

The **+ WITNESS**

JUNE 1, 1967

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Story of the Week

The Drug Problem Met Head-On At St. Albans, Washington

★ The following letter was sent May 10, 1967 to the parents of boys at St. Albans School by the Headmaster, Canon Charles Martin:

Our boys at St. Albans are a remarkable group — able, active, responsible, interested in their world — but they share all the weaknesses common to humans and are subject to all the pressures and disturbances among the young people of today. Aware of this, we have been trying to help them understand the dangers of marijuana and other drugs in which so many young people have such an unhealthy interest.

Last week Dr. Barrie Greiff, of the Harvard medical services, spent a day with us. He had a session with the first and second forms, another with the entire upper school, and then for an hour and a half he made himself available to any of the boys who wished to visit with him. He finished the afternoon with the faculty, and finally topped off the day with the boarders after dinner.

Dr. Greiff did not exhort or moralize. He simply set forth his own experience and what he and medical science know of drugs and their dangers. The boys listened and were impressed, and they paid him

the ultimate tribute: "Sir, why don't you get more speakers like him?"

And Dr. Greiff was equally enthusiastic about our boys. After his session with the first and second forms, he said: "That's the brightest group of boys that I have ever talked to. They gave me a rougher time than a hundred freshmen I just met at Harvard." Today there came a letter in which he said, "It is strange, but when I was at St. Albans, I could not help but feel that the outrageous stories about adolescents and their cynicism, their capriciousness, their lack of dedication, their delinquency, so frequently highlighted in the newspapers, are true of but a small segment of the young people of this country. The young men at St. Albans impressed me with their intelligence, wit, depth, and versatility."

Next Mr. Prettyman, chairman of the board of governors, spoke to the boys about the purely legal aspects of drugs and their use. With the precision and clarity so characteristic of him, he left no doubts about an individual's responsibility before the law. The boys were sobered. And it was sobering to all of us to realize that even a police report, let alone a police record, could

turn up 20 years later and be a critical factor in a career.

Enclosed is a succinct article on marijuana and LSD, written by Dr. Dana L. Farnsworth, director of the Harvard medical services, and Dr. Curtis Prout, chief of medicine of the Harvard medical services, along with a forthright letter by Dean Monro of Harvard. I believe you will find them both helpful.

The drug problem is, in my judgment, with us to stay and no single effort of education by the school is going to solve it. Therefore, we shall make a continuing effort to help our boys understand the dangers of drugs, and their responsibilities to themselves and the law. I know that you will agree with me that any boy who fails to be receptive to that education has no place at St. Albans School.

By J. U. Monro

Dean of Harvard College

The dean's office has been repeatedly pressed by a number of members of the freshman class for a statement of the college's administrative position with respect to the use of drugs, including marijuana and LSD. If it will help anyone, I am pleased to clarify our position.

As anyone bright enough to be at Harvard knows perfectly well, possession or distribution of marijuana and LSD are strictly against the law, and

taking drugs involves users in psychological dangers and contacts with the criminal underworld. The college is prepared to take serious disciplinary action, up to and including dismissal, against any student found to be involved in the use or distribution of illegal and dangerous drugs.

In sum, if a student is stupid enough to misuse his time here fooling around with illegal and dangerous drugs, our view is that he should leave college and make room for people prepared to take good advantage of the college opportunity.

May I refer you to the attached medical appraisal by Dr. Farnsworth and Dr. Prout.

**By Dana L. Farnsworth
and Curtis Prout**

*Director and Chief of Medicine
of Health Services
at Harvard University*

The taking of drugs, especially marijuana and LSD (Lysergic Acid Diethylamide), is becoming a fad among college and high school students who wish to assert their independence by breaking the law and offending their parents, and who wish to experiment with new physical and psychological sensations.

A brief account of marijuana and LSD from the medical side may be useful.

Marijuana comes from the dried flowering tops of a hemp plant, *cannabis sativa*. Other names for it include hashish, bhang, and "pot." It is hallucinogenic and has no medicinal use. It may be smoked in cigarettes, chewed, or sniffed. Marijuana acts mainly on the central nervous system, and does not produce true addiction. When marijuana is smoked its effects are noted in a few minutes and usually last three to five hours. The drug causes a combination of excitation and

depression. There may be an increase in the pulse rate, a slight rise in blood pressure, and small increases in blood sugar and appetite for sweets.

Marijuana has a chemical effect on ordinary consciousness; ideas are rapid, disconnected, and uncontrollable. There may be feelings of well-being, exaltation, and excitement — that is, being "high." Or, at other times there may be a "down" with moodiness, fear of death, and panic. Ideas may occur in disrupted sequences. Seconds may seem like minutes, minutes may seem like hours. Distance and sound may be magnified. Space may seem expanded, the head may feel swollen and extremities heavy. Some people who take it think that it fosters physical intimacy; but the reverse is usually true. The subject may have sensations of floating, ringing in the ears, and tremors. Persons taking the drug may be quiet and drowsy when alone; restless, talkative, laughing, or joking when in company. Large doses may produce confusion, disorientation, and increased anxiety. In a few instances marijuana has produced psychoses, as does LSD.

A dangerous effect from marijuana is the slowing of reflexes. Since marijuana also causes a distortion of reality, particularly of the sense of time, the drug is frequently a cause of automobile accidents.

The medical evidence is mounting that a good deal of marijuana currently sold to students is adulterated, indeed often "laced" with mixtures of other hallucinogenic drugs to strengthen the effects of the drug. Marijuana is not a specific product but a variable mixture of flowers, leaves, stems, and sometimes the roots of the hemp plant. The mixture may be weak or strong in

its physiological effect, and where it is weak, invites adulteration. The fact is a person buying "marijuana" has no way of knowing what he is actually getting.

