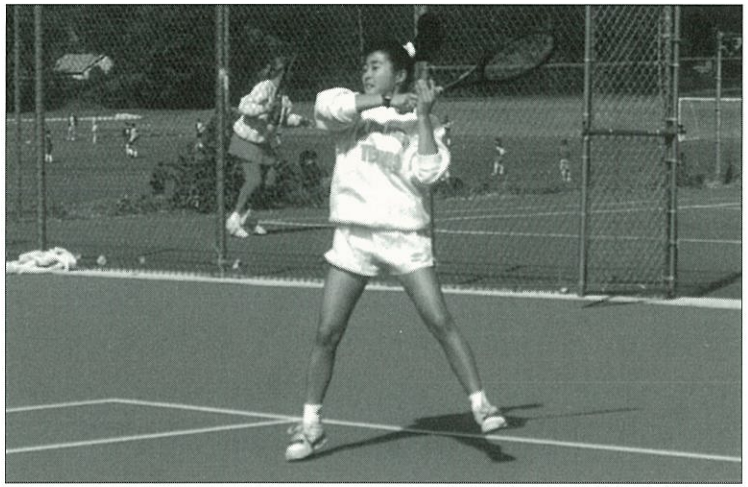
> The mission of St. Paul Academy and Summit School is to provide a diverse and motivated group of young people the best possible education for lifelong learning, service to their community, and preparation for an ethical, productive, and joyful life in a complex and changing world. While fulfilling this primary mission, the School is committed to service in the field of education.
>
> ST. PAUL ACADEMY AND SUMMIT SCHOOL
>
> MISSION STATEMENT, ADOPTED SEPTEMBER 1993

One of the key recommendations of the new long-range plan was to integrate information technology into all levels of the curriculum. The relationship between that initiative and building a learning community was obvious. Magusin put his shoulder to the task before the final draft had been composed. In the spring of 1994 a forum of teachers, students, parents, administrators, and technology professionals pooled their ideas and reached several points of consensus. They recommended that SPA design a system around the applications and information they would like students to access, train faculty and staff, and require all students to develop a measure of computer literacy. By the next school year the Lower School campus network was installed and connected to the Upper School system, a classroom network for the Upper and Middle School programs was underway, and training of staff had begun.

Upon adoption of the final version of the long range plan in May 1995, the board immediately authorized the selection of an architect to help plan campus improvements that would support implementation of the plan. But other priorities intervened, and alterations to the physical plant had to wait until they were addressed.

Every long-range plan and statement of school philosophy since the late 1960s had emphasized the importance of achieving greater diversity in the educational pro-

Five-time state singles tennis champion Gina Suh in 1993

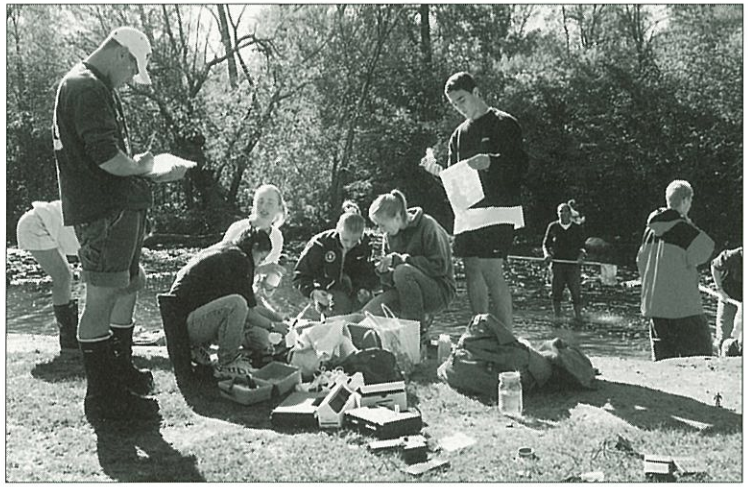


The first of many trips to the Dome for Buzz Lagos' Spartan soccer players (1987)

The women's cross country team ruled in 1996

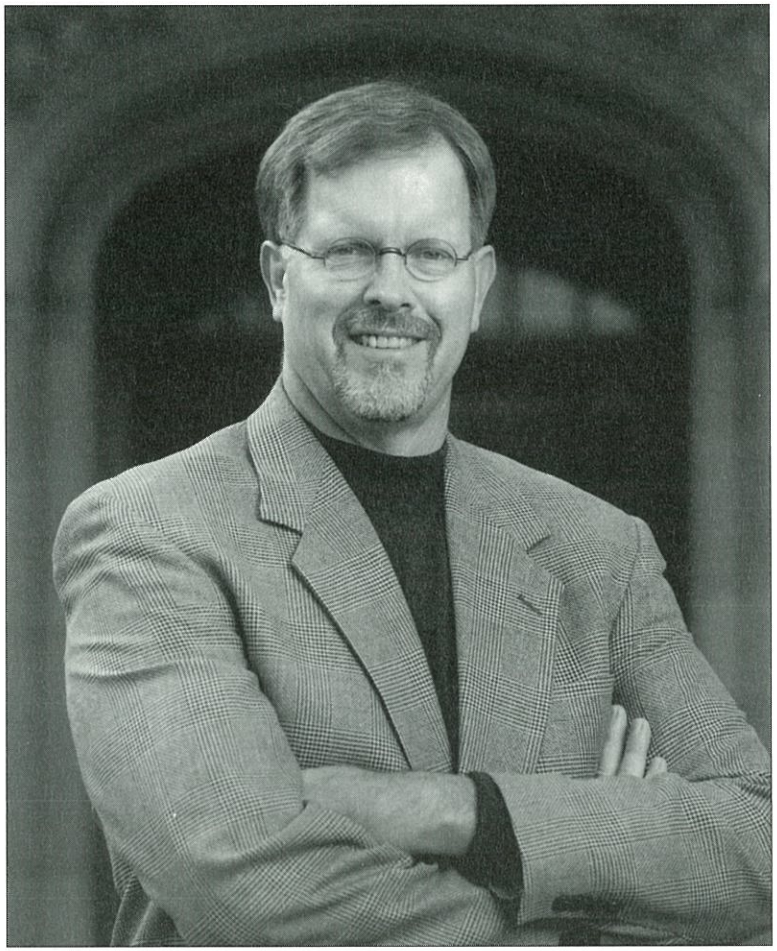
The SPA girl's soccer team at the Metrodome for the 1995 state tournament

Greening the Great River,
a 1999-2000 combined science
class and service project



"Inside a cell," an improvised
biology classroom during
construction in the 1999-2000
school year

Choral music rehearsal under
Anne Klus in the renovated
Shepard Center, 1999



Head of School Frank Magusin

gram, the faculty, and the student body. The long-range plan of 1995 specifically targeted these three areas as fundamental to the creation of an "inclusive and outward-looking community of learners." But in spite of a continually expanding curriculum and an endowed scholarship program, diversity in all three areas remained largely unachieved.