Marijuana does not produce physical addiction, but it does produce significant dependence, to a serious degree. This is a fact well known to doctors working with college students. The social influences surrounding the use of marijuana also encourage experimentation with other drugs, notably LSD, and, of course, may lead into addiction to narcotics.

LSD is a far more dangerous drug than marijuana, and in the opinion of many informed persons is a greater menace to users than even the addictive narcotics.

During the earlier years of experimentation with LSD the adverse effects were not considered to be very serious. However, in recent years, numerous cases have been reported of prolonged psychotic reactions from LSD, lasting from a few months up to two years. Hospitals in large cities, particularly New York and Los Angeles, have had many cases of acute psychoses arising from ingestion of this drug.

LSD differs from most other drugs because its effects occur at varying periods after the ingestion of the drug. What it does, in effect, is to start in motion processes, as yet not understood, which produce effects after the drug itself has left the bloodstream. There may be severe depressions lasting for several months, or psychotic reactions, or at other times both pleasant and frightening episodes.

Another observed effect of LSD is a reduction in responsibility—that is, the individual's judgment is impaired. In our judgment now, after a careful

study of the effects of LSD, we consider it inadvisable for an individual who takes even one dose of LSD to make a major decision about himself for at least three months.

When one is under the influence of LSD, one can ignore the facts that were previously held to be valid and construct new beliefs, no matter how irrational. Such forms of thinking bear many similarities to psychosis. A person may feel that he has powers which he did not previously have, or that certain laws of the environment (such as vulnerability) are not operative in his case. For example, feeling omnipotent, he believes he can jump out of the window with no harmful results. Those who are enthusiastic about LSD are often given to wishful thinking. They see in their experiences only what they wish to be true above all other truths. Medical records indicate that most people now taking the drug are young, mainly between 17 and 25; but a number of older persons also turn to LSD, especially persons having some difficult personality conflict.

One significant statement about the use of LSD was made by Freedman and Powelson in the *Nation* on January 31, 1966: "LSD enthusiasts talk of religious conversions, the awakening of artistic creativity, the reconciliation of opposites. The main change to be observed in such individuals, however, is that they have stopped doing anything. The aspiring painter talks of the heightening of his aesthetic sensibilities and skills, but he has stopped painting. The graduate student who withdrew from writing his dissertation in philosophy talks of the wondrous philosophical theories he has evolved. But nothing is written. It seems that the world of fantasy has become

far more compelling than external things. Indeed, fantasy is substituted for reality."

We know now that long-term subtle psychological damage may result from LSD. Such damage may be glossed over by the pleasure and enthusiasm engendered by the substance, but we have seen too many cases of psychic breakdown to doubt the serious dangers of the drug. It is even possible

that the brain is structurally damaged. There is recent evidence that LSD attacks hereditary genes.

In short, our professional medical opinion is that playing with LSD is a desperately dangerous form of "drug roulette." The medical evidence is clear. Any person taking LSD runs the clear risk of psychotic breakdown and long-run physiological damage.

Saint Andrew's Priory, Hawaii Marks First Hundred Years

By John Paul Englecke

Rector, St. Peter's Church, Honolulu

★ St. Andrew's Priory was born from the love which King Kamehameha IV and Queen Emma had for their people. And this school for girls, which begins its second century this May, remains — like Queen's Hospital — a lasting reminder of their Majesties' devotion to their people's welfare.

Concern for the education and well-being of the girls of Hawaii led the king's government to encourage by the act of 1860 "family schools for the domestic training of Hawaiian girls, in which the English language shall be taught."

Queen Emma heartily agreed. Sickness and epidemics threatened to consume the Hawaiian people. It was of utmost importance, said the queen, that Hawaiian girls "be trained in nursing the sick and as children's nurses, so as to prepare them to be wiser mothers and wives." The survival of the race depended upon it. Clearly for Queen Emma, an English doctor's adopted daughter, building a hospital was not enough. Hawaii's girls were to learn the new health ways as well.

But for Queen Emma, herself well-educated, there was more

to education than hygiene and "domestic training." Championing the equality of women well ahead of her time, the queen insisted that girls deserved to have an education equal to that of boys "in the very best of Christian culture."

Educational excellence and equality, practicality and "the very best in Christian culture" — this was the queen's program for the education of the girls of Hawaii, and so it has remained for one hundred years at St. Andrew's Priory, the school Queen Emma founded.

Queen Emma labored long and hard, both in England and Hawaii, to make excellence of education for Hawaii's girls a reality. And she turned to her Church for help. By 1862, the Episcopal community in Hawaii had its first bishop, Thomas Nettleship Staley, formerly a schoolmaster, and the Church's schools were begun. By 1864, English Sisters of the Society of the Most Holy Trinity had come to Hawaii to assist the queen in her educational endeavors and were stationed at Lahaina's St. Cross School, where educational needs were most pressing. Two of these sisters had been nurses with Florence Nightingale in Scutari

and the Crimea during England's war with Russia.

And on March 30, 1867, a second company of Anglican sisters arrived, led by their Reverend Mother Lydia (Priscilla Lydia Sellon), to build and staff the Honolulu school for girls that Queen Emma had long wanted and been promised on her visit to England.

On May 30, 1867 — just two months later and the feast of the Ascension — St. Andrew's Priory, built waikiki of the present St. Andrew's cathedral, was ready for dedication and opening. And the Episcopal Church's educational work for the girls of Hawaii had new buildings, wide space, and a new start.

An eyewitness describes the Priory on its first day:

"It is built in a quadrangle, open on one side to admit the mountain breeze . . . , but entirely surrounded by a cloister of archwork. The chapel of the school . . . with other buildings form . . . three sides of the enclosure.

"The middle is a nice plot of grass with some pretty, young trees and flower beds. And in the center Reverend Mother has had raised a very large and most remarkable looking cross made of blocks of coral

"There is a very pretty pointed porch and doorway, and more than an acre of field behind"

After the prayers and processions of the solemn opening and dedication, the Reverend Mother delighted the clergy and royalty, the crowd and the girls with a feast "English style," which included ice-cream.

Until 1902 the English Sisters governed the Priory, boarded 90 or so girls from ages 4 to 18, maintained for a time a free English day school for all who came, and gave that education proper to a lady of the Victorian

era. This a visitor — although speaking of the Sisters' St. Cross School — described in 1873 as "a solid English education . . . and a thorough training in all housewifely arts and in dress, deportment, and propriety of language."

In 1901 a newspaper described the Priory's curriculum as "a thorough English course, all higher branches, French, German and music."

The girls paid the now-unbelievable fee of \$100 a year for room, board, and teaching. But remember, then beef was 5c a pound. Indeed, the Sisters' "principle was to refuse no girl who really needed their care . . . and this irrespective of their ability to pay."

It was as Queen Emma wanted it. Throughout her life she brought children to the sisters for care and education, and she herself undertook to maintain and improve the gardens and grounds of the Priory. To the sisters and girls the queen opened her homes. She regularly delighted to sew on Thursday afternoons at the Priory with the Eldress Phoebe and to take tea with the sisters following Sunday evensong at the cathedral. Sister Albertina said of her: "Dear Queen Emma, my dear friend, and the best friend the Priory ever had."

The Priory repaid the compliment of a queen's enduring love. It protected her in the riots of 1874 at the election of Kalakaua — as it was later to protect Queen Liliuokalani in the riots of 1895. The sisters attended Queen Emma and cheered her throughout her life, as also in her last illness. And in 1885 the girls of the Priory were first among the public mourners to honor the dead queen.

In 1902 Queen Victoria was dead, the Hawaiian monarchy was pau, American power was settled upon these Islands, and new breezes blew in education.

After 35 years of teaching and caring for the girls of Hawaii, Sisters Beatrice and Albertina turned the Priory over to the American Bishop Henry Bond Restarick and retired to live out their long and useful lives in a cottage on the Priory grounds. Among those at the large and happy pauhana reception for the sisters was Queen Liliuokalani.

Under Bishop Restarick the Priory, while retaining the best of the past, made the transition which the new times required. Evelyn Wile, the school's first lay principal, formerly a parishioner of the bishop's San Diego parish graded the school after the American manner and introduced American textbooks and methods.

Under the second lay principal, Abby Stuart Marsh, formerly the principal of a girls' school in Los Angeles, the Priory was re-located mauka in the spacious new "English scholastic gothic" main building. This building, the bishop claimed, was the first of Honolulu's steel re-enforced concrete structures. It accommodated 200 girls, nearly 90 of whom were boarders. Renewed recently, it remains today a monument of the progressive school design of two eras.

And at the end of the school year in June 1911 the coral cross was relocated in the courtyard of the main building. Amid the tears of many, the Old Priory came down to make way for the bishop's house. But the old was continued in the new. The third lay principal was Jessie L. Madison.

Sisters Beatrice and Albertina requested the bishop in 1902 that an American sisterhood succeed them. Impossible then, both sisters came to see their wish realized when in 1918 the Community of the Transfiguration assumed direction of St.

(Continued on Page Twelve)

THE WITNESS

EDITORIALS

Kids, Marijuana and LSD

WE WERE more than half through putting together this annual spring education number and hoping that we might have something in it of permanent value to administrators, parents and the general reader. Canon Charles Martin, headmaster of St. Albans School, Washington, came to our rescue, as he has so often in the past.

His letters to parents are justly famous and one arrived while we were at our job. So we killed our Story of the Week which was already locked in the forms, in order to feature his letter, with the enclosures about marijuana and LSD. Canon Martin did something about it at St. Albans. Others no doubt will after reading his letter, the communication to the freshmen at Harvard by Dean Monro, and the article by the two doctors connected with the health services of Harvard University.

Why the Church School?

MANY PEOPLE invest substantial resources of time, money, and energy in order to maintain Church schools. In view of the excellence of public education, to which all parents contribute through taxation, the question often arises, why make all the extra effort to support Church schools? They have no clear claim to academic superiority. It may be that they divert interest from improving public education — and, in the minds of some, James Bryant Conant, for example, they may be a divisive force in our society.

One does not need to deny any of these allegations in order to justify educational institutions maintained by the Church. The following claims can be made — and they, in the minds of many people, provide sufficient justification.

First Church schools, like other independent schools, can and should provide a degree of freedom in our highly organized social order. Because of them, parents and students have an option; they can, for the reason of personal preference alone, choose an alternative to publicly supported education. To argue for this is in no way to criticize public education. It is merely to assert the importance of this practical freedom in a society that is tending toward a monolithic education system.

SECONDLY, the Church school can remain small enough to ensure a community, one held together by a system of values and manners that, without pretending superiority in all respects, may seem highly desirable in modern mass society. While there is no gainsaying the fact that public education is dealing admirably with the vast social problems of our time, it may be that in its almost overwhelming responsibilities, it will have to sacrifice some of the quiet values that we need very much to retain. Schools run by the Society of Friends, Episcopalians, Jews, Lutherans, or Roman Catholics can afford to select and emphasize some things humanity has learned that may not be urgent at the moment but that may in the long run prevent disaster.