In the fall of 1996, SPA board president Bruce Lilly announced the school's intent to develop a strategic plan specifically focused on the diversity of the school's program and operations. One of its tools was a diversity task force combining students, parents, faculty, administration, and trustees. In June 1998 the committee presented its findings to the board under four major headings: school climate, faculty recruitment and development, curriculum and instruction, and student recruitment and admissions. In each area the committee offered a list of core goals and suggested strategies.

Three of these strategies were quickly acted upon. The board initiated an admissions, enrollment, and marketing study, the faculty established classroom goals focused on diversity, and a Diversity Committee was formed to track the implementation of the goals and strategies. By the following winter, two additional strategies were in place, the Personnel Committee taking up the issue of hiring policies and practices and a school-wide initiative begun to identify and eliminate discriminatory harassment.

In the meantime, a number of gender focus groups explored issues relating specifically to male and female students. Many of these issues overlapped with diversity concerns, particularly those concerning discriminatory practices. The gender focus group report highlighted two common themes: teachers tend not to hold girls as accountable as boys for work assignments or classroom behavior, and boys exhibit more disruptive behavior in the classroom. A third important concern was appropriate boundaries for physical contact by teachers.

With these more sensitive areas of the educational process being addressed, the school administration and trustees turned their attention once again to planning issues. Implementing the long-range plan had initially implied a single new facility offering a physically distinct space for the Middle School. But carving out that space on the Randolph campus soon led to a broader consideration of overcrowding on both campuses. Working with Boston architect Graham Gund, the board approved a plan to construct a three-story administrative and instructional space linking the Middle and Upper Schools. Called Summit Center, the link also included a library expansion. All of this new construction was attended with a rethinking of space uses on both campuses, and renovation and reconfiguration of classrooms would soon follow.

As the cost of prospective campus improvements rose to embrace the school's long-range needs, it became plain that no ordinary fundraising effort would suffice. The first major capital campaign since the merger thus became the largest by far in either school's history. Under the leadership of Sandra Roe, the first woman to chair a major fund raising effort at either school, the $26 million campaign came to a successful close early in 2000, while the construction process was still in its middle stages.

For the third time in 30 years the Upper School student body found itself cast into an environment-in-the-making, to sort out an education among planks and tarps and hallways lined with students with no other place to linger or gather. But there was no sense of waiting for an education to happen. Even that area of the curriculum most in need of what the new spaces were to offer — the fine arts — continued to thrive and grow. English teacher Dutton Foster had made the better part of a career out of writing and directing plays under improvisatory conditions. Participation in choral and instrumental groups continued to grow in numbers and intensity. The visual arts were everywhere in evidence, construction sites themselves presenting a shifting constellation of venues. Academic excellence continued to proceed from a

The Class of 2000

Construction of the new
Summit Center in spring 2000

Head of School Pamela Clarke

combination of dedicated teaching and a student body with an unassailable passion for learning.

The Lower School, in the meantime, continued to balance a strong basic curriculum with an abundance of enrichment opportunities. Every age group had its favorite time or activity of the year. For 3rd graders it might be the chance to be student-of-the-week, when each young scholar made a bulletin board about himself, then brought his family in for class interviews. For the 6th grader it might be the annual trip to Washington, DC. During the Book Festival, a local bookstore continued to move into the school, setting up in the activity room at the back of the building. Extended hours allowed parents to purchase books for their children or donate them to the school. Many years earlier the traditional Christmas pageant had given way to folk dancing, and that was expanded to Rhythm and Dance, broadening the choice of music and movement under the auspices of the lower school physical education department.

Leading the way onto the regenerated campus is new Head of School Pamela J. Clarke. She came to SPA after 18 years as teacher and administrator of Groton School in Massachusetts and 10 years as Head of School at The Master's School in Dobbs Ferry, New York. Her academic background has extraordinary breadth: a bachelor's degree in classics from Vassar, a master's degree in consulting psychology from Harvard, and a master's degree in ancient Greek and archaeology from Yale. In the observation of Board President Dan Pennie she is a person of enormous energy, insight and personal warmth.

The incoming head of school arrived at a time marked by a dramatic recasting of the two campuses. "These changes," she says, "apparently in architecture, indicate changes in the school's culture as well. Change is good for us all because we grow and strengthen in the exercise of decision-making and implementation of good ideas. I am ever impressed by the depth of understanding about education that the Board exhibits, and the very successful campaign tells me that SPA enjoys a loyal alumni/ae group and an enthusiastic parent body. The future will continue to find SPA at the forefront of independent education—with technology, diversity, and learning through service among its major agendas, as they are for all good schools."

Heads of School

St. Paul Academy

Charles N. B. Wheeler, 1900-1914
John DeQuedville Briggs, 1914-1950
Edward Mason Read III, 1950-1967
Thomas Read, 1967-1969

Summit School

Sarah Converse, 1917-1948
Marian McAvoy O'Neill, 1948-1951
Alice Benjamin, 1951-1956
Ethel Pease, 1956-1963
John Iversen, 1963-1967
T. Douglas Stenberg, 1967-1969

St. Paul Academy and Summit School

Thomas Read, 1969-1974
William E. Harris, 1974-1986
James E. Buckheit, 1986-1993
Frank Magusin, 1993-2000
Pamela J. Clarke, 2000-

Presidents of the Board of Trustees

St. Paul Academy

Charles W. Ames, 1914-1921
John N. Jackson, 1921-1930
Edward P. Davis, 1930-1932
Edgar B. Ober, 1932-1937
William J. Dean, 1937-1941
Roger B. Shepard, 1941-1951
William H. Lang, 1951-1959
John M. Budd, 1959-1964
Blake Shepard, 1964-1969

Summit School

Charles W. Gordon, 1917-1925
W. W. Skinner 1925-1930
Foster Hannaford 1930-1931
F. J. Ottis 1932-1934
C. F. Codere 1935-1945
John R. Stoltze 1946-1948
William F. Davidson 1949-1952
John C. Parish 1953-1955
Judson Bemis 1956-1960
Louise Bremer Benz 1961-1964
Ariel Davis Davidson 1965-1969

St. Paul Academy and Summit School

Blake Shepard, 1969-1972
C. E. Bayliss Griggs, 1972-1976
Stanley Shepard, 1976-1984
Alexander M. Scott, 1984-1990
A. Scheffer Lang, 1990-1993
Bruce A. Lilly, 1993-1999
Daniel R. Pennie, 1999-

Distinguished Alumni of St. Paul Academy and Summit School

The Distinguished Alumni Award is the school's highest honor. The program began in 1987 to recognize and honor alumni whose achievements reflect major contributions to their chosen fields and communities. The Distinguished Alumni Award program not only provides exemplary role models for students, but brings the stories and achievements of past students to light, fostering a sense of tradition, history and pride in the school.