And, finally, the Church school has the unique opportunity of teaching religion. Again, in comparison with public education, we cannot say the latter is irreligious. Its basic philosophy of the worth of each individual is rooted in and is an expression of some of our deepest religious insights. But, for a number of reasons, it cannot teach religion. Church schools can — and they can teach particular religious interpretations of man's origin and destiny, thus providing a pluralism in religious education.

Independence

PERHAPS an additional word should be said about religion. Current interest in religion appears likely to be a harbinger of a new era in religious thought. This new era may be as exciting and influential as the scientific revolution. To participate in an intellectual development of this kind may be the awesome destiny of Church education.

In order to fulfill these promises, it is imperative that Church schools adhere to certain principles and practices:

- They must maintain their independence — other than submitting to the police powers — of the state.

- They must be secure enough to neglect expediency as a basis for value decisions.

- And they must take seriously the matter of scholarship in religion.

— John Walton

*Professor at Johns Hopkins
University and Trustee of
Hannah More Academy*

WARP AND WOOF OF OUR LIVES

By C. Burgess Ayres

Headmaster of Shattuck School

A CHAPEL TALK REPRINTED BY
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AT THE CONFLUENCE of the Straight and Cannon Rivers north of Shattuck, is the Faribault Woolen Mill. Occasionally, the mill features factory rejects, an imperfect bolt of cloth, which are still marketable although at a reduced price. Despite the imperfection, a wise housewife can fashion miracles out of such cloth.

In a way, this is what we are concerned with for the remainder of the year. No matter how good a pattern any of us has, inevitably, there is some flaw, some imperfection in our approach toward life. Like the wise housewife, there are two choices which confront us. Either we can figuratively chuck our raw material into the "wastebasket" or we can attempt to make something of value despite the imperfection.

Admittedly, whether working on an imperfect piece of fabric or on the fabric of our lives requires courage, perseverance and faith.

When I was your age, there was a great deal of talk about records, especially in athletics. There was one record which seemed insurmountable, a four-minute mile. One of the milers who consistently challenged this record was a runner from Kansas, Glen Cunningham. He never succeeded in running a four-minute mile, but he came mighty close! But what impressed me in those days more than anything else was that the Kansas miler could run at all. You see, when he was a boy, his legs were badly burned as he was doing his daily chore of lighting the stove in his school. One leg was so badly scarred that the doctor feared he might never walk again. He was told to exercise in order to develop his circulation. He drove himself with such persistence that not only did he learn to walk again but he began to run. By sheer force of will, he transformed the scarred legs of a cripple into the legs of a top-notch miler. For almost a decade he was the envy and despair of all milers of his day.

In a way, Glen Cunningham acted in the same tradition as the master rug weavers of ancient Persia who, when an apprentice made an error in

carrying out the design of an Oriental rug, did not rip out the imperfection, but began to rework the design into a more distinctive and beautiful pattern. The original symmetry of the design was lost, but a new and more wonderful one took its place. The next time you look at an ancient Oriental rug, you can readily see such imperfections, such unsymmetric symmetries!

Reworking the Pattern

ONE OF THE MOST vivid examples of the reweaving of a pattern of life occurred last December 7 at the Memorial Cemetery in Pearl Harbor.

A mild-looking Japanese named Mitsuo Fuchida was quietly looking on during the ceremony. Twenty-five years before, early on a Sunday morning, he was leading the first formation of Japanese dive bombers over Kahuku Point on Oahu. He said, "The island was so calm it appeared that everyone was asleep." Fuchida then gave with his flare gun the signal that would bring the torpedo planes for a surprise attack on the American ships nested alongside Ford Island in Pearl Harbor. Then, as Franklin Roosevelt said, began the "Day of Infamy."

Commander Fuchida took a violent part in that day. His first bomb was a near miss on the USS Nevada. He scored a hit on the USS Maryland with the other. He also played an integral part leading up to that day. He had been in charge of the training of the Pearl Harbor "task force." He was one of the few officers in the 350th Naval Air Force who knew the destination of the mission before the "task force" left Japan. Last December, this 64-year-old ex-naval aviator who is now a Christian Evangelist presented a Bible to the Pearl Harbor Survivors Association.

I should say in passing, Mr. Fuchida hopes to become an American citizen. His son is an architect in New York.

I recognize not many of us have the opportunity to rework a pattern of life in such a

dramatic new design as the Japanese ex-aviator. Nevertheless, this did happen! He could easily have become embittered and soured and longed for the "good old day," but instead he had a vision —

And your young men shall see visions and they shall fly up with the wings of eagles.

and he saw a new pattern of victory — a victory which transcends man's temporal thrust for power to a more powerful thrust for something more enduring, more everlasting.

In the early days of this new year, it is a good time to look at our own pattern, our own designs, and to decide whether we are stuck with them or whether we can reweave or redesign a pattern of greater worth, greater value.

Some of you may find in the warp and woof of your life's pattern shining symbols of past achievements — academic, athletic, high office and the like. Or, you may be discouraged and haunted by a slovenly pattern made up of threads of things left undone, corners cut and sloppy designs. Whether your particular pattern is filled with bright figures or soiled spots, in the former, there is no room for smugness, in the latter, no reason for despair. The final pattern will depend on your perseverance, your hard work and your capacity for an unwillingness to settle for anything but your best.