1987
Davidson Sommers '22
Norris D. Jackson '13

1988
Mary Bigelow McMillan '37

1989
James J. Barnes '50
Jean M. West '45

1990
Irving B. Harris '27

1991
Carl B. Drake, Jr. '37

1992
Sarah Davidson Wangensteen '26

1993
Virginia McKnight Binger '34
Robert E. Matteson '33

1994
John M. Doar '40

1995
William Frenzel

1996
Ann Bancroft '74

1997
Stanley Shepard '47

1998
Joan Adams Mondale '48

1999
Roger G. Kennedy '44

2000
C. E. Bayliss Griggs '35
Sandra Bemis Roe '59

Board Members of Saint Paul Academy and Summit School
1900-present

name	class	school(s)	dates of service
Ambler, Jean Carlton	1949	St. Paul Academy and Summit School	1971-1974
Ames, Charles Lesley		St. Paul Academy	1914-1960
Ames, Charles W.		St. Paul Academy	1914-1921
Appel, Monte		Summit School	1940-1946
Archabal, Nina		St. Paul Academy and Summit School	1994-
Archer, Shreve M.	1902	Summit School	1933-1939
		St. Paul Academy	1937-1947
Avery, Donna		St. Paul Academy and Summit School	1995-
Baird, Julian		Summit School	1932-1942
Barrows, Sidney		Summit School	1966-1968
		St. Paul Academy and Summit School	1968-1980
Beadie, William	1958	St. Paul Academy and Summit School	1995-
Bechik, Anthony		Summit School	1954-1960
Bemis, Judson		Summit School	1950-1962
Benz, Louise	1925	Summit School	1950-1964
		St. Paul Academy and Summit School	1968-1971
Bertholf, Robert		Summit School	1961-1968
Bigelow, Eileen	1922	Summit School	1947-1960
Bigelow, Frederick R.		Summit School	1917-1935
Bigelow, Harriet Alice		Summit School	1917-1927
Blecker, Rev. Michael J.		St. Paul Academy and Summit School	1980-1981
Blodgett, Henry P. Jr.	1942	St. Paul Academy	1962-1968
		St. Paul Academy and Summit School	1968-1980
Blodgett, W. Gates	1970	St. Paul Academy and Summit School	1985-1986
Boeckmann, Rachel		Summit School	1923-1927
Bradford, John D.	1964	St. Paul Academy and Summit School	1982-1984
Braman, Thomas G.	1976	St. Paul Academy and Summit School	1987-1988
Brewer, Rose		St. Paul Academy and Summit School	1999-
Brooks, Markell C.		Summit School	1936-1948
Buckheit, James E. — Headmaster		St. Paul Academy and Summit School	1986-1993
Budd, John M.	1925	St. Paul Academy	1953-1968
		St. Paul Academy and Summit School	1968-1970
Budd, Ralph		Summit School	1917-1937
Buscher, Catherine Myers	1951	St. Paul Academy and Summit School	1975-1977
		St. Paul Academy and Summit School	1981-1986
Butler, Pierce D. Jr.	1909	Summit School	1940-1946
Cammack, Anne P.		Summit School	1944-1950
Cammack, Richard B.	1970	St. Paul Academy and Summit School	1980-1982
Carlton, Richard		Summit School	1943-1951
Citron, Paul		St. Paul Academy and Summit School	1995-
Clark, Homer		Summit School	1930-1940
		St. Paul Academy	1932-1941
Codere, C. F.		Summit School	1931-1956
Collins, Russell M.		St. Paul Academy	1948-1966
Countryman, Dorothy		Summit School	1943-1952
Daniels, John H.	1939	Summit School	1954-1956
		Summit School	1958-1961
Davidson, Ariel		Summit School	1961-1968
		St. Paul Academy and Summit School	1968-1972

name	class	school(s)	dates of service
Davidson, Watson		Summit School	1917-1934
Davidson, William F.	1916	Summit School	1935-1956
Davis, Carolyn	1931	Summit School	1950-1961
Davis, Edward P.		St. Paul Academy	1914-1932
Dean, Marjorie		Summit School	1917-1917
Dean, William J.		St. Paul Academy	1914-1941
Doermann, Humphrey		St. Paul Academy and Summit School	1997-
Drake, Carl B. Jr.	1937	St. Paul Academy	1962-1968
		St. Paul Academy and Summit School	1968-1979
Driscoll, W. John	1947	St. Paul Academy and Summit School	1968-1971
		St. Paul Academy and Summit School	1975-1980
Eliot, Frederick		Summit School	1930-1934
Engelbert, E. E.		Summit School	1944-1956
Felder, Dr. Davitt		Summit School	1963-1968
Fitzgerald, Hugh A.	1959	St. Paul Academy and Summit School	1972-1986
Fobes, Dorothy	1926	Summit School	1949-1949
Frame, Clarence		Summit School	1960-1966
Frenzel, Paul W.		St. Paul Academy	1945-1961
Giddens, Dr. Paul		Summit School	1962-1968
Glidden, P. T.		Summit School	1917-1918
Goldie, Dorothy	1973	St. Paul Academy and Summit School	1994-
Gordon, Charles W.		Summit School	1917-1941
Griggs, Benjamin G.	1916	St. Paul Academy	1941-1960
Griggs, Martha B.		Summit School	1936-1954
Griggs, C. E. Bayliss	1935	St. Paul Academy and Summit School	1971-1980
Griggs, Mary Livingston		Summit School	1927-1935
Guyer, Reynolds W.	1953	St. Paul Academy and Summit School	1973-1974
Halvorson, George		St. Paul Academy and Summit School	1995-
Hannaford, Foster	1905	Summit School	1917-1932
Hannaford, Jule M. Jr.		St. Paul Academy	1927-1952
Harmon, Margaret		Summit School	1947-1956
Harris, Norman W. III	1962	St. Paul Academy and Summit School	1981-1994
Harris, William E. — Headmaster		St. Paul Academy and Summit School	1974-1986
Harrison, John G.		Summit School	1953-1960
Hart, Christina	1967	St. Paul Academy and Summit School	1987-1989
Hart, Jean	1952	St. Paul Academy and Summit School	1971-1989
Hartfiel, Dr. William F.		Summit School	1948-1956
Headley, Cleon		Summit School	1944-1947
Higinbotham, Arthur E.		St. Paul Academy and Summit School	1989-1995
Hill, Louis W. Jr.	1922	Summit School	1951-1956
Holmes, Kenneth		Summit School	1940-1956
Irvine, Horace H.		Summit School	1923-1933
Jackson, John N.		St. Paul Academy	1914-1942
Jackson, John N. II	1945	St. Paul Academy and Summit School	1976-1978
Jackson, Norris D.	1913	Summit School	1932-1944
Kaemmer, Martha		St. Paul Academy and Summit School	1987-
Kiernat, Elizabeth	1962	St. Paul Academy and Summit School	1987-1995
Klein, Horace C.		St. Paul Academy	1921-1950
		Summit School	1923-1946
Klein, Horace D.	1927	Summit School	1948-1956
Koll, Susan	1957	St. Paul Academy and Summit School	1981-1983
Lang, A. Scheffer	1945	St. Paul Academy and Summit School	1982-1993

name	class	school(s)	dates of service
Lang, William H.	1918	St. Paul Academy	1941-1968
		St. Paul Academy and Summit School	1968-1971
Leach, Robert F.		Summit School	1962-1967
Lewis, Emmy Lou	1922	Summit School	1942-1952
Lilly, Bruce	1970	St. Paul Academy and Summit School	1987-
Lilly, David M.	1935	St. Paul Academy	1956-1968
		St. Paul Academy and Summit School	1968-1972
Lilly, Perrin	1941	Summit School	1964-1966
		St. Paul Academy and Summit School	1974-1975
Ljungkull, Rolf		Summit School	1967-1967
Magusin, Frank — Head of School		St. Paul Academy and Summit School	1993-2000
Mairs, Angus McL.	1951	St. Paul Academy and summit School	1978-1980
Mairs, George A. III	1946	St. Paul Academy and Summit School	1974-1976
Mairs, Mary		Summit School	1932-1942
Mairs, Louise R.	1921	Summit School	1942-1954
McMillan, Douglas	1968	St. Paul Academy and Summit School	1992-1999
McNeely, Donald G.	1933	St. Paul Academy	1965-1967
Menk, Louis Wilson		Summit School	1966-1969
Millard, Glen		Summit School	1944-1951
Mitchell, John L.		St. Paul Academy	1917-1929
Mitchell, William D.		St. Paul Academy	1915-1926
Mitchell, William	1921	St. Paul Academy	1947-1950
Morgan, George W.		Summit School	1923-1933
Morgan, Jonathan H.	1955	St. Paul Academy and Summit School	1980-1989
Morley, Catherine W.	1975	St. Paul Academy and Summit School	1995-
Morton, J. Neil		Summit School	1958-1964
Mudgett, Mrs. Bruce		Summit School	1935-1944
Murphy, Judith	1962	St. Paul Academy and Summit School	1985-1995
Musser, John		Summit School	1946-1956
Myers, Paul N.		St. Paul Academy	1917-1930
Neimeyer, Harry T.	1957	St. Paul Academy and Summit School	1971-1973
Nelson, Russell C.		St. Paul Academy and Summit School	1991-1999
Nixon, Josephine		Summit School	1923-1926
Noyes, C. Reinold		St. Paul Academy	1914-1928
		Summit School	1917-1933
Noyes, Dorothy		Summit School	1917-1929
Ober, Edgar		St. Paul Academy	1928-1937
Oehler, Cole	1932	Summit School	1947-1968
Ordway, John G.		Summit School	1917-1920
Ordway, Charlotte P.		Summit School	1928-1949
Ordway, John G. Jr.	1940	Summit School	1960-1966
Ordway, Richard	1921	St. Paul Academy	1949-1961
Otis, Constance	1937	Summit School	1955-1960
		Summit School	1964-1968
Otis, James C.	1930	St. Paul Academy	1959-1968
		St. Paul Academy and Summit School	1968-1972
Ottis, Frank J.		Summit School	1917-1935
Owens, Dr. Frederick M. Jr.	1931	St. Paul Academy	1960-1966
Paetzold, F. L.		Summit School	1923-1948
Pampusch, Anita M.		St. Paul Academy and Summit School	1986-1993
Paper, Mark	1950	St. Paul Academy and Summit School	1976-1986
Parish, John C.		Summit School	1949-1958

name	class	school(s)	dates of service
Patterson, Sally	1957	St. Paul Academy and Summit School	1986-1994
Pennie, Daniel		St. Paul Academy and Summit School	1989-
Phillips, T. A.		Summit School	1930-1947
Platt, Katherine H.	1968	St. Paul Academy and Summit School	1971-1971
Prince, Luther		St. Paul Academy and Summit School	1991-1997
Ray, Philip		Summit School	1935-1950
Read, Thomas — Headmaster		St. Paul Academy and Summit School	1967-1974
Reny, Georgiana Slade	1921	Summit School	1946-1951
Riedel, William C.		Summit School	1935-1948
Ritchie, Elizabeth		Summit School	1917-1927
Ritchie, Dr. Wallace P.	1923	St. Paul Academy	1950-1968
		St. Paul Academy and Summit School	1968-1969
Robinson, Dr. James A.		St. Paul Academy	1972-1974
Roe, Katharine	1932	Summit School	1966-1968
Roe, Sandra	1959	St. Paul Academy and Summit School	1991-
Rosenberry, Walter S.		St. Paul Academy	1945-1951
Ross, Rochelle G.		St. Paul Academy and Summit School	1980-1991
Ross, Sarah	1941	Summit School	1960-1966
Saunders, E. N., Jr.		Summit School	1917-1932
		St. Paul Academy	1915-1945
Schilling, Paul A.		Summit School	1935-1953
Schuneman, Helen		Summit School	1923-1928
Scott, Alexander M.	1947	St. Paul Academy	1971-1990
Scott, Andrew		St. Paul Academy and Summit School	1972-1975
Seesel, Emily F.		St. Paul Academy and Summit School	1968-1980
Seldon, Geraldine		Summit School	1954-1960
Sell, Ellen E.	1974	St. Paul Academy and Summit School	1983-1984
Senkler, Mrs. George E.		Summit School	1917-1918
Shannon, James P.		St. Paul Academy	1967-1968
		St. Paul Academy and Summit School	1968-1969
Shapiro, Joan L.	1955	St. Paul Academy and Summit School	1980-1981
Shepard, Blake	1932	St. Paul Academy	1961-1968
		St. Paul Academy and Summit School	1968-1972
Shepard, David C.	1902	St. Paul Academy	1920-1923
Shepard, Gordon	1931	Summit School	1950-1962
Shepard, Roger B.	1904	St. Paul Academy	1923-1956
Shepard, Samuel McM.	1902	Summit School	1927-1934
Shepard, Stanley	1947	St. Paul Academy and Summit School	1972-1987
Skinner, William W.	1905	Summit School	1923-1934
		St. Paul Academy	1941-1949
Slade, Ella	1951	St. Paul Academy and Summit School	1977-1979
Slade, George Richard	1948	St. Paul Academy	1975-1980
Slater, Lee		Summit School	1960-1963
Sommers, Dora Sachs		Summit School	1917-1935
Sommers, Benjamin		Summit School	1917-1920
Starns, Byron E.		St. Paul Academy and Summit School	1999-
Stoddard, Robert J.		Summit School	1951-1960
Stoltze, John R.	1913	Summit School	1934-1957
Stout, Wilfred O.	1928	St. Paul Academy	1953-1956
Stringer, Edward C.	1953	St. Paul Academy and Summit School	1994-
Stryker, Richard L.	1942	St. Paul Academy and Summit School	1971-1975
Sweney, William H. Jr.	1934	St. Paul Academy	1961-1964