Design for Living

I RECALL such a boy who refused to settle for a shoddy pattern when I first began teaching school. He was a first-rate student, was on the varsity football and wrestling teams and was a class officer. He went on to college and then to law school where the same pattern of excellence continued. Just out of law school, he entered our Foreign Service and in the same year, 1951, he was taken prison by the Chinese. This year he is in his fifteenth year of imprisonment.

One might expect the successes of school and college might not have prepared him for what may become a life-long ordeal. However, it is now quite clear that his youthful pattern of success was based on stern stuff. It is self-evident now, as it perhaps wasn't then, that this pattern was shot through with the threads of perseverance and faith in the best of himself.

He has taken the scarce materials available to him in prison and fashioned a new design of value. He is allowed an hour's exercise a day

when he works on a chin-up bar, plays a rudimentary form of badminton and tends a meager vegetable garden. Although he is no linguist, he has developed a good command of Russian through the help of one of his cellmates from that country. Furthermore, he is beginning to master the difficult tonal quality of the Chinese language.

This boy, Jack Downey, and he was only a boy when I knew him, could easily have allowed himself to be suffocated by the mantle of self-pity saying that the odds were too great for him to develop any meaningful pattern of life. The struggle in Vietnam has so aggravated the relationship between the United States and Red China, that his release becomes less and less probable. But he has not, and I am certain will not, despair. His design for living has transcended the prison bars.

Each of these men in his own way and in his own time has woven a new pattern, a new design. During the rest of this school year let us strive to do the same. We fail ourselves if we do less.

I know we can't all be Glen Cunningham's Mitsuo Fuchida's, or Jack Downey's; but I also know that within each one of us is the capacity for work, endurance, patience and faith from which we too can weave a pattern of value. By using the best we have in us regardless of circumstances and through faith in God's grace we will not allow ourselves to be sullied by shoddy designs.

Surely this is the hope for each of us as we face the remainder of this year. Not that man is good or perfect, but that he is capable of aspiring to goodness and perfection. Not that man is free from corruption and error, but that he is desperately sick of them. Not that man has fashioned the great society, but that he has caught an unforgettable glimpse of it.

KINDLY SAVE THIS NUMBER

THE WITNESS receives many requests from parents for information about Church Schools. We suggest therefore that you set this issue aside for reference. If you do not find in the announcements in these pages the schools you want please write us giving information about the child.

The Witness

Tunkhannock, Pa. 18657

AUDIO-VISUAL SPECIALIZATION

By Dwight Tracy

Audio-Visual Director, Kent School

KENT SCHOOL HAS MADE GREAT STRIDES IN THE TWO YEARS IT HAS PUSHED THE PROGRAM

KENT SCHOOL in April of 1965 assumed a position of leadership in the rapidly growing field of classroom technology by becoming the first independent secondary school in the area to establish a full-time audio-visual department. Its job was to coordinate and significantly add to existing audio-visual usage. As it grew, the new department has been the subject of considerable interest and curiosity. Will it work? What can it do? How will it be accepted? Here, in the form of the story of how we've grown, is our best answer.

Kent's audio-visual department was from the start designed as a planning and production center, not just an office in charge of distributing commercially made materials. When the department was started, we set our course toward a "total media concept," offering our teachers the benefits of many audio-visual techniques rather than specializing in any one. It had long been realized that the various instructional media had much to offer education's current demands. Our aim was to go the usual system one better by providing faculty members with teaching aids tailored to their individual needs. Their response has been reassuring. Since we set up shop two years ago nearly all of Kent's 84 teachers have made use of our audio-visual services in their classes.

Our operations were begun on a small scale, with the present director spending about nine hours weekly on faculty requests. It was several months before the administration and trustees were sufficiently satisfied by the response to put the program on a full-time basis.

In those days we owned a dry process copy machine, a duplicator, and a camera copy stand — without camera. Almost immediately the faculty began seeing classroom uses for facsimile copies. Things that in the past had to be read to the class or passed around could be duplicated

so that each student got his own. During the 1965-66 school year alone we made over 47,000 such copies, with sources running the gamut from Playboy — an article on Jean Paul Sartre — to Church publications. This year the output doubled.

Before long the copying machines were making transparencies for overhead projectors. Almost any printed matter can be faithfully reproduced on specially treated plastic for classroom projection. Last year we made 768 transparencies which were used by the football team to study plays, by English teachers to correct student themes with the class, by biology classes to analyze systems, by math to discuss problem solutions, and by classical teachers to speed translations. Kent now owns 15 overhead projectors and has equipped 30 rooms with screens. Someday every room will have both, and they'll be as much a part of instruction as the chalkboard. Maybe more.

When teachers began asking for projectuals that included color, halftones, and three-dimensional objects, we advanced to the 35mm. slide. Initially, we had to borrow a camera from a faculty member to go with our camera-less copy stand. We gave it a lively workout before returning it, several hundred exposures older, to its owner after the department bought a camera of its own. To date we've turned out nearly 3,000 slides for classroom use. Their subjects have ranged from rare illustrations to travelogues, extreme close-ups and in-the-field botany shots. The last word in slide presentations came when we coupled an automatic projector to a tape recorder, producing a fully automated sound show.

Expanding the Work

FOR TRUE movement, we recently turned to the 16 mm. motion picture camera. Kent already owned the required camera, which had

been given for making football movies. Now its days of off-season leisure are ended. It has been used for technical films, athletic training movies, mathematics films, and the first in a series of student-produced films for various academic departments. This camera and its host of attendant equipment have become an important and exciting part of the a-v workshop.

A tool in as much demand as the movie maker is our still camera, which each year makes hundreds black and white and color prints. While slides are more commonly used in the classrooms, the photograph has proved valuable in enlarging charts, diagrams and other graphics for display. Also, the a-v camera is frequently called in to supplement the student photo club's work on Kent's various publications.