name	class	school(s)	dates of service
Tesar, George		St. Paul Academy	1967-1968
		St. Paul Academy and Summit School	1968-1970
Turner, Catherine A.		Summit School	1923-1942
Wang, Yang		St. Paul Academy and Summit School	1982-1992
Ward, William E.	1927	St. Paul Academy	1951-1954
Ward, William E. Jr.	1954	St. Paul Academy and Summit School	1988-1990
Wark, Mary Ann Barrows	1965	St. Paul Academy and Summit School	1991-
West, William	1928	St. Paul Academy	1957-1959
Weyerhaeuser, F. E.		St. Paul Academy	1916-1920
Weyerhaeuser, Nancy	1949	St. Paul Academy and Summit School	1973-1987
Whitaker, Douglas R.	1976	St. Paul Academy and Summit School	1989-
White, Edwin		Summit School	1923-1940
Wilson, Willie Mae		St. Paul Academy and Summit School	1995-
Winter, Norbert F. Jr.	1954	St. Paul Academy and Summit School	1981-1984
Wolff, Mrs. Herman J.		Summit School	1962-1968
Wright, Theodore D.	1941	Summit School	1966-1966
Young, E. B.		Summit School	1917-1918
Zehring, Richard H.		St. Paul Academy and Summit School	1991-1996
Zelle, Charles A.	1973	St. Paul Academy and Summit School	1996-
Zelle, Louis N.		St. Paul Academy	1967-1968
		St. Paul Academy and Summit School	1968-1971
Zimmerman, Dr. H. B.		Summit School	1935-1947

Teaching Faculty of Saint Paul Academy, 1900-1969

Upper School

Frederick Ameluxen
Garrard Beck
D. Robert Blanpied
Philip Brady
Harry Bratnober
Edmund Bray
John DeQuedville Briggs
Edward Brooks
Grosvenor Buck
Cliff Caine
Sherman Cawley
John Chapman
Jesse Cocayne
Kenneth Davenport
Richard Delano
Norman Delin
Robert Drechsel
Frederick Driscoll
Merle Erickson
Howard Farwell
Frederick Fiske
John Fitch
Peter Frenzel
Daniel Frost
Jean Gayne
Arnold Gloor
Lyman Hawbaker
William Hochheim
Allen Holmes
Reginald Hudson
Kenneth Hunter
George Hurd
Cornelia Kaercher
Aarne Kallas
William Kenney
Donald King
David Leonard
John MacKay
Francis McCarthy
Ranlet Miner, Jr.
Roger Noldt
David Nyholm
Stephen Ober
Theodore Olson
Prudence Owens
William Plowman
Roy Rasmussen
Edward Read
Thomas Read
Leonard Rhoades
Burke Rodgers
Clifford Rogers
Gordon Schofield
George Schumacher
David Sims
Albert Smith
George Snider
Maximilian Sporer
Jerald Trent
Kenneth VanCise
Gustave VanRoosbroeck
Russell Varney
Charles Wheeler
John Wheeler
Paul Wilkinson
Robert Woutat

Junior School

Josephine Anderson
Virginia Anderson
Grace Backus
Henry Bertelson
Mrs. Blackhurst
Philip Brady
Fredrick Brandt
Beulah Brown
Theodosia Catlin
George Churchward
Barbara Clement
Miriam Cowie
Margaret Cudworth
Helen Driscoll
Persis Fitzpatrick
Frances Fleming
Helen Flueck
Katharine Gibson
Marie Gibson
L. J. Grady
Alma Gray
John Gray
David Hamrin
Florence Hughes
Edith Loomis
Jean Madsen
Roger Noldt
Theodore Olson
Mary Selby
Beatrice Skalbeck
Dorothy Smith
Charlotte Snyder

Teaching Faculty of Summit School, 1917-1969

Patricia Baker
Alice Benjamin
Olga Berg
Violet Boody
Marion Bricker
Mildred Brown
Virginia Bullard
Helen Busyn
Brenda Canedy
Dorothy Carlson
Mary Carlson
K. Gardner Carroll
Elsa Chapin
Ethel Chilstrom
Mildred Coburn
Julie Colleye
Sarah Converse
Dorothy Cooledge
Helen Cottingham
Madeline DeVillele
Elizabeth Dickenson
Henriette Diebold
Mary Diether
Claudia Dorland
Lenore Dunn
Barbara Ellsworth
Clare Emslie
Margaret Engwaldson
Shirley Fisher
Irma Fraser
Virginia Frost
Andree-Alix Galliot
Jean Gayne
Lissa Flinn Gelden
Laura Gray
Ethel Griggs
Maxine Gunsolly