It was photographs that originally got us into another type of project. The art department bought 100 architectural photos from a commercial source and asked us to mount them for display. For that job we needed a large heat press. So we purchased a press that would mount many types of material and coat them in a plastic film. Soon scores of other display materials, charts, diagrams, posters, were dragged by language, mathematics, history, classics and music teachers from places where they had been stored for lack of a way to present and protect them. So far we've mounted or laminated better than 1500 such displays.

While producing these materials is the audio-visual department's primary role, we are also charged with all audio-visual purchasing, maintaining the increasing inventory of a-v equipment, and keeping files of commercial suppliers' catalogues. Usually we can make slides and transparencies that better suit a teacher's aim than those we could buy; however, catalogues of these items are kept for the occasional demands they meet.

New Additions

ALL OF THIS production, and the response for it, soon led to greatly expanding Kent's audio-visual facilities. Last summer the schoolhouse of the boys' school — Kent has both boys' and girls' divisions — underwent extensive renovation. Much of its ground floor was, in the process, converted to audio-visual usage, including a small photography studio, darkroom, an enlarged workshop, recording studio, repair

shop, record listening room, multi-purpose projection room, materials and equipment storage, office and conference space, and at the south end of the building an automated 30-booth language laboratory. The complex is a setup almost unequalled on the single secondary school level — public or private.

Part of the lab-room is reserved for independent study, either when classes are in session or during evening hours. As students are isolated by their booths and earphones, each can study at his own pace without disturbing his neighbors.

Six classrooms adjacent to the lab have been equipped with speakers and dial plates so that tapes can be heard by other classes without earphones. The lab is not limited to the language department as tapes are available for all academic disciplines.

A duplicate lab has been set up at the girls' school, four and a half miles away, connected to the main system by a telephone cable. Thus both schools are being served with a single set of machines and tapes, greatly reducing maintenance.

Full-Time Job

COMPLEMENTING the laboratory is the special recording studio at the other end of the building. The technician was already a member of the faculty, John Hinners of the music department, who has a considerable background in electrical engineering. He has exchanged some of his teaching duties for the recording studio, where he is able to produce both "live" and "dubbed" tapes, tapes for slide programs, and sound tracks for our films. He is also responsible for servicing the lab and our other audio-visual equipment.

Operating from its new quarters, the a-v department also serves Kent's new science building, where audio-visual usage was carefully planned for. Classrooms have built-in screens and speaker systems. A 99-seat auditorium in the center of the building has been completely equipped for modern large group instruction. Outside the building a tall antenna picks up both commercial and educational tv signals for classroom receivers. The building has been wired so that closed circuit television could be achieved anywhere merely by plugging in a camera.

The matter of closed circuit tv can probably

be considered — as we move to a look at the future — Kent's next step forward in a-v technology. Television has proved itself a valuable educational medium. We are pleased to have provided for tv in our planning.

And that, from our first facsimile copies to the television cameras of the future, is the

story of Kent's first two years of audio-visual specialization.

The last word has come in the form of a question from a number of our neighboring schools —and it hasn't hurt our pride any: "How do we start a program of our own?" To which we answer, "Come watch Kent."

ST. ANDREW'S PRIORY: —

(Continued from Page Six)

Andrew's Priory. Sister Beatrice died three years later in her 92nd year; Sister Albertina, in 1930 in her 91st year. What nuns had begun, nuns were to continue.

The first company of Sisters of the Transfiguration arrived in 1918 to take over the Priory. The ground which Sister Olivia Mary, sister superior and principal prepared bore bountifully under Sisters Superior Clara Elizabeth and Helen Veronica and under principals Sister Paula Harriet and Sister Rhoda Pearl.

1920 saw the first graduates of the new four year high school program. All went to the university. In 1922 the Priory had 80 boarders and 104 day pupils, of which 43 were in the high school, two sisters and eight other teachers.

Speaking of the Priory in 1922, James Thayer Addison remarked: "The girls study not only some stupid classical subjects like Latin, but also cooking and sewing and music. And they are well advanced in athletics, too, for the basketball team was soon to meet with the Iolani boys' team for a friendly —and unconventional — game."

Student government was instituted in 1927, and the alumnae organized in 1931. In the same year a kindergarten was begun.

The main building's Restarick wing, now housing the high school library and a large classroom, was added in 1936. Sellon

Hall, named for the Reverend Mother foundress, was built in 1938, and — with the addition of a second floor and complete renovation in 1965 — houses the elementary and intermediate grades. In 1940 the teachers' house, now the sisters' residence, was built.

With the war in the Pacific, the Priory ceased to be a boarding school. For 75 years girls had lived where they were taught, but after 1942 this was no longer possible.

In the same year the Priory was among the select group of schools first accredited in these Islands. And accreditation has been continuous since then.

In the latest chapter of the Priory's one hundred year story, one finds Ascension hall, commemorating in 1957 the 90th anniversary of the Priory's Ascension Day founding.

And the new centennial building — student activities areas, offices, conference rooms, and

a chapel with remarkable glass windows by Erika Karawina—anticipates the Priory's second century. There now are 35 teachers and 26 staff to help the 620 girls enrolled at the Priory.

The Priory enters her second century under the leadership of Bishop Harry S. Kennedy, Sister Superior Evelyn Ancilla, and Sister Lucy Caritas, principal. Thanks to them and to a generous Hawaii which expressed its aloha and confidence in the Priory through the successful Priory expansion program, St. Andrew's Priory School for girls enters her second century with new and renewed facilities.