Valerie Hancock
Helen Harding
Naomi Hastings
Mrs. Frank Hoffman
Anne Holler
John Iversen
Lois Ives
Anne Jacobson
Maud Jensen
Frances Kelly
Gertrude Kelsey
Gertrude Kuenzel
Margaret Kurtz
Dorothy Larson
Helen Lee
Jessie Lee
Muriel Leigh
David Leonard
Mrs. Edward Lipke
Gertrude Loomis
Hilde Lyncker
Mae Martin
Patricia McCart
Margaret McPherson
Charlotte Millis
Beatrice Milton
Sigrid Moe
Eunice Moody
Helen Moore
Elise Moyer
Arline Nettekoven
Eliphal Nichols
Celeste O'Brien
Marian O'Neill
Charlotte Ormond
Dorothy Otterson
Ethel Pease
Ethel Pehrson
Mary Peterson
Mildred Piper
Martha Porteus
Pauline Quilling
Caroline Read
Joyce Rice
Alice Rogers
Joan Shapiro
Mildred Sherwood
Helen Sickels
Margaret Spicer
Ruth Stephens
Douglas Stenberg
Ruth Sylvester
Ruth Theide
Jane Tiers
Patricia Tramz
Beatrice Tselos
Louise Vestling
Joanna Victor
Louise Walker
Mary Walsh
Dorothy Ware
Nell Whitaker
Marion Wilder

Teaching Faculty of Saint Paul Academy and Summit School 1969-1999

Felicia Abler
Charles Adamson
Virginia Anderson
Jill Apple
Olive Jean Bailey
Karissa Baker
Joel Barker
Marjory Barlow
Frances Barsky
Hazel Belvo
Paul Benson
Louis Berg
Anne Berggren
Benjamin Blackhawk
Georgia Bond
William Boulger
Gerald Brecher
Evelyn Breeden
Marion Bricker
Cheryl Brockman
Linda Brooks
F. Michael Brown
James Buckheit
Marty Bussjaeger
Cliff Caine
Lissa Calvit
Christine Cammack
Rolando Castellanos
Mary-Louise Clary
Pat Corcoran
Jennifer Crow
Jutta Crowder
Clyde Cummins
Judith Cummins
Kathleen Daly
Gretchen Damon
Vikki Demmin
Sarah Deschamps
Thomas Doar
Margaret Donnell
Patricia Donovan
Jennifer Dorfsman
Robert Drechsel
Laura Duke
Margaret Durham
Mary Dybvig
Timothy Elchert
Almut Engelhardt
Merle Erickson
Daniel Ertl
Jessica Evans
Jennifer Farnham
William Fedock
Anne Fiedler
John Finch
Chuck Fisher
Helen Fisk
John Fitch
Jan Fitzgerald
Charles Fitzpatrick
Persis Fitzpatrick
Kristin Flom
R. Michael Foley
Thomas Fones
Dutton Foster
Jane Frazee
Virginia Frost
Jonathan Fruen
Nancy Gannon
Leslie Gardner
Catherine Gately
Nancy Gates
Jean Gayne
Lissa Gelden
Janice Gepner
Laurie Goldfarb
KiKi Gore
Edna Grady
John Gray
Russell Greenhagen
Heather Griggs
William Harris
Naomi Hastings
Lyman Hawbaker
Rachel Hefte
Brian Hegseth
Steven Heilig
Janet Heyer
Thomas Hobert
Allen Holmes
E. Kathleen Holmes
Henry Horne

Mary Howard
George Hower
Margaret Ingalls
Carol Irish
Sarah Isaacson
Robert Jewett
Frank Johnson
Jay Johnson
Lynn Johnson
Christopher Johnson
Judith Johnson
Cornelia Kaercher
Aarne Kallas
Peggy Keeling
Bob Kegan
Margaret Kelberer
Naomi Kelly
Bryn Kiel
Don King
Carol King
Rebecca Kite
Melinda Kleven
Anne Klus
Kimberly Koeck
John Koziol
Colleen Krebs
Barb Kreft
William Kroll
Manuel Lagos
Joelynn Lahr
Doug Lare
Molly Larson
George Leiter
David Leonard
Joy Liberman
Claudia Liebrecht
Christine Lienert
LeAnn Lindgren
Thomas Lundholm
Carol Mackner
Hilary Magnuson
Frank Magusin
Marjorie Mairs
James Martin
Vivian Martinez
Jean McBean
Patricia McCart
Francis McCarthy
Julie McGlincey
Gaelen McNamara
James McVeety
Geraldine Meyer
Carleton Meyer
Margaret Meyers
Debra Miller
Donna Miller
Charlotte Millis
Ranlet Miner
Chris Minns
Janet Mobley
Michael Mongeau
David Montgomery
JoAnn Mulligan
Kenneth Mumford
Katherine Mura
Martha Nash
Jayne Nelson
Larry Nelson
Marilyn Nelson
Roger Noldt
David Nyholm
Steve Ober
Maureen O'Connell
Dorothy Odland
Kathy Olson-Studler
Mary Kay Orman
Patricia Osterby
Christopher Page
Christopher Passi
Edward Perry
Lucy Polk
Andrew Power
Elizabeth Powers
Cathie Prunty
Robert Prunty
Margaret Rapp
Roy Rasmussen
Thomas Read
Katherine Recher
Jan Reely
Cynthia Richter
Corrine Riedl
Elizabeth Robinson
Sandra Roe
Caroline Roetzel
Alice Rogers
Burke Rodgers
Timothy Rongstad
Louise Rosel
Michael Rosewall
William Ross
Linda Rossi
Mary Roszak
Rafaela Salido
Eric Salverda
Wesley Schultz
Connie Schumacher
George Schumacher
Marion Scott
Susan Scott
Lucy Shepard
Anne Marie Shimkus
Kenneth Simon
Nancy Simon
Betty Sims
David Sims
Charles Skemp
Elizabeth Slocum
Carl Smith
Arlene Sonday
Barbara Sonkowsky
Jack Sorteberg
Pam Starkey
Sara Stashower
James Steiner
Cynthia Stuck
Richard Swanson
Marghe Tabar
Barbara Tani
David Thomforde
Jane Tiers
Michael Tiffany
Dana Torkelson
Jerald Trent
Mary Tyle
Joanna Victor
Richard Welles
Marie Whelehan
Harold Whitlock
Todd Winter
Christine Wolfgramm
Rob Woutat
Katherine Yenni
Jane Zeddies

Faculty and Staff of St. Paul Academy and Summit School 1999-2000

Felicia Abler
Bev Amsden
Jill Apple
Fred Arndt
Gregory Bagnato
Karissa Baker
Sarah Balenger
Courtney Barker
Frances Barsky
Christopher Bedford
Katherine Beecham