The first century began with newly built wooden buildings; the second begins with new and renewed stone and concrete. But the educational program is the same. It is still Queen Emma's: excellence and equality, practicality and "the very best in Christian culture."

News About Church Schools

★ This spring conferences were conducted and planned on religion in education generally and in Church schools in particular. Reports on some have been made by the Rev. John Paul Carter, executive secretary of the National Association of Episcopal Schools:

Chaplains and Teachers

The conference of chaplains and teachers of religion in secondary Church schools met at Seabury House, March 9-11.

The main purpose of the conference was to enable them, through a discussion of specific cases with Dr. Robert Wetmore, a psychoanalyst, to come to a deeper understanding of what students can be saying to us about themselves and their needs through their abnormal behavior in school communities. Some examples of the kinds of problems dealt with are a Negro boy in an almost all white school who cannot stand to be second to

anyone in athletic activities; a thirteen year old girl who keeps almost an entire faculty at bay through very hostile and abnormal behavior, and a boy who seems almost unable to do or say anything.

Most of the discussion took place during the four main sessions but much of it continued through 'social hours' at the end of the day which lasted into the early hours. Throughout these discussions Wetmore was of invaluable assistance in helping all to understand better what realistic goals are for these students and how to help them attain them and to be more sensitive to signs of the development of serious mental illness.

During the final session the request was made that the 1968 meeting deal with sex education.

Sewanee Consultation

The Sewanee consultation on religion in education will be at the University of the South, June 11th to 17th.

Directors of the consultation will be Dr. Dwayne Huebner, associate professor of education, Columbia University, whose subject will be "Curriculum as educational environment"; and the Rev. John M. Gessell, associate professor pastoral theology, at Sewanee, whose subject will be "Religion, technology, and the cultural environment for education". The Rev. Canon Stanley F. Rogers, director of the center for urban affairs, Christ Church Cathedral, St. Louis, and formerly at Woodstock School, N. J., will serve as co-ordinator and program consultant.

Last year's consultation drew forty persons from wide areas.

Consultation on Worship

The department of Christian education and the National Association of Episcopal Schools jointly called a conference with

representatives of the standing liturgical commission and the joint committee on church music at the Bishop Donegan conference center, Tuxedo Park, N. Y., April 1st and 2nd. The conference took the first steps toward a continuing project of research and experimentation in the worship of children and youth.

Attending the conference were Mrs. David Hunter, Gladys Quist, and the Rev. Reid Isaac, representing the department; the Rev. Chas. W. F. Smith, a member of the liturgical commission; the Rev. William Schmidgall and Jack Noble White, of the committee on church music; and Suzanne G. Reid, child psychologist from the post-graduate research center, New York. Representatives of the schools were the Rev. John D. Verdery, president of the association and headmaster of the Wooster School; the Rev. Mother Ruth, headmistress of St. Hilda's & St. Hugh's School; Priscilla Houghton, headmistress of the Episcopal School, New York; and the Rev. John Paul Carter, executive secretary of the association.

Religion Curriculum

The Friends council on education and the council for religion in independent schools joined with the National Association of Episcopal Schools in convening a special conference on twelfth grade religion curriculum at the College of Preachers, March 13-17.

The purpose of the conference was to explore whether the long experience and the experimental capabilities of the independent schools might not be drawn upon to improve the teaching of courses in religion at the twelfth grade and to develop materials which might be useful in the public schools.

During the concluding sessions this statement on reli-

gion and public education was developed:

Ultimate goal: Every person has a right to become fully human. Full humanity depends upon the free appreciation of religious and moral values. Public institutions of learning are provided in our society to forward the development of full humanity. Therefore, in a free society, human beings have a right to a public education which formally addresses religious and moral values.

Means: The proximate goal is to strengthen the content of public education. Since public education has a responsibility to youth in their search for meaning, the presentation of those ideas and documents which influence men's religious and moral development should be more fully explored in the curriculum."

St. Andrew's Priory School

On the 100th anniversary of the day it was founded, Ascension Day, 1867 St. Andrew's Priory School, Honolulu, observed the centennial with a festal celebration of the Eucharist by Bishop Kennedy of Honolulu. A centennial prayer followed the collect of the day in the service, for which a musical setting by Healey Williams was used.

St. Paul's School

An athletic summer camp open to students 11 to 17 years of age from New York, New Jersey, Connecticut and Massachusetts has been scheduled by St. Paul's School, Garden City, N. Y. for both day and boarding students. The staff for the camp will consist of coaches from Princeton University, Providence College, St. John's University, Bloomsburg State College, U. S. Naval Academy, Pittsburg University, Wesleyan University, and Williams College, assisted by high school coaches in various sports.

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The Rev. Harold R. Landon, Headmaster
Cathedral School, 1047 Amsterdam Ave.
New York City 10025 Tel.: UN 5-8600

The camp will hold 3 one-week sessions, the first two for basketball, the third for football. The dates are: July 16-21, July 23-28, July 30-Aug. 3.

St. Andrew's School

A feature of commencement at St. Andrew's School, St. Andrew's, Tenn., this year was the groundbreaking for Mary Edwards Hall, a building which will provide the school, under the direction of the Order of the Holy Cross, with modern environment and equipment for 150 boys. The prior, the Rev. Murray Belway, announced that the library, forming the core of the building, will be named for James Rufus Agee, the late critic and author, one of whose works, *The Morning Watch*, has the school as its setting. The building will provide for fully equipped science and reading laboratories, 10 classrooms, an area for painting and arts and crafts, including a studio for making belleek china. An auditorium seating 200 will be at one side of the building, a music classroom, with facilities for individual and group practice and rehearsal being placed behind the stage. In 1961 the college preparatory school, now 62 years old, built Hughson Hall, providing dormitory space for 40 boys and dwelling for four faculty families, and two years ago Allgood gymnasium was completed.