Paul Benson
Benjamin Blackhawk
Georgia Bond
Catherine Borglum
William Boulger
Evelyn Breeden
Cheryl Brockman
Linda Brooks
F. Michael Brown
Christine Cammack
Rolando Castellanos
Gregory Clark
Mary-Louise Clary
Jennifer Crow
Jutta Crowder
Mary Jo Cummings
Judith Cummins
Kathleen Daly
Daymond Dean
Sarah Deschamps
Margaret Donnell
Jennifer Dorfsman
Laura Duke
Pamela Dykstra
Barbara Egan
Timothy Elchert
Almut Engelhardt
Daniel Ertl
Cary Eustis
Jessica Evans
Jennifer Farnham
William Fedock
Anne Fiedler
John Finch
Chuck Fisher
Kristin Flom
R. Michael Foley
Thomas Fones
H. Dutton Foster
Sally Foster
Jonathan Fruen
Nancy Gannon
Lissa Gelden
Janice Gepner
Laurie Goldfarb
Jennifer Halcrow
Maurine Hatting
Steven Heilig
Lanet Heimer
Thomas Hobert
Henry Horne
George Hower
Kenneth Hunt
Robert Jewett
Christopher Johnson
Judith Johnson
Susan Kammueller
Lee Kay
Peggy Keeling
Margaret Kelberer
Naomi Kelly
Bryn Kiel
Pete Kilibarda
Carol King
Melinda Kleven
Anne Klus
John Koziol
Colleen Krebs
Paula Kringle
Joelynn Lahr
Jodeen Larson
George Leiter
Joy Liberman
Christine Lienert
LeAnn Lindgren
Thomas Lundholm
Ronda Huebner Lyden
Hilary Magnuson
Frank Magusin
Marjorie Mairs
Barbara Mariner
Judy Mason
Jean McBean
Rose McGee
Julie McGlincey
James McVeety
Carleton Meyer
Debra Miller
Donna Miller
Ranlet Miner
Chris Minns
Janet Mobley
Michael Mongeau
David Montgomery
Fredi Montgomery
Barbara Mowan
Katherine Mura
Martha Nash
Beth Nelson
Jayne Nelson
Larry Nelson
Brooke Nemo
Nancy Niva
David Nyholm
Marlene Odahlen-Hinz
Kathy Olson-Studler
Mary Kay Orman
Lucy Polk
Andrew Power
Cathie Prunty
Robert Prunty
Margaret Rapp
Helen Reinecke
William Remackel
Cynthia Richter
Geri Riley
Elizabeth Robinson
Caroline Roetzel
Timothy Rongstad
William Ross
Mary Roszak
Joseph Sager
Rafaela Salido
Eric Salverda
David Schauer
Debbie Schreifels
Wesley Schultz
Marion Scott
Susan Scott
Anne Marie Shimkus
Nancy Simon
David Sims
Bonita Sindelir
Thomas Smith
Colin Sokolowski
Judith Somers
Jack Sorteberg
Melanie Spewock
Carol Stack
Pam Starkey
Teresa Sterns
Jim Stoll
Gene Swanson
Marghe Tabar
David Thomas
David Thomforde
Michael Tiffany
Dana Torkelson
Warren Weber
Richard Welles
Kenneth Williams
Todd Winter
Randy Wirtz
Katherine Yenni
Jane Zeddies

Building History of St. Paul Academy and its Predecessor

	building	size	cost	architect
Barnard School				
114 Mackubin (495 Ashland)				
1883	*St. John's School*		*$2,500*	*William H. Willcox*
1887	remodeling for occupancy by Barnard School	29 x 15	$500	
366 Laurel				
ca. 1882	*frame house*			
1889	occupancy by Barnard School			
392 Selby				
1887	*Blair Flats*		*$300,000*	*Herman Kretz*
1890	occupancy by Barnard School			
370 Selby				
1889	*W. A. Frost Building*		*$70,000*	
1893	occupancy by Barnard School			
St. Paul Academy				
155 Western				
ca. 1881	*Haskall R. Brill house*			
1890	*bowling alley addition for Wabasha Club*			
1900	occupancy by St. Paul Academy			
25 N. Dale				
1903	three-story brick school building	48 x 39	$8,000	Thomas Holyoke
1712 Randolph				
1916	four-story brick school building	142 x 84	$45,000	Thomas Holyoke
1925	gymnasium addition		$16,000	Holyoke and Jemne
1926	study hall and dining room addition		$8,000	Holyoke and Jemne
1928-29	east wing		$33,000	Magnus Jemne
1929	completion of library		$6,000	Magnus Jemne
1954-55	Briggs Gymnasium and remodeling		$225,000	
1967	Drake Arena		$185,000	Geoff Maclay (builder)
718 Portland				
1931	junior school building		$41,000	Magnus Jemne
1949	west addition		$58,000	Magnus Jemne

Note: Buildings initially constructed for other purposes are indicated with italics

Building History of Summit School and its Predecessors

	building	size	cost	architect
Freeman School				
117 Mackubin				
1886	*L. G. Sherwood double store*	*30 x 50*	*$2,600*	*Havelock Hand*
1889	occupancy by Freeman School			
556 Portland				
1888	*Portland Terrace*		*$25,000*	*Gilbert and Taylor*
1894	occupancy by Freeman School			
Miss Loomis' School				
655 Holly				
1903	two-story frame school building	52 x 55	$13,000	Thomas Holyoke
1903-04	improvements to school building		$3,500	Thomas Holyoke
1917	occupancy by Summit School			
Summit School				
1150 Goodrich				
1923	four-story brick school building	170 x 81	$180,000	Clarence H. Johnston
1936	rebuilding of gymnasium		$5,000	Clarence H. Johnston
1937	Ottis Field House		$3,500	
1945	dining room alterations		$3,000	
1950	basement alteration into recreation room			Magnus Jemne
1953	Sarah Converse Auditorium		$232,000	Haarstick Lundgren/Magnus Jemne

Building History of St. Paul Academy and Summit School Since the Merger

	building	cost	architect
Upper Campus			
(1712 Randolph)			
1969	storage building	$6,000	
1969-72	remodeling of main building and addition of Driscoll Learning Center, Shepard Center, and mechanical building	$3,800,000	Benjamin Thompson Associates
1979-80	alterations and new construction	$2,300,000	Benjamin Thompson Associates
1983	locker room program and Drake Arena renovation	$650,000	The Wold Association
1999-2000	Shepard Center remodeling, addition of Summit Center and Middle School building and Dining Hall	$15,440,000	Graham Gund/Frederick Bentz, Milo Thompson, Robert Rietow
Lower Campus			
(1150 Goodrich)			
1976-78	alterations	$360,000	Benjamin Thompson Associates
1983-84	renovation and construction of connecting wing	$900,000	Sövik Mathre Sathrum Quanbeck
1990	pavilion	$153,000	Ankey, Kell, Richter
2000	renovation	$760,000	Graham Gund/Frederick Bentz, MiloThompson, Robert Rietow