New Church College

The Teachers of the Children of God, a teaching order which has been conducting a number of schools below college level, is opening a new church college in Tucson, Ariz., June 12th. The mother superior of the order, Mother Abbie, Ph.D., will be president of the school, to be called Tuller College. The program will offer liberal arts education in conjunction with training for various kinds of

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CENTENNIAL YEAR 1967

vocational work such as parish welfare workers, parish counselors, secretarial work, Christian education, and others.

St. James School

David D. Irwin, principal of St. James School, Faribault, Minn., has been appointed acting headmaster of the institution following the sudden death of Marvin W. Horstman in April. Mr. Horstman, who was 51, had been headmaster since 1944. At the time the school had been closed for 2 years. At the bequest of Bishop Keeler of Minnesota Horstman, then a teacher at Breck School, took on the task of reopening, got the plant into shape, recruited a faculty, and opened in the fall with an enrollment of 35 boys. His long service saw a vast expansion in the plant, faculty, and student body of the school, a boarding school limited to elementary grades.

Harvard School

Favorable student response to a tutorial project conducted in April at Harvard School, North Hollywood, may lead to its incorporation in the curriculum. In the project each senior student tutored an 8th grade boy for one week in George Orwell's *The Animal Farm*.

Bishop Dagwell Hall

At Bishop Dagwell Hall, Portland, Ore. where C. M. Burke is director, the gymnasium building has been completed, the lower floor providing classrooms for 7th and 8th grade boys. Plans have been drawn for a 600 seat lecture theater accommodating students of the school and of St. Helen's Hall. Under way are plans for a regulation-size all weather swimming pool.

St. Anne's School

Two new trustees have been elected to the board of governors of St. Anne's School, Charlottesville, Va. They are Hovey

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wick, senior vice president and
director of Norfolk and West-
ern R. R.

St. John Baptist School

Mary Ann Lewis of Kearny,
N. J. and Joyce Bearden of
Montclair, N. J., have been
elected president and secretary,
respectively, of St. John Bap-
tist School, Mendham, N. J. In
the current year the school,
conducted by the Sisters of St.
John Baptist, has had among
its students girls from Ger-
many, Hong Kong, Greece,
Hungary, and Puerto Rico.

San Miguel School

The construction of another
dormitory at San Miguel School,
San Diego, Calif., will increase
the capacity of the boarding
department to 80 from the 47
enrolled the past year. The
removal of 1,500,000 cubic
yards of dirt has made possible
the development of 10 acres of
land for athletic fields on the
school campus.

St. Margaret's School

A new building, costing an
estimated \$463,000, is under
construction on the campus of
St. Margaret's School, Water-
bury, Conn., with completion
expected in September of next
year. One wing will include a
science center and a raised-
floor amphi-theater seating 156.
The general classroom wing will
contain 8 classrooms, a dean's
office, 2 conference rooms, a
teachers' workroom, lavatories
and coat rooms. The lobby of
the first all-electric building on
the grounds is designed for use
for small receptions. Class-
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building will be converted into
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the building of the Woodhull Preparatory School, Hollis, New York, in accordance with plans now completed.

Virginia Episcopal School

Having celebrated its 50th anniversary last October Virginia Episcopal School Lynchburg, is proceeding with an improvement program including a new faculty residence on the northeast corner of its campus. This will be completed by the end of the summer, along with an addition to the headmaster's residence. Plans are under way for improvements to two additional faculty houses.

Howe Military School

The completion of two new buildings at Howe Military School, Howe, Indiana, has allowed an increase of enrollment from 400 to 455 students this year and to 480 this fall. The new facilities consist of an academic and activities building for the lower school and an additional barracks for the upper school. Additional development has been assured by the parents associations, who will provide the school with a new outdoor athletic complex, parts of the old one having been used in the building program.

NEWS NOTES

Executive Council meeting would have been reported this week except for the schools — look for a full report in June 8.

OPPORTUNITY

Friday, June 23

**WEEKEND EPISCOPAL
CONFERENCE**

Princeton Seminary, Princeton, N. J.

"What Is Man Doing Now?"

Keynoter, Chaplain Myron Bloy
Responder, Rev. Dr. Arthur McGill

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THE HEADMASTER

Archbishop Coggan of York is presently in the U.S. He spoke at commencement at General Seminary on May 24 and the next day preached at a UTO service at the cathedral in Long Island. He also will speak at several meetings in Canada before returned to England.

Editor John Krumm is presently in Spain to take part in the consecrations of Rev. Daniel de Pina Cabral as suffragan of the Lusitanian Church and Dean Ramon Taibo of the Madrid cathedral as bishop of the Spanish Reformed Church. Bishop Higgins of R. I. is one of the consecrators. Both Churches are in full communion with the Episcopal Church in the U.S.

Bishop B. C. Cabanban is now diocesan of the Church in the Philippines, the first Filipino to hold the office.

Newark convention had a long debate on Vietnam. Finally the delegates adopted Bishop Stark's address as its position on the war. He called for cessation of bombing of N. Vietnam as necessary to get negotiations started and said continued escalation "may result in the nuclear horror of world war three." Delegates also urged the U.S. to start talks with Red China.

Huron Diocese in Canada has reduced its contribution to the national budget by 10% after Bishop Luxton said national expenditures "smell expensive."

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