Trustees

SPA incorporated Feb 20th, 1914

W. J. Dean (TREASURER) — E. P. Davis (SEC. 5/27/30) — J. N. Jackson — C. R. Noyes — C. L. Ames

E. N. Saunders, Jr. — W. D. Mitchell — F. E. Weyerhaeuser — D. C. Shepard — R. B. Shepard — J. M. Hannaford, Jr. — E. B. Ober

PRES 5/27/21 – 5/27/30; PRES 5/27/30 – died 1/26/32; V. PRES 5/27/30 – PRES 2/4/32; SEC 5/27/30; V. PRES 2/4/32

Country Day School Faculty

Dr. Briggs — C. N. B. Wheeler — F. W. Fiske — G. A. Hurd — J. E. Miles — E. C. Perry — R. F. Varney — G. Buck (in U.S. Service)

W. G. Ramsden — E. Van Roosbroeck — P. Marzynski — S. Cawley — R. W. Boydton — I. W. Merrill — H. C. Farwell — D. L. King — M. Sporer — W. V. Field — A. M. Smith — H. B. Hunter — A. G. Smith — H. J. Heavens — E. Matheson — W. A. Hochheim — D. R. Blanpied — G. T. Smider — E. O. Hinsey — H. S. Tibbitts — S. N. Rhoades — J. B. McCarthy (died 1932) — J. H. Ameluxen

Dr. Wallace Cole — Dr. Carl B. Drake

Office and Library

Stella Flannigan — Ella M. Lewis — P. Schmidt (died 5/27/30) — Prudence Owens — B. O. Haakinson

Commissary Department

Grace Ferguson (IN CHARGE) — Hattie McManus (IN CHARGE)

Mrs. Raymond — Nora (Covington) Hall — F. Drake — Rita Marks — Rita Cisco — Agnes Black — Beulah Cole — Maggie Willis — Alberta Pleasant — Alma Freeman

Ida Gardner — Ethel Shelton — A. Crenshaw — M. Mason — Emma Hood — Irene Murray — J. Kelly — Irene Murray — L. Mundell — Sula May Hunt — Nora Miller

Edith Green — Priscilla Gordon — Blanche Jeffery — Jessie Brown — C. Cox — I. B. Covington — Lottie McManus — Addie Jackson — Susie Tudos — Addie Jackson

Olive Beard — M. Gardner — Ruth Starks — F. Chestnut — L. McManus — M. Willis — E. Gardner — Frances Hirsch — Eunice Glass — Anna Black — Eula Ellis — Sula May Hunt — Maymie Green — Jean Mundy — Eunice Glass

G. Faulkner — I. Williams — Ida Covington — Gertrude Willis

Building and Grounds

Andrew Helland — Mrs. Helland — Henry Hoorn — Mrs. Schmidt — Frank Davis — Mrs. Davis — Herman Zelch — Charley Magnuson — Bob Aldrich — Mrs. Magnuson — L. A. Snyder ("Pop") — Anna Ragland — Maud Hanks — Agnes Wilson — Ardelia White — H. Woodford — Arthur Todd — Blanche Cox — David Johnson

Junior School Faculty

Grace Backus PRINCIPAL — Helen Ruff (Mrs Whitaker) — Marie Gibson — Helen Kinsey — F. E. Brant — Eva Hutchins — Alma Gray PRINCIPAL — Charlotte Snyder — Beulah Brown PRINCIPAL 1924 — Mrs. A. M. Smith — Margaret Jones — Frances Fleming — Mrs. Blackh…

Building and Grounds

G. Eklund — Ida Eklund — D. O'Regan — George Weber — Margaret Gray — H. Wright — Herman Nitz — K. Gutschoff — Albert Skoglund — Lars Peters… — Laura Mort…

Enrollment

	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932
Country Day	62*	65*	87	98	82	103	125	124	125	128	124	128	142	150	155	168	157	147
Junior			33	34	49	46	63	54	44	45	35	29	31	43	43	47	51	74
Total			120	132	131	149	188	178	169	173	159	157	173	193	198	205	208	221

*(old building)

These figures show total number of names on rolls for each year, including boys who entered or left during the year.

Gifts

Name of fund / Number subscribing / Amount of fund

- Original building fund — 79 — $79,900
- First Endowment — 26 — $10,222
- Enlarging Gymnasium — 64 — $17,455
- "Academy Fund" — 165 — $170,383
- "Library" — 68 — $5939
- Junior Sch… — 34 — $11460

Total gifts to the School under these six heads: $295359

Buildings completed and occupied

C.D.S.: 25 N. Dale St (Since 1900) — 1712 Randolph St. $62853 bldg + $54782 Land — Skylight + Gables Rooms $2708 — Enlarged Gymnasium $16,306 — Study Hall + Dining Room enlarged $8423 — New East Wing $33,332 — Library completed $5939

Jr. S.: 25 N. Dale — 718 Portlan…

Total cost to 1932 – Country Day School $184253 Junior School $41197 · Total for both $225550

Diplomas

	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932
Number of boys receiving diploma	6	3	5	3	2	2	6	9	7	11	14	8	7	14	14	13	12	12
Entered college	5	3	5	3	2	2	6	9	7	11	14	8	7	14	14	13	12	12
Completed college WITH DISTINCTION	1		3			1	3	3	2	2	7	2	2	5				

College Entrance Examinations

		1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932
"Recommended" Exams	No. boys	8	8	14	10	14	20	31	34	40	41	44	44	45	55	56	49	50	46
	% Passes	63.3%	72.8%	70.0%	75.0%	92.0%	90.0%	86.4%	95.5%	95.1%	97.5%	95.7%	95.2%	90.2%	94.2%	84.3%	92.9%	96.5%	97.6%
	% Honors	"	34.1%	21.7%	19.4%	25.0%	50.0%	43.7%	57.9%	44.2%	52.9%	47.4%	45.2%	42.1%	45.2%	34.3%	32.7%	53.9%	61.8%
	"Highest ratings"		1	1	1		4	3	1	1					1	3		1	1
All Exams	No. exams	31	44	62	38	45	71	114	114	139	153	154	159	166	185	179	154	158	155
	No. honors	"	15	13	7	10	32	45	53	54	67	62	56	61	69	49	41	72	83
	% Passes	61.3%	72.5%	67.7%	71.0%	84.4%	80.3%	82.5%	91.2%	92.1%	93.5%	92.2%	87.4%	88.0%	86.5%	78.2%	87.0%	91.7%	96.8%
	% Honors	"	34.1%	20.9%	18.4%	22.2%	42.3%	39.5%	45.6%	38.8%	50.3%	40.3%	35.2%	36.7%	37.4%	26.8%	26.6%	45.6%	53.5%